

# OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

Volume 29, Number 1 / February 2001

## An Interview with Douglas Greenberg

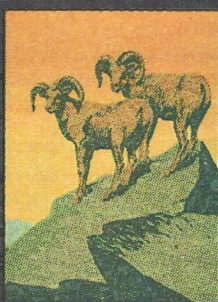
*Our series of interviews with historians continues with Douglas Greenberg, director of the Survivors of the Shoah Visual History Foundation. Doug spoke at length with Robert Cherny (San Francisco State University) about his stewardship of the Chicago Historical Society and the opportunity that brought him to Los Angeles.*

Robert Cherny (RC): What led you to a career in public history?  
Douglas Greenberg (DG): I was led to a career in public history both by serendipity and intention. I began in the early '70s with a perfectly traditional career teaching and writing about early American history in a small liberal arts college. Over time, as my career and my life began to shift, opportunities to do public history came along, and I took them. When I was at Princeton in the early '80s, for example, I got involved with the New Jersey Historical Commission and eventually became its chair. I think I always felt very strongly about the responsibility of historians to communicate with the public, and even when I thought that my career would have followed more conventional lines, I thought I would always have some role as a public historian. I was actually trained as an early American historian in seventeenth- and eighteenth-century history, but because my doctoral dissertation was on a topic in legal history, I became a self-trained legal historian as well, and over the years taught not only in early

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## The Election of 2000

William E. Leuchtenburg

Reading the commentary on the recent election has left me with an overpowering sense of déjà vu. Since the shift of the electoral vote of a single state would have made the victor the loser, our attention, we are told, should focus on that one state, and not on all of the state, but on targeted counties and isolated episodes—from the impact of a single individual (Elián González) to the vicissitudes that impeded turnout. Where have I heard all this before?

When I was a graduate student in the 1940s, I was required to solve a problem. How does one account for the outcome of the presidential election of 1884? The shift of a single state, New York, I was informed, would have made James G. Blaine rather than Grover Cleveland the winner. Moreover, Blaine would have needed a transfer of fewer than 600 votes to

have carried New York. How, then, does a historian explain Cleveland's victory? Did he capture that small number of decisive ballots because a Presbyterian clergyman was witless enough to characterize the Democrats, in Blaine's presence, as the party of "rum, Romanism, and rebellion," an allegation that energized Irish Catholics to support Cleveland? Or did



George W. Bush as a history undergraduate at Yale University (1964-68)

Blaine lose because he dined with robber barons at Delmonico's, a "Bels-hazzar's Feast" that left him vulnerable to the charge that he was an enemy of the poor? Or should one attribute Blaine's narrow loss to the circumstance that it was raining on election day and farmers, predominantly Republican, would not chance a precarious buggy ride on muddy roads to reach the polls?

When in 1952 I inherited Allan Nevins's large course at Columbia on American political history since 1877, I found myself lecturing about that 1884 election. Fortunately, at an early stage, I got some sound advice. Lee Benson scoffed at the notion that you could interpret an election by looking at fewer than 600 ballots

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## A Sense of Place: NEH Regional Centers

Andrew S. Chancey

In 1998 the National Endowment for the Humanities (NEH) announced an initiative to establish ten regional humanities centers around the United States. This ambitious project requires a multi-year commitment on the part of NEH, which has awarded \$50,000 in planning grants to twenty institutions that are competing to have their region's center established at their institution. NEH will next award \$1 million a year for five years to each of the ten centers selected. This \$51 million investment reflects the priority this initiative holds for NEH and its chairperson, William Ferris, and will enable each center to have seed money for start-up costs and to begin an endow-

ment to ensure the center's longevity.

The Regional Humanities Centers, according to the NEH website <<http://www.neh.gov/whowere/regional.html>>, will "become significant cultural and educational institutions devoted to exploring America's regional experience and how a 'sense of place' infuses and enriches American history, culture, and traditions." The centers will "advance broad public participation in the humanities, encourage a wide-ranging exchange of ideas, and contribute both intellectually and economically in their regions." Furthermore, the centers will promote "shared learning, fresh ideas, and new examinations of historical and cultural re-

sources." In so doing, they will "offer innovative opportunities for invigorating community and civic life through a rich framework for understanding issues, such as diversity, that can unsettle our society." The centers will accomplish this wide-sweeping agenda by promoting research on regional topics, by documenting and preserving historical and cultural resources, by developing curriculum from kindergarten through the master's level of study, and by creating opportunities for lifelong learning. (See the website listed above for a color-coded map which illustrates the regions and lists the planning grant recipients for each region.)

Ferris brought the idea of

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Inside: 2001 Convention Supplement



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# Recovering the Public Record

Peter J. Wosh

OAH members have much to be concerned about regarding access to historical documents. Relatively obscure federal regulations, administrative decisions at the agency level, and interpretive disagreements over legislative language often shape and color the historical record in subtle yet significant ways. In this column, I would like to highlight a report that recently came to our attention from the State Department Advisory Committee on Historical Documentation (SDAC).

SDAC's 2000 annual report, transmitted to Madeleine Albright from committee chair Michael J. Hogan in December, illustrates some of the complex issues facing the historical/archival community. This committee, created in accordance with the *Foreign Relations* statute of 1991, oversees the preparation of the *Foreign Relations of the United States (FRUS)* series, monitors efforts by the Department of State to open its historical record to the public, and advises the Secretary of State on matters related to the archival documentation of American foreign policy and diplomacy. The committee's report emphasized several ongoing problem areas that trouble historians and archivists.

Declassification appears the most significant bone of contention. Members remain "gravely concerned" about the efforts of the President's Foreign Intelligence Advisory Board to exempt its records from the existing declassification statute, "on the dubious grounds that it provides personal and private information to the President." Similarly, the CIA continues to claim that the Pres-

ident's Daily Briefs remain outside declassification since they fall under the category of privileged advice to the President. These critically important records, which document the actual information provided to the President rather than general summaries, have been exempted from declassification review. Material over thirty-years old continues to be treated as highly sensitive and remains outside the review process. The CIA's insistence on case-by-case declassification for all of its own records, and the absence of uniform procedures and guidelines for treating its own documentation, also occasioned negative comment by committee members. Systematic declassification remains an elusive goal, and an Information Security Policy Advisory Council established by executive order in 1995 has yet to be appointed.

Three long-standing issues concerning *FRUS* remain unresolved. First, the committee noted concerns about the access conditions relating to Henry Kissinger's papers at the Library of Congress. Transcripts of telephone conversations selected for inclusion in *FRUS* often contain substantial deletions, and the State Department's historian cannot determine their significance owing to access restrictions. Further, the Committee criticized the "unnecessarily complex and redundant procedures" that have been established to implement the Presidential Recordings and Materials Preservation Act of 1974. These procedural problems have created significant delays for *FRUS*. Finally, staffing shortages at the Historical Office in the State Department have impeded ongoing efforts to rede-

sign and modernize the *FRUS* series. Fourteen new staff positions have been approved by the Public Affairs Bureau and need to be filled rapidly by trained historians to ensure the revitalization of the series. In sum, the report presents a fairly troubling picture concerning declassification and *FRUS*. Historians and archivists need to follow these developments closely and express their concerns.

The Organization of American Historians' Committee on Research and Access addresses numerous important issues that require intensive collaboration between historians and archivists. The Committee serves as a clearinghouse for information concerning archival access, monitors current trends, discusses issues ranging from CIA declassification to records schedules for the 2000 census at its annual meetings, and attempts to keep the broader profession abreast of ongoing issues. Members may contact the committee and share their concerns by sending an email to <accesscmte@oah.org>. □

*Peter J. Wosh is Director of the Archival Management Program at New York University and chair of the OAH Committee on Research and Access to Historical Documentation. He is also author of Spreading the Word: The Bible Business in Nineteenth-Century America (Cornell Press, 1994). His most recent article is "Research and Reality Checks: Change and Continuity in NYU's Archival Management Program," which was published in American Archivist (Fall 2000).*

## THE LIBRARY COMPANY OF PHILADELPHIA Program in Early American Economy and Society 2001-2002 Fellowships

The Library Company of Philadelphia's Program in Early American Economy and Society will award one dissertation fellowship and one advanced research fellowship, tenable for nine consecutive months from September 2001 to May 2002 and carrying stipends of \$15,000 and \$30,000, respectively. The Program will also award four one-month research fellowships carrying stipends of \$1,600, tenable from June 2001 to May 2002.

Designed to promote scholarship on the origins and development of early American business and the economy to roughly 1850, these fellowships will provide scholars the opportunity to use the extensive printed and manuscript collections related to the history of commerce, finance, technology, manufacturing, agriculture, internal improvements, and economic policy-making that are held by the Library Company and by numerous other institutions in its vicinity.

**APPLICATION DEADLINE IS MARCH 1, 2001**, with a decision to be made by April 15. To apply, send four copies each of a c.v., a detailed description of the nature of the research to be undertaken during the fellowship period, a relevant writing sample of no more than 25 pages, and two letters of recommendation sent by separate mail to: The Library Company of Philadelphia, Program in Early American Economy and Society, 1314 Locust Street, Philadelphia, PA 19107. (For one-month fellowships omit the writing sample and the second reference.) For more information about the Program and fellowships, contact Cathy Matson, Program Director, at [cmatson@librarycompany.org](mailto:cmatson@librarycompany.org).



## ▼ Greenberg / From 1

American history and American social history but also legal and constitutional history.

RC: Did your interest in legal history have any implications for public history?

DG: I don't think so actually. I think that the nature of my academic specialization was not terribly connected to the fact that I was also interested in public history. I think I always took it as a general principle that all historians had a responsibility to the public. I think that perhaps we're especially sensitive in these days of impeachments and contested elections to the significance of legal historians as public historians, but those two things were not connected in my mind when I was first starting out.

RC: Let's talk a bit about the time that you were head of the Chicago Historical Society. I think of that as the leading such city history museum in the country.

DG: Well, we always liked to think that we were the most innovative and the leading history museum in the United States. We always said we'd leave it to others to judge for certain, but we certainly liked to think that way about what we did, at least as an institutional goal.

RC: What were you trying to accomplish there?

DG: When I first got there, I had a relatively short list of things that I thought were especially important. The first was to extend the reach of the Historical Society, both in terms of the subjects of exhibits and programs and in terms of participation and audience, to the entire city of Chicago. The by-word of the institution while I was there was that we were the historian of *all* the people of Chicago. Like many historical societies, the Chicago Historical Society had been founded by the white male elite of the mid-19th century, but over time actually had been very catholic—small “c” catholic—in its collecting policies. The collections, in other words, could support a much more wide-ranging and diverse set of activities than one might have suspected. They included many materials on the history of the African-American community in the city and country, for example, but they had not always been used as frequently or as effectively as they might have been.

By the time I arrived, a very important shift had already occurred in the mission of the institution to reach out beyond the ordinary constituency. It was very important to me to extend that commitment. The way that we tried to do it was primarily through a series of documentation projects and exhibitions on the history of Chicago neighborhoods, which I thought were very successful. They were exhibitions and also programs in which people who lived in the neighborhoods actually worked with us on the exhibitions that went up in the gallery and the public programs that accompanied the exhibitions. There was real participation from the community in the work of the institution, and I hope that gave us more respect from a more diverse community in Chicago and a feeling of communal ownership of the institution.

The neighborhood projects, as we called them, we followed with another set of projects on the rubric of “My History is Your History,” which attempted to show that there were common issues in the history of Chicago neighborhoods. In that second round of projects, people worked across neighborhood lines on common problems. And the Historical Society has now begun a third round of projects of this kind; this one is on the impact of world migration on Chicago's social and cultural life. Again, staff members are working cooperatively with the people of the city to document its history. It's an incredibly exciting kind of work to be doing.

The second thing that was extremely important to me was to find ways to use technology to advance the mission of the institution. When I arrived at the Histori-

cal Society in 1993—and this is now ancient history in technological terms—the institution had no e-mail, people could barely get a glimpse of what the World Wide Web might be and do. We immediately set technology as a very important institutional goal, and we invested a lot of effort and money in building what we thought was an extremely interesting and robust website, doing online exhibitions, digitizing pieces of our collection, building an online public access catalog to those digitized materials, and advancing our collecting of potentially electronic materials like the Studs Terkel archive (which became part of the institution's collections while I was there). Technology is a particularly fantastic tool for public historians because it permits them to reach beyond the ordinary audience, and the Internet connects us right into people's homes. We had a fair amount of success actually in the application of technology to the mission of the Historical Society. By the time I left, the website was getting about 150,000 distinct visitors a month. In two months, we had more visitors to the website than came physically to the museum in an entire year! I was lucky to have a group of very talented colleagues; I was very proud of what they accomplished in the technology area.

We were especially proud of the exhibit on “The Great Chicago Fire and the Web of Memory”, and then we followed it with another on the Haymarket tragedy, both of them curated electronically by Carl Smith of Northwestern. We also built a wonderful site that got a little less publicity on the cloak that Mary Lincoln was wearing the night of the assassination. It was stained with something that we believed was Abraham Lincoln's blood, and we used the web to show how forensic science and history can work together. We did a whole thing on how to do DNA testing and showed people, on the web, how that works. That exhibit was called “Wet With Blood,” which is how Mrs. Lincoln's maidservant described the cape after the assassination.

In addition, each of our neighborhood projects was accompanied by a website, and that tied the technology effort to the diversity effort. All of that material is on the CHS website <<http://www.chicago-history.org/>>.



Greenberg

The third thing about the mission of the institution that was very important to me is that we be thought of as an educational institution with a real commitment to K-12 education and adult education; that people see us as a history education institution. We did many programs with the Chicago city schools and with suburban schools. We linked the technology goal with the education goal by building a separate section of our website called “Just the Artifacts” that actually had lesson plans on various aspects of American and Chicago history making use of materials in the collection of the Chicago Historical Society. By the time I left, there were twenty or twenty-five of those monthly curriculum packets on the web, and they were being used all over the city of Chicago.

That was it really: diversity, technology, and education covered almost everything I wanted to do there. And, of course, they were all interrelated as well. By the time I left, I felt the team we had built was making marvelous strides in each of those three areas—and others too.

RC: One of the things that I remember from going through an exhibit there was the extent to which you drew upon the expertise of historians around the country for some of your exhibits.

DG: That's something that began before I got there. The Historical Society, for complicated reasons, has extraordinarily good collections both on the American Revolution and on the American Civil War, and there were two very important exhibits done there in the late '80s and early '90s, one on the Revolution called “We The People” and the other on the Civil War called “A House Di-

vided.” Alfred Young curated the first, and Eric Foner the second. My predecessor, Ellsworth Brown, really initiated a tradition of engaging scholars in the work of the Historical Society, and we certainly continued that during the period that I was there, although we also did some things slightly differently. While I was there, I determined that we needed to hire more people who were trained historians on the staff. Most of the people on the staff were trained curators, but not necessarily as historians. So while I was there, we built a new department, called the Department of Historical Documentation, populated entirely with people with Ph.D.s in history. In that way, we built a public history capacity with people who had advanced doctoral training in the discipline. And as we did that, we required less outside scholarly advice, but we never abandoned it entirely. It was always a very important part of what we did. While I was there we also became a more active institutional member of AHA and OAH, and sent more staff members to annual meetings to participate in panels and the like. We also changed the titles of all the professional members of the staff to “Public Historian.” That was a pretty important innovation, in my opinion. I would like to see more history museums do it.

There is also on the drawing boards—planning was nearing completion when I resigned—a huge, new exhibit on the history of Chicago, a core exhibit that will undoubtedly involve many, many scholars on the city's and the nation's history. And then after that's done, the two core exhibits on American history, which are now ten or fifteen years old, will probably be taken down, or at least that was the plan before I left. They will do another big exhibit or two on the history of the United States, and all of that is going to take a lot of scholarly expertise as well as museum expertise—to say nothing of money!

RC: What persuaded you to leave the Chicago Historical Society and come to the Shoah Foundation?

DG: It was a very difficult decision to leave the Chicago Historical Society. When I left, we had just completed a \$35 million fundraising campaign. I spent a lot of blood, sweat, and tears raising that \$35 million, and I was very tempted to stay so that I had the opportunity to spend it. But when the call came from a headhunter who said “I'm calling on behalf of my client Steven Spielberg and the Survivors of the Shoah Visual History Foundation,” my first reaction was: “Who is this *really*?” I had no idea how they found me or why they would be calling me. At first, I thought it really wasn't right for me. I think of myself as a reasonably serious historian, and I thought that while the work here was well intentioned, it was probably a little on the Hollywood side for someone of my ilk. But once I came to visit the place and saw what was being done, I was persuaded that this is the single most serious video history archive in the world, and that the technologies and cataloging and indexing techniques that are being developed here eventually are going to be extremely important well beyond the history of the Holocaust.

So that was one reason. Another reason was that all of my administrative jobs have had a sort of natural half life, and I was at a point at the Historical Society where, if I were going to stay, I would really have to reenlist for another six or seven years to accomplish all the things that we had on the menu. So it was a natural dividing point for me and for the Historical Society.

And the third reason is a much more personal reason having to do with my own powerful emotional connection to the Holocaust and with my certain knowledge that many members of my family died in the Shoah. This was a way of reconnecting to something that had been very important to me personally when I was younger and over the years had become more important. Although I wasn't looking for another job, in other words, lots of things sort of conspired to make this seem like the right choice. I don't want to seem too pompous about it, but I thought that if they wanted me for this position, I had a moral obligation to take it on.



# Focus on *Teaching*

## A Conversation with Kathleen Kean

Christine Compston

*Editor's note: Kathleen Kean is the winner of the OAH's Mary K. Bonsteel Tachau Precollegiate Teaching Award for 2000. She teaches history at Nicolet High School in Glendale, Wisconsin.*

Christine Compston (CC): Why did you decide to teach high school history?

Kathleen Kean (KK): History was my favorite subject all through school. By the time I was in high school, I knew that I wanted to major in history in college and prepare to teach history at the high school level after graduation. I looked for a college with a strong history major where I could also get the education credits required for certification. I chose Chatham College, in Pittsburgh, PA. I began teaching in the fall of 1969 and have taught more than twenty-five of the intervening years, primarily eleventh grade U.S. History and Advanced Placement U.S. History. High school teaching has been rewarding because the students are mature enough to handle challenging content and I enjoy working with that age group as they make the transition into more independent adults.

CC: What aspects of your undergraduate education best prepared you to teach?

KK: The most important factors were a solid background in history, a strong core curriculum of additional liberal arts courses, and education courses that help me in identifying methods to teach the content effectively. An excellent set of solid history courses enabled me to become well versed in content and taught me the skills required to do history myself. I was fortunate to be able to work with demanding scholars who loved the discipline and helped me to hone my skills during my four years as an undergraduate.

As a senior I took a two-semester senior tutorial required for graduation. I was able to do original primary source work based on a collection of over one hundred letters written by my great-great grandfather during the Civil War. He was an Irish immigrant to Buffalo who volunteered for an Irish unit in the Northern Army. Not only did I learn a great deal about Irish participation in the war, but through searching in old city maps, street directories, baptismal records and city newspapers, I also helped fill in the gaps about the wife and six children to whom the letters were addressed. Needless to say, the experience of working with this collection has had a huge impact on my own teaching! Each year during the Civil War unit, I pass out copies of some of the letters and discuss the "detective work" I did. Students tell me that reading from these letters helps make the textbook material more "personal." As I show students how I framed questions and went about finding the answers, I am passing along the instructional techniques and excitement of dis-



Kean

covery that I learned from my teachers.

CC: You have a Master's degree as well. How did graduate work improve your teaching?

KK: The more specialized courses in U.S. history deepened my knowledge of the discipline. I also gained valuable insights as a teaching assistant because I worked closely with college freshmen and saw that many struggled without strong note taking, critical thinking, and reading skills. When I returned to the high school classroom, I was better equipped to teach the content in more depth and to reinforce what high school students needed to know to successfully make the transition into college.

CC: Your concern with professional learning opportunities leads to a set of related questions. What do you think should be the purpose of professional development programs? How should such programs be structured to be of the greatest benefit to high school history teachers?

KK: Formal professional development programs can be valuable. My schedule, like that of many teachers, includes family and community as well as school-related responsibilities. As a result, I usually attend two- to three-day workshops or week-long summer institutes. Short workshops have made it possible for me to brush up on specific areas of content or explore new theories related to teaching. These programs have helped me incorporate new methods so that I can reach students with varied learning styles.

In addition to taking courses, I have also had opportunities to organize and direct programs. For example, I won a grant from the Committee on the Bicentennial of the U.S. Constitution and became the project director for a teacher-training workshop that brought forty Wisconsin high school teachers together with scholars to exchange ideas. Fortunately, our group was able to have Dr. Mary K. Tachau as our principal resident scholar. Teachers who participated in the workshop still fondly remember her enthusiasm for teaching about the Constitution and her willingness to work with secondary teachers. After the initial three-day session, teachers returned to their classes to design and implement new lessons on the Constitution and the Bill of Rights. As part of the workshop design, we were all required to integrate ideas we had just learned into new lessons, test them in our classes, and meet again four months later to share and discuss what we had learned. Dr. Tachau was so interested in the project that she agreed to return to participate in these meetings.

CC: You mentioned the need to keep learning in order to meet the needs of new generations of students. How has your approach to teaching history changed over time? What factors have influenced these changes?

KK: Over the years, one of the major challenges has been how to teach history in an engaging, thoughtful way so that students will not only learn but also like the subject. Since I teach a required course, I deal with some students who are reluctant participants. One strategy I have used for engaging these students has been to put an emphasis on teaching the skills needed to understand historical relationships. Another is to include content that captures their interest. As historical scholarship has broadened to include topics long ignored, I have tried to do the same with my curriculum. By incorporating these new fields, I have seen signs of curiosity among even my least

interested students.

My approach to teaching A.P. history has grown out of the way I have approached teaching any of the other "levels" of U.S. history. Of course, I can assign more readings from a variety of sources and students are more willing (most of the time) to put in the extra effort needed to struggle with conflicting interpretations, but I have found that even my "average" students are more intrigued by topics that show controversy and complexity. When students see how historians use evidence in various ways and often arrive at different conclusions, or learn how bias can be detected in opposing arguments, students learn to understand that history is more than a mere memorization of facts.

CC: How do you manage to engage students who are "visually" oriented, particularly those in advanced placement classes that emphasize reading and writing? What strategies have you found most effective in the classroom?

KK: I have become increasingly aware of how important it is to draw from a variety of methods and approaches when introducing history content. When I use videos, I want students to become emotionally involved and to better visualize the content, but I also caution them to realize they need to use different behaviors from the passive ones they use watching entertainment television. I have found several videos from the *American Experience* series have worked well for my students because they draw upon primary source quotes and photos and contain insights from historians to help bring the content alive.

CC: How has your involvement in the OAH contributed to your teaching?

KK: My membership in the OAH has helped me to stay connected to current developments in the teaching and study of U.S. history, and the Annual Meeting has helped me to interact directly with scholars who are writing the books from which I teach. Although the world of the high school teacher can feel disconnected at times from the dialogue at the university level, the contacts I have made through the OAH have helped me to stay abreast of new directions and to bring fresh insights into my classroom.

As a member of the OAH Focus Group that reviewed the National History Standards, I was invited to participate in stimulating debates about what should or should not be included and why. Serving on the board of the *Magazine of History* also allowed me work with people who share common interests, and these contacts have strengthened the dialogue among teachers at all levels of the profession.

Rarely do teachers know how they will shape the future actions of their students, but I feel I owe a great deal to the many who worked with me. I also am grateful that the OAH has broadened its mission to include pre-collegiate teachers because history education at all levels is our common concern. □

*Christine Compston is the former director of the National History Education Network and History Teaching Alliance (1993-1996). She is also co-editor of The Holmes-Frankfurter Correspondence, 1912-1935, as well as a new biography targeted for young adults, Earl Warren: Justice for All, available this year.*



## ▼ Greenberg / From 4

RC: Many of the people who will be reading this interview will be specialists in U.S. history. Could you provide some general information about the work of the Shoah Foundation?

DG: The Foundation was founded in 1994 because, when Steven Spielberg was making *Schindler's List* in Poland, he met many Holocaust survivors who told him that they felt that their stories, just like the story of "Schindler's Jews," needed to be told. He was so moved by these people that, when he came back, he provided some seed money to establish an organization that, at the beginning, had a very simple if ambitious goal—to collect 50,000 oral histories of the Holocaust from people who had survived the Shoah. They consulted with oral historians, people in library science, and a variety of others and then went about collecting. We now have almost 52,000 interviews in the collection, including not only Jewish survivors but also Gypsies, homosexuals, and all the other groups targeted by the Nazis as well as liberators, rescuers, and other witnesses. It would take about 14 years if you were to watch them all 24 hours-a-day, 7 days-a-week.

That was the initial goal, and along the way people came to realize that it wouldn't be much good just to have 50,000 testimonies. Most of us can't even find a videotape of our kids when they were five years old, much less identify specifics within a given video. So the Foundation set about creating what is really a digital library system for video. That also attracted me to the work. I've written and thought quite a lot in the last 10 years about libraries and technology and the impact of technology on scholarship, and I was very interested in this as a real cutting-edge technology with very broad potential application. The technology and cataloging is extremely powerful. It will allow searching within the entire database. That is, the entire 14 years of video can be searched. When our cataloging is done, you'll be able to search through the entire 14 years and actually pull out clips that address various and sundry scholarly subjects, so if you were interested in women from Bialystok, Poland who survived Auschwitz-Birkenau and wound up living in Jerusalem, and you not only were interested in that category, but were also interested in their descriptions of their first day at school, you'll be able to search the whole archive and get clips back in which such people describe their first day at school. It is the first system for searching video with keywords in the world. And we actually have five patents on it.

RC: That's quite amazing.

DG: And very expensive and labor intensive to do it as well. So that was very attractive from the point of view of libraries and scholarship. And then beyond that, there's the public history element. Here is a subject of obviously compelling power. I hope we can use the materials in the archive to educate people about hatred and violence in the twentieth century, not only about the Holocaust. We've done documentary films and two CD-ROMs, one in German and one in English. The opportunity to use this archive to make a difference in society in some ways is the capstone for me of a career that one way or another was always headed in the direction of finding a way to make history a lever of change.

RC: Tell me more about the actual collection of these oral histories.

DG: The collecting was done in 57 countries, not just the United States, and in 32 languages. The Los Angeles-based staff went about identifying people who could undertake these interviews, many of them historians, some of them journalists, and conducted training sessions in each country to train the interviewers on how this was to be done. They then had to identify videographers because all of this was done on video. A very elaborate system for tracking each interview and the tapes as they came back from around the world had to be established, again using what I think at a museum we'd consider collection management software. And the interviews were done in a very systematic way. The word was put out in the survivor community, which is actually highly elaborated all

over the world, and in organizations where survivors were likely to know about it, saying that the foundation was beginning a project to interview survivors of the Holocaust for the purposes of scholarship and education. And every single one of the almost 52,000 people in the archive volunteered to be interviewed. Nobody was ever called and asked to be interviewed because we felt that we had to respect people's privacy. I wasn't here during that phase, but I'm told that it was an incredibly exciting time, as phone calls and e-mails and faxes came in from all over the world of survivors who wanted to take part in the project. And in the space of a little bit more than five years, the initial goal of 50,000 was reached. We're still interviewing people, but at a much slower rate, because we feel it's important at this point to put as much of our resources as possible into the cataloging and the indexing and dissemination of the archive.

RC: And so once the cataloging and indexing is complete, what are your plans to bring all of this to the public?

DG: There are a variety of plans.

Some of this is dependent on money. Steven Spielberg has been extremely generous to us, but I have a big fundraising task. Steven thinks, and I agree with him, that he shouldn't bankroll the entire thing. It ought to be something the larger community of donors feel some ownership of, so I have a lot of money to raise over the next five or six years to get all of this done. But the plan is, in the first instance, that there will be five institutions where access will be available to our archive. The Museum of Tolerance here in Los Angeles, the Museum of Jewish Heritage in New York, the Holocaust Museum in Washington, Yad Vashem, which is the Holocaust memorial in Jerusalem, and Yale, which has its own very distinguished Fortunoff collection of survivor interviews. That's the first round. But over the long run, we think that the principal mechanism to get this out to the scholarly community and to some extent the educational community, is going to be Internet 2, and we have had very good and very fruitful conversations with the people who are building Internet 2. And that will connect us to 180-200 research institutions and universities around the world. We are building both the underlying database and the user interface with an eye toward providing access through Internet 2.

That's the scholarly side, but since we also have a public history mission, there are a variety of ways in which we hope to use the materials in the database to advance the educational mission of the foundation. That includes continuing to do CD ROMs (we have one in progress on children in the Holocaust). We've done eight documentary films, five of them in European languages, and we'll probably do more of those. We're working with several universities around the country on programs to train teachers to make use of the archive. We've got a pilot program running in five urban school districts in the United States to test the existing educational products and to help us to design new ones.

So over the long run, the way we're going to get this out is much like what I was trying to do at the Chicago Historical Society—we wanted to enhance scholarly access to the collections there and make better use of the collections for educational purposes. That's really what we're going to try to do with our archive here at the Shoah Foundation as well. The other piece, of course, is always to remind ourselves that the Holocaust was an event in the history of Europe. We have an office in Berlin, and we hope to expand the work we are doing there and throughout Europe and in Israel as well.

Over time, we also hope to work to make our technology available to others to do similar collections so that we can work together to extend both the scholarly and educational power of what we have accomplished.

RC: What difference does it make for the work you're doing now that you are professionally trained as a historian rather than, say, a corporate CEO?

DG: I think that's actually an interesting question. I

think it makes a big difference, and I think that the members of the board who were involved in selecting me thought it would make a difference. Quite apart from my own qualifications, that was the right thing for them to do. They believed that they needed someone who understood the implications of an important collection, both for scholarship and for education. Because I had experience as a teacher and scholar and as a public historian, it seemed to them that I fit that set of qualifications. It also makes a difference because I think I understand the larger significance of this kind of history—video history, video sources—which, by the way, is going to become increasingly important in the twenty-first century. And I think they felt—and we'll find out whether they were right or not—that somebody who could talk about this archive

from the point of view of scholarship was someone who would be successful at raising money. The Foundation also needed someone with experience in management and strategic planning, which I also had, but that would not have been enough. I think a corporate CEO

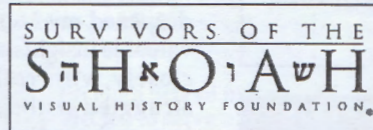
might well have handled the management questions that any large organization has, and we have 160 employees here, about the same size as the Chicago Historical Society, and a budget of about \$15 million. Certainly a corporate CEO could handle that part of it, but I think they felt it was very important for somebody who came here to be really tied to the mission of the institution, to understand the mission, and also to be able to articulate that mission for others. I hope to be able to do all those things.

RC: What are the implications of this collection for specialists in U.S. history. It sounds as though it may be possible for them to identify Holocaust survivors who became U.S. residents, their roles in their communities, and that sort of thing. What can you suggest along those lines?

DG: This is a very important resource for historians of postwar America. Each interview is divided into three sections. The first part of the interview is about what life was like in pre-Holocaust Europe. That's going to be very important for people who are writing about Jewish life and the political cultural life in Europe between the wars. The second is about the Holocaust itself and the experiences of the survivors in the Holocaust. But the last part of the interview is about what life has been like for the survivors since the Holocaust, since the war. Given the way the database is set up, it'll be very easy for researchers to pull out the survivors who now live in the United States. There's an opportunity, for example, to use this material to reflect on what America signified to people coming out of World War II in Europe. There's a sense in which, when you look at the interviews that were done with people who eventually came to live in the United States you understand in a new way what the perception of the United States was at the end of World War II. At one level, it's very moving, because the Holocaust survivors in particular had very clear ideas about American freedom. But there are a variety of other topics that come out of the interviews as well, bearing on such things as the organized Jewish community in postwar America, or social mobility in postwar America, since most of these people came literally penniless and you get an insight into how they "made it" in America after the war. I think there's going to be a lot of opportunity for American historians to make use of the archive.

RC: The OAH is going to be meeting in Los Angeles in April. Should the American historians come and visit you? What would they find?

DG: We are not set up as a museum able to take large numbers of visitors. We work in a group of trailers on the back lot of Universal Studios, but we do give tours. If people get in touch with us in advance, we can arrange tours for limited numbers of people, especially to see the way our cataloging technology works. That's something





Focus on *Teaching*

# Advice for Graduate Students Teaching the Survey Course

James W. Oberly

Teaching the U.S. survey at a community college or regional comprehensive university may very well be the first professional employment that a graduate student will receive today. A summary of a report by the Coalition on the Academic Work Force noted that "tenure-track faculty were teaching fewer than 50 percent of all introductory history courses" (1). Indeed, graduate students and part-time faculty are teaching the majority of survey classes taught in this country, including the U.S. history survey. This trend is most pronounced at Ph.D.-granting institutions, but is also characteristic of non-doctoral public institutions—where most college students are. According to the Department of Education's figures, the two biggest groups of college students in 1999-2000 were enrolled in community colleges (5.6 million) and in baccalaureate and master's-level regional comprehensive public universities (3.6 million).

These patterns in turn coincide with increased professional and student expectations about how the survey courses should be taught. To help new instructors face the challenge of teaching the U.S. history survey, the OAH Program Committee has scheduled a special session for graduate students called "Beyond the Lecture: An Interactive Workshop" at the upcoming OAH Annual Meeting. What follows is an introduction to some of the issues I have become familiar with over the years as a teacher, and an invitation to discuss teaching strategies further with me and other historians in Los Angeles.

"Know your audience," is good advice for any speaker, including beginning college history teachers. The typical U.S. survey course at a regional comprehensive public university has from forty to one hundred students. Generally, class size is usually small enough for the instructor to learn the names of each student in the class. Therefore, "know your audience by name" is a good starting point for a history teacher because the students expect to be treated as individuals and not as student ID numbers.

Knowing why your audience is in attendance is also sound advice. Students usually take history classes at regional comprehensives universities for one of two reasons: for general education credit, or for credit toward a history major. But these are not two groups of equal size. At my regional comprehensive university (which has an enrollment of 10,400), about 300 students major or minor in history. The other 10,100 students will take one, and only one history course in their college career for general education credit. Many of these students are pursuing majors in professional programs like business administration, management information systems, engineering, nursing, and teacher training. The vast majority of students sitting in class on the first day of "U.S. History to 1877," to be blunt, are forced to be there because of university degree requirements.

I believe the U.S. history instructor's task on that first day of class is to discuss

the importance of general education with the students. This is the time to explain to students why university faculty believe that every one receiving a university diploma should be a well-educated man or woman, and that part of being educated is the development of a historical consciousness. This is also the time to explain that the skills developed in the study of history are useful in almost any pursuit in life. A U.S. history class, even if only a semester's worth, can help accomplish this goal.

Given a class that meets for three hours a week for a fifteen-week semester, the instructor will spend up to forty-five hours with a class over a term. That is quite a bit of time to spend together as a group. How to use that time to the best advantage is one of the biggest challenges facing a new instructor. The tried-and-true way to fill that time is to deliver forty-five separate lectures surveying American history. I—probably like most of my generation—began my teaching career developing such a set of lectures, but over the years, I learned that my students develop a fuller historical consciousness about change over time if they are put to work generating some history of their own. Early in my career I decided to borrow an idea from my mentor, Professor Mary Young of the University of Rochester, and have students restage a Lincoln-Douglas debate rather than deliver my lecture on the topic. I divided the class of fifty into two teams: Lincoln and Douglas, and subdivided these into presentation and rebuttal squads. I gave each squad copies of the speeches Lincoln and Douglas delivered in 1858 before the first of their debates. That experience taught me how well students could work together in teams and how competitive (in a positive sense!) students could be in class. Prior to this, their competitive side emerged only when they came to my office to fight for extra points on an essay. Most importantly, I learned that students in a general education survey could—and would—analyze and make use of primary sources to generate their own history during class time.

These days I put more emphasis on teamwork and less on competition between students in the classroom. My survey classes are bigger now—usually eighty students per section—too big for the Lincoln-Douglas debate to include

## Teaching the JAH

Joanne Meyerowitz



Those of us who teach college-level history often lament a common problem: We keep up on the scholarly literature in our own areas of specialization, but we rarely have the time to read widely across the entire sweep of U.S. history. Nonetheless, we attempt

to cover it all (or at least a lot of it) in our undergraduate survey courses. How do we get from the monographic, specialized research to the undergraduate-level "big picture"? In March 2001, the *Journal of American History* will launch a new project, "Teaching the JAH," that uses online tools to bridge the gap between the latest scholarly research in U.S. history and the practice of classroom teaching.

With a grant from the Indiana University Ameritech Fellows Program, the project will create online "teaching packages" that demonstrate how new JAH articles might be used in teaching the U.S. history survey course. Each package will include a targeted article, brief comments from the article's author, and a set of annotated documents intended for classroom use. Depending on the targeted articles, the document sets might include illustrations, photographs, video clips, audio clips, and excerpts from other primary historical texts. The packages will also include links to other history-related web sites that hold additional relevant materials. The grant provides the funds for four such packages, produced biannually over the next two years.

The packages, we hope, will provide the commentary and primary source materials needed to introduce new research and new themes into U.S. history survey courses. The online documents can be used directly in classes equipped with computers and projectors or downloaded and converted into handouts and overhead projection transparencies for less well-equipped classrooms. Or professors can send their students directly to our web site as part of out-of-class assignments.

Next month, our first online teaching package will feature Constance Areson Clark's forthcoming article, "Evolution for John Doe: Pictures, the Public and the Scopes Trial Debate." In the U.S. history survey course, the Scopes trial is routinely taught to illustrate the cultural battleground of the 1920s, the emerging conflicts between religion and science and between an urban, cosmopolitan, secular vision and a rural, traditional, religious mindset. Clark's article introduces the visual images of evolution used by scientists in the early twentieth century. It complicates the usual history of evolution by investigating the assumptions scientists incorporated into their diagrams, illustrations, and exhibits. The teaching package will invite professors to take a detour into the history of science during their lectures on the Scopes trial. □

"Teaching the JAH" will appear, free to the public, on the Journal's website at <<http://www.indiana.edu/~jah/teaching/>>.

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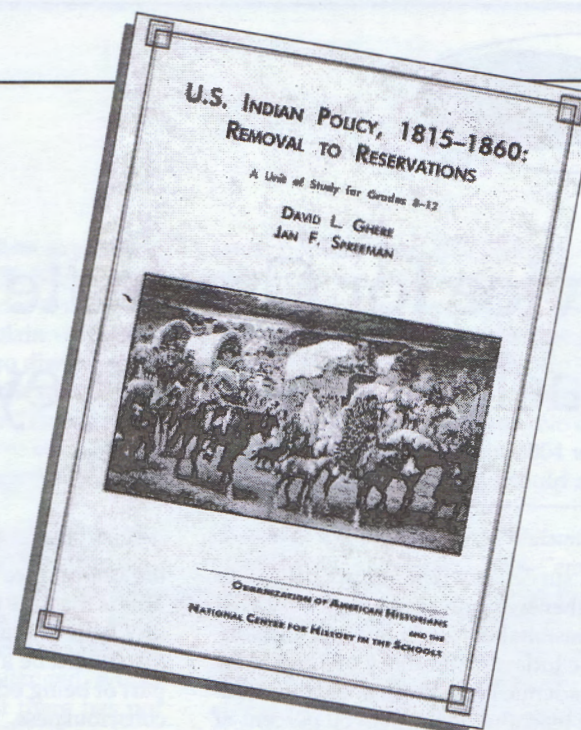
### Assistant Professor of Catholic Studies

The University of Illinois at Chicago, a leading urban public research university, is developing a program in Catholic Studies. An entry-level tenure-track position in this new program is now open for someone whose area of specialization is Catholicism in the U.S. No particular disciplinary approach is required: the successful candidate might be a historian, a practitioner of cultural studies, a political scientist, an anthropologist, a sociologist, a literary critic, or someone who has interdisciplinary interests. The successful candidate will have an important influence on the shape of the program as it develops; it is therefore essential that he or she be enthusiastic about developing undergraduate courses in American Catholicism and about serving a multicultural and multireligious student body, about 55% of which is Catholic. Applicants should have the Ph.D. in hand, or by start date, and should have a lively research and publication agenda.

Review of applications will begin on 15 January 2001, and will continue until the position is filled. The appointment will be effective in August 2001. Applicants should send a cover letter, a CV, a sample of published work (if any), and at least three letters of recommendation to: Dr. Paul J. Griffiths, Schmitt Professor of Catholic Studies, University of Illinois at Chicago College of Liberal Arts and Sciences (MC 228), 601 South Morgan St., Chicago, IL 60607-7104. UIC is an Affirmative Action/Equal Opportunity Employer.



## Introducing the newest resource on teaching American Indian history



Since its founding OAH has promoted the teaching of American history. Now OAH has teamed with the National Center for History in the Schools to produce teaching units for secondary school educators. Each contains lesson plans, student handouts, and primary documents designed for classroom use. To order your copy contact [sales@oah.org](mailto:sales@oah.org) or call 812.855.9851. You can also order or view other teaching units at [www.oah.org/pubs/teachingunits/](http://www.oah.org/pubs/teachingunits/).

## Organization of American Historians

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

*Shaping the future of American history*

## La Pietra Dissertation Travel Fellowship in Transnational History



This newly created prize provides financial assistance to graduate students whose dissertation topics deal with aspects of American history that extend beyond U.S. borders. The fellowship may be used for international travel to collections vital to dissertation research. Applicants must be currently enrolled in a graduate program. One \$1250 fellowship will be awarded annually.

To apply, submit the following:

1. A 2-3 page project description indicating the dissertation's significance and including a statement of the major collection(s) to be examined abroad and their relevance to the dissertation.
2. Two letters of recommendation, including one from the dissertation advisor.
3. Current c.v. indicating language proficiency.

Send to: La Pietra Dissertation Travel Fellowship  
Organization of American Historians  
112 North Bryan Avenue  
Bloomington, IN 47408-4199

**Deadline: 1 December 2001**

**Organization of American Historians**

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## LAW & CLASS IN AMERICA: CALL FOR PAPERS

The Law School at the University of Pennsylvania, in conjunction with the Department of History, will host "Law and the 'Disappearance' of Class in Twentieth-Century America," on November 15-17, 2002. While historical scholarship has argued that class, like race and gender, should be central to historical inquiry, little has been written about the essential role of law in reinforcing and rationalizing class distinctions in the twentieth century. Historically, law and legal theory have shaped, maintained, and justified class hierarchies, as well as helped hide them from political view. Purportedly neutral legal concepts such as fault and responsibility conceal both the class consequences of their application and how class influenced their articulation. The conference will address the role law played in reinforcing class differences while obscuring issues of class during the twentieth century, such that a meaningful rhetoric of class is now largely absent from political discourse despite the importance of class in American politics, culture, and society.

"Law and the 'Disappearance' of Class in Twentieth-Century America" invites papers on any aspect of class that relates to law, legal rhetoric, or legal ideology. For example, issues in labor law and labor relations, criminal law and the criminal justice system, housing discrimination, zoning, and landlord-tenant relations, have obvious relevance to a legal history of class in the twentieth century, but so also may topics in religion, civil rights, freedom of expression, privacy, gender-based discrimination, family law, commercial credit, and consumer protection, to name but a few. Participants need not think of themselves primarily as legal historians. Submissions from both legal scholars and historians interested in exploring ideas related to the theme of the conference are welcome.

Interested scholars should submit a curriculum vitae and a prospectus of up to 1000 words describing the substance of the paper and its relationship to existing scholarship. Final papers will be distributed in advance of the conference to facilitate lively discussion. The conference sponsors expect to be able to publish the papers in an edited volume.

Please send the requested submission material by March 15, 2001 to Conference Committee, care of Professors Bruce H. Mann and Sarah Barringer Gordon, University of Pennsylvania Law School, 3400 Chestnut Street, Philadelphia, Pa. 19104-6204. Email submissions are encouraged. Submissions and inquiries should be sent to Benjamin Field, [bfield@law.upenn.edu](mailto:bfield@law.upenn.edu).



## News from the NCC

# Capitol Commentary

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



Craig

### 107th Congress Convenes

The November presidential election is now history. In one of the most memorable elections of all time, the Republicans managed to maintain their control over Congress, albeit by slim margins—Vice President Richard Cheney, however, as President of the Senate, is situated to cast the decisive tiebreaking vote should the need arise, thus giving the Republicans

technical control over the upper chamber as well. With George W. Bush as the forty-third President of the United States, Republicans also control the White House.

The freshmen class of the 107th Congress is an interesting mix of individuals. There are over forty new House members. Statistically, the typical new House member is a middle-aged white man with a decade or more of experience in state government who possess a Master's degree. Among those in the House freshman class is a Japanese American imprisoned as a child in an internment camp, a former spy, a quadriplegic, and the former head football coach of the University of Nebraska Cornhuskers, Tom Osborne (R-MO), the only new member to possess a doctorate degree.

On the Senate side, the winners are a more diverse group of conservatives, liberals, and moderates. A fair number of the incoming class (both Republican and Democrat) won their seats by spending large sums of their own money. As a consequence, one political strategist commented that the Senate is "becoming a House of Lords" making any hope for enactment of certain issues (i.e., campaign financing reform) more unlikely.

However, the new Congress undoubtedly will take up a number of measures introduced late in the 106th Congress but because of the press of time were not addressed. They will tackle what is characterized as "human subjects research protection" (of particular interest to the oral history community and any researchers whose research proposals are reviewed by Institutional Review Boards). At least two National Landmark theme-study bills have already been reintroduced including: Senator Daniel K. Akaka's (D-HI) "Peopling of America" Theme Study Act (no bill number at this writing) which focuses on the migration, immigration, and settlement of the population of the United States), and Representative Joel Hefley's (R-CO) legislation (H.R. 107) which seeks to commemorate and interpret the Cold War.

In terms of appropriations, now that the National Historical Publications and Records Commission (NHPRC) has been reauthorized (see below), the historical/archival community is in a good position to influence NHPRC's appropriations this year. With appropriate political pressure at the right time, there is the very real possibility of raising the Commission's annual appropriation to its authorized full funding level of \$10 million. The National Archives' funding for its electronic record programs also should experience an increase.

### Legislative Recap of the 106th Congress

In retrospect, the 106th Congress will be remembered for its solid legacy of legislative successes with respect to history, archives, and historic preservation. Noteworthy accomplishments include:

- \$50 million for history education
- \$5 million increase for the National Endowment for the Humanities
- \$88 million for the National Archives to renovate Archives I in Washington, D.C.
- \$35 million for a third year for the "Save America's Treasures" Program
- \$19.5 million increase for various historic preservation funding programs
- Reauthorization of the NHPRC
- Creation of a Declassification Board (Moynihan Board) to advise Congress and the president
- Creation of several new national historical park units
- Creation of a national program for land preservation and historic lighthouse protection
- Authorization of a veterans oral history project in the Library of Congress
- Preservation of Freedmen's Bureau records in the National Archives

Oftentimes victories are also measured in what legislative proposals do *not* become public law. Two examples: Preservationists were able to fend off bills that challenged the president's authority to designate national monuments under the Antiquities Act of 1906. And historians, journalists, and civil rights activists convinced President Clinton to veto the Intelligence Authorization Act (H.R. 4392) that included a controversial "Leak Statute" provision that would have made it a felony for any government official to willfully disclose "classified information" (see discussion in "Moynihan Declassification Board" below).

Then there was the enactment of legislation that seems to incrementally take a step in the right direction but still fails to live up to its full potential. An excellent example of this is the Conservation and Reinvestment Act of 2000 (CARA; H.R. 701/S. 2567). Because of the CARA proposal, a major land legacy funding increase was realized for historic preservation within the Department of the Interior and Related Agency appropriations bill through the creation of the "Land Conservation, Preservation and Infrastructure Improvement Program" (Title VIII within the Interior bill). But this fell short of a true trust fund for preserving America's heritage.

### \$50 Million for History Education

In its last order of business, the 106th Congress passed the massive Omnibus Consolidated Appropriations Act (P.L. 106 - 554) then adjourned "sine die" on 15 December. Included in the \$634 billion, ten-inch-thick funding package is a one-line item \$50 million history education earmark (see *Congressional Record-House*, 15 December 2000, p. H-12111) which was tacked on as an amendment to the \$108.9 billion Labor, Health and Human Services and Education bill (H.R. 4577).

The history of how this funding came about is worth noting. On 27 June 2000, Senators Joseph Lieberman (D-CT), Slade Gorton (R-WA) together with Representatives Thomas E. Petri (R-WI) and George Miller (D-CA) unveiled a Congressional Concurrent Resolution (S. Con. Res. 129; H. Con. Res. 366) designed to draw attention to what Congressman Petri characterized as "the troubling historical illiteracy of our next generation of leaders." Their resolution was based on the findings contained in "Losing America's Memory: Historical Illiteracy in the Twenty-First Century," a report released by the American Council of Trustees and Alumni (ACTA). According to the ACTA report, at seventy-eight percent of the institutions surveyed, students are not required to take any

history courses at all. Indeed, it is possible for students to graduate from one hundred percent of the top colleges without taking a single course in American history. The resolution offered by the Congressmen, therefore, expressed "the sense of Congress regarding the importance and value of United States history." It called upon boards of trustees, college administrators and state officials to strengthen American history requirements in the nation's schools, colleges and universities.

As a follow-up to the resolution, Senator Robert Byrd (D-WV) then offered an amendment (no. 3731) to the Senate version of the FY 2001 Labor, Health and Human Services, and Education appropriation bill (H.R. 4577) on 30 June. His one-line amendment (actually hand-written by Senator Byrd while sitting at his desk on the Senate floor) sought to provide \$50 million to the Secretary of Education to award grants to states "to develop, implement, and strengthen programs that teach American history (not social studies) as a separate subject within school curricula." The grant money was earmarked for states to support the development of history programs in secondary schools. According to Senate sources, however, the amendment is written broadly enough to give the Secretary of Education discretion to use funds for the support of post-secondary history education programs as well.

The amendment was approved by a 98-0 margin in the Senate and was supported by the Clinton Administration. However, because there was no similar language in the House passed version of the Labor/H&HS/Education bill, funding was not assured. The amendment was addressed by conferees when they met to resolve differences between the House and Senate versions of the appropriations bill. On 20 July, conferees were appointed; a letter under the signature of the executive directors of the Organization of American Historians, the American Historical Association and the National Coordinating Committee for the Promotion of History was sent to all the conferees expressing support for the amendment by the historical community.

Ultimately, the conferees adopted the Byrd amendment, but for months the conference report was held victim to legislative maneuvering—the timing of its release was (according to one staffer) to be "a political decision." Only when the final budget agreement was reached was the historical community assured that the funding would be forthcoming.

After the Omnibus Consolidated Appropriations Act was enacted, the conference report was issued. The report states the intent of Congress for the expenditure of the funds though it is not necessarily binding on the Secretary of Education. The reference (in its entirety) reads: "The conferees recognize the need to promote the study of American history in our nation's schools, and therefore, have also included \$50,000,000 for a new demonstration program focusing on the instruction of American history in elementary and secondary education. Under this program, the Secretary of Education will award grants to local educational agencies (LEAs), and in turn, the LEAs will make awards to schools that are teaching American history as a separate subject within school curricula (not as a part of a social studies course). Grant awards are designed to augment the quality of American history instruction and to provide professional development activities and teacher education in the area of American history."

Representatives of the historical community have al-

See next page ►



ready met with Department of Education officials about the expenditure of the funds and discussions are currently continuing with Congressional and Education department officials.

### Moynihan Declassification Board

The Public Interest Declassification Act (PIDA; S. 1801), the last vestige of Senator Moynihan's once ambitious effort to reform the national security classification and declassification system, was incorporated into the Senate version of the Intelligence Authorization Act. It creates a nine member "Public Interest Declassification Board" whose charge is to promote openness, to support Congress in its oversight of declassification, and to make recommendations to the president on classification and declassification policy, practices and procedures.

On 4 November 2000, President Clinton vetoed the Intelligence Authorization Act of 2001 (H.R. 4932) because of the inclusion of Section 304, "Prohibition on Unauthorized Disclosure of Classified Information." Without benefit of any congressional hearings, the so-called "Leak Statute" was passed by Congress by voice vote on 12 October. According to numerous historians and journalists who studied this legislation, the proposed law would have been equivalent to an "Official Secrets Act." It would have severely restricted free speech, undercut the already tenuous rights of federal government whistle-blowers who put their jobs on the line when they disclose wrongdoing, and would have shielded "corruption and government abuse of power behind a wall of secrecy."

In an effort to get another version of the appropriation bill passed, on 13 November, the House of Representatives removed the controversial statute that the President stated that if enacted, would "chill legitimate activities that are at the heart of a democracy," and passed a revised bill. On 6 December, by unanimous consent, the Senate passed a revised second version of the Intelligence Authorization Act (H.R. 5630) that included the Moynihan declassification board provision but not the leak statute. On 11 December, the House agreed to the Senate passed version; the bill was advanced to the President's desk and was signed on 28 December 2000.

### NHPRC Reauthorization

On 1 November, President Clinton signed legislation (P.L. 106-410) to reauthorize the National Historical Publications and Records Commission (NHPRC) for the fiscal years 2002 through 2005 with an annual federal appropriations ceiling of \$10 million. While the bill (H.R. 4110) passed the House of Representatives on 24 July, because the NHPRC still had a year to run in its current authorization cycle, the Senate committee of jurisdiction was reluctant to push for enactment this year. Thanks in large part to your letters, email communications, and phone calls to Senator Fred Thompson (R-TN) and other members of Congress (see "Action Item" in NCC Washington Update, 6: 25, 27 July 2000), the Senate Committee on Governmental Affairs passed H.R. 4110 on 3 October; the full Senate passed the measure on 19 October.

### Rosie the Riveter—World War II Home Front National Historical Park

On 24 October, President Clinton signed legislation (P.L. 106-352) that establishes the Rosie the Riveter—World War II Home Front National Historical Park in Richmond, California. Introduced by Representative George Miller (D-CA) and Senator Dianne Feinstein (D-CA), the new historical park that will be made part of the National Park System seeks to preserve sites, structures, and areas located in the vicinity of Richmond, California, that are associated with the industrial, governmental, and citizen efforts that led to victory in World War II.

The legislation directs the NPS to operate an educa-

tion center for the purpose of educating the American public about the significance of the site and on the broader story of the WW II home front. The legislation also recognizes that survivors who worked on the home front are in their seventies and eighties and hence an oral history program is authorized: Section 5 of the legislation authorizes "such funds as may be necessary to conduct oral histories" and to carry out other provisions of the act.

### Sand Creek Massacre National Historic Site

Public Law 106-465, legislation (S. 2950) that was originally introduced by Senator Ben Nighthorse Campbell (R-CO) to create the Sand Creek Massacre Historic Site in Colorado recognizes and memorializes "the hallowed ground on which hundreds of peaceful Cheyenne and Arapaho Indians were massacred by members of the Colorado militia" in 1864. The law authorizes the National Park Service to enter into agreements with willing sellers in an effort to secure lands within a 12,480-acre boundary. Without condemnation authority acquisition of land could take years, but several willing sellers who own property within the core of the site's proposed legislative boundary have offered to sell in recent months. Once the NPS has purchased a sufficient land base to memorialize and commemorate the massacre, the site will be formally established. Special provisions are found in this legislation that provide tribal access for traditional cultural and historical observances.

### First Ladies National Historic Site

Legislation creating the First Ladies National Historic Site was enacted without benefit of any congressional hearings by authorizing committees. This National Park unit established at the home of First Lady Ida Saxton McKinley in Canton, Ohio, was achieved through its inclusion as Section 145(a) in the Interior Appropriations bill (P.L. 106-291). The mover of the legislation was Representative Ralph Regula, outgoing chair of the House Interior Department Appropriations Subcommittee. The purpose of the new unit is to preserve and interpret the role and history of the First Ladies in American history.

While the legislation empowers the NPS to own and operate the site, it also authorizes the NPS to enter into a cooperative agreement with the National First Ladies Library that can also help operate and maintain the site; entrance fees collected can be retained by the library for the historic site's upkeep.

Several years ago, the National Park Service did study the McKinley home for possible inclusion in the NPS system but did not find it nationally significant. A second NPS report found that the Park Service did not administer any historic site specifically focusing on the First Ladies and because of outstanding interpretive and educational program possibilities that inclusion of such a site focusing on the First Ladies in the NPS system could be justified.

### Abraham Lincoln Interpretive Center/Underground Railroad "Freedom Center"

Several other legislative measures were also included in the Interior bill, but all of them had been considered by Congress through one or more hearings and had passed one or both houses of Congress. Section 146 of the Interior bill authorizes the Secretary of the Interior to make grants and contribute funds for the establishment of an Abraham Lincoln Interpretive Center in Springfield, Illinois, to "preserve and make available to the public materials related to the life of President Abraham Lincoln." Section 150 of the Interior bill authorizes federal funds (up to 20 percent of the total project cost) for the National Underground Railroad Freedom Center in Cincinnati, Ohio. Once constructed, the Freedom Center will serve as a centralized facility for exhibits, collections, and re-

search relating to the history of the Underground Railroad.

### Freedmen's Bureau Records Preservation Act

On 6 November 2000, President Clinton signed legislation (P.L. 106-444) that authorizes the expenditure of \$3 million in fiscal years 2001 through 2005 to safeguard the records of the Freedmen's Bureau—a federal agency that from 1865 to 1872 attempted to help better the lives of former slaves after the American Civil War. The records of the bureau document one of the greatest social undertakings in this country's history.

The new law requires that the National Archives act to preserve the Bureau records through microfilming and establish partnerships with educational institutions including Howard University in Washington, D.C., and the University of Florida. The partners are to assist NARA in making the records "more easily accessible to the public including historians, genealogists, and students."

### Veterans Oral History Project Office

On 27 October 2000, President Clinton signed into law the Veterans Oral History Project Act (P.L. 106-380). The legislation directs the American Folklife Center at the Library of Congress to establish a program to collect video and audio recordings of personal histories and testimonials of American war veterans. With the support of 235-plus cosponsors, the House of Representatives easily passed legislation on 4 October; the Senate acted favorably on the measure on 17 October.

Introduced by Representative Ron Kind (D-WI), the Veterans Oral History Project Act (H.R. 5212) creates a new federally sponsored and funded program to coordinate at a national level the collection of personal histories of war veterans and to encourage local efforts to preserve their memories. The legislation authorizes the director of the Folklife Center to enter into agreements and partnerships with other "government and private entities and may otherwise consult with interested persons" in carrying out the provisions of the act. A total of \$250,000 for fiscal 2001 is authorized to be appropriated for this project. While there are no specific funds for this project in the Library of Congress fiscal 2001 appropriations, library officials state that, nevertheless, funds have been shifted from other library programs and work on this project is already underway.

### National Recording Preservation Act

On 9 November 2000, President Clinton signed P.L. 106-474—the National Recording Preservation Act of 2000—legislation introduced on 13 July 2000, by Representative William M. Thomas (R-CA.), the chair of the House Administration Committee.

The new law has several major provisions: it directs the Librarian of Congress to establish the National Recording Registry for the purpose of maintaining and preserving sound recordings that are "culturally, historically, or aesthetically significant"; it also establishes a National Sound Recording Preservation Program within the Library of Congress and creates a National Recording Preservation Board, an appointed body charged to review and recommend the nominations for the National Recording Registry. Finally, the bill authorizes the establishment of a National Recording Preservation Foundation, a federally chartered, nonprofit charitable corporation charged to raise funds for preservation and public access to the nation's sound recording heritage.

### Jamestown Commission

On 23 December 2000, President Clinton signed into law legislation (P.L. 106-565) creating a federal commis-



## From the President

# The History Monograph and Electronic Publishing

Kenneth T. Jackson

No one knows what the world of scholarly publishing will look like a dozen years from now. We do know, however, that publishers and booksellers have already invested hundreds of millions of dollars to lay the groundwork for creating and selling digital books. IBM and Xerox are already selling "print on demand" equipment that can produce with efficiency as few as a half dozen volumes of a particular title in a matter of minutes. What is more, individual scholars and university and high school libraries have not been buying as many traditional history books as they did a quarter century ago. Academic publishers are having a hard time financially, especially with hardcover books on narrow topics. As a result, aspiring scholars are having a hard time finding presses willing to take a chance on their work. And so



Jackson

far, electronic books have not been finding much of a market either.

The Organization of American Historians is anxious to insure that, whatever happens, researchers can find an audience for solid work on important themes. To that end, we are currently participating in an electronic publishing effort that could revolutionize the way historians bring their research to interested readers. Funded by a \$3 million grant from the Andrew W. Mellon Foundation and organized by the American Council of Learned Societies, the ACLS History E-Book Project, as it is known, aims to publish eighty-five completely new electronic monographs in the next five years. The expectation is that most of these "books" will have the kinds of appendices, charts, and data sources that will make use of emerging technologies. In addition, the project will convert from traditional to electronic format approximately 500 previously published titles that have major importance to historians and are frequently cited in the literature.

The aim of this effort is not to undermine traditional books. Most of us will continue to read printed paper between bound covers for decades to come. But the Organization of American Historians and the profession as a

whole must be alert to the intellectual possibilities of new technologies, and we need to assure the continued viability of the history monograph—the foundation of our profession—in a publishing environment that is changing every year.

The History E-Book Project collection, which is supported by four other learned societies in addition to the OAH, will be launched in June of this year. The objective is to produce electronic books that meet the same rigorous standards already common in the scholarly publishing world and that will be regarded as equal to traditional volumes when departments make hiring and promotion decisions.

If you have a manuscript or idea that might be appropriate for this electronic publishing effort please investigate the website at <http://www.historyebook.org>. You should also make plans to attend a special session at the OAH annual convention in Los Angeles where Eileen Gardiner and Ronald Musto of the ACLS History E-Book Project will make a brief presentation on the plan and respond to your questions. The workshop will be held on Thursday, 26 April 2001 from 2:00 to 4:00 p.m. □

## From the Archivist of the United States

# NARA's Budget to Increase

John W. Carlin



Carlin

I am pleased to report that the new fiscal year 2001 budget for the National Archives and Records Administration has provided all the funding we had requested—including some important items for those of you who regularly use the records and materials we hold.

With our new budget of \$316,918,000, we will be able to improve the care of records we already have, some of which

date back to the nation's birth, as well as prepare for the electronic records of our increasingly digital government. This new budget will allow us to advance major initiatives to:

- improve records management in the Federal Government;
- meet special challenges posed by electronic records;
- expand public access to records; and
- preserve growing quantities of records.

Everyone who uses records and cares about them owes the President and the Congress great thanks for this extraordinary support of our mission. Republicans and Democrats both supported funding increases to enable us to continue the great progress we've been making toward the goals in our Strategic Plan.

Here are some highlights of the budget of significance to historians.

The major increase in the budget is \$88,000,000 to complete the renovation of the original National Archives Building in Washington, DC. The work will include correcting mechanical, electrical, plumbing, and fire safety deficiencies; retrofitting the Rotunda to display America's Charters of Freedom (the Declaration of Independence, the Constitution, and the Bill of Rights) in new encasements currently under prepa-

ration; bringing the building into full compliance with the Americans with Disabilities Act; upgrading storage conditions to meet modern archival standards; and providing sufficient exhibit and public-use space to accommodate increasing numbers of visitors.

New funding also will allow us to begin work on a new Southeast regional archives facility in Atlanta, make improvements at the Gerald R. Ford Presidential Museum in Grand Rapids, MI, and repair the leaking plaza at the John F. Kennedy Presidential Library in Boston.

For expanding public access to records, the budget includes increases for declassification, records processing, and our web site.

Specifically, we will be able to declassify more records and review more agency classification programs as a result of increases in the staff for the Nazi War Criminal Records Interagency Working Group (IWG), which NARA chairs, and our own Information Security Oversight Office (ISOO).

We will add to the staff of the Clinton Presidential Materials Project in Little Rock, AR, which has taken custody of and has started processing records of the Clinton Administration, so we can begin to open records and make them searchable in compliance with the Presidential Records Act. The records are being housed in our temporary location in downtown Little Rock until the Clinton Presidential Library opens in a few years.

We will enhance our online offerings to researchers by adding staff to enable us to redesign our web site <http://www.nara.gov/>, to improve the content available on the site, and to develop more content for researchers of all kinds.

We will continue to be able to make important grants for historical research through the National Historical Publications and Records Commission, NARA's grant-making affil-

ate. The commission received \$450,000 for one-time, directed grants in addition to \$6 million for its competitive grant program.

Most significantly for the future, this budget includes the seed money for the development of an Electronic Records Archives (ERA). We will be adding high-level professionals to our staff to advance our research and development partnerships on this exciting project.

With base funding plus the new addition, NARA will continue working toward ERA within the National Partnership for Advanced Computational Infrastructure. Through this partnership, the San Diego Supercomputer Center has produced prototype demonstrations for preserving large volumes of electronic records such as email messages in a relatively short time. We will continue research toward building an archives that can preserve any kind of electronic record indefinitely, free from dependence on any specific hardware or software, and enable customers to retrieve the electronic records they need on computer systems now in use and coming in the future.

The entire Federal Government has a stake in this investment in ERA and the payoff could extend well beyond the Federal Government. While the ERA we are planning should enable us to preserve and make available millions of electronic records created by the Federal Government, the technology promises to be useful as well to other Federal agencies in managing their electronic records. Also, the ERA will give increased reality to E-government, and its structure can be adapted by other kinds of archives, libraries, agencies, and businesses regardless of size.

Clearly, the Congress and the Administration have recognized the importance of our services and our ability to deliver. We are grateful and truly excited to be able to take major additional steps in carrying out our mission to ensure ready access to essential evidence, documenting the rights and entitlements of citizens, the actions for which Federal officials are accountable, and the nation's historical experience. □



# We would like to thank the following individuals and organizations who gave generously to the various prizes and funds of the Organization of American Historians in 2000.

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F.G. Couvares  
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Sandra E. Czemek  
John D'Emilio  
James P. Danky  
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Cornelia H. Dayton  
Greta E. De Jong  
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Jane Desmond  
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Gary M. Fink  
William J. Fitzgerald  
Betty Fladland  
Susan Flader  
Eric Foner  
Tom Forgue  
Lee W. Formwalt  
Julia L. Foulkes  
Dana Frank  
John Hope Franklin  
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Peter J. Frederick  
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Marvin Gettleman  
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The Herald-Times, Inc.  
Nancy A. Hewitt  
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John Higginson  
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Charles Neil Hoke  
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Roger Horowitz  
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Hartmut Keil  
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James K. Kerber  
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Richard H. Kohn  
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Alice O'Connor  
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Diana I. Williams  
Harry McKinley Williams  
Bridgett Williams-Searle  
Michael Willrich  
Allan M. Winkler  
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Stephanie G. Wolf  
Robert Wolff  
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Harold D. Woodman  
Langdon G. Wright  
Alfred Young  
Serena Zabin  
Robert L. Zangrando  
Charles A. Zappia  
Li Ping Zhu  
Robert H. Zieger

And finally, to all of the individuals who contributed to the Presidential Address and Awards Ceremony in St. Louis, THANK YOU!



# Jefferson Day 2001

Jefferson Day is an important opportunity for scholars and others interested in the humanities to engage in the political process. In recent years, National Endowment for the Humanities programs have been seriously underfunded, hampering the agency's ability to fulfill its mission to the American people. Grassroots advocacy is needed to help turn this situation around. Your active participation in Jefferson Day will strengthen the case to our leaders in Washington for increased federal support for the humanities through NEH.



The Jefferson Day 2001 Program includes two days of events surrounding the thirtieth annual Jefferson Lecture in the Humanities given by Arthur Miller, distinguished playwright. (Note: The Jefferson Lecture is a public event sponsored by the National Endowment for the Humanities. Although the event is free, seating is limited and tickets must be requested in advance. Tickets will be reserved on request for Jefferson Day participants. See online registration form, <<http://www.nhalliance.org/jd/>>. Tickets may also be requested from the NEH Public Information Office at (202) 606-8446.

Jefferson Day 2001 events begin Monday, 26 March with an Advocacy Briefing at the Kennedy Center South Gallery at 3:00 p.m. Meetings on the Hill in U.S. House and Senate Office Buildings start Tuesday, 27 March, at 9:00 a.m. Appointments for Congressional visits must be scheduled in advance by registered Jefferson Day participants (assistance provided by National Humanities Alliance staff on request). Participants from higher education institutions are urged to contact their school's government relations office for additional assistance and coordination. Additionally, participants who register for Congressional visits will be contacted by NHA to coordinate appointment times, with the objective of assigning advocates to state/district teams. Every attempt will be made to pair first-time advocates with experienced colleagues. Participants will receive a humanities handbook and other information to deliver to Congressional offices.

Jefferson Day 2001 will conclude with a Debriefing Session at 4:00 p.m. Tuesday on Capitol Hill. All Jefferson Day participants are encouraged to attend.

## Hotel Accommodations

Hotel rooms may be reserved at a discounted rate at the George Washington University and River Inns. Both hotels are within short walking distances of the Foggy Bottom Metro, the Kennedy Center and the George Washington University campus. Individuals must call to make reservations by Monday, 26 February 2001 to receive the "Jefferson Day" group rate of \$159 (with a \$15 charge for each additional person). Parking is \$15/day based on availability. For more information, contact The George Washington University Inn <<http://www.gwuinn.com/>>, at (800) 426-4455; or The River Inn <<http://www.theriverinn.com/>>, at (800) 424-2741.

## Registration

You may register online at <<http://www.nhalliance.org/jd/>>. There is no fee for individual participation in Jefferson Day 2001.

For more information, please contact John Hammer, Director, National Humanities Alliance, 21 Dupont Circle, N.W., Suite 604, Washington, DC 20036. Telephone (202) 296-4994; fax (202) 872-0884. <<http://www.nhalliance.org/>>

The National Humanities Alliance is a nonprofit, nonpartisan coalition to advance the humanities.

## Upcoming in the March 2001 JAH

DAVID MONTGOMERY OAH Presidential Address: Racism, Immigrants, and Political Reform

CONSTANCE ARESON CLARK Evolution For John Doe: Pictures, the Public, and the Scopes Trial Debate

MARIO DEL PERO The United States and "Psychological Warfare" in Italy, 1948-1955

### Round Table: Federal Power and Southern Resistance during World War I

JEANETTE KEITH The Politics of Southern Draft Resistance, 1917-1918: Class, Race, and Conscription in the Rural South

K. WALTER HICKEL War, Region, and Social Welfare: Federal Aid to Servicemen's Dependents in the South, 1917-1921

JACQUELINE JONES Federal Power, Southern Power: A Long View, 1860-1940

### Review Essay

KLAUS J. HANSEN The Liberal Tradition in America: A German View

### Textbooks and Teaching

GARY KORNBLITH and CAROL LASSER Teaching the American History Survey at the Opening of the Twenty-First Century: A Round Table Discussion

Plus: Book Reviews, Letters, Announcements, Recent Scholarship and Index

Read the *Journal of American History* online!

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

[www.indiana.edu/~jah](http://www.indiana.edu/~jah)

## OAH-NCHS Teaching Units

### A Request for Proposals

OAH and the National Center for History in the Schools invite teachers and scholars of history to submit proposals to develop teaching units based on primary documents in United States history. We are seeking teachers skilled at using primary sources in precollegiate curriculum development willing to collaborate with a research historian who is a specialist in the subject addressed by the teaching unit. Each unit is correlated to the *National Standards for U.S. History*. Finished publications will be approximately 75 to 100 pages in length, focus on historical documents, and include a teacher background section, 3-4 lesson plans, and a bibliography.

Each teaching unit team (i.e., one or more precollegiate teachers and one or more research historians) will receive an honorarium of \$1,600. NCHS will review teaching units to assure consistency and pedagogical soundness. Authors are expected to find copyright-free visual materials. OAH will engage specialist historians to review the completed units both for scholarly content and pedagogy.

Interested teachers and historians should submit c.v.s/résumés and a two- to three-page proposal that: describes a particular topic; provides a short list of learning objectives and describes classroom strategies; specifies some of the main primary documents to be used (diaries, artifacts, photographs, etc.) and provides a brief description of the qualifications of team members.

**Suggested Topics.** (The following are topics for which the editors are most eager to receive proposals. They are listed in order of preference. Broad topics, such as those below, are preferred.) RELIGION AND REFORM (e.g., evangelical religion and The First and Second Great Awakenings); AGRICULTURAL LABOR MOVEMENTS (e.g., Southern Tenant Farmers Union, Chavez and UFW, etc.); THE AFRICAN AMERICANS' CIVIL WAR (e.g., highlight Fort Pillow massacre & Confederate attempts to prevent use of Black Troops); SPANISH-AMERICAN WAR AND PHILIPPINE INSURRECTION; THE STRUGGLE AGAINST RELIGIOUS INTOLERANCE (e.g., persecution of Mormons, nineteenth-century anti-Catholic riots, anti-Semitism; circa 1840s-1920s; possibly use Quaker religious tolerance as background); THE WAY WEST IN THE NINETEENTH CENTURY; WAR OF 1812 (including the Indian wars and dissent); and AGRARIAN DISCONTENT IN THE NEW NATION: SHAYS'S AND WHISKEY REBELLIONS.

For a look at sample teaching units, see the OAH webpage <<http://www.oah.org/pubs/>>. Proposals must be postmarked or submitted by email by **Tuesday 1 May 2001**. Send proposals to: Teaching Units, OAH, 112 N. Bryan Avenue, Bloomington, IN 47408-4199. <[teachingunits@oah.org](mailto:teachingunits@oah.org)>



## ▼ NCC / From 10

sion to raise national awareness about the first permanent English settlement in North America. The Jamestown Commission is an integral part of plans being laid by the National Park Service (NPS), the Association for the Preservation of Virginia Antiquities, and the Jamestown Yorktown Foundation to create a unique partnership that combines research, planning, fund raising, and construction. While the Jamestown celebration is still seven years off, with the enactment of this legislation, planning will move forward.

### NEH Long-Term Projects

On Friday, 17 November 2000, during the 133d meeting of the National Council on the Humanities a panel began to address the long-term project funding of scholarly projects issue. Impacted by this discussion are over forty ongoing editing projects relating to presidential papers, correspondence and papers of important historical figures, as well as dictionaries, encyclopedias, and bibliographies.

The discussion focused on concerns raised by some Council members in past meetings pertaining to: a) the amount of money the NEH was investing in certain editing projects and, b) dismay over the length of time sometimes needed to complete such projects. At the last meeting of the Council, it was decided that NEH staff would prepare a concept paper discussing these issues prior to the November meeting. An NEH Task Force indeed did prepare a draft concept paper, circulated it within the NEH as well as to the scholarly community, and received some 170 comments and reactions.

Following nearly an hour of discussion, by a vote of fifteen to four, the Council adopted a complexly worded motion offered by Columbia University Professor of History, Martha C. Howell. The motion, worded in such a way to give greater scrutiny to scholarly editing projects, contained three essential elements: First, it embraces the Task Force recommendation of having the Division of Research consider all such funding requests collectively in a "scholarly editions" program category. Second, the motion directs the NEH to develop a new set of guidelines (or rather "management principles") that gives priority to projects with "finite terms (five to seven years was mentioned but not made a part of the resolution)" and projects that possess "free-standing increments." Third, the motion states that the NEH shall analyze all long-term editing projects currently underway to gauge how close they are to completion and to assess what can be done to make end products available to scholars and the public more quickly (i.e., installment publishing, electronic editions).

Most Council members voiced support for the suggestions relating to a separate funding category, to devising new guidelines, and to studying ongoing projects. Several members, in particular Council member Margaret P. Duckett and University of Maryland Professor of History Ira Berlin, questioned the wisdom of giving preference to projects that can be completed more quickly than others. Berlin warned that the Council should avoid a "straight-jacket . . . one size fits all" approach. Furthermore, Berlin stated that unless the Council is careful, "We're raising an issue in a clumsy way that is not going to do us any good." After the vote, the task of preparing the draft guidelines was referred to the Chairman's staff, the NEH Research Division, and to the Research Committee of the National Council to address. This is an issue the historical/archival community will want to monitor in the coming year.

### Public Citizen Challenge to GRS-20

Public Citizen has filed a petition with the National

Archives and Records Administration challenging the Archivist's implementation of General Records Schedule 20 (GRS 20) and requesting that NARA's rules on electronic records be amended to prevent further creation of a gap in historical records being preserved by federal agencies.

The petition claims that agencies have not taken steps to preserve the complete contents of records created in electronic form. Filing of the petition coincides with the 31 October 2000 deadline for agencies to submit their plans for implementing the Government Paperwork Elimination Act which requires that agencies be prepared to conduct their transactions with the public entirely through electronic means by 2003. Public Citizen hopes that researchers, historians, research organizations, and technology vendors will submit letters or comments supporting the petition. An HTML version of the petition may be found at: <http://www.citizen.org/litigation/briefs/narapetframe.htm>.

### Supreme Court Review of the Tasini Copyright Case

On 6 November 2000, the U.S. Supreme Court agreed to review an appellate court decision relating to a 1993 copyright case, the *New York Times v. Jonathan Tasini*. At issue is the extent to which certain original publications can be reissued (preserved or even archived) in electronic format. The central issue is whether media companies or free-lance writers control rights to post-published articles and writings that are converted into electronic and computer based formats.

The high court will be reviewing a September 1999 U.S. Court of Appeals for the 2nd Circuit decision that overturned a lower court ruling dating back to 1993. The three-judge appellate court found that the *New York Times* did not have the right to include the work of freelance writers in full text databases without having secured a separate contract with the writers. In reversing the lower

court ruling that had found for the publishers, the appeals court decided that reuse of a freelance writers work on CD-ROMs and electronic databases without the author's permission constituted a copyright infringement.

Should the Supreme Court uphold the appellate court decision, hundreds of thousands of articles currently online may have to be permanently deleted, thus creating havoc for archivists and librarians. Also impacted would be researchers who may find it more difficult to access back articles. Harvard professor Laurence Tribe (who also serves as attorney for several publishers who are principals in the case) believes that if the Supreme Court upholds the appellate court decision the result would be "disastrous for the nation's libraries, academic institutions and publishers." Arguments on the case will be heard in the Supreme Court chamber next year, probably in April. □

## Tredegar National Civil War Center



View of the Tredegar Iron Works, with footbridge to Neilson's Island. Photograph by Alexander Gardner (1821-1882).

James H. McPherson of Princeton University, Thavolia Glymph of Duke University, Gary W. Gallagher of the University of Virginia, and Charles B. Dew of Williams College will serve as historical advisors to the recently announced Tredegar National Civil War Center in Richmond, Virginia. The center will be located at the historic Tredegar Gun Foundry on the James River.

The ten-year project will proceed in three stages. First, a 12,000 square foot exhibit space will be completed in 2003. An interpretive center will then be built by 2007. Finally, a library will be erected, which is slated for completion in 2010.

James H. McPherson said of the undertaking, "We need this project—a truly comprehensive exhibit and education center weaving together Union, Confederate, and African American threads—in order for future generations to understand how the Civil War shaped the nation." □

### Non-Profit Tables at the 2001 OAH Meeting

Any non-profit group or association of historians (having less than one thousand members) may use a table, free of charge, at the OAH annual meeting. Your group or organization will be permitted to promote itself by distributing materials, soliciting memberships or subscriptions, and selling publications and other products. Requests for tables will be honored on a first-come, first-served basis. There are no general storage facilities available beyond the space beneath each table, so each group is responsible for the security of its materials. Each request for table space should include: information on your group or association, which should include a mission statement, federal tax exempt identification number (or other proof of non-profit status), and a statement of your organization's size. Requests must be received no later than 1 March 2001 to: Amy Stark, OAH Convention Manager, OAH, 112 N. Bryan Avenue, Bloomington, IN 47408. Email: [meetings@oah.org](mailto:meetings@oah.org)



## From the Executive Director

# Change

Lee W. Formwalt



Formwalt

December and January are generally not the busiest months of the year here at Raintree House, home of the OAH executive offices in Bloomington. End of the year donations and renewals increase the mail flow somewhat and in January we begin to gear up for the annual meeting in the spring, but traditionally the pace is fairly measured. This year, however, we have witnessed change both here in Bloomington and elsewhere that has kept the staff hopping since this past fall.

At the end of December, we said goodbye to OAH Business Manager Jeanette Chafin, longest-serving OAH staff member. Jeanette had been working five years at Indiana University, when in 1970, OAH Executive Secretary Thomas D. Clark asked her to join the newly established OAH executive office at IU. Serving under executive secretaries Clark (1970-1973), Richard Kirkendall (1973-1981), Joan Hoff-Wilson (1981-1989), Arnita A. Jones (1990-1999), and myself, Jeanette has been invaluable to both the organization's management team and its institutional memory during her more than thirty years of service. Although now retired, Jeanette, we hope, will join us in Los Angeles in April for the annual meeting where longtime members will have the opportunity to say goodbye. Veteran convention manager Sheri Sherrill has assumed Jeanette's duties of business manager, and preregistration and special projects coordinator Amy Stark will now direct annual meeting operations. This past fall assistant executive director John Dichtl, who has worked at OAH for nine years, completed and successfully defended his dissertation at Indiana University. Dichtl's new duties have been broadened as he moves into the position of deputy executive director.

Other events outside Bloomington have kept us busy as well. This year's closely contested presidential election raised the historical interest of Americans—and despite the inevitable comparisons to 1800, 1824, 1876 and 1888, there's never been an election quite like that of 2000. Responding to members' concerns, I wrote Florida Secretary of State Kathryn Harris encouraging her and her staff to insure that the 2000 presidential election ballots be safely preserved for historians to examine. In the meantime NCC executive director Bruce Craig has been working in Washington to get the ballots "federalized" and thus eventually deposited in the National Archives. Historians interested in this matter should contact their representatives and senators to encourage the preservation and archiving of these valuable documents at the national level.

In the meantime, Congress included in its budget for the Education Department, passed in December, \$50 million to improve the quality of American history teaching in our nation's precollegiate classrooms. It is certainly a change for Congress to be so interested in promoting history, and officers of OAH, AHA, and NCC have been meeting to discuss effective ways

to help meet the goals established for this important program. This is an excellent opportunity to offer suggestions to the new Bush administration and to incoming Secretary of Education Roderick R. Paige on how to wisely and effectively improve American history teaching.

Historians across the country have long been engaged in one of the most important efforts to revitalize the teaching of history at the precollegiate level, National History Day. Each year hundreds of middle and high school finalists descend on the national competition at the University of Maryland and demonstrate that history is not only alive and well in many parts of the nation, but that these enthusiastic students are its bright future. After discussions with NHD executive director Cathy Gorn, we decided to give OAH members a taste of this enthusiasm and the excellent quality of historical work at the annual meeting in Los Angeles. Join us for a short NHD presentation there at the opening night plenary session with Bill Ferris.

While we become more interested than ever in the practice of American history at the precollegiate level, historians are also concerned about the employment opportunities for the newest members of the profession—new and recent Ph.D.s. The corporatization of the university and the growing reliance of administrators from major research universities as well as community colleges on part-time and adjunct faculty and graduate students has reached scandalous proportions. Last year AHA president Eric Foner and OAH president David Montgomery made this issue an important theme for their terms. The AHA established a part-time and adjunct faculty committee to address the crisis. Rather than duplicate these efforts, the OAH executive board voted in St. Louis to request formation of a joint committee with the AHA and thus pool the resources of the two major national history organizations. The joint committee met for the first time at the AHA annual meeting in Boston last month and decided that the committee needed to convene more frequently. So a second meeting has been scheduled at the OAH annual meeting this April in Los Angeles. The committee is already examining the results of the national survey on part-time and adjunct faculty concluded last year by the Coalition on the Academic Workforce (led by MLA, AHA, and OAH among others). The survey, reported on in the *Chronicle of Higher Education*, *AHA Perspectives*, and *OAH Newsletter* (see November 2000

issue), indicates just how pervasive the reliance on part-time faculty and graduate students has become. OAH and AHA will examine the possible ways they can stop and hopefully reverse this trend and look closely at what the Modern Language Association is doing. At its recent annual meeting, MLA voted to publish the names of four- and two-year institutions where tenured and tenure-track faculty teach half or more of the credits offered in English and modern languages.

In our last issue of the *Newsletter*, I indicated a number of changes we will be implementing at the OAH annual meeting in Los Angeles in April, including regional receptions on opening night and Sunday morning chat rooms. We have also redesigned the Annual Meeting Program to make it more user friendly. You should be receiving your new program in the mail shortly. Please let us know how we can continue to improve our program and all of our services. Our goal at Raintree House continues to be the improvement of service to our members and the promotion of the practice of American history everywhere. □

## Recent Changes in OAH Headquarters Staff

**John R. Dichtl**, who started at the OAH executive office in 1992, will help lead the organization in his new position as deputy director.



**Sheri Sherrill**, who has been with OAH for fourteen years, will assume the duties of business manager. Prior to her new position, Sheri served for nine years as OAH convention manager.

**Amy Stark**, who has been with the OAH for seven years—working on the website, special projects, annual meeting registration, and with the executive board—will serve as convention manager.





## News of the Organization

# Report of the OAH Treasurer

Gale E. Peterson

### The OAH Endowment Fund

Shortly after succeeding Collum Davis as the OAH Treasurer several years ago, I consulted with him and with Bill Aeschbacher, with whom so much of the OAH's institutional history resided, to ascertain the nature of the OAH's investment account. I no longer recall which of them described it as having been established as a sort of "rainy day" fund. Years ago, those in the association's leadership hoped to protect the solvency of the Mississippi Valley Historical Association should it suddenly lose its institutional home or experience some similarly catastrophic event. Small operating surpluses, life membership purchases, and some directed gifts were deposited in the fund and left to grow. Reflective of its origins, the account has always been managed by a bank in Lincoln, Nebraska, the MVHA's hometown for many years.

While the absence of restrictions on money deposited in the "rainy day fund" make the designation "endowment fund" something of a misnomer, that is how everyone gradually came to think of it. During my immediate predecessor's tenure, operating surpluses were deposited in the fund, and all earnings were reinvested. In addition, a special fund-raising initiative was launched to support new initiatives by the OAH, resulting in the Fund for American History.

Over the past decade, declining institutional memberships and slow (and frequently no) growth in individual memberships, combined with broader expectations of services from an association whose members no longer exclusively held academic positions, produced difficult budgeting challenges. The Executive Board increased individual and institutional memberships, journal advertising and annual meeting booth rental fees in a continuing search for ways to expand revenue from a largely static population. Among the policies adopted, beginning in 1993, the OAH began to transfer about five or six percent of the endowment fund's market value into operations each year.

To cover the deficit in one particularly bad year (1994) when the annual meeting underproduced and a round of membership rate increases had not yet generated additional funding, the board borrowed \$75,000 from the Endowment Fund. It was never able to repay the loan, and decided last year to write it off. Over the past three or four years, the endowment fund has ranged in value between \$900,000 and \$1,000,000.

Taken as a whole, the OAH's membership should feel well served by how conscientiously a succession of elected governing boards have worked to balance the needs of the profession with the resources of the association. The OAH's administrative and journal staff members have worked equally as hard to do the most they could for the profession with the resources available to them. To a remarkable degree, during the past decade, the OAH has succeeded in broadening its services.

And then it rained. Last spring, when controversy developed about charges of racial discrimination by the Adam's Mark hotel chain, through many conference calls and e-mail messages, the Executive Board sought to balance their values and beliefs with their fiduciary responsibilities as trustees of the association. The full financial impact of the board's decision to move the annual meeting away from the hotel are not yet known. To date, however, it has been quite modest.

The expenses associated with moving the conference to Saint Louis University, including shuttle buses, hotel rooms for staff members (that otherwise would have been largely complementary), set-up costs in the new venue,

### FISCAL 2000 OAH FINANCIAL REPORT

	07/01/98 - 06/30/99		07/01/99 - 06/30/00		07/01/00 - 06/30/01
RECEIPTS	Actual	Budget	Actual	Budget	
<b>Membership Receipts</b>					
Institutions	\$ 354,647	\$ 378,400	363,788	399,800	
Individuals	507,543	541,375	511,282	552,380	
Magazine Subscribers	30,567	28,000	29,751	35,000	
<b>Total Membership</b>	<b>892,757</b>	<b>947,775</b>	<b>904,821</b>	<b>987,180</b>	
<b>Advertising</b>					
Magazine of History	2,074	2,000	2,468	5,000	
Journal Ads, Sales	80,095	79,500	72,012	80,000	
Newsletter Ads, Sales	23,084	24,000	16,384	26,000	
<b>Total Advertising</b>	<b>105,253</b>	<b>105,500</b>	<b>90,864</b>	<b>111,000</b>	
<b>Other/Publications/Sales</b>	<b>29,738</b>	<b>28,500</b>	<b>47,124</b>	<b>63,560</b>	
<b>Annual Meeting</b>					
Registration & Misc.	95,566	130,950	115,411	126,300	
Annual Mtg. Advertising	59,212	57,750	56,187	63,000	
Annual Mtg. Exhibits	76,800	74,400	86,865	120,000	
<b>Total Annual Meeting</b>	<b>231,578</b>	<b>263,100</b>	<b>258,463</b>	<b>309,300</b>	
<b>Midwestern Conference</b>	<b>0</b>	<b>0</b>	<b>4,259</b>	<b>19,610</b>	
<b>Other Income</b>	<b>80,839</b>	<b>74,100</b>	<b>106,643</b>	<b>78,400</b>	
<b>Investment Earnings</b>	<b>59,241</b>	<b>44,650</b>	<b>44,650</b>	<b>47,590</b>	
<b>TOTAL RECEIPTS</b>	<b>\$1,399,406</b>	<b>\$1,463,625</b>	<b>\$1,456,824</b>	<b>\$1,616,640</b>	
<b>DISBURSEMENTS</b>					
<b>JAH EDITORIAL OFFICE</b>					
Journal Printing	\$174,312	\$186,000	197,937	174,010	
JAH Office Expense	271,582	285,850	295,710	311,960	
JAH Computer Depreciation	5,420	6,090	4,154	4,500	
<b>Total JAH Expenses</b>	<b>451,314</b>	<b>477,940</b>	<b>497,801</b>	<b>490,470</b>	
<b>Newsletter Expense</b>	<b>80,387</b>	<b>78,540</b>	<b>85,706</b>	<b>64,590</b>	
<b>Magazine of History Expense</b>	<b>96,884</b>	<b>94,100</b>	<b>89,994</b>	<b>92,808</b>	
<b>History Cooperative</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25,000</b>	
<b>Advertising Expense</b>	<b>53,997</b>	<b>60,330</b>	<b>72,734</b>	<b>71,000</b>	
<b>Annual Meeting</b>	<b>151,935</b>	<b>163,820</b>	<b>163,557</b>	<b>163,460</b>	
<b>Midwestern Conference</b>	<b>0</b>	<b>0</b>	<b>5,045</b>	<b>19,700</b>	
<b>Administration/General</b>	<b>468,068</b>	<b>462,240</b>	<b>485,851</b>	<b>574,252</b>	
<b>Governance (Committees)</b>	<b>73,671</b>	<b>66,000</b>	<b>47,283</b>	<b>60,300</b>	
<b>Minority/Fellowship</b>	<b>--</b>	<b>10,000</b>	<b>10,000</b>	<b>10,100</b>	
<b>Awards/Expenses</b>	<b>8,807</b>	<b>5,750</b>	<b>8,189</b>	<b>6,450</b>	
<b>Liaison/Advocacy</b>	<b>32,291</b>	<b>36,850</b>	<b>37,078</b>	<b>30,500</b>	
<b>Depreciation/Computers</b>	<b>7,620</b>	<b>7,690</b>	<b>5,888</b>	<b>8,010</b>	
<b>TOTAL DISBURSEMENTS</b>	<b>\$1,424,974</b>	<b>\$ 1,463,260</b>	<b>\$ 1,509,126</b>	<b>\$ 1,616,640</b>	
<b>NET OPERATING SURPLUS (DEFICIT)</b>	<b>&lt; \$ 25,568 &gt;</b>	<b>\$ 365</b>	<b>&lt; \$ 52,302 &gt;</b>	<b>\$ 0</b>	

and legal fees have amounted to about \$100,000. This amount, again in round numbers, has been offset by \$60,000 in outright contributions from members, \$30,000 in new life and patron memberships purchased in response to the OAH's special appeal, and a loan from the endowment fund of \$15,000. While the life memberships normally would have gone into the endowment fund, and the loan is an obligation to be repaid, the membership has been generous in its support of the Executive Board's decision. There remains one important uncertainty, and that is the eventual disposition of a lawsuit filed by the Adam's Mark suing the OAH for \$100,730. Both the eventual settlement and the legal fees in reaching it, whether through negotiations or a trial, cannot yet be calculated.

While the Adam's Mark issue may not have been the type of rainy day the MVHA's leaders had in mind when they began to set aside funds, all of the association's members can more fully appreciate the importance of having an endowment fund today. Would the OAH have taken the principled stand that it adopted last spring if the fund did not exist? Even the worst potential

outcome from the unresolved suit will not be catastrophic for the organization.

While it is my own view that the costs of the Adam's Mark crisis must be borne to the fullest extent possible by the association's members and not paid for by cashing in the Endowment Fund, there is no doubt the assets of the fund can be tapped for this purpose. The greater issue, however, is the need for the OAH to increase the Endowment Fund very substantially. At present, the five- to six-percent transfer into operations covers only three percent of the budget.

Everyone on the Executive Board is deeply appreciative of the generosity of so many OAH members to the immediate need last spring. We may need to ask for your help again as the legal process unfolds. Taking a longer view, as the OAH approaches its centennial in 2007, as members we must make a concerted effort to expand the organization's endowment fund. We need to do this to increase the OAH's capacity to provide services to our profession. And, we need to do it to protect the organization against the unexpected. As we learned



## Jeanette Chafin Retires

Business Manager was first OAH employee in Bloomington in 1970



In 1970, our organization moved to its new home in Bloomington, Indiana, from its headquarters in Salt Lake City. Shortly after, Thomas D. Clark, then OAH executive secretary, began looking for a capable staff. As fortune would have it, he was able to pull together "a highly efficient group," as he put it. First among them was Jeanette Chafin who had already worked at Indiana University for five years in the library. Clark hired her as office secretary, and along with the other new employees, she assumed heavy responsibilities at the new OAH office.

For the next thirty years of her tenure with OAH, Jeanette has been our collective memory, our caring guide, our dearest friend. Her dedication and hard work lie at the foundation of everything that is great about our organization. On 27 January the office staff and friends honored her at a reception in the Indiana University Memorial Union. Those who have known her over the years joined together to sing her praises:

*"There will be a moment on Saturday [27 January] in which I will beat on a tabletop, do a quick Indian dance, and shout 'Hurrah for Jeanette!'"*

—THOMAS D. CLARK, OAH Executive Secretary (1970-1973)

*"Officers, executive secretaries, and colleagues might come and go, office pressures might rise, and personalities might clash, but Jeanette invariably was the voice of calm deliberation, good judgment, and cooperation. A personal highlight of every OAH convention has been my chance to visit with Jeanette, trade family news, and laugh about our close work together. All of us owe her an immense debt of gratitude."*

—CULLOM DAVIS, OAH Treasurer (1984-1993)

*"Your service to OAH will never be matched by anyone. I hope you know and always remember this—for I will."*

—JOAN HOFF, OAH Executive Secretary (1981-1989)

*"The OAH without Jeanette Chafin? Hard to imagine! Perhaps I might call her a survivor, but to do so would obscure Jeanette's great qualities. She has succeeded with the OAH because of her talents and her personality. She is a delightful person! I loved and continue to love her cooperative spirit, her cheerfulness, her good sense of humor, her warmth, and her genuine interest in and concern for the people around her."*

—RICHARD S. KIRKENDALL, OAH Executive Secretary (1973-1981)

*"Working with Jeanette was a joy for me, and I trust that the OAH realizes what a terrific job she has done and what an asset she has been to the organization. To me, for seven years, Jeanette WAS the OAH."*

—ROBERT MURRAY, OAH Treasurer (1977-1984)

Table 2. Assets and Liabilities

Statement of Assets, Liabilities and Fund Balances, as of June 30, 2000 (Cash Basis)

ASSETS	
Cash	\$ 46,031
Investments (cost basis)	
Endowment Fund	836,372
Fund for American History	579,783
Prize Fund	289,748
Other Restricted Funds	42,710
<b>Total Investments</b>	<b>\$ 1,748,613</b>
<b>TOTAL ASSETS</b>	<b>\$ 1,794,644</b>
LIABILITIES & FUND BALANCES	
Liabilities	
Operating Fund	\$56,991
Other	15,117
<b>Total Liabilities</b>	<b>72,108</b>
Restricted Funds	1,748,613
Unrestricted General	<26,077>
<b>Total Fund Balances</b>	<b>\$ 1,722,536</b>
<b>TOTAL LIABILITIES &amp; FUND BALANCES</b>	<b>\$ 1,794,644</b>

Table 3. OAH Investments

1999		
	Market	Cost
Endowment Fund	\$ 996,712	\$ 828,036
Fund for American History	650,980	562,915
Prize Fund	300,190	227,072
<b>Total Investments</b>	<b>\$1,947,882</b>	<b>\$ 1,668,023</b>
2000		
	Market	Cost
Endowment Fund	\$ 900,748	\$ 812,619
Fund for American History	625,441	577,862
Prize Fund	296,747	283,607
<b>Total Investments</b>	<b>\$ 1,822,936</b>	<b>\$1,674,088</b>

this past year, we cannot be sure when we will experience a rainy day.

Finally, on a personal note, I want to join the chorus of others singing praises of Jeanette Chafin. In the mid-1970's when I worked on the United States Newspaper Project at the OAH, I had the pleasure of getting to know Jeanette and working with her. Her work ethic was of the "old school" tradition, and her dedication to the OAH was contagious in the office. One of the pleasures of coming back as Treasurer these past several years has been the opportunity it has provided to renew and deepen the friendship with one of the finest people I have ever worked with. And, if Jeanette and Vernal ever invite you over for Sunday dinner, be sure to go—and take a healthy appetite with you. She is, simply, the best. Thank you, Jeanette, for many things. □

### ▼ Oberly / From 7

all of them. Still, I have had good success working with teams of students analyzing large databases in American history. In recent years, we have worked with colonial probate inventories; the Atlantic Slave Trade database; Civil War muster rolls; the population, manufacturing, and agriculture censuses; and the American National Election Series. Fortunately, many of these databases are available on the Web or on local area networks (LANs) in easy-to-use spreadsheets. I devote part of class time to hearing student teams report on their preliminary findings and then give a final report to accompany their papers. Afterwards, the class and I work to summarize and synthesize our collective findings. We conclude by creating a summary project—such as a map, table, or chart—that reflects what we learned from the sources and from one another.

The U.S. history survey is a venerable, yet flexible course. There are many successful approaches to structuring the course and the class time. Fellow panelists Peter Frederick (Wabash College), Priscilla Dowden (University of Missouri-St. Louis), and I invite you to join our interactive workshop at the OAH Annual Meeting to discuss different ways of teaching the U.S. survey. □

#### Endnote

1. Robert B. Townsend, "Part-Time Faculty Surveys Highlight Disturbing Trends," *AHA Perspectives*, October, 2000.

James W. Oberly is professor of history at the University of Wisconsin-Eau Claire and serves as Chair of the OAH Membership Committee for Wisconsin. He is the author of *Sixty Million Acres: American Veterans and the Public Lands Before the Civil War* (Kent State University Press, 1990), and most recently, *Decision on Duck Creek: Two Green Bay Reservations and their Boundaries, 1816-1996*, *American Indian Culture and Research Journal* (Fall, 2000).

### ▼ Greenberg / From 6

of which we're very proud, so if people get in touch with us in advance, we will certainly be able to arrange tours. If we were visited by the entire membership of the OAH, I think we'd have some trouble accommodating everyone! But OAH members should feel free to contact me at [doug@vhf.org](mailto:doug@vhf.org), and we will do our best to accommodate them.

RC: Is there anything you'd like to add that would be of interest to OAH members?

DG: We all look back on our careers and wonder how we wound up doing what we are doing. As I said, in my case it has been a combination of serendipity and intention. But one of the things that I feel very strongly about is that I hope that graduate students who are considering conventional careers in teaching and scholarship will think very hard about the possibility of doing public history, and not as a second choice because they couldn't get a job at a major university, but rather because the responsibilities of doing history in public are so incredibly important to civic life in the United States. I can't say that I set public history as a goal. I came to it in some ways by accident, although it was always going to be an important part of what I wanted to do. I could have easily stayed in a life of teaching and scholarship in a college or university if I had wanted to, but I'm so glad that I made the choice that I did. Now, it's certainly not the right choice for everyone, but I believe the graduate schools are filled with people who have really something important to contribute to American civic life by being public historians, and I really would urge graduate students in particular to consider careers in public history. I would not trade the career I have had as a public historian for the career I thought I would have as a university-based teacher-scholar. This work has unique satisfactions, which do not preclude continuing to teach and write as I have over the years. It is not the same as full-time teaching and scholarship and not everyone is suited to it, but it is terrific nonetheless! I've been very lucky. □



## Advantage Members

### Another benefit of membership in the OAH

Access to current online issues of the *Journal of American History* and the *American Historical Review* has been free and open to the curious around the world for the past year. In March, however, The History Cooperative, which broadcasts these online journals, will be gating its website. But don't worry. As a member of OAH you will continue both to receive a paper copy of the *JAH* and have unlimited and fully-searchable access to it through the Cooperative's website. Similarly, members of the American Historical Association will still get their paper *AHR*s and be able to find virtual versions at the Cooperative <<http://www.historycooperative.org>>.

Planning for this development was on the agenda when the Cooperative met in early December in Indianapolis. OAH, AHA, University of Illinois Press, and National Academy Press—the four founding organizations—also welcomed representatives of three of the four new journals to be added in 2001 and discussed further expansions and improvements of their online venture.

All founding members of the Cooperative agreed that free access for one year would help introduce scholars to the online journals. They also gambled on it as a means for widely promoting the *JAH* and *AHR* with new readers around the world and outside the academy. In this spirit, as new history journals join the cooperative, their current issues will be free and will not be gated for one year. The most recent new partners in the cooperative are *The William and Mary Quarterly*, *The History Teacher*, *Law and History Review*, and *Western Historical Quarterly*.

Since spring of 2000, the Cooperative has been publishing current issues of the *JAH* and *AHR* on its website. Beginning in March, OAH members and subscribing institutions can set up a user name and password for unlimited access. Only OAH members and subscribing institutions will be able to reach the full text of the *JAH* online. Other seekers still will be able to search across recent *JAH* issues and compile lists of citations, but they will have to pay a small fee to read articles, reviews, and other content.

Also discussed in Indianapolis was closer coordination with the Mellon Foundation's JSTOR project, an electronic journal storage effort begun in 1995 to digitize scholarly journals and help libraries solve their space and preservation problems. JSTOR, for example, makes available a complete run of *JAH* back issues, from 1914 to 1995. At the present time, JSTOR houses electronic *JAH*s only to within five years of the current volume. OAH members hoping to range freely across back issues and more current ones have to use both JSTOR and The History Cooperative websites. The goal, with JSTOR's help, will be to make travel across the two databases seamless for the users in the future. □

## Obituary

### Sidney Yates



The death of former Congressman Sidney Yates last October was an occasion for historians simultaneously to mourn the loss of a friend and to note the passing of a truly historic figure from the political stage of the country.

When Sid Yates retired from the House in 1999, he was its longest serving and oldest member. Yates came to Washington in 1948 with Harry Truman and went on to serve twenty-four terms in the House. Those twenty-four

terms were not consecutive, however; they were interrupted by a failed run for the Senate in Illinois against Everett Dirksen in 1962. Had he not taken Dirksen on, Yates' seniority would eventually have made him the chair of the House Appropriations Committee. As it was, another native of Illinois, Dan Rostenkowski, held that position instead, until he was chased from office by scandal.

Yates's public career, on the other hand, while occasionally marked by controversy, was one of unblemished integrity and honesty. Yates was a New Deal liberal, perhaps the last true example of that now-extinct species of political animal. Throughout his career, he supported the capacity of government to make a difference in people's lives with consistency and enthusiasm. Representing Chicago and a part of the North Shore, he managed never to run afoul of the Daley machine, while simultaneously being untainted by its excesses. At his death, he could claim many friends on both sides of the aisle in Washington and countless awards for public service from arts, humanities, and environmental organizations, large and small, throughout the country.

Yates was probably best known to members of the Organization of American Historians for his courageous and unstinting support for the National Endowments for the Arts and Humanities when he chaired the Interior Subcommittee of the House Appropriations Committee. During the Reagan and Bush administrations, as well in the Republican congresses of the Clinton years, Sid's voice remained clear and unambiguous on the need for national support of the arts and humanities. The many controversies of that period, whether over the art of Robert Mapplethorpe, a television history of Africa by Ali Mazrui, or any of dozens of other controversial subjects, always found Sid Yates an eloquent and persuasive spokesman for the value of free artistic expression and unfettered scholarship supported by federal dollars.

Those of us who testified before Yates in those years (in my case the subject was the need for continuing support of the NEH fellowship program) knew that we would find in Sid not only a real friend, but also a man who genuinely appreciated the work of scholars and artists and understood it well enough to explain it to others. Indeed, while Sid was best known for standing firm on the NEH budget and other matters, he also championed the less sexy cause of preservation for brittle books. Indeed, he was so effective in that effort that he persuaded Lynne Cheney, an NEH chair who was no friend of her own agency's programs, to continue NEH's very valuable work in the area of preservation.

Yates's work in the arts and humanities cause, for which he was best known, came relatively late in his career, however; after all NEH and NEA only came into existence in 1965. In the fifties, in fact, he exhibited even greater courage and devotion to principle. During his first term, for example, he was one of the very few members of the Congress to vote against the McCarran Act. When he ran for re-election in 1950, his Nixon-esque opponent distributed pink leaflets that accused him of being a Communist. He simply responded that he had voted against a bill that he believed to be unconstitutional and that he would do it again, and he won reelection by a narrow margin.

Yates did not begin as a spin doctor, and he did not become one. When Hyman Rickover was passed over for promotion to Admiral, it was Yates who came to his defense, identifying anti-Semitism in the United States

Navy as the cause. Indeed, Sid later reflected that this was among the moments in his public life of which he was most proud.

At every point in his life when he might have been a trimmer, might have shifted a fundamental principle to accommodate an immediate need, Sid Yates remained a steady supporter of those causes closest to his heart. Very few people in politics can claim a comparable clarity of conviction.

When I became President of the Chicago Historical Society in 1993, I visited Sid in his Washington office to renew the acquaintance we had made when I was Vice President of the American Council of Learned Societies. I also wanted to shake the hand of the man who was now my Congressman. I also had an ulterior motive: I hoped to persuade him to give his papers to the Historical Society so that scholars would have access to them there as they did to the papers of other significant Chicago and Illinois political figures. At first, he demurred, protesting that most of what he had was "junk." As we sat over soup and sandwiches, though, he turned to me and said: "But you might be interested in this." At which point he tossed across the table a handwritten note from Eleanor Roosevelt congratulating him on his courage in the Rickover case! Soon thereafter Sid announced his retirement, and his papers were deposited at the Chicago Historical Society.

Sidney Yates's death is thus a moment for members of the OAH to mark well. We had no firmer supporter or friend in the Congress than Mr. Yates, and it is unlikely that we will soon again find a politician who so completely values and supports historical scholarship and history education. Equally important, Sid's passing marks the closing of an era in the history of American politics; his career is one with truly historic significance. He will be missed by all who knew him as a man of unique capacity and vision. □

Douglas Greenberg

Survivors of the Shoah Visual History Foundation

## Correspondence

Dear Editors:

I am sending you some thoughts about so many (too many) professional historians in this country today. I came to these thoughts after reading last night from the book review section of the latest *Journal of American History* (December 2000). As usual so many of the historians, whose books are reviewed, are running down America for one reason or another. I will admit, of course, that the United States has made mistakes, some quite serious, but the American past is not all negative—take the phenomenal achievements of this country's oil industry, which I am trying to document. Let me add—what would the world have become without the leadership of the United States in World War Two against the Nazis and Japanese? I wish these same negative-minded historians, who would decry, and justly, of course, the persecution of the Jewish people by the Germans, would answer my question. And I have another question for them—what would have been the fate of the Jews not already persecuted, even killed, by the Nazis in World War Two, not to mention what would have been done to other minorities in the world, if the Germans and Japanese had not been defeated by the Allies, led by the United States?

I have another reflection. Many historians living today may not be around to see it, but there is a revolt coming in this country against the historical profession by the general public. The signs are already in evidence. Take the outcry, including that of our representatives in Congress, against the proposed National History Standards. Remember too the ground swell of opposition in this country to the proposed *Enola Gay* exhibit at the Smithsonian. So, as I predict, the revolt is coming, unless historians can reverse the disturbing trend of negativism about American history by the historical profession at present—a trend, which I think really dates from the Vietnam Era. □

Sincerely,  
Keith L. Miller



# chat

Nothing can take the place of speaking with fellow historians, in real time, face-to-face. Each year we hear from members that they appreciate the many opportunities at the annual meeting for social activities, impromptu conversations, discussion of professional issues, and making new contacts. On Sunday, 29 April 2001, from 9:30 a.m. to 11:00 a.m., session rooms will be available to registrants who would like a place to host informal discussions at the annual meeting in Los Angeles. We invite you to suggest a topic—some burning issue, goal, project, or perspective—for you and your colleagues to address.

- Proposers agree to be responsible for finding the room assigned, greeting the other discussants, and beginning the conversation. Chat room proposals should be no more than 100 words in length and should speak to the purpose, potential audience, and intended goals of the planned discussion. (Chat Rooms are public and open to anyone who registers for the 2001 Annual Meeting).

- Proposals received and accepted before 19 March, will be posted on the OAH website and listed in the *On-Site Program*.

- Send proposals and inquiries to <chat@oah.org>; OAH Chat Rooms, 112 N. Bryan Avenue, Bloomington, IN 47408; fax 812-855-0696. Rooms will be filled on a first-come, first-served basis.

## Teaching "Hot" Topics

Elizabeth Reis, University of Oregon, will open a discussion on teaching strategies for alleviating students' anxieties about controversial subjects without compromising historical material.

## Making the Historian's Voice Heard on Capitol Hill

A question-and-answer session led by NCC Director Bruce Craig on the various activities of the NCC and pending legislative and regulatory issues of interest to the historical community.

## History of Manhood and Masculinity

Anthony Rotundo, Phillips Academy, will start a conversation about this relatively new area of study—what's been learned, where research is (and should be) headed, and what challenges there are in teaching the subject.

## OAH Annual Meetings

▶ LOS ANGELES, CALIFORNIA  
26-29 April 2001  
*Westin Bonaventure Hotel*

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

▶ MEMPHIS, TENNESSEE  
3-6 April 2003  
*Memphis Cook Convention Center*

▶ BOSTON, MASSACHUSETTS  
24-27 March 2004  
*Marriott Copley Place*

www.oah.org / meetings



## Jamestown Scholars: New Dissertation Fellowships from the National Park Service and OAH

In preparation for the 400<sup>th</sup> anniversary of the Jamestown colony in 2007, and under a cooperative agreement with the National Park Service, OAH is pleased to announce the Jamestown Scholars dissertation fellowship program. Awards will be made to support Ph.D. research that contributes to our understanding of the development and legacy of seventeenth-century Jamestown, the first permanent English colony in North America, where diverse peoples from three continents came together.

Fellowship awards are \$5,000 and can be used for any dissertation related expenses. Jamestown Scholars will have access to the NPS collections and archives at Colonial National Historical Park, Virginia.

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

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

**OAH-NPS Jamestown Scholars**  
Organization of American Historians  
112 N. Bryan Avenue  
Bloomington, IN 47408

Due dates for proposals are **15 June 2001** for the 2001-2002 academic year; **15 December 2001** for 2002-2003 academic year. Application materials may be sent in the body of an electronic mail message before midnight 15 June 2001 to <jamestown@oah.org>. Refer questions to Dr. Heather Huyck, National Park Service, at <Heather\_Huyck@nps.gov> or (757) 564-0896.

## 2002 Proposal Deadline Extended

The paper and session proposal deadline for the 2002 Annual Meeting in Washington, D.C., has been extended to 28 February 2001.

When we gather in Washington fifteen months from now for the 2002 conference, it will be the fifth time that OAH and the National Council on Public History (NCPH) have held a joint annual meeting. In fact, the last time OAH met in Washington, D.C., was with NCPH in 1995, our best attended annual conference ever.

Looking ahead, the OAH and NCPH executive offices and the 2002 Program Committee see great potential for another exemplary meeting in the nation's capital, one that will bring together the best scholarship, teaching strategies, professional development, and historical practices from inside and outside of the academy. Taking the extra time to disseminate the call for papers more broadly, we believe, will result in more sessions that take advantage of the unsurpassed historical resources of the Washington area. Before the new deadline, we hope to hear from an even wider range of historians and scholars representing different disciplines.

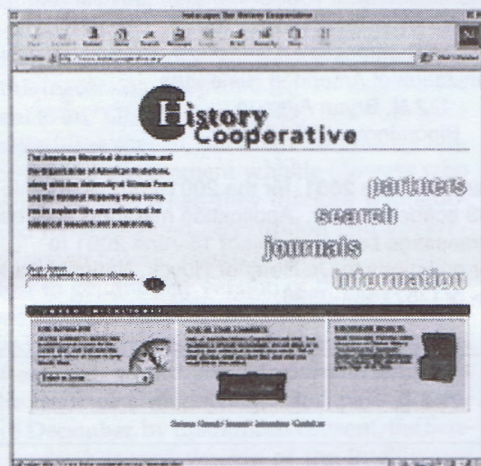
OAH and NCPH also will be using the additional preparation time to build on what we expect to be the successful innovations of the 2001 Los Angeles Annual Meeting. We hope you will look carefully at the newly-designed Los Angeles *Program* when it reaches your mailbox this month, think about the new kinds of events and approaches it describes, and help us to plan for a truly spectacular meeting in Washington in 2002.

The full 2002 Call for Papers appears in the August and November issues of the OAH Newsletter and online at <<http://www.oah.org/meetings/2002/call.html>>.



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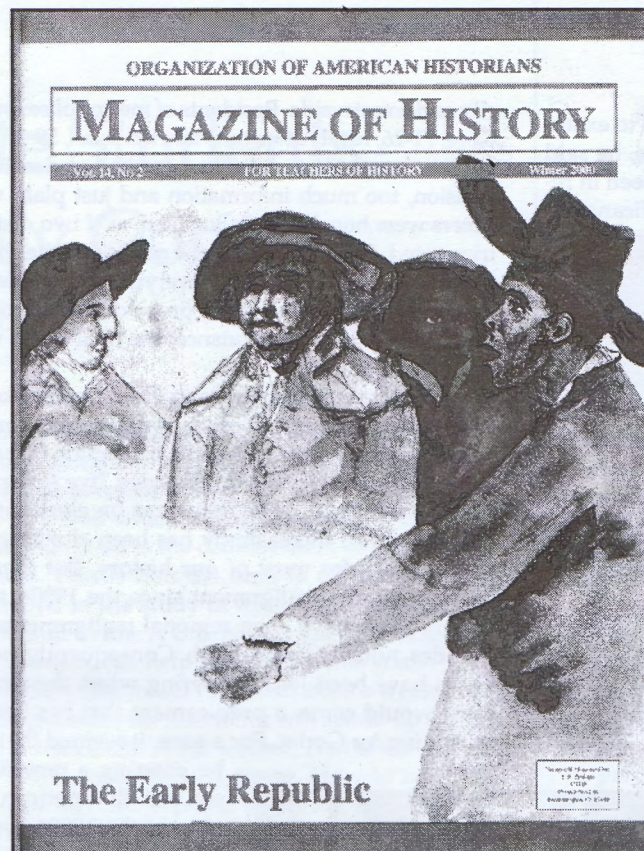
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## ▼ Leuchtenburg / From 1

when many millions had been cast. One needed to examine the decision-making of the entire electorate, he said sensibly. Furthermore, each election had to be seen in relation to a generational pattern. The most significant feature of 1884, he emphasized, was that it was one of five contests in a row from 1876 to 1892 that turned on less than one percent of the popular vote. The historian's task was not to ruminate about bigoted parsons or muddy roads but to explain why that equilibrium had developed and why it persisted. This lesson was reinforced during many long, searching conversations with Warren Miller of the Survey Research Center in Ann Arbor when we were Fellows at the Center for Advanced Study in the Behavioral Sciences in Palo Alto in 1961-62. It was a lesson that in later years, when I wrote the presidential election night analysis for NBC, first for Huntley and Brinkley and then for John Chancellor, I bore constantly in mind.

Benson's sermon is no less valid today. Historians in future years who analyze the election of 2000 will inevitably give attention to Florida, not least because there is good reason to suppose that in a fair count Al Gore would have won that state and hence would be in the White House today. But the most important question about the election does not involve hanging chads or dimples. The conundrum the historian needs to solve may be simply stated: Why did the election end in a photo finish? Thanks in part to the victories of two Democrats, one of them the First Lady, the other a dead man, the Senate is 50-50; the two parties are almost equal in the House of Representatives; and the presidential race produced the first long count since DEMPSEY-TUNNEY. Why, after all the months of campaigning, was the nation, in the final contest of the millennium, so evenly divided? In sum, the issue is essentially the same as that in 1884. (And it is, as we say, "no accident" that the last times that a candidate with fewer popular votes won the White House came during the earlier period of equilibrium: 1876 and 1888.)

It is far from clear how one explains this equilibrium. The answer now most frequently heard is that Gore and Bush were so much candidates of the center that the electorate found it hard to distinguish between them. It was, in Ellen Goodman's words, "a campaign by two self-described moderates aiming to the center of the center of the undecided center of the country as if they were both trying to straddle a two-lane blacktop." George W. presented himself not as a snarling rightwing ideologue but as a man of compassion. Al Gore identified with the centrist Democratic Leadership Council and ran on a platform highlighting "fiscal responsibility" and support for the death penalty that, one White House correspondent said, "sounds as if it was written by the GOP." Maureen Dowd called the scuffle between a "matched set of dauphins," one a policy wonk, the other a frat boy who lacked gravitas, the "most banal race in history."

Yet despite the drift to the center, most voters had no difficulty in discerning a difference between the major party candidates. Those who identified themselves as liberals backed Gore, 80-13; conservatives supported Bush, 81-17. Of those voters who believed abortion should be legal in all instances, only 25 percent marked their ballots for Bush, whereas of those who thought abortion should be outlawed, no matter what the cause of pregnancy, Bush got 74 percent. Those favoring stricter gun control voted only 34 percent for Bush, while those opposed gave him 74 percent. Though not only Florida but also other states such as New Mexico were unnervingly close, the returns in many states—from Republican Nebraska to Democratic Massachusetts—showed a wide gulf between the parties. Polarized, too, were

city and countryside. Residents of metropolises swarmed to Gore, 71-26; rural Americans fancied Bush, 59-37. American politics, wrote *Newsweek*, "had crashed under the strain of division, too much information and just plain weirdness. Voters were hopelessly Balkanized, as if two distinct countries voted, Gore controlling the coasts and the shores of the Great Lakes, and Bush nearly everything else." Hence, scholars in the future will need to probe deeply to comprehend why, with so much dissonance, the final result was, in essence, a dead heat.

Historians taking the long view are not likely to find the familiar conception of "party systems" very helpful. For more than a generation, the conviction that there have been, in the course of two centuries, five American party systems has dominated discourse on elections. That rubric, though it increasingly has been challenged, works well enough for most of our history. But there has not been a national realignment since the 1930s, though arguably there have been regional realignments in recent decades, notably in the South. Consequently, political analysts have been left wondering when the next realignment would come, a predicament that has been likened to waiting for Godot. For a time, it seemed that we might

be entering a new Republican era, a Sixth American Party System. In the 1980s, the GOP accumulated the most electoral votes any party had ever won in a decade. But the 1992 election snuffed out that prospect. On the other hand, there is nothing in Gore's showing to bring to mind the enormous FDR triumph of 1936.

Nonetheless, nearly two-thirds of a century later, one can still discern in Gore's combination the lineaments of the FDR coalition of lower income, ethnic citizens. Voting broke nearly as

sharply on class lines in 2000 as it had in 1936. Those with family income under \$15,000 went to Gore, 57-37; those above \$100,000 wound up in the Bush fold, 54-43. Gore carried union households, 59-37. African Americans, who first fled the party of Lincoln in 1936, gave Gore 90 percent to only 9 percent for Bush. Jews voted for Gore, 79-19, Hispanics nearly as decisively, Asians by a smaller margin. One feature of the FDR coalition, however, was conspicuously missing: the Solid South. Gore got less than one-third of the ballots of Southern whites; not even his home state of Tennessee cottoned to him. The South was solid to be sure, but solidly Republican, though Florida merits an asterisk.

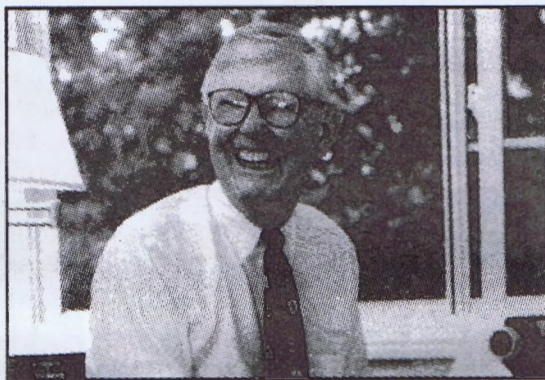
The election booth is one site where the political historian and the social historian rendezvous, especially with regard to gender. Women preferred Gore to Bush by a huge eleven-point spread. Men favored Bush over Gore by the same eleven-point disparity. Gender alone, however, was not predictive. Bush actually won the majority of married women who voted, though by only one point; Gore, however, captured the ballots of unmarried women, 61-32. We need a credible explanation for why that happened.

Other questions abound. Why did the conservative majority on the U.S. Supreme Court, which had made a fetish of states rights, set aside the unanimous opinion of a state supreme court? Why, in a time of so much ostensible alienation, did the minor parties make such poor showings? How much did "Clinton fatigue" help or hurt his heir apparent? And will the consternation about "electile dysfunction" promote reform of voting procedures?

Many of the inquiries return us to the nineteenth century. Will George W., as the first president since John Quincy Adams to follow his father in the White House, be able to escape pater's shadow? Will Dubya, as winner of a tainted election, have the identical experience of Rutherford B. Hayes, who was called "His Fraudulency"? And, finally, will Bush, the fifth man to enter the White House with

fewer popular votes than his opponent, become the fifth of that cadre to fail to win a second term? Especially noteworthy is the last time before 2000 that the loser of the popular vote prevailed—1888, when Benjamin Harrison bested Grover Cleveland. For the next four years, Cleveland was looking over Harrison's shoulder, and in a rematch in 1892 Cleveland won. No one can be certain who the Democratic nominee in 2004 will be, but this is one lesson out of the past that should cheer Al Gore. □

William E. Leuchtenburg is the William Rand Kenan Professor of History at the University of North Carolina at Chapel Hill. Winner of both the Bancroft and Parkman prizes, he is past president of the American Historical Association and the Organization of American Historians. Leuchtenburg was a presidential inauguration analyst for PBS, CBS and C-Span; a consultant and elections analyst for NBC; a consultant for several Ken Burns documentaries, including *The Civil War* and *Baseball*; a consultant for South Carolina Educational Television; and a consultant for the Insignia Films production, "Lindbergh." His photograph is from *The FDR Years*, Columbia University Press.



Leuchtenburg



## Lincoln Forum Honors David Herbert Donald

David Herbert Donald received the Richard N. Current Award of Achievement of The Lincoln Forum for the year 2000. The presentation was made on 18 November at the closing banquet of the fifth annual Lincoln Forum symposium in Gettysburg—only a few hundred yards from the spot where Abraham Lincoln delivered the Gettysburg Address exactly 137 years before. The annual award, named for Professor Richard N. Current, dean of the nation's Lincoln scholars and a founding member of the Lincoln Forum board of advisors, is a statuette, Freedom River, created by sculptor John McClarey of Decatur, Illinois.

More than 240 guests were on hand to honor Professor Donald, who recently celebrated his 80th birthday. He was cited for "a half century of milestone contributions to the field of Lincoln and Civil War studies—for lucid scholarship and vigorous writing that has dazzled professional historians and general readers alike—and has inspired generations to grasp and use the valuable lessons of the American past."

David Herbert Donald is the Charles Warren Professor of American History and American Civilization Emeritus at Harvard University. He has won two Pulitzer Prizes and the prestigious Lincoln Prize of Gettysburg College, as well as a Christopher Award, a Jefferson Davis Award from the Museum of the Confederacy, and an Abraham Lincoln Literary Award, along with many other honors and tributes. He is probably best known to Lincoln enthusiasts for his masterful one-volume biography, *Lincoln* (1995). In November, Professor Donald published yet another Lincoln volume, *Lincoln at Home: Two Glimpses of Abraham Lincoln's Family Life* (Simon & Schuster). □



## ▼ Centers / From 1

regional humanities centers with him from the Center for the Study of Southern Culture at the University of Mississippi, which he directed until his NEH appointment. Educated as a folklorist, Ferris has made a career out of studying regional culture, believing that place is "a powerful force . . . in every one of our lives. Within these places images that are global in their relationships," he continued, "are grounded within the day-to-day lives of people" (1).

The regional humanities center initiative, however, has generated a great deal of criticism, much of which was detailed in the *Chronicle of Higher Education* (2). The criticism falls generally into three categories. First, critics have charged that the NEH-defined regions do not make sense, either to scholars or to the general public. The most obvious exception is the New England region, which is recognizable both to New Englanders, many of whom define themselves as such, and to outsiders. Residents of some states in the Deep South region may recognize that they live in the Deep South, but many Georgians, whose state falls within the South Atlantic region, probably think they do, too. The strongest criticism regarding the definition of the regions focuses on the five United States territories and Pacific Rim states. What characteristics that define a regional identity do all entities in the Pacific region—Alaska, California, Hawaii, Oregon, Washington, American Samoa, Guam, and the Northern Mariana Islands—share? In the South Atlantic region, what do Florida, Georgia, North Carolina, South Carolina, Virginia, Puerto Rico, and the U. S. Virgin Islands share in common?

Second, critics contend that the regional humanities center initiative competes for already scarce financial resources. Any funds that the NEH directs toward the regional humanities centers are funds that are not allocated to other NEH programs. Some critics decry such an expensive new initiative when the NEH has yet to recover from a 36 percent budget cut by the federal government in 1995. Funding directed to the regional centers is funding that is not available to scholars for fellowships or to ongoing publications projects.

Third, critics charge that the new regional humanities centers will endanger the existing state humanities councils. In part, this criticism is about money. If NEH were not committing \$51 million to the regional centers, then it could allocate more money to the state councils, or so argue some state council directors. Moreover, some directors fear that state humanities councils and regional humanities centers will have to compete for funding from the same private and corporate sources. Some argue, also that the regional centers may threaten programmatic functions, as well. When Michael Sartisky, President of the Louisiana Endowment for the Humanities, learned that leaders of the Deep South Regional Humanities Center at Tulane University were considering structuring the center as a granting agency, a role that state humanities councils play in all states, he began a dialogue on HumTalk, the listserv for state humanities councils, that lasted three weeks. Sartisky's primary concern was that the regional centers' success would come at the expense of the state humanities councils. Once the better-funded and university-based regional centers became well established, then money, programs, and intellectual exchange would flow to and through them rather

than to or through the state councils.

The leaders involved in regional humanities centers in all ten regions have had to confront these, and other, criticisms. An informal survey and anecdotal evidence indicates that few, if any, initially believed that the region



President Truman rides with Governor Jesus Pinero of Puerto Rico as their motorcade departs Aguas Buenas for San Juan on 21 February 1948. Truman appointed Pinero as Governor of Puerto Rico, making him the first Puerto Rican to govern the island. Puerto Rico and the states in the Southeast will be served by the South Atlantic Regional Humanities Center.

to which their center was assigned by NEH made perfectly clear sense. In most cases, they would have created their region with a different configuration of states. Nevertheless, they have embraced the challenge of understanding their assigned region and, in each case, have come to see connections, patterns, and characteristics that had heretofore gone unnoticed. Moreover, some of them see the parameters of the region to which they were assigned as fluid. The Deep South region, for example, includes the state of Tennessee, which includes a portion of Appalachia. The two competitors for the regional humanities center in the Deep South region can choose to ignore this one portion of their large region, or they can work with the regional centers in the Central and the South Atlantic regions, in which the rest of Appalachia falls, to develop programming on the sub-region. The political boundaries—state lines—that define each region may serve more as a guideline than as a restriction. Leaders of the initiatives to establish the South Atlantic Regional Humanities Center see the inclusion of the territories of Puerto Rico and the U. S. Virgin Islands in their region not as a hardship which they must justify but as an opportunity which allows them to ask questions they might not otherwise ask if the territories had been assigned to another region. How, for example, do trade and migration patterns between the Caribbean and the Atlantic coastal states help define the South Atlantic region's identity? How will future development in the South Atlantic states affect development in Puerto Rico and the U. S. Virgin Islands?

Leaders of the regional centers should find it relatively easy to resolve the issues of how their region is defined geographically. However, making a uniform statement about how they relate to the state humanities coun-

cils in their regions is impossible. For example, in the Plains region, the two competing planning grant recipients have decided to submit a single, joint proposal to NEH. When the University of Nebraska agreed to pledge \$15 million of undesignated funds to the regional center initiative, North Dakota State University at Fargo agreed to a joint proposal. The Nebraska Humanities Council already had worked with the University of Nebraska to submit a planning grant proposal in the first round of the competition. Other state humanities councils in the Plains region are participating in the planning process, as well, but the Nebraska Humanities Council's involvement from the outset has ensured that the interests of state humanities councils have remained in the forefront of the planning process. The Michigan Humanities Council has been deeply involved in the regional center initiative led by Michigan State University for the Central region, and the Virginia Foundation for the Humanities, in a consortium with the University of Virginia and the Virginia Polytechnic Institute and State University (Virginia Tech), has directed the initiative for a South Atlantic Regional Humanities Center. In the Mid-Atlantic region, the Pennsylvania Humanities Council is mediating between the competing proposals. In other cases, state humanities councils have had little involvement with the regional centers. No single model exists for how planning grant recipients and state humanities councils are working together on the regional center initiative.

Whatever the outcome for the twenty planning grant recipients, leaders of all of them would agree that the planning process has already yielded far more than they could have anticipated. Ferris noted in his speech to the 2000 National Humanities Conference that leaders of one regional humanities center initiative reported that the "planning process itself has established the principle of collaboration between the universities and regional cultural institutions and has helped to further the mission of the 'public humanities.'" Robert Vaughan, President of the Virginia Foundation for the Humanities (VFH) and Project Director for the initiative to establish the South Atlantic Regional Humanities Center at the VFH, tells audiences repeatedly that the planning process has been "a great deal more work and a great deal more fun" than he imagined possible. "Asking questions about regional identity and developing regional collaborations have been exciting intellectual opportunities," Vaughan said. The involvement of the University of Virginia and Virginia Tech with the VFH in the regional center initiative has galvanized energies at both universities to develop interdepartmental collaborations and to build relationships between the two universities. Even dissenters have begun to agree with Ferris when he says that an "initiative that has already created this kind of cooperation and excitement is one worth supporting." □

#### Endnotes

1. Speech by William Ferris, 2000 National Humanities Conference, Washington, D.C., 18 November 2000.
2. "Scholars Fear Humanities Endowment Is Being Dumb-Ed Down," 6 October 2000.

Andrew S. Chancey is Project Coordinator of the South Atlantic Regional Humanities Center at the Virginia Foundation for the Humanities, in Charlottesville VA.



## 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: 1 January for the February issue; 1 April for May; 1 July for August; and 1 October for November. Announcements will not be accepted after the deadlines. Positions appearing here will also be listed on the OAH web page: <<http://www.oah.org>>

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Send cover letter, resume, and the names of three references to Judith Francis, The Historical Society of Pennsylvania, 1300 Locust Street, Philadelphia, PA 19107. Fax: 215-732-2680. Email: jfrancis@hsp.org. Salary is \$42,000+ for a 12-month, 40-hour/week position with competitive benefits. The Society is an Equal Opportunity Employer.

### Hunter College

United States. Hunter College, the City University of New York invites applications for a tenure-track assistant professorship in United States history beginning September 2001. Preferred fields: African American, colonial, post-1945. Salary range: \$32,703 - \$57,049 (commensurate with qualifications and experience). PhD is required at the time of appointment. Send: c.v., letter of application, and three references to Barbara Welter, Chair U.S. History Search, Department of History Hunter College 695 Park Avenue, New York, NY 10021. An AA/EO/ADA/IRCA Employer.

### Fellowship Opportunity for Graduate Students

Stonewall Jackson Foundation and Washington and Lee University announce 2001 John and Barbara Nau Graduate Fellowship for summer work study in American History, American Studies, Museum Studies or Material Culture at Stonewall Jackson House, Lexington, Virginia. Candidates must be enrolled in M.A. or Ph.D. program and must have completed at least two semesters of course work. Stipend \$3,900.00. Deadline March 1, 2001. For information write: Director, Stonewall Jackson House, 8 East Washington Street, Lexington, VA 24450, or call 540-463-2552.

### Henry Ford Community College

Henry Ford Community College seeks instructor for full-time, tenure-track position teaching American History survey courses, beginning August 2001, pending final approval. Ability to teach one or more addi-

tional areas is desirable: Modern World, US Women's African-American, or Michigan History. Minimum of Master's Degree in American History or related areas. Teaching experience required. Additional graduate work desirable. Candidates should be committed to teaching, on-going professional development, and participation in shared governance. Starting salary range \$36,794 to \$50,130. Excellent benefits. For full description of position and application process, see our [www.hfcc.net](http://www.hfcc.net) (click on "Human Resources") or call 313-845-9855. Send cover letter, vita, copies of transcripts, outline for course on US History Since 1877, statement of philosophy of teaching history at a community college, three letters of recommendation to: Dr. Sally Barnett, Human Resources, Henry Ford Community College, 5101 Evergreen Road, Dearborn, MI 48128 by March 15, 2001. AA/EO.

### Phi Alpha Theta

Phi Alpha Theta, the National History Honor Society, is conducting a search for an Editor for the quarterly journal, *The Historian*. If you are interested, please contact Professor Gordon Bakken, Department of History, California State University at Fullerton, Fullerton, CA 92634 (gbakken@fullerton.edu) by April 1, 2001. The host institution will be responsible for providing: 1.) 50% released time for the Editor. 2.) A separate editorial office space, with telephone facilities and an annual operations budget of at least \$5,000.00. 3.) At least one half-time administrative assistant or secretary. Phi Alpha Theta support includes: 1.) Appointing and funding the Book Review Editor. 2.) Providing quarterly payments of \$30,000.00 per year for internships. 3.) Paying the Editor summer compensation of \$5,000.00. 4.) Paying travel expenses of the Editor for professional meetings approved in advance by the Phi Alpha Theta Executive Committee and for the annual Executive Committee meeting.

## Activities of Members

**Duncan G. Aspinwall-Winter**, Social Studies Department Chair at Fred J. Page High School, Franklin, TN, received the Tennessee Teacher of the Humanities 2000 Award from the Tennessee Humanities Council.

**Peter C. Baldwin** won the 2000 Urban History Association Award for Best Book in North American Urban History for his book, *Domesticating the Street: the Reform of Public Space in Hartford, 1850-1930* (Ohio University Press, 1999).

**Chloe S. Carroll-Burke**, University of Michigan, won the 2000-2001 Swann Foundation Fellowship for her dissertation, "Germs, Genes, and Dissent: Images of Radicalism and Disease in the Construction of American National Identity, 1886-1927."

**Dennis Deslippe**, Australian National University, has been awarded a research support grant of the Schlesinger Library Awards and Grants, 2000-2001.

**Glenda Gilmore**, Yale University, has been awarded a Radcliffe Fellowship of the Schlesinger Library Awards and Grants, 2000-2001.

**Christopher Grasso**, editor of *William and Mary Quarterly*, was the co-winner of the 2000 Homer D. Babbidge, Jr. Award from the Association for the Study of Connecticut History for his book, *A Speaking Aristocracy: Transforming Public Discourse in Eighteenth Century Connecticut* (University of North Carolina Press, 1999).

**Henry G. Kiernan**, superintendent of the West Morris Regional High School District (NJ), was elected to serve a 3-year term on

the National Council for History Education Board.

**Harold D. Langley** was awarded the 2000 K. Jack Bauer Award from the North American Society for Oceanic History. The award recognizes "distinguished scholarship in the field of naval history, and continuing and noteworthy service to the Society." Dr. Langley also received the 2000 Alumni Achievement Award for Research and Scholarship from the Alumni Association of the Catholic University of America.

**Daniel J. Leab's** new book, *I was a Communist for the FBI: the Unhappy Life and Times of Matt Coetic* has been published by Penn State University Press.

**Michael Lerner** won the 2000 Urban History Association Award for Best Dissertation in Urban History for his effort, "Dry Manhattan: Class, Culture, and Politics in Prohibition-Era New York City, 1919-1933" (New York University, 1999).

**Bruce Lesh**, Franklin High School in Reisterstown (MD), was elected to serve a 3-year term on the National Council for History Education Board.

**Genna Rae McNeil**, University of North Carolina at Chapel Hill, has been named a National Endowment for the Humanities Fellow by the Schomburg Center for Research in Black Culture to work on her project, "Joan Little and the Free Joan Little Movement in Historical Perspective."

**Karen R. Merrill** won the 2000 James Madison Prize from the Society for History in the Federal Government for her article "In Search of the 'Federal Presence' in the American West." *Western Historical Quarterly* (Winter 1999).

**James A. Percoco**, West Springfield High School, Fairfax C. Virginia, was awarded the James Harvey Robinson Prize by the American Historical Association at its annual meeting in Boston on 5 January 2001 for his book *A Passion for the Past: Creative Teaching of U.S. History* (1998 Heinemann).

**Reynolds J. Scott-Childress**, University of Maryland, has won fellowships from the Huntington Library and the Gilder Lehrman Institute to assist him in the research for his dissertation, "Cultural Reconstruction: the Northern Production of Southern Culture, 1870-1915."

**Philip Scranton** is one of seven historians whose essays are included in *The Progressive Era Industry and Its Legacy* (Social Science Education Consortium, Inc., 2000), edited by William J. Murray of the Hershey Museum, Hershey, Pennsylvania.

**John David Smith**, North Carolina State University, received The Mayflower Society Award for Nonfiction for his book, *Black Judas: William Hannibal Thomas and "The American Negro"* (University of Georgia Press, 2000). The award is given to the best nonfiction book written by a North Carolina resident.

**David J. Ulbrich**, Kansas State University, received the Robert Debs Heinl Award for his article, "Clarifying the Origins and Strategic Mission of the U.S. Marine Corps Defense Ballaloon, 1898-1941," which appeared in the journal *War and Society* in 1999.

**Andrew Wiese** won the 2000 Urban History Association Award for Best Article in Urban History for his work, "The Other Suburbanites: African American Suburbanization in the North before 1950" in the *Journal of American History* (March 1999).

**Lisa Wilson**, Connecticut College, was the co-winner of the 2000 Homer D. Babbidge, Jr. award from the Association for the Study of Connecticut History for her book, *Ye Heart of a Man: the Domestic Life of Men in Colonial New England* (Yale University Press, 1999).

## Awards, Grants and Fellowships

Monticello, Stratford Hall Plantation, and the University of Virginia are sponsoring a seminar on "Leadership and Life in Revolutionary America," from 24 June to 13 July 2001. Principal 'classrooms' will be Jefferson's Monticello and the Lees' Stratford Hall Plantation, but many historic sites will be visited. The program is open to full time social studies teachers K-12. 6 semester graduate credits from the University of Virginia will be conferred upon successful completion of the seminar. Included are free room, board and textbooks, plus generous travel grants. Deadline is 19 February 2001. Applications can be downloaded from <[www.stratfordhall.org](http://www.stratfordhall.org)>. Contact: Education Office, Stratford Hall Plantation, Stratford, Virginia 22558; (804) 493-1558; fax (804) 493 8006; <[shpedu@stratfordhall.org](mailto:shpedu@stratfordhall.org)>.

The Missouri Historical Society (MHS) announces its 2001 Research Fellowship competition. MHS fellowships provide from 1 to 3 months in residence to selected scholars working in an area pertinent to MHS's mission and collections. Graduate, or professional-level, applicants welcome. Stipend is \$1,700 per month. Deadline is 28 February 2001. Contact: Missouri Historical Society, Research Division, P.O. Box 11940, St. Louis, MO 63112-0040; <[jbmc@mohistory.org](mailto:jbmc@mohistory.org)>.

The Smithsonian Institution Libraries Dibner Library Resident Scholar Program and Baird Society Resident Scholar Program announces award stipends of \$2,500 per month for up to 6 months to individuals working on a topic related to collections in the Dibner Library of the History of Science and Technology, or the history of science and technology materials housed in the Dibner Library. Historians, librarians, and pre-doctoral/post-doctoral students are all invited to apply for the calendar year 2002. Deadline is 1 March 2001. Contact: Smithsonian Institution Libraries, Dibner Library Resident Scholar Program, NMAH 1041, MRC 672, Washington, D.C., 20560-0672; <[libmail@sil.si.edu](mailto:libmail@sil.si.edu)>; <<http://www.sil.si.edu/>>.

The Athenæum of Philadelphia announces the Charles E. Peterson Research Fellowships and Summer Internships in early American architecture and building technology prior to 1860 to be used during the period 1 June 2001 to 31 May 2002. Senior Fellows must be persons who hold a terminal degree and possess a distinguished record of accomplishment. Research is not subject to geographical restrictions, although preference is given to Delaware Valley topics. Grants rarely exceed \$5,000 and may not be used for international travel. Applications should be submitted in the form of a 1-page letter setting forth a brief statement of the project, with attached budget, schedule for completion, and professional résumé. 2 letters of reference should be requested by the applicant and submitted directly to the committee. There are no application forms. Summer internships for periods of 2 to 4 months are awarded to graduate students enrolled full time in an architecture of historic preservation program. These internships carry a stipend of \$1,250 per month. Applications will be accepted between 1 January 2001 and 1 March 2001, and should be addressed to the Chairman, Peterson Fellowship Committee, The Athenæum of Philadelphia, East Washington Square, Philadelphia, Pennsylvania 19106-3794. Visit: <<http://www.Phila.Athenaeum.org>>.

The Massachusetts Historical Society (MHS) will offer approximately 20 short-term research fellowships in 2001. Each grant will provide a stipend of \$1,500 for 4 weeks of research at the Society sometime between 1 July 2001 and 30 June 2002. Awards are



open to independent scholars, advanced graduate students, and holders of the Ph.D. or the equivalent, with candidates who live 50 or more miles from Boston receiving preference. Applications must be postmarked by **1 March 2001**. Standardized application forms are not issued, but the Society does require a c.v. (2-3 pages maximum) and a proposal which: describes the project; indicates MHS collections to be consulted; and includes a statement explaining the historiographical significance of the project. Graduate students must also arrange for a letter of recommendation from a faculty member familiar with their work and with the project being proposed. Contact: Erin Pipkin, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215; (617) 646-0505; <publications@masshist.org>; <www.masshist.org>.

The **Textile Society of America** announces the R.L. Shep Book Award, which is given annually to the publication judged to be the best book of the year in the field of ethnic textile studies. The award consists of a \$750 prize. Nominations for the 2000 award must be submitted in writing by **1 March 2001** to the chairperson of the Award committee. Only books published in 2000 are eligible for the 2001 award, which will be conferred in the fall. Contact: Roy W. Hamilton, Chairperson, R.L. Shep Book Award Committee, Fowler Museum of Cultural History, University of California, Los Angeles, CA 90095-1549; fax: (310) 206-7007; <royh@arts.ucla.edu>.

The **Arkansas Historical Association** announces the J.H. Atkinson Award for Excellence in the Teaching of Arkansas History to be presented to the state's outstanding teacher of Arkansas history at the April 2001 annual meeting of the Arkansas Historical Association in Benton. Any elementary or secondary teacher who teaches a course in Arkansas history is eligible. Applicants must return 4 completed copies of the official entry form by the deadline of **1 March 2001**. Contact: Arkansas Historical Association, Department of History, Old Main 416, University of Arkansas, Fayetteville, Arkansas 72701; (501) 575-5884; <rhondak@comp.uark.edu>.

The **Library Company of Philadelphia's Program in Early American Economy and Society** invites applications for the following fellowship awards: Four 1-month fellowships that carry stipends of \$1,600 each and are tenable from June 2001-May 2002, available to scholars at all levels of research; One dissertation-level fellowship, tenable for 9 consecutive months from 1 September 2001 to 31 May 2002, and carrying a stipend of \$15,000; and one advanced research fellowship, also tenable for 9 consecutive months from 1 September 2001 to 31 May 2002, and carrying a stipend of \$30,000. Contact: Cathy Matson, Program Director, at <cmatson@librarycompany.org>; <www.librarycompany.org>. Application deadline is **1 March 2001**. Send all materials to: Program in Early American Economy and Society, The Library Company of Philadelphia, 1314 Locust Street, Philadelphia, PA 19107.

The **History Division of the Association for Education in Journalism and Mass Communication (AEJMC)** announces the 17th annual competition for the Covert Award in Mass Communication History. The \$500 award will be presented to the author of the best mass communication history article or essay published in 2000. Book chapters in edited collections also may be nominated. Nominations, including 1 copy of the article nominated, should be sent by **1 March 2001** to: Karen K. List, Journalism Dept., 108 Bartlett Hall, UMass, Amherst, MA 01003.

The **North Caroliniana Society** announces Archie K. Davis Fellowships which provide travel assistance to scholars conducting research in North Carolina's history and culture. Deadline is **1 March 2001** for 2001-2002. Contact: Dr. H.G. Jones, North Caroliniana Society, Wilson Library, UNC Campus Box 3930, Chapel Hill, NC 27514-8890; fax: (919) 962-4452.

**Smithsonian Institution Libraries** announces a new "Spencer Baird Society Resident Scholar Program." The program awards stipends of \$2,500 per month for up to 6 individuals working with the libraries broad range of special collections. Applications for the 2002 calendar year will be accepted until **1 March 2001**.

The **American Association for State and Local History (AASLH)** invites submissions to the 2001 Awards Program. Now in its 56th year, the AASLH Annual Awards Program is the most prestigious national recognition for achievement in the preservation and interpretation of local, state, and regional history. The deadline for nominations is **1 March 2001**. To obtain nomination forms, call (615) 320-3203; <history@aaslh.org>; <www.aaslh.org>.

The **Early American Industries Association (EAIA)** announces a \$6,000 Research Grants Program for individuals or institutions engaged in research for projects that relate to the study and better understanding of early American industries in homes, shops, farms, or on the sea. No single award will exceed \$2,000. Contact: Ms. Justine J. Mataleno, Coordinator, 1324 Shallcross Avenue, Wilmington, DE 19806; (302) 652-7297. Deadline is **15 March 2001**.

The **Architect of the Capitol** invites applications for the 16th year of the United States Capitol history of the art and architecture of the United States Capitol and related buildings. Graduate students and scholars may apply for periods ranging from 1 month to 1 year; the stipend is \$1,500 per month. Applications must be postmarked by **15 March 2001**. Contact: Dr. Barbara Wolanin, Curator, Architect of the Capitol, Washington, D.C. 20515; (202) 228-1222.

The **National Historical Publications and Records Commission (NHPRC)**, the **State Historical Society of Wisconsin**, and the **University of Wisconsin**, announce the 30th annual Institute for the Editing of Historical Documents, 18-23 June 2001, in Madison, Wisconsin. The Institute will provide detailed theoretical and practical instruction in documentary editing and publication. The selected 15-18 interns meet every morning and most afternoons for lectures and presentations by experienced editors. 3 resident advisors will be available for consultation during the term of the Institute. There will be no charge for tuition. Single accommodations for the interns are provided at no cost in the Wisconsin Center Guest House on the University of Wisconsin campus. The Guest House is run much like a hotel, and is 2 blocks from the State Historical Society where the daily meetings are held. Application to the Institute is competitive, with numerous applicants every year from all over the country. Deadline is **15 March 2001**. Contact: NHPRC, National Archives and Records Administration, Washington, DC 20408; (202) 501-5610; <nhprrc@arch1.nara.gov>.

The **Eldred WWII Museum**, Eldred, Pennsylvania, announces an essay contest with \$25,000 in prizes to encourage high school students to research and learn the significance of World War II. The Grand Award winner will receive a cash scholarship of \$2,000 with a \$500 honorarium going to the sponsoring teacher. This year's essay topic is, "Why should we remember World War II?" Contestants, 19 years old and younger, should be enrolled in public, private, or home high school. Essays should contain between 1,000 and 1,500 words and be postmarked no later than **15 March 2001**. Winners will be announced on Memorial Day, 2001. Contact: Sara Wallace, Contest Administrator, (913) 888-7172; <http://www.eldredwwiimuseum.org>.

The **Indiana Historical Society** announces 2 \$6,000 graduate fellowships for the 2001-2002 academic year to doctoral candidates whose dissertations are in the field of the history of Indiana, or of the history of Indiana as part of regions with which it has been associated, such as the Old Northwest and Midwest. To be eligible, students must have completed, at the time of application, all re-

quirements for the doctoral degree except the research and writing of the dissertation. Applicants must provide 3 letters of recommendation including 1 from the chair person of their major department confirming the applicant's eligibility, and 1 from the dissertation director. Also required are an original transcript of graduate credits and a dissertation prospectus. Deadline is **16 March 2001**. Contact: Stephen L. Cox, Director, Education Division, Indiana Historical Society, 450 West Ohio Street, Indianapolis, IN 46202; <scox@indianahistory.org>; <http://www.indianahistory.org/edu/grants/fellow.html>.

The **Denver Public Library** invites book nominations for next year's Caroline Bancroft History Prize. The prize recognizes top contributions to western history literature. Individuals or organizations interested in nominating books should send 3 copies to: Caroline Bancroft Prize, Western History/Genealogy Department, Denver Public Library, 10 West 14th Avenue Parkway, Denver, CO 80204. Only books published in the current year will be considered. Nominations must be received by **31 March 2001**.

The **Minnesota Historical Society's Research Department** invites applications for grants in 4 categories to support original research and writing leading to interpretive works on the history of Minnesota. Preference is given to projects that will produce manuscripts to be considered for publication in *Minnesota History*, the Society's quarterly, or by the Minnesota Historical Society Press. Especially encouraged are projects that add a multicultural dimension to the area's history and that cover subjects not well represented in the published record. Applications may be made in: Mini-grants up to \$500 for research expenses; visiting scholar grants up to \$1,000 for published scholars whose projects require research in Minnesota Historical Society collections; article grants up to \$1,500 for expenses of conducting research planned to result in an article to be submitted to *Minnesota History*; major grants up to \$5,000 for expenses of conducting research planned to result in a large-scale project such as a book. Grants are not awarded to support work on dissertations or theses. Deadline is **1 April 2001**. Applications for mini-grants may be submitted at any time and will generally require 1 month to review. For a copy of the Research Grants Program Information and Guidelines and an Application form, write to Deborah L. Miller, Research Supervisor, Minnesota Historical Society, 345 Kellogg Blvd. West, St. Paul, MN 55102; <debbie.miller@mnhs.org>.

The **Montana Historical Society** offers the James H. Bradley Fellowship to applicants wishing to pursue research and produce articles on some aspect of Montana history. A \$2500 senior fellowship is open to all applicants but a \$2500 graduate research award is only for candidates for advanced degrees in appropriate fields. Criteria for the selection of the award recipient are: suitability of research to the society's archival, library, or museum collections; applicant experience and training; potential of the project to make a significant contribution to historical scholarship on Montana; potential of the project to produce an article-length publication. Applicants may not apply for both awards. Applicants should provide a cover letter stating which internship is being sought, a project proposal that does not exceed 5 double-spaced pages, and a résumé. Applicants for the senior fellowship should provide the names and current telephone numbers of 2 references, and applicants for the graduate fellowship must submit a letter of recommendation from a faculty member in their department. Applications must be postmarked no later than **6 April 2001** and sent to the Bradley Selection committee, Montana Historical Society, PO Box 201201, Helena, MT 59620-1201. For further information call (406) 444-4702.

The **John Nicholas Brown Center for the Study of American Civilization Research Fellowship Program**, Brown University,

Providence, Rhode Island, is accepting applications for its Research Fellowship. The Center supports scholarship 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. We offer office space, access to Brown University resources, and a stipend of up to \$2,000 for a term of residence of 1 to 6 months in 1 of 2 award cycles: January-June; July-December. Housing may be available. Deadline: **15 April 2001** for residence between July and December. Contact: Joyce M. Botelho, John Nicholas Brown Center, Box 1880, Brown University, Providence, RI 02912; <Joyce\_Botelho@Brown.edu>.

The **Gilder Lehrman Institute of American History** invites applications for short term fellowships in American Civilization, in 2 categories: Research Fellowships for post-doctoral scholars at every faculty rank; Dissertation Fellowships for doctoral candidates in their final year before submission. The Gilder Lehrman fellowships support work in 1 of 3 archives in New York City: The Gilder Lehrman Collection, The Columbia University Rare Book and Manuscript Collection, and The Library of the New York Historical Society. Only 1 institution should be specified in applicants' applications. Stipends are available from \$1,500 to \$4,000 per month, for up to 3 months, depending on seniority, travel needs, and the nature of the project. Preference will be given to applications from scholars outside the New York metropolitan area. Applications are reviewed and fellowships awarded twice a year, 1 December and 1 May. Deadline is **1 May 2001**. The following must be submitted: a cover sheet with name, mailing address, telephone and fax numbers, email address, present rank and institution, title of project, duration of fellowship desired, and names of recommenders; a c.v.; a 2-3 page project proposal that lists the specific holdings in the collection intended to be used; 2 letters of recommendation; a schedule and proposed budget of expenses during the tenure of the fellowship. Send materials to: Fellowship Program, The Gilder Lehrman Institute of American History, 52 Vanderbilt Avenue, New York, NY 10017.

The **National Endowment for the Humanities (NEH)** announces a **1 May 2001** postmark deadline for applications for Fellowships for university teachers, college teachers, and independent scholars. Research projects may contribute to scholarly knowledge or to general public understanding of the humanities. The tenure period is 6 to 12 months with January 2002 as the earliest beginning date. The maximum stipend is \$40,000. Contact: <http://www.neh.gov/grants/onebook/fellowships.html>; <fellowships@neh.gov>; (202) 606-8467.

The **Arkansas Historical Association** will present the Young Historian Award annually, when adequate entries are received, to a youth who demonstrates superior historical skills and an interest in the history of Arkansas through a research paper. Entrants must be 16 or 17 years old. Deadline for entries is **15 May 2001**. For full details of requirements, contact: Chair, Young Historian Award Committee, Arkansas Historical Association, 3303 Shenandoah Valley Dr., Little Rock, AR 72212.

The **Northeast Popular Culture/American Culture Association (NEPCA)** offers an annual \$200 prize for the best book in American culture or popular culture published in 2000 by an author in New England or New York. Publishers may nominate 1 monograph by the **1 June 2001** deadline for the award presented in November 2001. Contact Peter Holloran, NEPCA, Worcester State College, History Department, Worcester, MA 01602.

The **Georgia Association of Historians (GAH)**, the **National Archives-Southeast Region**, and **750-AM, WSB Radio**, announce 2 contests: 1. for undergraduate students enrolled at any college or junior college in Georgia at the time the paper was prepared; 2. for any graduate student at either the M.A. or Ph.D. level enrolled in any college in Geor-



gia at the time the paper was prepared. The paper may be on any historical subject, but must make significant use of primary sources. The 1<sup>st</sup> prize in each competition is a \$200 U.S. Savings Bond. There is also a bonus award. Deadline is **8 June 2001**. Contact: The National Archives-Southeast Region, (404) 763-7732. Entries should be addressed to: GAH/Nat. Archives Essay Contest, National Archives-Southeast Region, 1557 St. Joseph Ave., East Point, GA 30344; (404) 763-7732/7477.

The **Presbyterian Historical Society** announces its publication awards for 2001. The Francis Makemie Award recognizes an outstanding contribution to American Presbyterian or Reformed history. The author of the best published historical study will receive \$500 plus a certificate. Books accepted for publication with a projected publication date of 2001 also may be submitted in page proofs. Unless published in a series, unrevised dissertations do not qualify. The Robert Lee Stowe Award honors the best published historical study of an American Presbyterian or Reformed congregation. The award includes \$250 and a certificate. The Woodrow Wilson Award honors the best published scholarly article pertaining to a topic in American Presbyterian or Reformed history. The author receives an award of \$100 plus a certificate. The Patricia Ann Burrus Spaulding Award recognizes the best published scholarly historical article pertaining to an American Presbyterian or Reformed woman or women. The author receives an award of \$200 plus a certificate. The nomination for the Stowe Award is usually made by the local church; submissions for the other awards are normally made by the author or publisher. 4 copies of each submission must be received by **1 July 2001**. All submissions become the property of the Society. Submissions should be sent to Publications and Awards Committee, Presbyterian Historical Society, P.O. Box 849, 318 Georgia Terrace, Montreat, NC 28757. Awards will be announced at the Society's annual committee meeting in the fall. Contact: (828) 669-7061; <wbynum@history.pcusa.org>.

The **Association for the Study of Connecticut History** invites nominations for the 2001 Homer D. Babbidge Jr. Award. The award is given to the best work on a significant aspect of Connecticut's history published in 2000. Types of works include monographs, articles, edited works, films, exhibitions, television programs, etc. To be considered a work must be nominated by someone other than the author and a copy of the work must accompany the nomination. Consideration will be given to individuals or organizations whose achievements as a whole, rather than a single specific work, merit recognition. Deadline is **31 August 2001**. Nominations should be sent to: Patricia Bodak Stark, 84 Beaver Brook Road, Lyme, Connecticut 06371.

The **Association for the Study of Connecticut History** invites nominations for the 2001 Betty M. Linsley Award. The award recognizes the best work on a significant aspect of Connecticut history published by, for, or on behalf of a Connecticut historical society or organization in 2000. Types of eligible works include monographs, articles, exhibitions, television programs, cassette tapes, finding aids or guides to manuscript collections, subject bibliographies, etc. To be considered a work must be nominated by someone other than the author and a copy of the work must accompany the nomination. Consideration will be given to an individual or organization whose achievements over a number of years merit recognition. The deadline for nominations is **31 August 2001** and nominations should be sent to: Patricia Bodak Stark, 84 Beaver Brook Road, Lyme, Connecticut 06371.

The **American College of Obstetricians and Gynecologists and Ortho-McNeil Pharmaceutical Corporation** jointly sponsor 2 \$5,000 fellowships in the History of American Obstetrics and Gynecology each year. ACOG members and other qualified individuals are encouraged to apply. The recipients of the fellowships spend 1 month in the Washington, D.C. area working full-time to complete

their specific historical research project. Although the fellowships will be based in the ACOG History Library, the fellows are encouraged to use other national, historical, and medical collections in the Washington, D.C. area. The results of this research must be disseminated through either publication or presentation at a professional meeting. Deadline is **1 October 2001**. Contact: The American College of Obstetricians and Gynecologists, Mrs. Susan Rishworth, History Librarian/Archivist, 409 Twelfth Street, SW, Washington, D.C. 20024-2588; (202) 863-2578 or (202) 863-2518; fax: (202) 484-1595; <srishwor@acog.org>.

The **Herbert Scoville Jr. Peace Fellowship** is available to college graduates who have an interest in arms control and security issues and would like to work with a non-profit organization in Washington, DC. The fellowship lasts 6 to 9 months and provides a stipend, health insurance, and travel costs to and from Washington. The deadline for the Spring 2002 fellowship is **15 October 2001**. Application materials can be found at <www.scoville.org>. For more information, contact: Paul D. Revsine 110 Maryland Avenue N.E. Suite 409, Washington, DC 20002; (202) 543-4100; <scoville@clw.org>.

The **American Council of Learned Societies** has announced a new program supporting advanced scholarly work in the humanities. The Huntington independent research center is one of the residential sites. Contact: ACLS, 228 East 45<sup>th</sup> Street, New York, NY 10017-3398; (212) 697-1505.

The **William Andrews Clark Memorial Library** at UCLA and the **Huntington Library** jointly sponsor a postdoctoral fellowship in descriptive bibliography and the history of the book. The recipient of the 2-month fellowship is expected to work directly with both libraries' resources on a project which supports bibliographical inquiry as well as research in the history of the book trades and in publishing history. The fellowship carries a stipend of \$4,000 for 2 months. Contact: Fellowship Coordinator, William Andrews Clark Library, 2520 Cimarron Street, Los Angeles, CA 90018-2098; (323) 731-8529; <whiteman@humnet.ucla.edu>.

The **American Philosophical Society** offers several fellowships and grants for research. Applicants may be residents of the United States, American citizens resident abroad, or foreign nationals whose research can be carried out in the United States. Deadlines vary. Contact: Committee on Research, American Philosophical Society, 104 South 5<sup>th</sup> Street, Philadelphia, Pennsylvania 19106; <eroach@amphilsoc.org>; <http://www.amphilsoc.org>.

The **Paul Ehrlich Collection** at the Rockefeller Archive Center announces available funds to support short-term research in the Paul Ehrlich Collection. Applications are accepted at any time. Contact: Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Avenue, Pocantico Hills, Sleepy Hollow, New York 10591-1598; (914) 631-4505; fax: (914) 631-6017; <stapled@rockvax.rockefeller.edu>; <http://www.rockefeller.edu/archive.ctr/>.

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. Awards of \$500-\$1,000 are normally granted as reimbursement for travel and lodging. The Center's holdings include the papers of many former members of Congress and also document government policy affecting agriculture, Native Americans, energy, foreign affairs, the environment, and the economy. The Center's collections are described at <http://www.ou.edu/special/albertctr/archives/>. The Visiting Scholars Program is open to any applicant. No standardized form is needed. Send a description of the research proposal in fewer than 1,000 words, a c.v., an explanation of how the Center's resources will assist the researcher, a budget proposal, and a letter of reference

from an established scholar in the discipline. Applications are accepted at any time. Contact: Archivist, Carl Albert Center, 630 Parlington Oval, Room 101, University of Oklahoma, Norman, OK 73019; (405) 325-5401; fax: (405) 325-6419; <kosmerick@ou.edu>; <http://www.ou.edu/special/albertctr/archives/>.

## Calls for Papers

**Heritage Matters**, the publication of the Cultural Resources Diversity Initiative of the National Park Service cultural Resources Stewardship and Partnership Programs, is currently accepting articles for its 3<sup>rd</sup> issue. *Heritage Matters* is a biannual newsletter with a diverse readership of over 1000. Readers are encouraged to submit articles, information on publications and projects, conference announcements and other notices. Submitted material should not be more than 400 words and should include the author's name and affiliation. Black and white photographs and slides to accompany the information are also welcomed. The forthcoming issue will be published in late Spring 2001. Deadline is **16 February 2001**. Newsletter items may be transmitted in written form or electronically to: Brian D. Joyner, Editor, *Heritage Matters*, DOI/National Park Service, 1849 C Street, NW, Suite NC 350, Washington, DC 20240 <brian.joyner@nps.gov>.

The Program Committee of the **North American Labor History Conference** invites proposals for panels and papers on the theme, "Labor and the Millennium," for its 22nd meeting to be held 18-20 October 2001 at Wayne State University in Detroit. Panel and paper proposals including a 1-2 page abstracts and brief c.v. or biographical statement for each participant should be mailed by **1 March 2001** to: Elizabeth Faue, Coordinator, North American Labor History Conference, Department of History, 3094 Faculty Administration Building, Wayne State University, Detroit, Michigan 48202; (313) 577-2525; fax (313) 577-6987; <ad5247@wayne.edu>.

**Buffalo Bill Historical Center** invites historians, anthropologists, educators, art historians, folklorists, artists, and other interested people to submit a 250-word abstract and a résumé for the 2001 Plains Indian Seminar by **15 March 2001**. The theme will be "Circles of Knowledge: Plains Indian Education." Suggested topics include childhood and rites of passage; traditional teaching of arts and cultural knowledge; oral history; educational roles of elders; effects of missionaries, federal policies and boarding schools; tribal colleges and museums; and innovative language and cultural preservation programs. Scholars and educators from tribal communities are especially invited to participate. Address proposals or requests for more information to: Lillian Turner, Public Programs Coordinator, Buffalo Bill Historical Center, 720 Sheridan Avenue, Cody, WY 82414; (307) 578-4028; or <programs@bbhc.org>.

The **History of Education Society** issues a call for papers at its Annual Meeting at Yale in New Haven, Connecticut, 18-21 October 2001, to commemorate the 300<sup>th</sup> anniversary of the establishment of Yale University. The Program Committee invites proposals in a variety of formats, including individual papers, fully formed panels or symposia, and round table discussions. Proposals should be sent as early as possible to: Professor Mary Ann Dzuback, Campus Box 1183, Washington University, St. Louis, MO 63130. Deadline is **15 March 2001**. Contact: (314) 935-4160; <madzubac@artsci.wustl.edu>.

The **23<sup>rd</sup> Annual Mid-America Conference on History**, scheduled for 20-22 September 2001, hosted by Oklahoma State University (Stillwater), invites proposals for papers by individuals, groups, or entire panels on all fields of history, both American and non-American, and all time periods. Deadline is

**1 April 2001**. For consideration, send abstract of proposal (1 page) and c.v. (maximum 2 pages) to: Jim Huston, Dept. of History, Oklahoma State University, LSW 501, Stillwater, OK 74078-3054; fax: (405) 744-5400. Proposals by email are encouraged: <hus0645@okstate.edu> or <smo7025@okstate.edu>.

The **Society for Military History** invites submissions for the Northern Great Plains History Conference 10-13 October 2001 in Grand Forks, ND, hosted by the University of North Dakota. Proposals for papers or complete panels are welcome, as are the names of those willing to serve as chairs or commentators. The deadline for proposals is **1 April 2001**. Contact: Professor Joe Fitzharris, Department of History, University of St. Thomas, St. Paul, MN 55105.

The **History of Science Society (HSS)** is interested in all works that examine the history of science and its social and cultural relations for its 2001 meeting in Denver, Colorado, 8-11 November. Proposals for papers, sessions, or workshops are due in the HSS office by **2 April 2001**. Contact: Jay Malone, History of Science Society, Box 351330, University of Washington, Seattle, WA 98195; (206) 543-9366; fax (206) 685-9544; <http://depts.washington/hsssec/>. Electronic submissions are encouraged.

The **Center for Popular Culture Studies at Bowling Green State University** announces the 5<sup>th</sup> annual conference on "Holidays, Ritual, Festival, Celebration, and Public Display" to be held 1-3 June 2001 at Bowling Green State University. Deadline is **15 April 2001**. Contact: Jack Santino, Department of Popular Culture, Bowling Green State University, Bowling Green, OH 43403-0226; fax (419) 372-2577; <jsantint@bgsu.edu>.

The **University of California, Santa Barbara** announces a call for papers for its Conference on the Reagan Presidency, 27-30 March 2002. Proposals, including a 1-2 page abstract and brief c.v. of biographical statement should be mailed no later than **15 May 2001** to: Prof. W. Elliot Brownlee, Department of History, UCSB, Santa Barbara, CA 93106. Visit: <www.ihc.ucsb.edu/reagan.html>.

**Grand Valley State University** invites papers and arranged sessions in all areas of historical study for the 26<sup>th</sup> annual Great Lakes History Conference, 9-10 November 2001. Preference will be given to those who relate to the theme of the conference: "The History of the Great Lakes Region." The keynote speaker at the conference will be Dr. Robert P. Swierenga of Hope College. Those interested in presenting a paper should send a short abstract (200 words) and a short c.v. by **15 May 2001**. Those interested in chairing and commenting on a session should send a c.v. and indicate areas of expertise. Please address all inquiries and abstracts to Dr. Carolyn Shapiro-Shapin, Department of History, Grand Valley State University, Allendale, MI 49401; <ShapiroC@gvsu.edu>; (616) 895-3445; fax: (616) 895-3445.

The **League of WWI Aviation Historians**, a non-profit organization chartered with furthering the study of aviation history encompassing the WWI period, invites undergraduate and graduate students enrolled at accredited institutions during the 2000-2001 academic year to participate in a student paper competition. Up to 6 monetary prizes will be awarded for the best original paper on any aspect of aviation during the 1914-1918 War. 1st prize will be awarded \$250, and up to 5 Honorable Mention awards shall receive \$100 each. Papers should be at least 10 typed, double-spaced, pages (8.5 x 11") in length. Bibliography and source notes are to be placed, in the institution's accepted format, on separate pages at the end of the manuscript. Each submittal must include a reference to the academic institution in which the author is enrolled. Entries must be received by **31 May 2001**, and will be returned if accompanied by return postage. Papers are to be addressed to Mr. Noel Shirley, 727 Swanswood Court, San Jose, CA 95120.

The **American Society for Environmental**



gia at the time the paper was prepared. The paper may be on any historical subject, but must make significant use of primary sources. The 1<sup>st</sup> prize in each competition is a \$200 U.S. Savings Bond. There is also a bonus award. Deadline is **8 June 2001**. Contact: The National Archives-Southeast Region, (404) 763-7732. Entries should be addressed to: GAH/Nat. Archives Essay Contest, National Archives-Southeast Region, 1557 St. Joseph Ave., East Point, GA 30344; (404) 763-7732/7477.

The **Presbyterian Historical Society** announces its publication awards for 2001. The Francis Makemie Award recognizes an outstanding contribution to American Presbyterian or Reformed history. The author of the best published historical study will receive \$500 plus a certificate. Books accepted for publication with a projected publication date of 2001 also may be submitted in page proofs. Unless published in a series, unrevised dissertations do not qualify. The Robert Lee Stowe Award honors the best published historical study of an American Presbyterian or Reformed congregation. The award includes \$250 and a certificate. The Woodrow Wilson Award honors the best published scholarly article pertaining to a topic in American Presbyterian or Reformed history. The author receives an award of \$100 plus a certificate. The Patricia Ann Burrus Spaulding Award recognizes the best published scholarly historical article pertaining to an American Presbyterian or Reformed woman or women. The author receives an award of \$200 plus a certificate. The nomination for the Stowe Award is usually made by the local church; submissions for the other awards are normally made by the author or publisher. 4 copies of each submission must be received by **1 July 2001**. All submissions become the property of the Society. Submissions should be sent to Publications and Awards Committee, Presbyterian Historical Society, P.O. Box 849, 318 Georgia Terrace, Montreat, NC 28757. Awards will be announced at the Society's annual committee meeting in the fall. Contact: (828) 669-7061; <wbynum@history.pcusa.org>.

The **Association for the Study of Connecticut History** invites nominations for the 2001 Homer D. Babbidge Jr. Award. The award is given to the best work on a significant aspect of Connecticut's history published in 2000. Types of works include monographs, articles, edited works, films, exhibitions, television programs, etc. To be considered a work must be nominated by someone other than the author and a copy of the work must accompany the nomination. Consideration will be given to individuals or organizations whose achievements as a whole, rather than a single specific work, merit recognition. Deadline is **31 August 2001**. Nominations should be sent to: Patricia Bodak Stark, 84 Beaver Brook Road, Lyme, Connecticut 06371.

The **Association for the Study of Connecticut History** invites nominations for the 2001 Betty M. Linsley Award. The award recognizes the best work on a significant aspect of Connecticut history published by, for, or on behalf of a Connecticut historical society or organization in 2000. Types of eligible works include monographs, articles, exhibitions, television programs, cassette tapes, finding aids or guides to manuscript collections, subject bibliographies, etc. To be considered a work must be nominated by someone other than the author and a copy of the work must accompany the nomination. Consideration will be given to an individual or organization whose achievements over a number of years merit recognition. The deadline for nominations is **31 August 2001** and nominations should be sent to: Patricia Bodak Stark, 84 Beaver Brook Road, Lyme, Connecticut 06371.

The **American College of Obstetricians and Gynecologists and Ortho-McNeil Pharmaceutical Corporation** jointly sponsor 2 \$5,000 fellowships in the History of American Obstetrics and Gynecology each year. ACOG members and other qualified individuals are encouraged to apply. The recipients of the fellowships spend 1 month in the Washington, D.C. area working full-time to complete

their specific historical research project. Although the fellowships will be based in the ACOG History Library, the fellows are encouraged to use other national, historical, and medical collections in the Washington, D.C. area. The results of this research must be disseminated through either publication or presentation at a professional meeting. Deadline is **1 October 2001**. Contact: The American College of Obstetricians and Gynecologists, Mrs. Susan Rishworth, History Librarian/Archivist, 409 Twelfth Street, SW, Washington, D.C. 20024-2588; (202) 863-2578 or (202) 863-2518; fax: (202) 484-1595; <srishwor@acog.org>.

The **Herbert Scoville Jr. Peace Fellowship** is available to college graduates who have an interest in arms control and security issues and would like to work with a non-profit organization in Washington, DC. The fellowship lasts 6 to 9 months and provides a stipend, health insurance, and travel costs to and from Washington. The deadline for the Spring 2002 fellowship is **15 October 2001**. Application materials can be found at <www.scoville.org>. For more information, contact: Paul D. Revsine 110 Maryland Avenue N.E. Suite 409, Washington, DC 20002; (202) 543-4100; <scoville@clw.org>.

The **American Council of Learned Societies** has announced a new program supporting advanced scholarly work in the humanities. The Huntington independent research center is one of the residential sites. Contact: ACLS, 228 East 45<sup>th</sup> Street, New York, NY 10017-3398; (212) 697-1505.

The **William Andrews Clark Memorial Library** at UCLA and the **Huntington Library** jointly sponsor a postdoctoral fellowship in descriptive bibliography and the history of the book. The recipient of the 2-month fellowship is expected to work directly with both libraries' resources on a project which supports bibliographical inquiry as well as research in the history of the book trades and in publishing history. The fellowship carries a stipend of \$4,000 for 2 months. Contact: Fellowship Coordinator, William Andrews Clark Library, 2520 Cimarron Street, Los Angeles, CA 90018-2098; (323) 731-8529; <whiteman@humnet.ucla.edu>.

The **American Philosophical Society** offers several fellowships and grants for research. Applicants may be residents of the United States, American citizens resident abroad, or foreign nationals whose research can be carried out in the United States. Deadlines vary. Contact: Committee on Research, American Philosophical Society, 104 South 5<sup>th</sup> Street, Philadelphia, Pennsylvania 19106; <eroach@amphilsoc.org>; <http://www.amphilsoc.org>.

The **Paul Ehrlich Collection** at the Rockefeller Archive Center announces available funds to support short-term research in the Paul Ehrlich Collection. Applications are accepted at any time. Contact: Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Avenue, Pocantico Hills, Sleepy Hollow, New York 10591-1598; (914) 631-4505; fax: (914) 631-6017; <stapled@rockvax.rockefeller.edu>; <http://www.rockefeller.edu/archive.ctr/>.

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. Awards of \$500-\$1,000 are normally granted as reimbursement for travel and lodging. The Center's holdings include the papers of many former members of Congress and also document government policy affecting agriculture, Native Americans, energy, foreign affairs, the environment, and the economy. The Center's collections are described at <http://www.ou.edu/special/albertctr/archives/>. The Visiting Scholars Program is open to any applicant. No standardized form is needed. Send a description of the research proposal in fewer than 1,000 words, a c.v., an explanation of how the Center's resources will assist the researcher, a budget proposal, and a letter of reference

from an established scholar in the discipline. Applications are accepted at any time. Contact: Archivist, Carl Albert Center, 630 Parlington Oval, Room 101, University of Oklahoma, Norman, OK 73019; (405) 325-5401; fax: (405) 325-6419; <kosmerick@ou.edu>; <http://www.ou.edu/special/albertctr/archives/>.

## Calls for Papers

**Heritage Matters**, the publication of the Cultural Resources Diversity Initiative of the National Park Service cultural Resources Stewardship and Partnership Programs, is currently accepting articles for its 3<sup>rd</sup> issue. *Heritage Matters* is a biannual newsletter with a diverse readership of over 1000. Readers are encouraged to submit articles, information on publications and projects, conference announcements and other notices. Submitted material should not be more than 400 words and should include the author's name and affiliation. Black and white photographs and slides to accompany the information are also welcomed. The forthcoming issue will be published in late Spring 2001. Deadline is **16 February 2001**. Newsletter items may be transmitted in written form or electronically to: Brian D. Joyner, Editor, *Heritage Matters*, DOI/National Park Service, 1849 C Street, NW, Suite NC 350, Washington, DC 20240 <brian.joyner@nps.gov>.

The Program Committee of the **North American Labor History Conference** invites proposals for panels and papers on the theme, "Labor and the Millennium," for its 22nd meeting to be held 18-20 October 2001 at Wayne State University in Detroit. Panel and paper proposals including a 1-2 page abstracts and brief c.v. or biographical statement for each participant should be mailed by **1 March 2001** to: Elizabeth Faue, Coordinator, North American Labor History Conference, Department of History, 3094 Faculty Administration Building, Wayne State University, Detroit, Michigan 48202; (313) 577-2525; fax (313) 577-6987; <ad5247@wayne.edu>.

**Buffalo Bill Historical Center** invites historians, anthropologists, educators, art historians, folklorists, artists, and other interested people to submit a 250-word abstract and a résumé for the 2001 Plains Indian Seminar by **15 March 2001**. The theme will be "Circles of Knowledge: Plains Indian Education." Suggested topics include childhood and rites of passage; traditional teaching of arts and cultural knowledge; oral history; educational roles of elders; effects of missionaries, federal policies and boarding schools; tribal colleges and museums; and innovative language and cultural preservation programs. Scholars and educators from tribal communities are especially invited to participate. Address proposals or requests for more information to: Lillian Turner, Public Programs Coordinator, Buffalo Bill Historical Center, 720 Sheridan Avenue, Cody, WY 82414; (307) 578-4028; or <programs@bbhc.org>.

The **History of Education Society** issues a call for papers at its Annual Meeting at Yale in New Haven, Connecticut, 18-21 October 2001, to commemorate the 300<sup>th</sup> anniversary of the establishment of Yale University. The Program Committee invites proposals in a variety of formats, including individual papers, fully formed panels or symposia, and round table discussions. Proposals should be sent as early as possible to: Professor Mary Ann Dzuback, Campus Box 1183, Washington University, St. Louis, MO 63130. Deadline is **15 March 2001**. Contact: (314) 935-4160; <madzubac@artsci.wustl.edu>.

The **23<sup>rd</sup> Annual Mid-America Conference on History**, scheduled for 20-22 September 2001, hosted by Oklahoma State University (Stillwater), invites proposals for papers by individuals, groups, or entire panels on all fields of history, both American and non-American, and all time periods. Deadline is

**1 April 2001**. For consideration, send abstract of proposal (1 page) and c.v. (maximum 2 pages) to: Jim Huston, Dept. of History, Oklahoma State University, LSW 501, Stillwater, OK 74078-3054; fax: (405) 744-5400. Proposals by email are encouraged: <hus0645@okstate.edu> or <smo7025@okstate.edu>.

The **Society for Military History** invites submissions for the Northern Great Plains History Conference 10-13 October 2001 in Grand Forks, ND, hosted by the University of North Dakota. Proposals for papers or complete panels are welcome, as are the names of those willing to serve as chairs or commentators. The deadline for proposals is **1 April 2001**. Contact: Professor Joe Fitzharris, Department of History, University of St. Thomas, St. Paul, MN 55105.

The **History of Science Society (HSS)** is interested in all works that examine the history of science and its social and cultural relations for its 2001 meeting in Denver, Colorado, 8-11 November. Proposals for papers, sessions, or workshops are due in the HSS office by **2 April 2001**. Contact: Jay Malone, History of Science Society, Box 351330, University of Washington, Seattle, WA 98195; (206) 543-9366; fax (206) 685-9544; <http://depts.washington/hsssec/>. Electronic submissions are encouraged.

The **Center for Popular Culture Studies at Bowling Green State University** announces the 5<sup>th</sup> annual conference on "Holidays, Ritual, Festival, Celebration, and Public Display" to be held 1-3 June 2001 at Bowling Green State University. Deadline is **15 April 2001**. Contact: Jack Santino, Department of Popular Culture, Bowling Green State University, Bowling Green, OH 43403-0226; fax (419) 372-2577; <jsantint@bgsu.edu>.

The **University of California, Santa Barbara** announces a call for papers for its Conference on the Reagan Presidency, 27-30 March 2002. Proposals, including a 1-2 page abstract and brief c.v. of biographical statement should be mailed no later than **15 May 2001** to: Prof. W. Elliot Brownlee, Department of History, UCSB, Santa Barbara, CA 93106. Visit: <www.ihc.ucsb.edu/reagan.html>.

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The **League of WWI Aviation Historians**, a non-profit organization chartered with furthering the study of aviation history encompassing the WWI period, invites undergraduate and graduate students enrolled at accredited institutions during the 2000-2001 academic year to participate in a student paper competition. Up to 6 monetary prizes will be awarded for the best original paper on any aspect of aviation during the 1914-1918 War. 1st prize will be awarded \$250, and up to 5 Honorable Mention awards shall receive \$100 each. Papers should be at least 10 typed, double-spaced, pages (8.5 x 11") in length. Bibliography and source notes are to be placed, in the institution's accepted format, on separate pages at the end of the manuscript. Each submittal must include a reference to the academic institution in which the author is enrolled. Entries must be received by **31 May 2001**, and will be returned if accompanied by return postage. Papers are to be addressed to Mr. Noel Shirley, 727 Swanswood Court, San Jose, CA 95120.

The **American Society for Environmental**



**History** requests papers for its 2002 Meeting to be held March 20-23 2002, in Denver, Colorado. The Conference seeks to explore the various ways humans have historically drawn nature into their lives. Papers are encouraged on the human history of nature as symbol as well as substance, in popular culture and consumption as well as production and extraction. Deadline is **1 June 2001**. Contact: Christopher Sellers (Committee Chair), Department of History, State University of New York at Stony Brook, Stony Brook, NY 11794; (631) 632-7514; <csellers@notes.cc.sunysb.edu>; or Committee Members Dale Goble <gobled@uidaho.edu>, Don Hughes <dhughes@du.edu>, Jennifer Price <jprice@ucla.edu>.

The **Center for Millennial Studies at Boston University** requests papers for its 3-6 November 2001 Conference, "Unbinding Prometheus to Build the New Jerusalem: Millennialism, Power and Technology" at Boston University in Boston Massachusetts. The foci of this year's conference are, results of the "successful" development of millennial movements and these movements as innovators of new technologies. The deadline for submissions is **1 June 2001**. Those interested in submitting individual papers of complete sessions should send a 1-page abstract and c.v. with fall and summer contact information to Beth Forrest, Center for Millennial Studies, Suite 205, Boston University, 704 Commonwealth Ave. Boston, MA 02215; fax (617) 358-0225; <csm@mill.org>.

The **Michigan Historical Review** announces its competition for the student essay prize. The *Review* will accept papers written by graduate students and undergraduate seniors relating to Michigan's political, economic, social, and cultural history. We also welcome essays on American, Canadian, and Midwestern history that directly or indirectly explore important themes related to Michigan's past. Submissions will be judged by a panel of professional historians, using the criteria of originality, research, writing style, and documentation. Manuscripts should not exceed 10,000 words and should be double-spaced, with endnotes double-spaced on separate pages. 5 copies and an original must be submitted. To permit anonymous reviewing, the author's name should not appear on the copies. Include a cover letter indicating the student's address, school, program, advisor, and stage in studies. Submissions must be postmarked by **16 July 2001**. The winning essay will be published in the *Michigan Historical Review* and will be awarded a cash prize of \$500. Submissions should be sent to: David Macleod, Editor, The *Michigan Historical Review*, Clarke Historical Library, Central Michigan University, Mt. Pleasant, MI 48859.

The **American Association for the History of Medicine** invites submissions on any area of medical history for its 75th annual meeting, to be held in Kansas City, Missouri, 25-28 April 2002. In addition to single paper proposals, the program committee welcomes proposals for sessions and luncheon workshops; individual papers for those sessions will be judged on their own merits. All papers must represent original work not already published or in press. Send 6 copies of a 1-page abstract (350 words maximum) to Prof. Nancy Tomes, History Department, SUNY at Stony Brook, 11794-4348. Abstracts should clearly state findings and conclusions as well as research questions. They should also provide the following information on the same sheet: Name, preferred mailing address, work and home telephone numbers, e-mail address, present institutional affiliation, and academic degrees. Abstracts must be received by **15 September 2001**.

The **Journal of Policy History** issues a call for papers for a Conference on Policy History to be held in St. Louis, 23-26 May 2002. Program chairs are Jane DeHart and James Monroe. All topics concerning the history, development and implementation of public policy, as well as American political development, broadly conceived, will be considered. Complete sessions are encouraged, but

individual paper proposals are welcome. Review of proposals will begin on **1 October 2001**. Send 2 copies of proposals, including a 1-page summary of each paper(s) and a c.v. of each panelist to: Policy Conference, Journal of Policy History, Saint Louis University, 3800 Lindell Blvd., P.O. Box 56907, St. Louis, MO 63156-0907.

**MINERVA: Quarterly Report on Women in the Military** seeks submissions for future issues. The journal features in-depth articles from various academic disciplines, interdisciplinary analysis, first person narratives, oral histories, fiction, poetry, and book and film reviews. If you have a work you wish to submit please contact: Professor Linda Grant De Pauw, The MINERVA Center, Inc., 20 Granada Road, Pasadena, MD 21122-2708; (410) 437-5379; <MinervaCen@aol.com>. Those looking to submit book reviews should contact: Lance Janda, Department of History and Government, School of Liberal Arts, Cameron University, 2800 West Gore Blvd., Lawton, OK 73505; (580) 581-2626; fax: (580) 581-2941; <lancej@cameron.edu>.

The **Council on America's Military Past (CAMP)** will hold its 35th annual military history conference 9-13 May 2001 at the historic Alex Johnson Hotel in downtown Rapid City, South Dakota. The conference will focus on the military activities on the American Frontier from the Lewis and Clark Expedition through the War with Mexico, the Civil War, the Indian Wars, the World Wars, Korea, and Vietnam, and up to the Cold War and its missile defenses in the West. All American wars are included. Send topic for 20-minute talk to: CAMP 01 Conference Papers, P.O. Box 1151, Fort Myer, Virginia 22211-1151; (703) 912-6124; fax (703) 912-5666.

**Jefferson National Expansion Memorial**, St. Louis, Missouri, announces a call for papers for a seminar to be held April 5-7 2001, entitled, "Before Lewis and Clark: American Indians, French and Spanish Colonials on the Mississippi and Missouri River Valleys." Panel topics at the seminar will include, "American Indian People: An Ethnographic Perspective," "Ancient Cultures of the Middle Mississippi," "The Colonial Era in the Middle Mississippi Region," "The French in the Mississippi River Valley," "Early Spanish Exploration and the Spanish Claim," "Missionaries and the Mississippi River Valley," "Settlement and the Spanish Government," "Slavery Under Roman Law," "St. Louis, an Imperial Perspective," and, "Spain and the United States: Diplomacy and Conflict." Any papers on these or related themes will be considered. The seminar is the 1<sup>st</sup> of 4 to be held in St. Louis to commemorate the Bicentennial of the Louisiana Purchase and the Lewis and Clark Expedition. It is co-sponsored by the National Park Service and the Missouri Historical Society. Contact: Bob Moore, Historian, Jefferson National Expansion Memorial, 11 North 4<sup>th</sup> Street, St. Louis, Missouri, 63102; (314) 655-1600; <JEFF\_Historian@NPS.gov>.

## Meetings and Conferences

The **John Nicholas Brown Center** announces 3 upcoming seminars as part of its "American Seminar" series: "Narragansett Communities in Nineteenth Century Rhode Island" on 14 March 2001, "The Nationalizing Influence of the Lower Federal Courts: Rhode Island, 1790-1812" on 11 April 2001, and "Revolution and Pragmatism: What Leonora Sansay Learned in St. Domingue" on 9 May 2001. Seminars are held at the Nightingale-Brown House, 357 Benefit Street, Providence, Rhode Island at 4:00 P.M. with a reception to follow. R.S.V.P. at (401) 272-0357.

The **American Association for State and Local History (AASLH)** will begin the new workshop series "Not Your Ordinary Workshop Series" on 22 February 2001 and run through 28 July 2001 at multiple sites throughout the country. Information regarding the workshops, agendas, and registration can be found at <www.aaslh.org>. To register or

receive a workshop brochure by mail, contact the programs department in the AASLH office at <history@aaslh.org>; (615) 320-3203.

The **Reynolds House, Museum of American Art** in Winston-Salem, NC will unveil a new exhibition, "Reading portraits Through Buttons and Bows," on 22 February 2001. The display will last until 3 June 2001. This exhibit will explore American portraits through their fashions, from the 18<sup>th</sup> through the 20<sup>th</sup> century. For more information contact the public relations office at (336) 725-5325; <www.reynoldahouse.org>.

**Converse College**, South Carolina will host an academic symposium entitled "Southern Women in the Twenty-First Century: A Historical Perspective for a New Millennium," on 5-6 March 2001. Contact: Joe P. Dunn, Department of History and Politics, Converse College, Spartanburg, SC 29302; (864) 596-9101; <joe.dunn@converse.edu>.

The **National Endowment for the Humanities** invites school teachers to participate in seminars at the 2001 "Summer Seminars and Institutes for School Teachers." All interested applicants should send or email a request to the appropriate director. Deadline is **1 March 2001**. For a list of the seminar topics and directors, or for general questions contact: (202) 606-8453; <sem-inst@neh.gov>.

The **National Endowment for the Humanities** invites college and university teachers to apply to give seminars at the 2001 "Summer Seminars and Institutes for College and University Teachers." All interested applicants should send or email a request to the appropriate director. The application deadline is **1 March 2001**. Contact: (202) 606-8453; <sem-inst@neh.gov>.

The **Library Company of Philadelphia** announces the inaugural conference: "The Past and the Future of Early American Economic History: Needs and Opportunities" to be held in Philadelphia, Pennsylvania 20-21 April 2001. Deadline is **1 March 2001**. Contact: <cmatson@librarycompany.org>.

**Millersville University** will host the 21<sup>st</sup> Annual Millersville University Conference on the Holocaust from 22-23 April 2001. Contact: Prof. Tanya Kevorkian, Department of History, Millersville University, P.O. Box 1002, Millersville, PA 17551; (717) 871-2338; fax: (717) 871-2485; <tanya.kevorkian@millersville.edu>.

The next **Dumbarton Oaks Symposium** in Studies in Landscape Architecture will be held on 11-12 May 2001. The topic is *Social Reception of Baroque Gardens*. The symposium takes as its topic the uses and social reception of gardens which have been created in order to inspire social deference. The symposium will draw examples from China, Italy, France, England, the Netherlands, Germany, Sweden, Saxony and Poland, thus offering a broad comparative spectrum for discussions. Registration information will be available in March 2001 and can be obtained from: Studies in Landscape Architecture, Dumbarton Oaks, 1703 32<sup>nd</sup> St., NW, Washington, DC 20007, or from <http://www.dcoaks.org/LandscapeArchitecture.html>.

The **Crowe Academy at Hanover College**, a summer educational program, will hold a 3-day presentation from 21-24 June 2001, to celebrate the Lewis and Clark Expedition. The cost for Crowe Academy is \$230 per person, or \$135 for each commuter. The fee covers the costs of the book, *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West*, by Stephen E. Ambrose, room, speakers, events, and all meals. For registration form or further information, write to: Center for Free Inquiry at Hanover College, P.O. Box 108, Hanover, IN 47243; (812) 866-6848; <cfi@hanover.edu>; <http://cfi.hanover.edu/crowe>.

The 4<sup>th</sup> annual **Museum and Library Archives Institute**, sponsored by Monson Free Library and Reading Room Association, Massachusetts Board of Library Commissioners, the New England Archivists, the New England Museum Association, and the Worcester Historical Museum, will be held at Wilbraham & Monson Academy, Wilbraham, Massachusetts, on 22-23 June 2001.

Contact: Theresa Rini Percy, Director, Monson Free Library, 2 High Street, Monson, Massachusetts; (413) 267-3866; fax: (413) 267-5496; <tpercy@cwmar.org>.

The **National Archives and Records Administration** announces its 22<sup>nd</sup> annual institute for educators in the summer of 2001. "Primarily Teaching: Original Documents and Classroom Strategies," will be held at the National Archives in College Park, MD (Washington DC area) 25 June 2001-3 July 2001. "Primarily Teaching" is designed to provide access to the rich resources of the National Archives for educators at the upper elementary, secondary, and college levels. Participants will learn how to research the historical records, create classroom materials based on the records, and present documents in ways that sharpen students' skills and enthusiasm for history, government, and the other humanities. The cost of the institute, including all materials, is \$100. Graduate credit from a major university is available for an additional fee. Contact: Education Staff, NWE, National Archives, 8601 Adelphi Road, College Park, MD 20740; <education@arch1.nara.gov>; <www.nara.gov/education>.

**Stratford Hall Plantation and Virginia Commonwealth University** are sponsoring a 2-week Seminar on Slavery, 22 July-3 August 2001. The program is open to full-time classroom teachers of history and social studies grades 4-12 and museum educators employed in a public history setting. Virginia Commonwealth University will award 3 semester hours of graduate credit upon successful completion of the seminar. Tuition of \$300 will be charged. Room, board, and all course materials are included in the cost. Participants will receive a travel stipend after arrival at Stratford. Deadline is **26 February 2001**. Contact Slavery Seminar, Stratford Hall Plantation, Stratford, Virginia 22558; (804) 493-1558; fax: (804) 493-8006; <shpedu@stratfordhall.org>.

## Miscellaneous

The **Library of Congress** announces 2 new collections on Americans and their land are now available on their website: <www.loc.gov>. The collection "Tending the Commons: Folklife and Landscape in Southern West Virginia" includes sound recordings and photographs from the American Folklife Center's Coal River Project (1992-99), and the collection "Prairie Settlement: Nebraska Photographs and Family Letters" documents the process of settlement in Nebraska in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.

The **Glenmary Research Center** is making available to scholars materials collected for a social history of the 1<sup>st</sup> black Catholic parish in Mississippi. The collection, "The Natchez Project," contains taped interviews and their transcriptions with parishioners, a map of Mississippi counties in 1890, and other documents related to the presence of Catholicism in the South and the pre-1950 period. For further research related issues, contact: Dr. Kenneth Sanchagrin, Director, Glenmary Research Center at <ksanchagrin@glenmary.org>; <ksanchagrin@mhc.edu>. For further information about the center, contact: Jim Johnson, Administrator, 1312 Fifth Avenue North, Nashville, TN 37208; (615) 256-1905; <grc@glenmary.org>.

The **Association of American University Presses'** quarterly publication, *Exchange*, is now available online at <aaupnet.org>. Combining news, analysis, and announcements, *Exchange* is designed to foster community among university publishers while also communicating developments in scholarly publishing to university administrators, members of the media, and those working in the book trade.



***The Library Company of Philadelphia***

**PROGRAM IN EARLY AMERICAN ECONOMY AND SOCIETY**

**2000 ARTICLE PRIZES**

The Program in Early American Economy and Society will make its annual award(s) to recognize the best journal article or articles published in 2000 relating to an aspect of early American economic history, broadly defined, up to about 1850. The awards committee welcomes submissions in such fields as the history of commerce, business, finance, agriculture, manufacturing, technology, labor, and economic policy. The author(s) of the winning article(s) will each receive \$1,000. Nominations for the award should be made by someone other than the author; complete entries consist of three copies of the article and a nominating letter explaining its importance to the field of early American economic history.

**SUBMISSION DEADLINE IS MARCH 15, 2001.** Please send all materials to PEAES, Library Company of Philadelphia, 1314 Locust Street, Philadelphia, PA 19107. Questions may be directed to Cathy Matson, Director of PEAES, at [cmatson@librarycompany.org](mailto:cmatson@librarycompany.org). For information about the Program in Early American Economy and Society, please visit its web page, [www.librarycompany.org](http://www.librarycompany.org).

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ORGANIZATION OF AMERICAN HISTORIANS  
112 North Bryan Avenue  
Bloomington IN 47408-4199  
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**Call for Papers**

**The Citadel Conference on American Women and the Military**

**7-9 March 2002**

**Charleston, South Carolina**

Conference Coordinator: Catherine Clinton  
Mark Clark Visiting Professor of History, 2001-2002

Proposals sought for presentations on the topic of American women and the military from 1776 to the present. This two-day conference will feature panels on both women's participation in activities from the American Revolution to the Gulf War directly relating to military conflict (non-homefront activities) and on women's integration into the United States military during the last quarter of the 20th century. Conference organizers are particularly interested in topics relating to World War I, and on broadening the focus during the modern period to include all branches of the armed services.

Please send proposals of no more than 1,000 words clearly outlining arguments and sources for your presentation, and a resume of no more than two pages. Single papers or papers coordinated for joint presentation are welcomed, but panels will be assembled at the discretion of the conference organizers. Publication of a selection of essays from the conference is anticipated. It is also anticipated that expense money will be available to defray travel and accommodation costs for invited participants, pending funding.

**Proposals are due by 1 May 2001.**

Please send three copies of your proposal and resume to:

**Catherine Clinton  
Seventeen Sheephill Road  
Riverside, CT 06878**

Invitations for participation in the conference will be issued by 15 June 2001. Guidelines will be provided for all invited participants. Completed essays must be submitted (both on disk and hard copy) by 15 January 2002.

For questions concerning the conference, please contact Catherine Clinton at the address above, or at (203) 637-7507, or by email at [redhead2@mail.idt.net](mailto:redhead2@mail.idt.net).



# OAH Convention Supplement

Published by the Organization of American Historians

February 2001

## Meeting Checklist

**Preregistration Deadline** 5 April 2001

### Need To Register?

Programs with registration forms arrive early this month; or visit <<http://www.oah.org>>.

### Need Hotel Reservations?

To get the OAH convention rate, contact the Westin Bonaventure by 19 March 2001 at (213) 624-1000 or 1 (800) WESTIN-1.

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For discounted fares, contact Kelly Taylor at Ross & Babcock Travel Agency at 1 (800) 345-1647 or <[ktaylor@rossbab.com](mailto:ktaylor@rossbab.com)>.

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Lynn Dumenil  
Occidental College

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\$\$\$	Expensive
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\$	Inexpensive

There are many reasons to love L.A., but its choice of excellent restaurants has to rank among the city's great pleasures. While the best way to sample the area's cuisine is to have the time, energy, and transport to sample food in a variety of L.A. area communities, there are fortunately enough places in the vicinity of the OAH convention headquarters to keep you busy and well fed. Most of the restaurants listed here are in walking distance, a short cab ride away, close to the DASH route <<http://www.mta.net>>, or near metro stations. At almost every place listed below, reservations for dinner are recommended.

For upscale dining near the convention hotel, one of the best choices is **Water Grill**, which offers superbly prepared seafood, a good wine list, an oyster bar, and an elegant

See **Hungry Historians** / A8

## City of Angels Welcomes 2,000 Historians

Roy Ritchie  
The Huntington Library

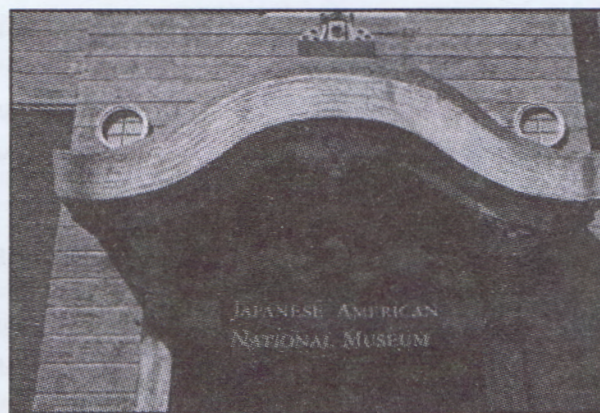
Welcome to Los Angeles. Everyone knows L.A., even those who have never visited the city. While most great cities generate news, histories, novels, stories, and myths that attract attention worldwide, Los Angeles adds another dimension as the home of powerful media images. Collectively known as the "industry," movie and television companies use the city as backdrop and subject, making it familiar everywhere. Whether in *Baywatch* or *Blade Runner*, popular culture relentlessly utilizes L.A. Those of us who live here may cringe at times at the way the city is depicted, for we live our lives far removed from the studios and image makers. These less visible Angelenos only appear in the media when earthquakes, riots, and other cataclysms rock the city, calling attention to their Los Angeles. In and around the conference site, you will meet these Angelenos in all their diversity and everyday reality; and no, they are not all aspiring actors, although your waiter may be. They may not fit into your stereotypes, although they are prone to say "have a nice day," but they are the real Los Angeles.

Regardless of the city's popular image worldwide, tens of thousands of immigrants see it as a place of opportunity. From Mexico, Central America, South America, China, Thailand, Vietnam, Canada, Armenia, Iran, to mention just a few nations and regions, people stream into the city seeking to share in its prosperity. As a result, about 100 languages are spoken in Los Angeles schools, and ethnic diversity is among the greatest of any city. You

See **Welcome** / A4

## A Closer Look at the Japanese American National Museum

Damon Freeman  
Organization of American Historians



Japanese American National Museum  
Photo courtesy of LACVB

Los Angeles has prided itself as a city living on the edge, always setting the trend for the rest of America. Indeed, it became a magnet for many

Americans fleeing Midwestern farms, southern plantations, Indian reservations, and east coast cities searching for a new life. Perhaps more than any other metropolis, L.A. is a city of neighborhoods defined by foreign immigration. One such neighborhood, Little Tokyo, has become the center of an effort to preserve the story of Japanese Americans.

At the heart of this preservation effort is the Japanese American National Museum, the only one of its kind in the United States. Situated inside a long abandoned but recently renovated Buddhist temple, the building dates to 1925 and was used by Japanese immigrants (or Issei) as a house of worship and neighborhood center. During World War II the temple became a storage site for the property of Issei and their native-born children (or Nissei) who had been ordered to internment camps. By 1969, the building had been sold



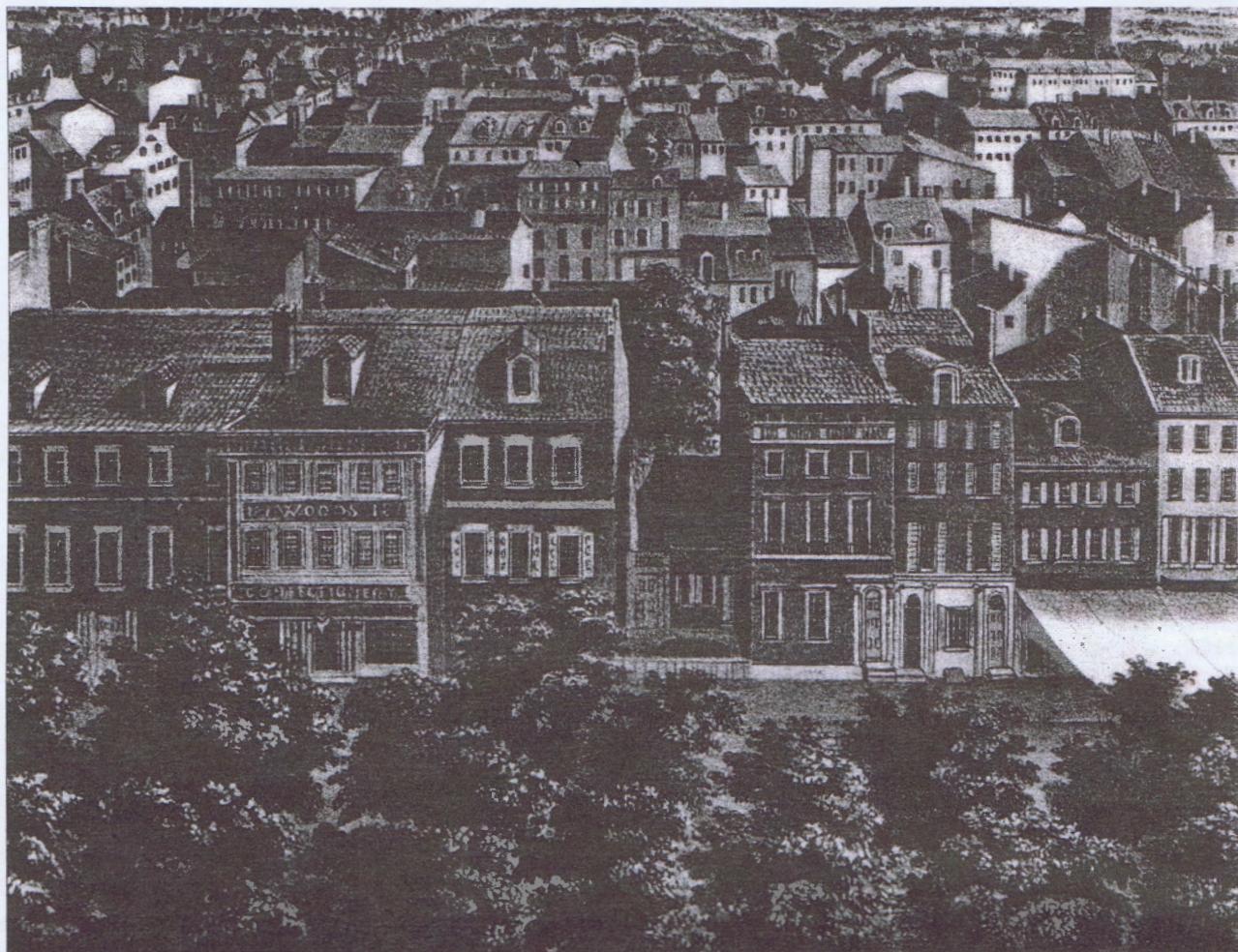
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The Westin Bonaventure Hotel  
Site of the 2001 OAH Annual Meeting

See **JANM** / A14

Lost in L.A.? Have We Got A Map For You! See Back Cover





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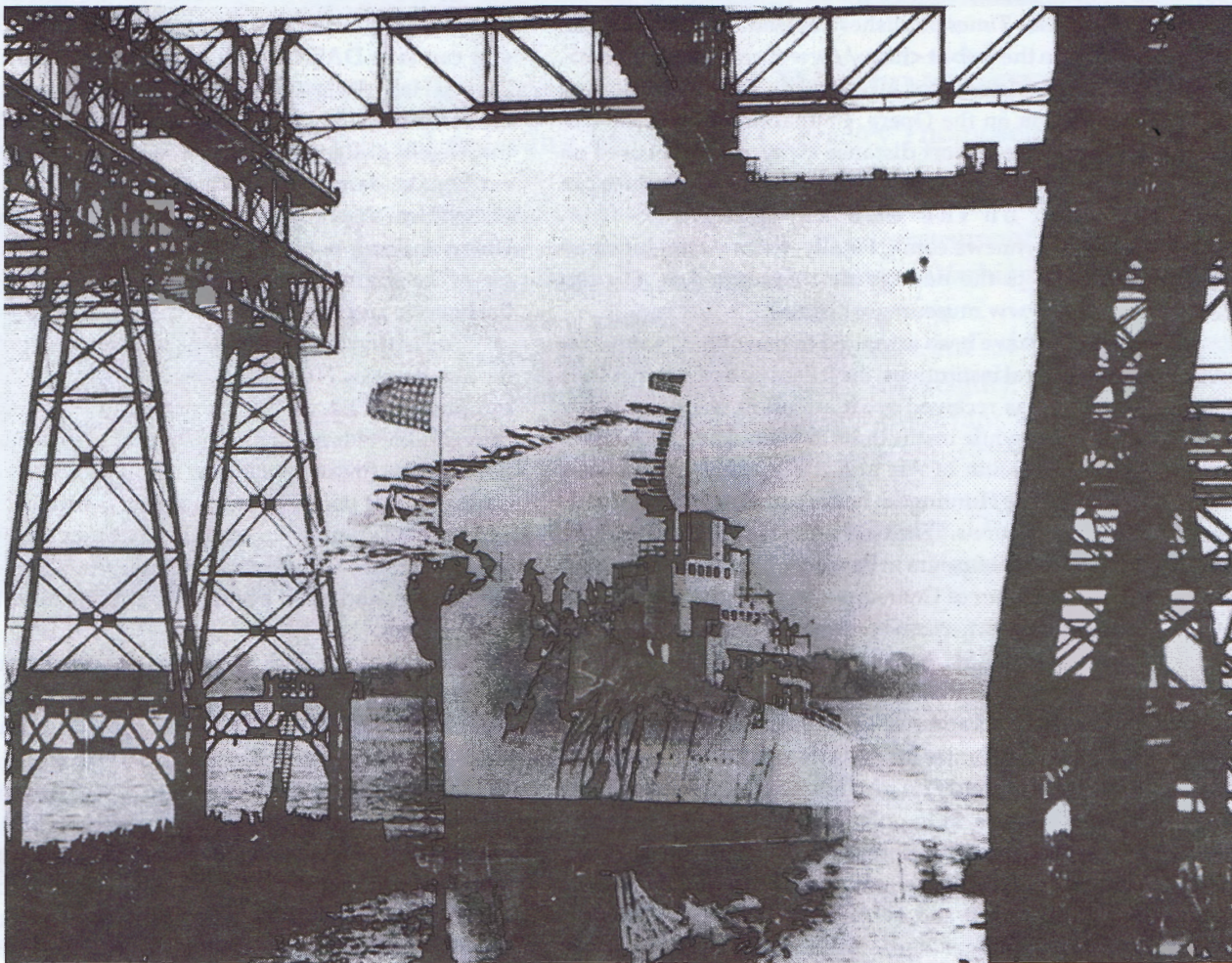
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## Welcome / From A1

will not have to wander far from downtown to come into contact with this Los Angeles. From downtown, it is easy to get to Chinatown, the Mexican community along Caesar Chavez Blvd., Little Tokyo, Koreatown, the Central American community around MacArthur Park, and the varied African American communities of the South Central area. You can also experience the flavor of some of these communities by wandering into the Latino market that envelops Broadway on Saturdays or by going early to the Los Angeles Wholesale Flower Market on Saturday morning. The Program Committee is devising various ways for us to reach out to this Los Angeles, and I urge you to do so.

One of the mythic aspects of Los Angeles is transportation. Downtown is ringed with freeways and some of the busiest arterial junctions in the nation. The rush hours are very long and always should be kept in mind. However, downtown is easy to navigate. There is a bus service called DASH (<<http://www.mta.net>>) that has six lines providing frequent service all over downtown, from the University of Southern California and the museum complex (Natural History Museum of Los Angeles County, California African American Museum, and the California Science Center) in the south to Chinatown in the north. In between, you have access to many other sites, all for twenty-five cents. There is also the famous, or infamous, Los Angeles subway system (<<http://www.mta.net>>) that can whisk you to Hollywood or at least to MacArthur Park and the best deli in Los Angeles at Langers or over to Union Station. And while you may not believe this, it is also possible to walk, and walking tours of downtown have been arranged. So do that which is not supposed to happen in Los Angeles: go for a walk.

There are a number of guides to help you plan any

pre- or post-conference touring. The Los Angeles Convention and Visitors Bureau (<<http://www.lacvb.com>>) publishes *The Essential Los Angeles*, available free of charge at all hotels. For a guide to events and sites, the *Los Angeles Times* publishes a calendar section that can be seen on the web at <<http://www.calendarlive.com>>. It is a complete list of all events in the city, including information on the Opera, Philharmonic, and the theaters that are a short distance away. More focused on downtown is a free tabloid, *DowntownNews*, which can be seen on the web at <<http://www.ladowntownnews.com>>. Finally, for museum information there is the new guide, *Museum Los Angeles* (<<http://www.museumgoer.com>>).

Tours have been arranged to one of L.A.'s most famous cultural institutions, the J. Paul Getty Center. While the Getty has received great attention, there are many other worthwhile institutions to visit. The Los Angeles County Museum of Art and the Virginia Steele Scott Gallery at The Huntington house some of the best American art collections. The best general collection is at the Norton Simon Museum in Pasadena. Located downtown are the Museum of Contemporary Art and the innovative Japanese American National Museum. Outside of the reach of DASH but not that far away is the Autry Museum of Western Heritage, the Southwest Museum, the Museum of Latin American Art, and the Plaza de la Raza Cultural Center for the Arts and Education. There is, in fact, a museum for nearly every taste, whether that includes movies, automobiles, surfing, or the popular, whimsical Museum of Jurassic Technology in Santa Monica. Finally, for the sports-minded, the Staples Center for basketball and hockey can be reached through DASH, and Dodger Stadium is not very far away either.

It is true that Los Angeles is always reinventing itself and this is especially true in architecture. There are some stunning buildings downtown, most of them used

often in the movies, such as the Bradbury building. Across the street from the hotel is the Los Angeles Public Library, which has arisen from a terrible fire with the best of the old interior restored and a modern frame around it. If you want to see architecture in the making, you can take DASH uphill or walk to where the new Disney Hall, designed by Frank Gehry, is underway. A block further along is the new Cathedral of our Lady of the Angels, designed by Jose Rafael Moneo. The old and earthquake-damaged St. Vibianas Cathedral can still be visited downtown. If you are a railway buff, historic Union station is not far away, and across the street is the site of the original Los Angeles pueblo, which combines the historic and the kitsch.

You may want to take some time out and journey to the *Los Angeles Times* Book Festival that takes place on campus at UCLA during Saturday and Sunday of the convention. This has become one of the spring events in Los Angeles for anyone interested in books. It is an extravaganza of booksellers, publishers, authors, agents, and readers coming together to celebrate creativity in print. There are lectures, book signings, book sales, demonstrations, and other events that attract about 100,000 avid readers.

Finally, along with Bob Skotheim, the President of The Huntington, I look forward to welcoming you to The Huntington for a reception on Saturday. A unique combination of library, art collections, and botanical gardens, The Huntington is well known to many Americanists because of the depth of its library collections in our field, but please also come and enjoy the gardens, as they will be in bloom at the time of the meeting. Two exhibits that might surprise you will be up at this time: one on Darwin and another on astronomy, both drawn mostly from our collections. So join us for the reception and enjoy the meeting. □

# AMERICAN MODERNS

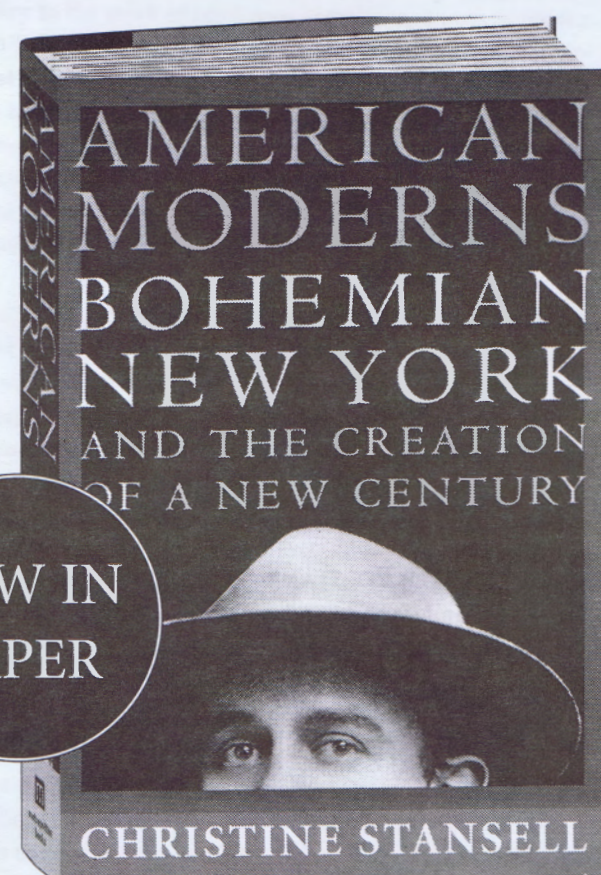
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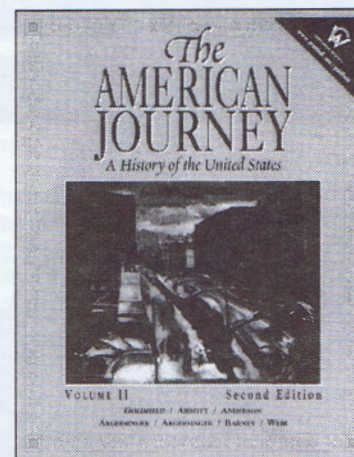
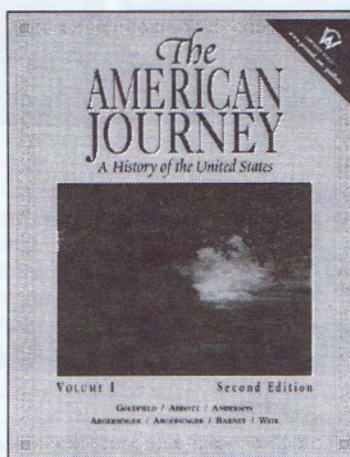
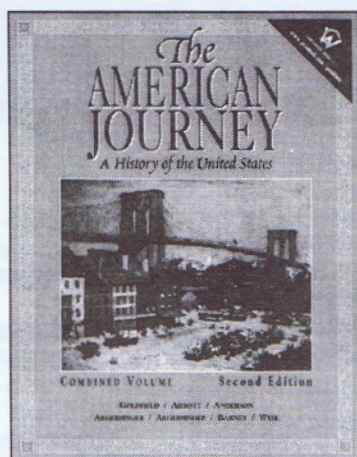
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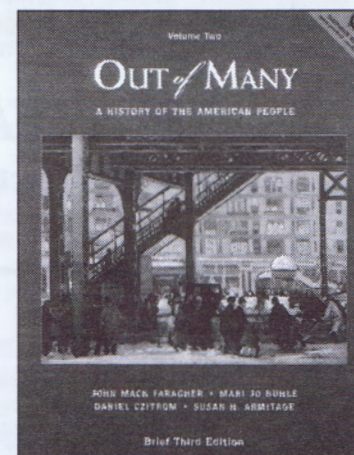
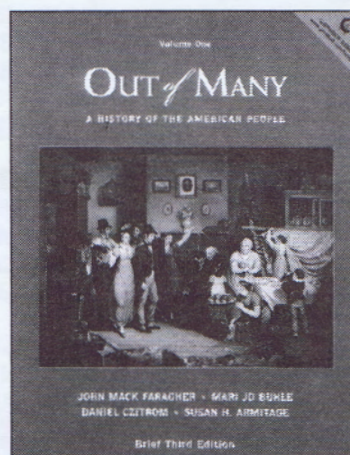
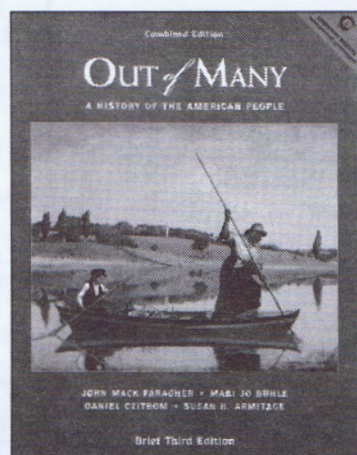
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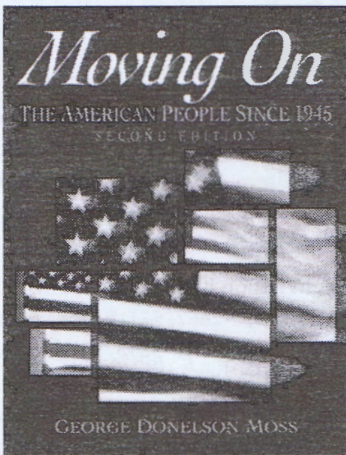
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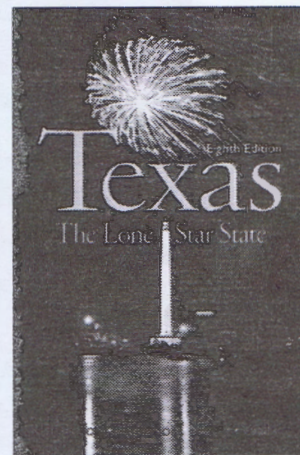
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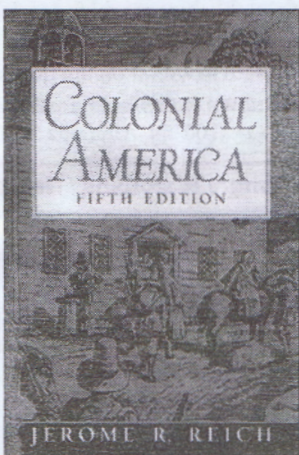
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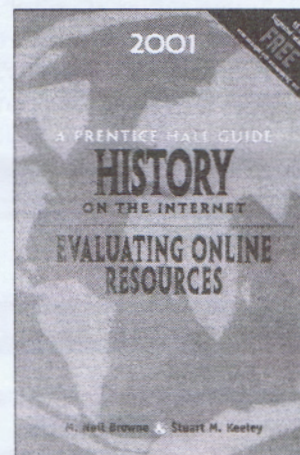


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## Hungry Historians / From A1

setting in its Art Deco dining room. Menu choices include an excellent French sea bass, an bouillabaisse of monkfish, prawns, mussels and clams in a fennel-scented tomato broth and house-cured salmon with ginger-scented crème fraîche and osetra caviar (544 South Grand, (213) 891-0900, \$\$\$\$ , <[http://www.nrn.com/dining/fd00\\_watergrill.html](http://www.nrn.com/dining/fd00_watergrill.html)>).

**Cicada**, which *LA Downtown News* rated as "Best Restaurant" and "Best Romantic Dinner," serves northern Italian Cuisine in the stunning Art Deco Oviatt Building. Highly recommended is the ravioli of smoked duck and the marinated tuna with mint and Italian white beans (617 S. Olive, (213) 488-9488, \$\$\$\$). If beef is your thing, try **Stef and Nick's Steakhouse**. Most of its beef is prime cut, but it also offers a special dry-aged New York strip and a rib-eye steak. Its barbecued shrimp appetizer, crab cakes, and extensive wine list also receive good marks from reviewers (330 S. Hope St., (213) 680-0330, \$\$\$, <[http://www.findarticles.com/m1346/2\\_45/59026343/p1/article.jhtml](http://www.findarticles.com/m1346/2_45/59026343/p1/article.jhtml)>).

**Engine Company 28**, an "American grill," offers steaks and chops, as well as comfort food like meatloaf and chili, inventive salads and sandwiches, and a vegetarian risotto. The building (a converted 1912 firehouse) adds to the ambience (644 South Figueroa St., (213) 624-6996, \$\$\$\$). Another American-style grill is the venerable **Pacific Dining Car**, which is open twenty-four hours a day (1310 W. Sixth Street, (213) 483-6000, \$\$\$\$).

Perhaps one of the most interesting restaurants downtown is also the most conveniently located. Directly across from the Bonaventure is **Ciudad**, which specializes in pan-Latin American food, such as Argentine-style steak stuffed with jalapeños and garlic, seared calamari with Bilbao chorizo, white beans, and roasted peppers or Latin Vegetable Fiesta, a sampling of seasonal vegetarian delicacies including spinach with pepitas, plantain fritters, black beans, arroz

con gondules, and grilled vegetables. The bar is especially attractive and is known for its exotic drinks (445 South Figueroa St., (213) 486-5171, reservations recommended, \$\$\$\$).



Chinatown  
Photo courtesy of LACVB

Two Italian choices are **Tesoro Trattoria**, which features Tuscan cuisine of grilled fish and meats, as well as tuna carpaccio and calamari fritti (at California Plaza, near the Museum of Contemporary Art, 300 S. Grand Ave., (213) 680-0000, \$\$\$\$) and **Ciao Trattoria**, which serves northern Italian trattoria cuisine, including pastas, veal picatta, and

calamari in the beautiful historic Fine Arts Building (815 W. Seventh Street, (213) 624-2244, \$\$\$\$).

Sushi fans can find numerous restaurants in the Little Tokyo district (a short cab ride away from the convention hotel), including **Oomasa**. In addition to its excellent sushi, reviewers recommend its deep-fried soft-shell crab and soy-beans (100 Foster St./Japanese Village Plaza Mall, (213) 623-9048, \$). Slightly farther away in the warehouse district adjacent to Little Tokyo is the much touted **R-23**. This stylish restaurant has a small sushi bar, but most patrons get their orders delivered to the table in a stunning presentation on a marble slab. Sushi and sashimi are exceptional here, but the cooked items tend to be disappointing (923 E. Third St., (213) 687-7178, \$). For Japanese noodles, try **Umemura** (123 South Onizuka Street #303, (213) 620-9023, \$).

Also close to the convention hotel is Chinatown. **ABC Seafood** (205 Ord St., (213) 680-2887, \$), **Empress Pavilion** (988 N. Hill St., Ste. 201, (213) 617-9898, \$) and **Ocean Seafood** (750 N. Hill St., (213) 687-3088, \$) all serve dim sum-small dishes like shrimp hidden in thick rice noodles, pork buns, or steamed dumplings stuffed with scallops you choose from carts that circulate throughout the dining room (a fun way to get a great lunch). Also open in the evening, these three restaurants are good places for groups. **Empress Pavilion** and **Ocean Seafood** are large and can feel cavernous at times, but the food offsets the atmosphere. Chinatown is also home to a number of Vietnamese restaurants, including **Pho 79** which offers a variety of noodle soups in an unpretentious environment (727 N. Broadway, Suite 120, \$).

Other inexpensive options include **Philippe's the Original**, a 92-year old landmark establishment which specializes in beef, lamb, or pork french dip sandwiches served in a down-to-earth environment with sawdust on the floors and shared tables. It's also well known for its breakfasts, which are served from 6:00 to 10:30 A.M. (1001 N. Alameda St., (213)

See Hungry Historians / Next page

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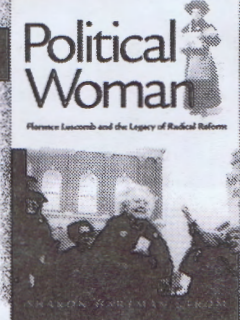
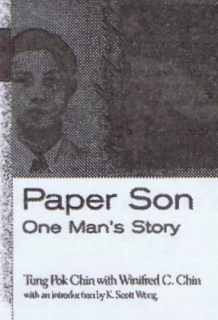
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**Hungry Historians / From previous page**

628-3781). Another classic place is the **Original Pantry**, which offers American-style fare and goodies from its bakery and is open twenty-four hours (877 S. Figueroa St., (213) 972-9279). A good cheap lunch option is Grand Central Market. After browsing through the produce, cheeses, and meats offered for sale, try **Roast to Go** for tacos and tortas, or for gorditas, **Ana Maria's** (317 S. Broadway). Although many of the restaurants in the vicinity of Olvera Street (close to Union Station, near the Plaza de Los Angeles) are disappointing, critics praise **La Luz del Dia**, especially its carnitas (1 W. Olvera St., (213) 628-3781).

An excellent choice for modestly priced Mexican food is **Guelaguetza** (about three-and-a-half miles from the convention site), which offers Oaxacan specialties and a floor show of music and dancing on Friday and Saturday nights, a great place to go with a group (3014 W. Olympic Blvd., (213) 427-0608). Another favorite is **La Serenata de Garibaldi** in Boyle Heights (less than three miles away), which is particularly known for its seafood. Try the camarones in cilantro sauce or the fish enchiladas in tomatillo sauce (1842 E. First St., (323) 265-2887, \$\$).

If you are in the mood for exploring a bit, the city's metro system offers an avenue to some good dining possibilities. The article, "The Fat Red Line," in the 16 August 2000 edition of the *Los Angeles Times* recommends restaurants in the vicinity of the subway's stations. For two dollars you can purchase a copy on-line from the newspaper archives (<<http://www.latimes.com>>). Here are a few highlights.

Near the Westlake-MacArthur Park station, for lunch, consider **Langer's Deli**, an L.A. institution, known for its pastrami (704 S. Alvarado Street, (213) 483-8050) or **Paseo Chapin** (220 W. Seventh Street, (213) 385-7420), a charming Guatemalan restaurant. The combination plate #20 (carne

guisada, taquitos, and chile rellenos) is a sure bet, but so are the longanizas (sausages served with rice and black beans). Hit #6702 on the jukebox for "Sabor a Mi" and forget you're a historian for awhile.

A few blocks from the Wilshire-Vermont station, the tiny **Guelaguetza** (a smaller version of the larger restaurant mentioned above) is another good lunch choice. The Wilshire-Western Station is worth the trip just to see the marvelous Wiltern Building. In the Wiltern, the **Atlas Supper Club** has decent food and good music (3760 Wilshire Blvd., (213) 380-8400, \$\$-\$\$\$), but the real restaurant attraction here is **Woo**



**Santa Monica Pier**

Photo courtesy of LACVB

**Lae Oak**, an upscale Korean restaurant that features barbecue you grill at your table (Kal Bi, a boneless beef dish, is especially nice), but has a variety of offerings, including shrimp and vegetable tempura, noodle soups, and rice dishes. There are lunch specials under \$10, but a meal built around grilled entrees will be more expensive. A good choice for lunch or dinner, but make a reservation for the latter (623 S. Western Ave. (213) 384-2244, \$\$-\$\$\$).

For those of you with cars, or for spendthrifts when it comes to cabs, here is a highly selective list of places farther afield. **Campanile** offers superb upscale dining in a striking building that once housed Charlie Chaplin's movie studio. Entrees and wines are exceptional, but it is also famous for its desserts and bakery (624 S. La Brea Ave., about 6 miles from the hotel, (323) 938-1447, \$\$\$). One of Los Angeles's (and some say the United States's) best restaurants is **Matsuhisa**. The sushi is superb, but it's the special dishes like Chef Nobu's award-winning black cod in miso that make this such a memorable dining experience. If the sky's the limit, go for the tasting menu, or omakase (129 N. La Cienega Boulevard, about eight miles from the hotel, Beverly Hills, (310) 659-9639, \$\$\$\$).

If you are in Santa Monica (about fifteen miles away from downtown), three very different options stand out. One is **Drago's**, an excellent and elegant (but not stuffy) Italian restaurant (2628 Wilshire Boulevard in Santa Monica, (310) 828-1585, \$\$\$), that offers consistently good and imaginative eclectic Italian cuisine (<<http://www.celestinodrago.com/>>). Another special place, touted as one of the city's best, is **Wolfgang Puck's Chinois on Main**, famous for its sizzling whole catfish with ginger, lobster ravioli, and its divine spinach (2709 Main St., (310) 392-9025, \$\$\$\$).

Finally there's **Typhoon**, a Pan-Asian restaurant with dishes ranging from Filipino fried squid to scallops with black beans to Korean barbecue beef. Its location at the Santa Monica airport is an added attraction (really!) (3221 Donald Douglas Loop South, (310) 390-6565, \$\$\$\$). To supplement these listings, you might wish to look at Alain Gayot's *The Best of Los Angeles and Southern California* or go on-line to <<http://www.digitalcity.com/losangeles/dining/>> or <<http://lamag.com/dining.htm#downtown>>. BON APETIT! □

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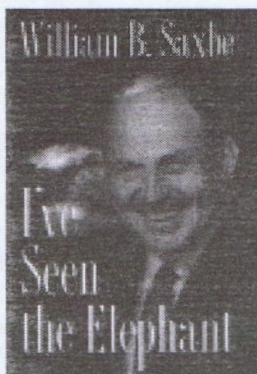
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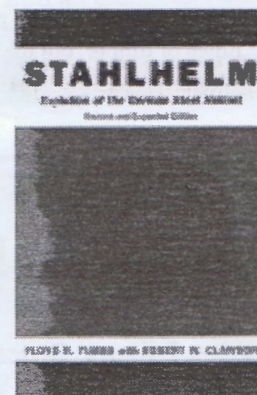
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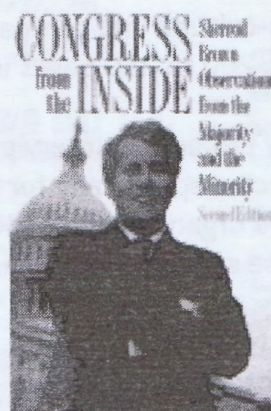
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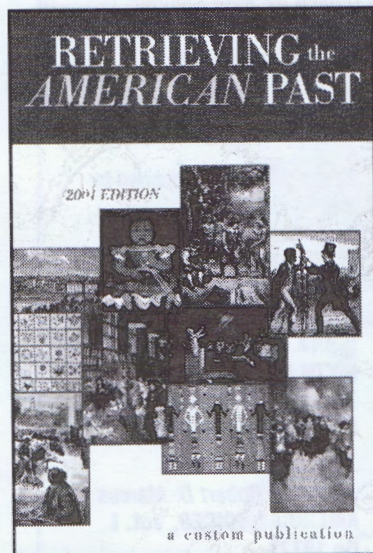


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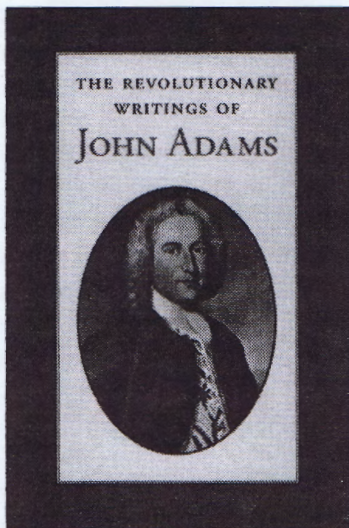
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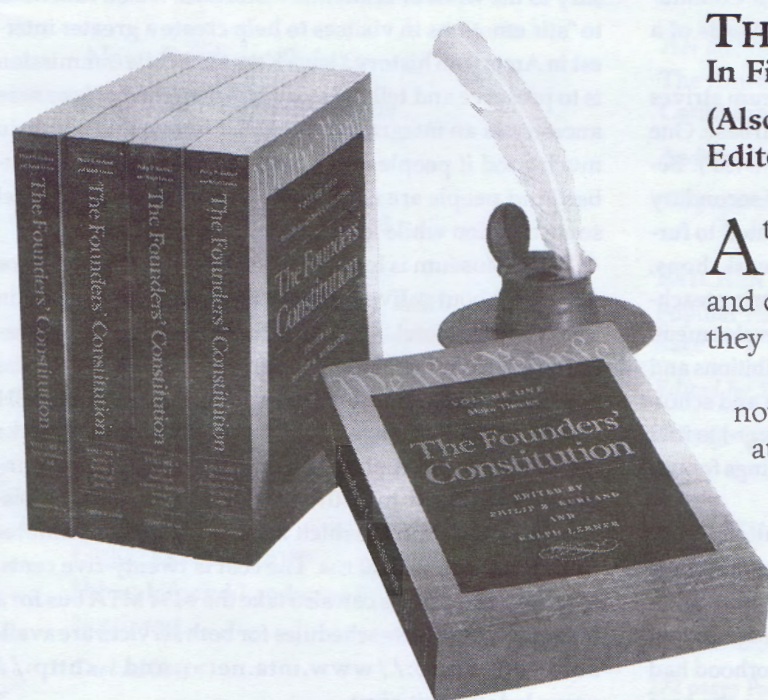
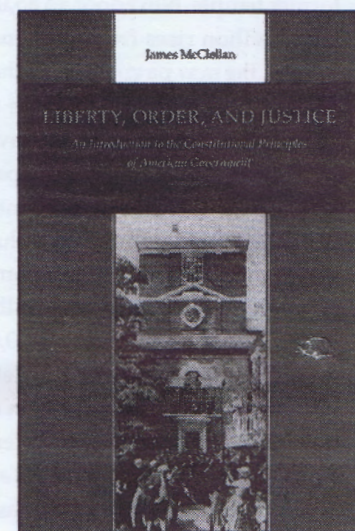
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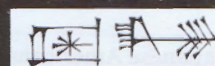
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## JANM / From A1

and was destined for demolition.

In 1982, a group of prominent Japanese American businessmen and World War II veterans began exploring the possibility of establishing a museum of the Japanese American experience. By 1985, the Japanese American National Museum was incorporated as a nonprofit institution. With backing from the Los Angeles Community Redevelopment Agency, the California State Legislature, and numerous citizen groups, the Museum purchased and renovated the temple, which opened in 1992. Once used as a part of the federal government's plan to remove all Japanese Americans from the West Coast, the temple now preserves stark evidence of one of the darker moments in American history.

Approaching the building on First Street, visitors are greeted by a small red sign hanging above the doorway of the former temple. Next door an 85,000-square-foot pavilion rises from the concrete. Built in 1999, the new pavilion more than doubled the amount of space available to the Museum. Like its older half, the pavilion's galleries feature contemporary Japanese American artists as well as World War II internment exhibits.

Once inside, Museum volunteers welcome visitors and answer their questions. Some of the volunteers lived through World War II and willingly share their experiences. Receiving on average 170,000 visitors annually, the Museum generates a wide variety of emotions. "For Japanese Americans, the history on display reminds them of their experiences or the experiences of their loved ones," says Chris Komai, the Museum's Public Information Manager. "[T]he unconstitutional mass incarceration of 120,000 Japanese Americans by the U.S. government during World War II has an enormous impact on all visitors."

Many of the exhibits on display are quite moving. "Dear Miss Breed: Letters from Camp" chronicles the efforts by Clara Breed, the Children's Librarian at the San Diego Public Library from 1929 to 1945. After the bombing of Pearl Harbor and the subsequent removal of all Japanese Americans living on the West Coast, Breed distributed stamped and addressed postcards to Japanese American children as they were ordered to the San Diego train station. She encouraged them to write her and describe their lives in the camps.

Breed also sent books and care packages to the children. One young writer, Louise Ogawa, spoke of her happiness at receiving a sweater from Breed and described the lack of heat in her Arizona camp schoolroom in the middle of January. Breed held onto the letters and gave them to one of her former correspondents, Elizabeth Yamada. Realizing the significance of these letters, Yamada donated them to the Museum in 1993.

Another exhibit, "The Life and Work of George Hoshida: A Japanese American's Journey," looks at Hoshida, an artist and community leader who lived in Hawaii and was arrested two days after the bombing of Pearl Harbor. During the next three years, Hoshida was incarcerated at Kilauea Military Camp in Hawaii, Lordsburg and Santa Fe, New Mexico, Jerome, Arkansas, and finally Gila River, Arizona, where Hoshida was released in September 1945.

Hoshida drew many sketches of community life in the various camps. One sketch shows a group of boys playing softball, while another highlights the prison camp-

like feel to Lordsburg. His artwork and personal correspondence, deposited at the Museum, provide insight into the many ways that interned Japanese Americans attempted to get on with their lives despite their illegal imprisonment.

Although many of the exhibits at the Museum un-



**"Lordsburg Internment Camp, North-East View, 8 October 1942" Sketch by George Hoshida**

Exhibit on display at the

Japanese American National Museum

Photo courtesy of JANM

derstandably focus on the World War II experience, others look at Japanese American life both before and after the war. On display now through the OAH meeting is "For a Greener Tomorrow: Japanese American Gardeners in Southern California." The exhibit surveys the contributions made by Japanese American gardeners after they were barred from leasing farmland in southern California during the early 1900s. Other exhibits include "More Than a Game: Sport in the Japanese American Community" and "Allen Say's Journey: The Art and Words of a Children's Book Author."

Like many cultural institutions, the Museum strives to broaden its audience beyond its geographical base. One such initiative is the National School Project (NSP). Beginning in 1993, the NSP created a network of secondary school teachers from around the nation dedicated to furthering multicultural education. It holds workshops, training sessions, and a summer institute that bring teachers together for networking and curriculum development. The Museum has also sponsored traveling exhibitions and has digitized many of its collections. Teachers and scholars can visit its website (<<http://www.janm.org>>) to find letters, artwork, photographs, and oral recordings for use in the classroom.

As museums and other cultural institutions have grown during the past few decades, they have become engines for economic and community development. Similar to the original temple which houses the older part of the Museum, much of the surrounding neighborhood had fallen into decay by the 1960s. Little Tokyo, as the area was called, was formed during the 1880s and 1890s as Japanese immigrants to Los Angeles. By the 1930s, increasing numbers of Nissei were moving away from the area for the suburbs, and community leaders began organizing Nissei Week as a way of maintaining commercial and cultural links.

The wholesale removal of Japanese Americans emptied the community during World War II, but at the end of

the war many Issei and Nissei returned briefly. Like other Americans, returning camp internees joined the nationwide exodus to the suburbs during the 1950s and left Little Tokyo behind. By the 1960s, a number of Japanese Americans became alarmed as the neighborhood's heritage was threatened by commercial development. They resolved to

rehabilitate the area, establishing the Little Tokyo Redevelopment Project in 1970. In 1986, they succeeded in placing thirteen buildings along First Street (including the temple housing the Museum) on the National Register of Historic Places. Indeed, the Museum not only serves as a preservation site for Japanese Americans, but combines with the surrounding area to form a larger community of Japanese American heritage in Los Angeles.

As a part of the redevelopment of Little Tokyo, commercial developers are required to commit a half percent of the cost of new projects for landscaping or public art. As a result, building and park entrances around the neighborhood feature visual amenities that transmit the cultural heritage of Japanese Americans. In a sense, the entire neighborhood acts as a museum.

For example, a bronze sculpture of Japanese American photographer Toyo Miyatake's camera sits outside the Japanese American National Museum. Miyatake opened a studio in Little Tokyo in 1923 and was later interned at Manzanar Camp during World War II. He smuggled a camera into the camp and secretly recorded his experiences for posterity. Fifty years later, a bronze replica of Miyatake's camera projects images of his work onto a window of the Museum, allowing pedestrians to experience some of the Museum's exhibits without actually entering the building.

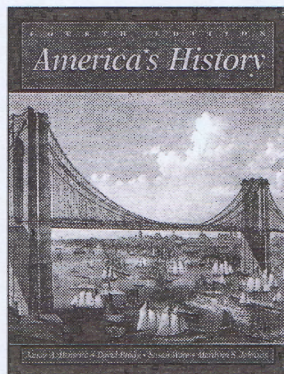
The Japanese American National Museum has clearly become a success story in its short history as a cultural institution. While retaining the primary sources so necessary to the work of academic historians, it also functions to "stir emotions in visitors to help create a greater interest in American history," says Komai. "While our mission is to preserve and tell the story of Americans of Japanese ancestry as an integral part of U.S. history, this won't do much good if people don't come and they don't remember. And people are more likely to remember if they feel some emotion while learning."

The Museum is located at 369 East First Street in Los Angeles, about a five-minute cab ride from the Westin Bonaventure Hotel. An OAH shuttle will provide transportation from the hotel on Saturday, 28 April. It is also accessible through public transportation via the DASH shuttle or the Los Angeles MTA bus. On weekdays, take the DASH Route A shuttle, which runs every five minutes from 6:30 A.M. to 6:30 P.M.; on weekends take the Discovery Route shuttle, which runs every twenty minutes from 10:00 A.M. to 5:00 P.M. The cost is twenty-five cents. Meeting participants can also take the #434 MTA bus for a higher fee. Complete schedules for both services are available at <<http://www.mta.net>> and <<http://www.ladottransit.com>>.

The Museum is open Tuesday through Sunday 10:00 A.M. to 5:00 P.M. and Thursday 10:00 A.M. to 8:00 P.M. Admission costs \$6.00 for adults and \$3.00 for children under seventeen and students with I.D. For more information, visit their website at <<http://www.janm.org>> or call (213) 625-0414. □



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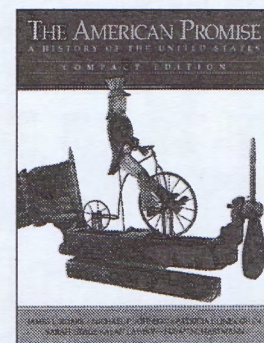
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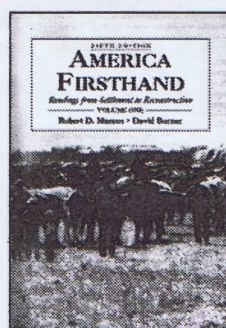
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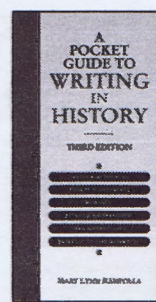
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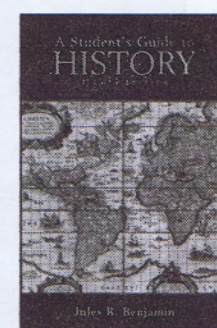
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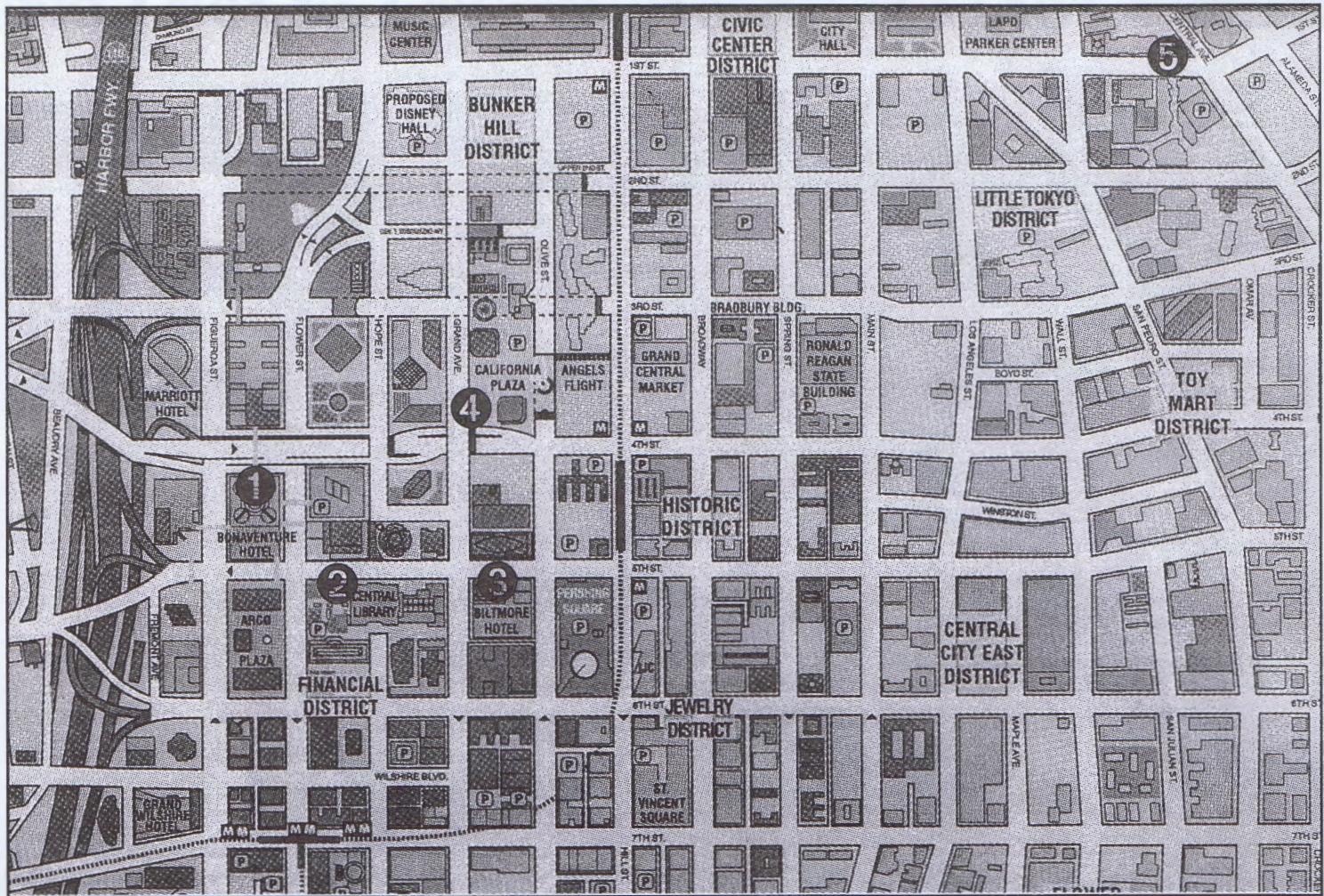
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