

OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

Volume 27, Number 2 / May 1999

An Interview with National Park Service Director Robert Stanton

James O. Horton

In 1994 the OAH and NPS negotiated an agreement that has enabled the two organizations to work together on a number of projects calculated to provide support for the NPS in its efforts at historical modernization. Participating OAH members have also learned a great deal from their work with those NPS staff on the front lines of this most demanding and significant kind of public education. These efforts are supported at the top levels of NPS. In 1997 Robert Stanton, who had recently retired as regional director of the National Capital Region, became director of NPS. He is committed to the vision of a more inclusive Park Service and to telling a more scholarly and inclusive history of the national experience through the historic sites under the agency's guardianship. Bob, as almost everyone calls him, is fifty-nine years old, from Ft. Worth, Texas. He has served with NPS for over thirty years. His appointment broke with precedent in a number of significant ways: He is the first NPS director to have been confirmed by Congress; he is one of the few in recent times to have come from the ranks of the service; and he is the first African American ever to hold that office. Bob is very much a hands-on director who involves himself in much of the day-to-day operation of the NPS. Last summer he was kind enough to talk with me for almost two hours about his life in the NPS and his vision for the future of the Park Service.



James O. Horton: In this interview I would like to introduce you to the members of the OAH. Who is Robert Stanton and what is he all about?

Robert Stanton: I started working with the Park Service as a temporary park ranger in Grand Teton National Park during the summers of 1962 and 1963. I became a career employee with NPS in 1966.

JH: It is a long way from a temporary summer employee to the directorship.

RS: Yes, I was very fortunate and privileged to have been recommended by Secretary Babbitt to become the director of the Park Service, and his recommendation was accepted by President Clinton. The president then nominated me to become the director of the Park Service to the United States Senate and the Senate confirmed my nomination. I was sworn into office on August 4, 1997.

JH: Did working with NPS fit into your original career plans? When you were a kid doing summer internships with the Park Service did you ever think that you might have a career in the NPS?

RS: The summer experience in Grand Teton National Park had a great deal of influence on me with respect to eventually pursuing a career with NPS, but prior to working with the Park Service in 1962 I had never visited a national park, nor did I have much familiarity with the national parks throughout the country. I am a native of the State of Texas and our family was of limited economic means. We did not have traditional vacations nor did we travel outside, so there was no real awareness of the national parks. I appreciated having the opportunity to work in Grand Teton. That employment gave me the opportunity to become associated with career staff who were very impressive in terms of their professionalism and their dedication to the mission of NPS. Furthermore, it gave me an opportunity to become better acquainted with the mission of NPS and the value of our parks. This was a large part of the reason that eventually I pursued a career with the Park Service and again, it has been a very rewarding career.

JH: Was there any special influence that moved you toward a life long career in the NPS?

RS: I think the mission of NPS and preserving our natural and cultural heritage had some influence on me. But as I reflect on my early experience, it was the quality and the dedication of the assistant

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Paul Wallace Gates

(1901-1999)

President of the the Mississippi Valley Historical Association, 1961-1962

Paul Wallace Gates, the John Stambaugh Professor Emeritus of History at Cornell University, died on January 5, 1999, at the age of 97, in Oakland, California, where he lived in brief retirement. The son of a Protestant minister, he was born 4 December, 1901 in Nashua, New Hampshire, and educated at Colby College. He took his Ph.D. degree at Harvard University in 1930. Gates taught at Cornell for thirty-five years, coming to Ithaca from Bucknell University in 1936 and retiring in 1971.

Spurred by the influence of the great historian of the American West, Frederick Jackson Turner, whose student, Frederick Merk, was his teacher at Harvard, Gates chose the development of the trans-Appalachian west as his lifelong scholarly endeavor. He wrote ten books, edited four others, and published seventy-five articles, book chapters, and other scholarly essays. Through his work he attracted much attention—and then widespread renown—as the leading historian of American land policies of his generation. His first book was *The Illinois Central Railroad and its Colonization Work*, (1934) based on his doctoral dissertation. It earned him early attention, winning the David A. Wells Prize at Harvard. This was followed by studies that are classics of their genre: *The Wisconsin Pine Lands of Cornell University: A Study in Land Policy and Absentee Ownership* (1943); *Fifty Million Acres: Conflicts Over Kansas Land Policy, 1854-1890* (1954); *The Farmer's Age: Agriculture, 1815-1860* (1960). These endeavors culminated in his magnum opus, the 828-page *History of Public Land Law Development* (1968). Gates undertook this work at the behest of the Public Land Law Review Commission, an agency of the federal government seeking to evaluate and plan the course of America's future land policy. As recently as October, 1998, a panel of scholars at the Annual Meeting of the Western Historical Association extolled the merits of this magisterial volume before an enthusiastic audience of junior and senior scholars. His publications spanned the years from 1931-1996, when he contributed a charming autobiographical sketch to a collection of his writings.

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New Editor at JAH

Cincinnati's Joanne Meyerowitz appointed new editor at the *Journal of American History*



Joanne Meyerowitz will replace David Thelen as editor of the *Journal of American History*. She also will be leaving her position at the University of Cincinnati to join the history faculty at Indiana University. Meyerowitz earned her M.A. and Ph.D. at Stanford University (1978 and 1983, respectively), and is author of *Women Adrift: Independent Wage Earners in Chicago, 1880-1930* (1988), which received high praise in the *JAH*, *AHR*, and other venues for its sensitive portrayal of women workers young and old, black and white, and of rural and urban origins who sought to earn livings without family support in Chicago. Her major edited volume, *Not June Cleaver: Women and Gender in Postwar America, 1945-1960* has become required reading in many college history courses around the country. She has published several articles in such journals as the *JAH* and *Gender and History*, and co-edited a special issue of the *Journal of Women's History* with Gail Hershatter. The search committee was particularly impressed with the quality of book reviews she has written for these and other journals.

Besides outstanding scholarship, Meyerowitz comes highly recommended for her dedicated service to the profession, and has received numerous awards, including two for teaching. She has served on dozens of committees at Cincinnati, and has supervised or reviewed fifteen dissertations. She has also reached out to the wider community with lectures and discussions at labor union halls, film societies, bookstores, cultural centers, historical societies, and other forums.

Meyerowitz will assume her duties in July, 2000 after completing a fellowship at the National Humanities Center. OAH is grateful to David Nord, professor in the Department of Journalism and adjunct professor of history at Indiana University for serving as acting editor of *JAH* during the interim. □

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
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From the President

The "Invisible" History Faculty

David Montgomery



David Montgomery

In September, 1997 representatives of ten scholarly associations, among them the OAH and the American Historical Association, met to consider the growing use of part-time and adjunct faculty in the colleges and universities of the United States. A survey conducted by the U.S. Department of Labor had found that by 1993, teachers employed as casual labor constituted more than forty percent of all faculty members

and sixty-four percent of the instructional staff in community colleges. The major teaching role of graduate students in four-year research institutions swelled the ranks of those who are not in the tenure track to more than half the country's total teaching faculty.

The "Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty" was subsequently endorsed by the OAH Committee on Educational Policy and the Executive Board and publicized in the February, 1999 issue of the *OAH Newsletter*. It addresses one of the most urgent challenges facing historians and our colleagues in other academic disciplines today.

The question assumes somewhat different shapes in different institutions. Community colleges have come to rely so heavily on faculty employed to teach specific courses, and often on extremely short notice, that those in California currently make use of 30,000 temporary faculty, as compared to 16,000 full-time members of departments in all fields. A bill has been introduced into the California legislature, with the support of four faculty unions and associations, to abolish the two-tiered faculty system and establish professional equity for all those teaching in the state's community colleges.

History departments in four-year colleges and universities confront this development in a form that is less stark, but no less urgent. The tendency toward a two-tiered faculty has been stimulated by budget cuts, the growing cost of investments for research and computer technology, and intense competition for students. These pressures tempt administrators to concentrate their resources on illustrious senior faculty members and new equipment, which would signal excellence to potential students, while paring other costs to the bone. Because part-time faculty, teaching assistants, and adjuncts at present are scarcely taken into account in such academic competition, their major role in the classroom does not translate into bargaining power.

Although the proportion of new junior faculty job openings listed as tenure-track with the American Historical Association rose promisingly from sixty-seven percent in 1991 to eighty-two percent in 1997, there had still been an increase of seventeen percent in the number of history faculty members designated part-time in AHA's

Directory of History Departments and Organizations in the United States and Canada between 1986 and 1997. More ominously, an AHA survey of department chairs found that fully sixty-two percent of part-time faculty members were not listed in the *Directory* at all.

That omission illustrated what Professor Mary Elizabeth Perry had in mind when she referred in a recent article to the "invisible" members of our profession. Part-time faculty are not only customarily paid on the basis of a fee per course, which is far less than the prorated income of ladder faculty, but also tend to be excluded from medical and retirement benefits. Equally serious are the effective exclusion of such historians from departmental governance and the formidable obstacles they face in pursuing research, participating in historical conferences and publishing, or even advising students.

The Mission Statement of the OAH commits the organization to "encouraging respectful and equitable treatment for all practitioners of history." To pursue that goal does not mean to eliminate part-time or visiting positions. An important minority of historians prefers adjunct relationships to their departments for personal or professional reasons, and departments in their turn can and should use such appointments, studiously and cautiously, to enrich their offerings.

The challenge facing historians is to restrain and reverse the growth of the practice, which has already reached far beyond such use as can be justified on professional or curricular grounds, and to publicize the need

Professional societies, the American Association of University Professors, unions of professors and of graduate employees, and all others devoted to improving the quality of scholarship and instruction must work together to counter the economic pressures for cheaper and "more flexible" faculty.

for equitable remuneration and full professional participation for those historians who do have part-time and adjunct appointments. The subject belongs on the agenda of every history department in the land. Professional societies, the American Association of University Professors, unions of professors and of graduate employees, and all others devoted to improving the quality of scholarship and instruction must work together to counter the economic pressures for cheaper and "more flexible" faculty.

I intend to address various aspects of this question further in future articles. The Executive Board, the Membership Committee, and the *OAH Newsletter* will all have parts to play in this important undertaking. To guide the activities of the OAH in this effort, its members and officers must join in fruitful discussion of the significance for our profession of the growing use of part-time and adjunct faculty, the economic pressures driving that growth, its implications for the future of governance in history departments, and its relationship to current experiments in "distance learning" and to academic institutions that are explicitly designed to earn a profit. That discussion should be carried into history departments at every type of institution of higher education. □

▼ Stanton / From 1

ees who were stationed in Grand Teton National Park at that time who had a great deal of influence on me. I think they epitomized what a professional Park Service employee should be. The chief ranger at the time of my first year's experience was Russell E. Dickenson who eventually became the director of NPS. My superintendent in my first year was Harthon Bill, known as Spud. Bill eventually became the deputy director of NPS. The assistant chief ranger under Russ Dickenson was Jack Davis who eventually became an associate director of operations for NPS. I mention these people to give you some indication of the quality of those whom I had opportunity to work with in my earliest years in the Park Service.

JH: What did you do in the NPS during your next few years?

RS: Primarily I worked in ranger activities, limited law enforcement, entrance station duties, and providing direct services to the visitors in Grand Teton National Park. Again, it was a great, great experience. The recruitment effort in 1962 was the first major attempt by the Department of Interior to attract African Americans to work in the national parks and the Fish and Wildlife Service. This was shortly after President Kennedy had taken office and had appointed Stewart Udall as Secretary of the Interior. Secretary Udall was committed to improving the diversity within the work force of Interior and he made a special effort to have recruiters go into historically black colleges and universities. For the very first time in the history of the Interior Department it actively recruited among the students at black colleges.

JH: Is that how you found out about job opportunities in the Park Service?

RS: That is right.

JH: Where were you in school?

RS: I was at Huston Tilletson College in Austin, Texas, a small, privately-endowed church-related school. The recruiter met with the president of the college, and told him that this was a new era and that while many facilities throughout our country were still segregated, the federal government was recruiting young people to go into parks and into locations where African Americans had never worked before.

JH: This was in the early 1960s?

RS: Yes, 1962. I was recommended along with some of my fellow students by the president of the college as one who might do a good job in this new environment. Each of us who worked throughout the country during that first year received letters from the secretary confirming our appointment. It was a beginning.

JH: What was your position?

RS: I was appointed as a park ranger for the summer. It was the start of my junior year in college. I returned the next year and worked prior to my graduation from Huston Tilletson. Then, while working there right after graduation, the college offered me a job to serve as director of Public Relation and Alumni Affairs and, with the support of the college, to do some graduate work in public relations and communications at Boston University, which I did. I worked at Huston Tilletson for two years and became permanent with the Park Service in 1966.

JH: What job did you fill then?

RS: I was here in our national office as a public information specialist and then eventually I worked in personnel. In 1968, I went into my first field position as a management assistant for National Capital Parks-Central here in Washington, DC. From there I was appointed to superintendent of National Capital Parks-East which in-

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▼ Stanton / From 3

cluded park areas in Washington, DC, and several in Maryland. I was very privileged to be appointed by then Regional Director Russ Dickerson and National Park Service Director George Hartzog, as the first African American superintendent in the National Parks Service.

JH: You were superintendent of National Capital Parks East?

RS: Yes, and from there I became the superintendent of the Virgin Islands National Park.

JH: When were you in the Virgin Islands?

RS: From August of 1971 through January of 1974. It was a great learning experience. From the Virgin Islands I became the deputy regional director for the Southeast Region in Atlanta, Georgia. One of the few areas that had been authorized to commemorate African American history was the Tuskegee Institute National Historic Site, and I had the opportunity to work with the college president and his staff in developing our first corporate agreement for the management of park.

JH: Then from Atlanta did you come back to DC?

RS: From Atlanta I became the assistant director for Park Operations under Director Gary Everhart at that time. Then I became the deputy regional director for the National Capital Region, where I served for eight years. I returned to the Washington office as the associate for operations and then to the regional director for the National Capitol Region.

JH: What do you think is the significance of the fact that you are the first Park Service director in some time who has actually risen through the ranks of the service? Have you found that your long experience gives you particular credibility with others in the service who have been around for a long time?

RS: Perhaps it helps me. Certainly I have a first-hand familiarity with the opportunities and the issues confronting us at the various organizational levels in the Park Service.

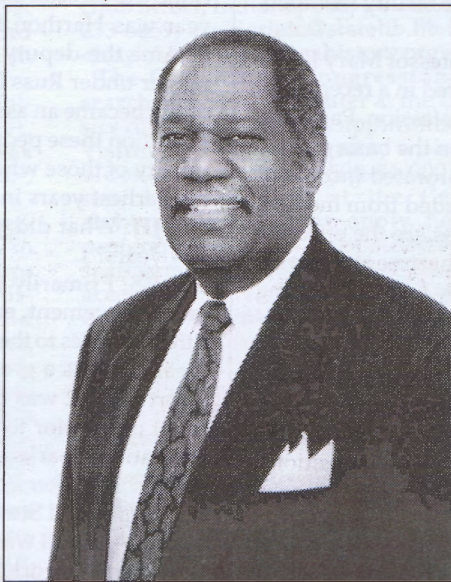
JH: I grew up in Newark, N.J. and, like you, I never heard very much about NPS. I do not think I had ever visited a national park before I went to college. Do you think that having an African American as the director of NPS will make a difference for black kids growing up in the inner-city?

RS: I would like to think so. I appreciate the fact that a number of organizations, the news media, have honored me with various biographical profiles, or articles, about my appointment. But I would hope that my appointment will encourage young people to consider a career in NPS, particularly young people in the minority community, African Americans, Hispanic, Asian Americans, and Native Americans. This is one of the critical missions of the Park Service. I would hope that they would look at the importance of the preservation of our rich diverse cultural and natural heritage. What keeps me motivated is the excitement of being an active part of preserving this rich heritage. I think that to the extent that we can make known, on a larger scale, the fact that we do have areas in the park system that focus on and commemorate American Indian, women, Hispanics, Asian Americans, and African Americans, young people will become excited about it and some may say, "Hey, I want to become a part of an organization that preserves these tremendous resources, these legacies."

JH: So if they see themselves reflected in the parks and the historic sites the Park Service will have greater meaning for them.

RS: That is right. And again, from a personal perspective, I came from a school system that was segregated, and a social system that was segregated. I first came to the Park Service before the 1964 Civil Rights Act. There were many public accommodations that were still segregated in various communities and the local city parks that I frequented in Texas were still segregated. There were certainly a limited number of African Americans working with NPS in supervisory/managerial positions in the early 1960s, and there were not many areas in the park system that reflected the contribution of African Americans. As a matter of fact, when I first worked seasonally as a park ranger in Grand Teton in 1962, Congress had authorized only three areas in the park system, associated with African American history, the houses of George Washington Carver, Booker T. Washington, and a memorial to Dr. Mary McLeod Bethune. I am pleased to say that today there are 12 to 15 areas in the park system that have specifically been authorized by an Act of Congress to commemorate the contributions of African Americans to the development of our nation. Last July we unveiled a memorial to the over 200,000 African-American

Bill Clark, NPS photo



Robert Stanton

troops who served in the Union forces in the Civil War. There have been areas added to the park system commemorating women's history, and that of American Indians, Asian Americans, Hispanics and African Americans, and I would think that there is a tremendous opportunity for young people to become aware of the significance of the park system in their lives.

JH: A few years ago, when I took leave from George Washington University to work with NPS, we set up a memorandum agreement with the OAH to do some joint projects. From your point of view, how well has that worked?

RS: It has been extremely helpful. The OAH has brought a perspective and certainly a scholarly approach that has helped us to enhance the quality of our historical interpretation and to expand the opportunities for the public to benefit educationally from the history programs of NPS. For example, when I was the regional director for the National Capital Region, the OAH assisted us at Gettysburg National Military Park and Antietam National Battlefield in reviewing and evaluating our interpretative and educational program and gave us excellent recommendations that we have acted upon.

JH: Are there any areas in the future that you are particularly focused on that you think the organization and its members might be able to help with?

RS: I think that in the broad spectrum of American history there is a great need for us to call upon the services of OAH, but we specifically want to improve our interpretative and educational program with respect to diversity. I want to make sure that we have our facts right and that we have the ability and the courage to convey to all Americans information about our history with respect to African Americans, American Indians, Hispanics, and women. We all know that there have been some difficult days in our history, and we have not always been as forthright or as factual in presenting all aspects of history to our visiting public, or to our employees. We need to deal

with these issues forthrightly. Slavery is an example, as is the confinement of Asian Americans during World War II. We administer Manzanar National Historic Site, one of the internment camps in the state of California. And certainly with reference to the wars and treaties with American Indians, we need to be forthright in our historical presentation.

JH: We know that from time to time the Park Service comes under strong pressure from various elements in the community. Sometimes there is political pressure in one direction or another over the interpretation of a particular site or historical event. Is there some way that the OAH might help you to stand up for and to insist upon the best, most recent scholarship in NPS site interpretations?

RS: No question about it, and I think the reputation of the OAH gives support and reinforces the integrity of what we are all about if the organization and its members have contributed to the materials that we are using. We in NPS certainly need to caution ourselves against trying to interpret or package a presentation from a limited perspective. We need to draw upon outside organizations and bring in the scholarship that is needed to make sure that we have the facts straight. Then we must have the courage to present this information to the public. I think that as I have experienced the Park Service some 31 years, the scholarship may have been there, or the facts may have been there, but sometimes we, for whatever reason, become so concerned about how we are perceived or how the public might react, that we may have excluded information from our story about a given event or a given park. Exclusion of significant and relevant information is not consistent with our policy and certainly not consistent with what I expect the Park Service to do in carrying out our responsibilities as stewards of our national treasures.

JH: As someone who has spent his whole career, or almost all of it, teaching in a university setting, I found my time with the Park Service extremely instructive. I learned a great deal as I watched NPS historians deal with very sensitive issues outside of the protection that the classroom and the university structure offer. I developed a great respect for those who deal with these delicate situations under the most difficult circumstances. At this point, should people with graduate degrees in history look

I first came to the Park Service before the 1964 Civil Rights Act. There were many public accommodations that were still segregated in various communities and the local city parks that I frequented in Texas were still segregated.

to the Park Service for career opportunities?

RS: Yes. We have a number of staff members in NPS who have advanced degrees—master's and doctor's degrees in history—and there is a tremendous need for us to increase the number of historians and historical interpreters in the Park Service with advanced degrees in history if we are sincere about improving our ability to research and to interpret the history of our nation. We need to have a scholarly approach.

JH: I know that there are a number of history research projects underway. Can you tell us about the NPS Underground Railroad effort?

RS: Yes. In 1990 Congress passed legislation directing that the Secretary of the Interior through NPS conduct a comprehensive study of how we as a nation could commemorate the Underground Railroad. This is a fascinating and very enlightening part of our history that, unfortunately, has not been widely known or discussed

Exhibitions in a History Museum: Inclusive History for a Diverse Public

Robert R. Archibald

Historical practice in public history organizations is distinct from the work of historians in the academy. Differences include institutional mission and agendas; the composition and the roles of our audiences; research methodology; forms of dissemination; purpose, evaluation, and qualifications of practitioners. One manifestation of these differences — one of many but the one most subjected to academic scrutiny — is the history museum exhibition.

Public history organizations and academic departments both describe their subjects as history, but each defines history differently. For many public history organizations, the definition of history encompasses most of the disciplines of the humanities, social sciences, and occasionally the sciences. Our work, in exhibits and in all our programming, is inherently multi-disciplinary, and its success requires collaboration between people with disparate disciplinary backgrounds. Further, our interpretations of what is historically significant are determined through continual evaluation of enduring issues in the community we serve, with a thorough understanding of our community's historical burdens and legacies. This process is independent of scholarly research interests. Thus, public history practice requires the historian to be engaged with the contemporary community and its concerns, while academic historians must have a distanced and thoroughly objective position from the community under discussion. In addition, academic historians cannot gain the individual recognition required in the academic world by participating in collegial collaborative projects on the scale of many public historians. Historical exhibitions inherently involve a variety of scholars, as well as professionals in other fields and representatives of the intended audience, so our organization has scant need for the solitary scholar pursuing his or her own personally determined research agenda.

Effective public history practice requires that the exhibits in our history museums reflect institutional agendas, particularly the organizational mission. At the Missouri Historical Society, our mission is to facilitate inclusive discussion of enduring historical issues. This mission is refined with reference to a set of community-derived enduring issues and institutional "core values." All institutional program and research activities including exhibitions are evaluated, and their priorities established, on a matrix of enduring issues and core values.

Not all perspectives on the past are equally valid, and some perspectives are not only inaccurate but have pernicious consequences for our communities, our species, and our planet. We are committed to examination of the past as the only basis for self-understanding and for the formation of a broadly shared comprehension of the character of our historical legacies and burdens that together are the essential foundations for public decision making. In that sense, our core values make us community activ-

ists and advocates of inclusivity.

Like many other private historical societies, my institution was founded by local elite to preserve their own interests, culture, and perspective. For more than a dozen decades following its establishment in 1866, the Missouri Historical Society (MHS) fulfilled that sort of mission. Our current mission statement and its continuing implementation was the result of an intensive review process begun in the late 1980s. Our admission in 1987 to the St. Louis Metropolitan Zoological Park and Museum District, which provides broad-based ongoing financial support with a property tax levy, made inclusivity and diversity an increasingly obvious necessity.

We define inclusivity as a process, not a head count. This obliges us to acknowledge multiple perspectives and diverse voices in programming, but it also requires that we reflect this commitment in board composition, staffing, business practices, and in our planning processes — all symbols of institutional ownership that are at least as powerful as programs and exhibitions. How an organi-

intended audiences provide reaction both to content and design. They become not mere consumers but active participants in the process.

If history is an inclusive discussion and we seek to facilitate those discussions, the inter-related questions of "what have we done well, what have we done poorly, and how we can do better?" cannot be answered through scholarly or curatorial fiat. While exhibitions must provide historical context, they must also encourage reflection upon and empathy for multiple points of view, for consensus is not constructed through dictates.

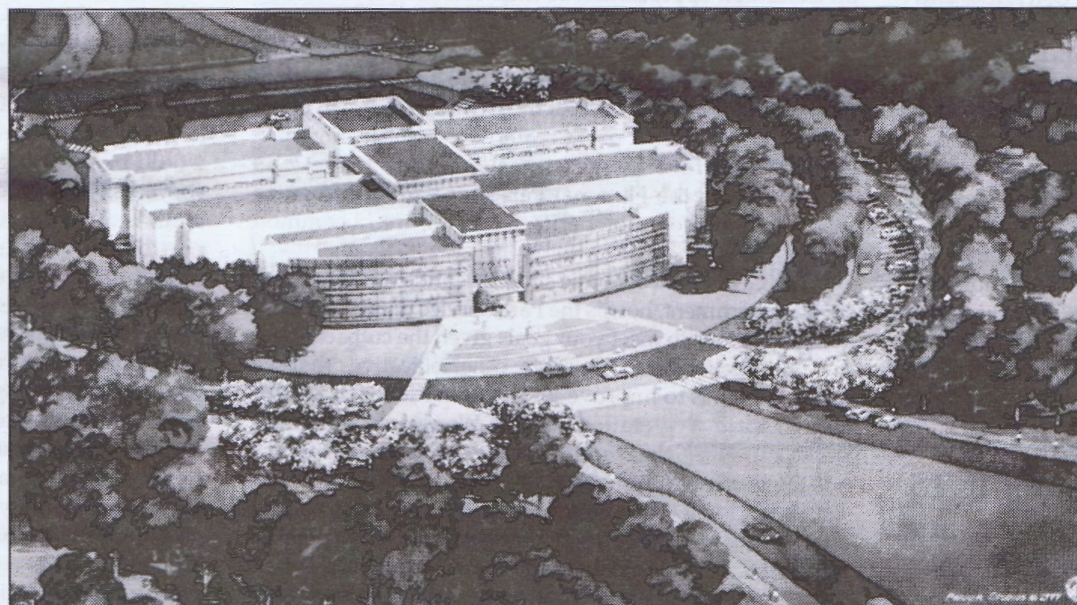
MHS is presently engaged in a tremendous renovation and expansion project at its history museum. This project, scheduled to be completed in January 2000, will quadruple our exhibition space, so it is essential that our "core" exhibit, with a working title of *Seeking St. Louis*, be thoroughly planned and carefully developed. A complete discussion of the *Seeking St. Louis* process is beyond the scope of this article, but an example from the exhibit procedure does illustrate the significance of community contribution.

Although we call them "focus groups," the sessions we conduct as part of the exhibit development have not had the usual focus group format, where we seek responses to very specific questions. Our group gatherings are more of a conversation, for we offer a walk-through of our core exhibit and ask for responses, complaints, and interpretations from each group of participants. The second meeting of these participants includes a report from us on what we did about those responses, complaints, and interpretations. Our methodology includes floor plans, designs, the availability of as many members of the exhibit team as possible, proposed label text, and the artifacts themselves.

African Americans are the most significant minority in the St. Louis area so the African-American perspective is essential to the work of the Missouri Historical Society. To truly

incorporate this group into our core exhibit, we took fifteen African Americans of varied background and circumstances through the entire exhibit plan, not just the "black history" section. During a conversation in the "prehistoric" section, we discovered that the "mounds" built by native peoples and generally destroyed by European settlers had some remnants in predominantly black neighborhoods. This recognition formed a connection between our participants and prehistoric people, and the discussion brought a relevance and an enriched perspective to our exhibit that would not have developed without the contribution of these participants who were neither academic historians nor museum professionals.

We cannot facilitate an inclusive discussion of enduring issues if we insist that the conversation be exclusively centered on exhibitions. While exhibitions must be independently coherent, they are only one element of an insti-



An artist's view of the 1997 Emerson Electric Center's renovation and expansion at the Missouri Historical Society. (Image courtesy MHS and Parker Studios)

zation spends its dollars, for instance, tells the community something about the importance of this concept of institutional ownership as effectively as an exhibit theme could. Consistency is the crucial component of our public credibility, and our exhibitions, no matter how diverse the themes or inclusive the planning, can only be evaluated as one part of this larger institutional agenda.

Finally, because history has implications for the present and future, visitors must be motivated to consider what ought to happen next, what the character of their own legacies ought to be, and what actions they must take. Historical exhibitions must engage audiences in interaction with their content, and thus the visitor's interactions with the exhibition are crucial considerations in the exhibition development process. Since a major historical exhibition may cost hundreds of dollars per square foot and take years to plan and install, it is imperative to ensure that the exhibition will meet its objectives at the outset instead of leaving it to trial and error. We are accomplishing this through multiple informal focus groups in which

▼ Stanton / From 4

in our educational systems and certainly not in the Park Service. Congress has received our report which was formally transmitted in 1995, and I might add with a great deal of pleasure, that Congress is now considering a bill that will give national prominence to the Underground Railroad. [President Clinton signed the bill into law in July of 1998.—ed.] This bill would direct NPS to work cooperatively with states and their political subdivisions, educational institutions, civic organizations, preservation groups, and other groups of all background in the commemoration of the Underground Railroad. Pending the enactment of that legislation, through our own existing authorities, we have worked with a number of organizations to identify areas and historic sites that have played a prominent part of the Underground Railroad. This effort has resulted in the identification of a number of National Historic Landmarks. We have prepared additional materials that have been made available to the public concerning the Underground Railroad.

JH: We know about the NPS handbook on the Underground Railroad. It is advertised in a recent *OAH Newsletter*.

RS: Yes. That is one way of getting the story out and there has been a tremendous response from the American public. People write to say, "I did not know about this as a part of my nation's history or my history." I think there are lessons to be learned from the Underground Railroad, and it is a message applicable to today. When individuals and groups agree to work for a cause, a just cause, they can rally around that. It can result in excellence and in intergroup and interracial cooperation. You had individuals from all religions, economic backgrounds, and races, men and women who came together to do something that was right—to help their fellow brothers and sisters to breathe the air of freedom.

JH: You and I have talked about this before, and agree

There is a tremendous need for us to increase the number of historians and historical interpreters in the Park Service with advanced degrees in history if we are sincere about improving our ability to research and to interpret the history of our nation

that it also offers us the opportunity to talk about the institution of slavery in a way that may be more comfortable than in other contexts. The Underground Railroad as a fight for freedom and a struggle against slavery is a far more comfortable kind of history for most Americans to consider.

RS: I agree wholeheartedly on that.

JH: You know the president has called on all Americans to involve themselves in a kind of conversation on race . . .

RS: That is correct.

JH: He suggests that we consider racial issues, and take part in discussions on the topic of race, and its impact. Does the NPS have a role to play in those discussions?

RS: Yes it does. In 1984 I tried to come to some conclusions in my own mind in terms of the what national parks can contribute to improving race relations or intergroup relations in a multicultural society such as ours. I had an opportunity to address the first world conference on cultural parks that was held at Mesa Verde National Park in Colorado in 1984. I spoke on the subject of the

values and influences of parks, particularly the cultural parks, on race relations or intergroup relations as I called it at that time. My point was that parks can play a very important role because, particularly our historical parks, our cultural parks, and our archeological parks, represent the rich diversity of this nation. They also tell the story of some events that we are not that proud of but must address nevertheless. I talked earlier about Manzanar and we now have *Brown v. Board of Education* National Historic Site that deals with racial segregation in education and the major Supreme Court decision of 1954 that segregation is not equal, or cannot be equal in public schools. My hope is that as the visitor confronts these events and these places in our history, whether visitors are African American, Hispanic, American Indian or Asian American, they come away with an expanded appreciation of their role and contribution in our society. As organized groups or individuals visit the Frederick Douglass home or the Maggie Walker home or the Martin Luther King Historic Site, for example, they gain a greater appreciation of the African American experience. So I think that parks really serve as learning places and therefore as we experience our history as represented in the National Parks we can all recognize that we have a common heritage and, I think, a common future.

JH: Given the economic situation, and calls for downsizing government, how is the Park Service doing? Are they going to be able to meet your goals given the cutbacks?

RS: I believe so. One of the other objectives that we will establish is to improve upon the efficiency of the operation of NPS. We are certainly obligated to make sure that we are utilizing our fiscal, material, and human resources in the most efficient and effective manner possible. We need to make sure that our employees get an opportunity to be trained appropriately in the skills needed to carry out the job. We need to make sure that our organization is appropriate to the tasks to be done, and we need to make sure that we are functioning as an efficient

organization. We expect to continue to receive an appropriate level of Congressional appropriations. In addition to that—and we certainly owe a great deal of thanks to President Clinton and to Secretary Babbitt and to other members in the administration working jointly with Congress—Congress has really taken the lead in giving the Park Service and some of the other land management agencies, authorization to retain the revenues that are generated through our recreational fee program such as entrance fees to the parks, recreational fees. We are authorized now to retain 100 percent of the fees collected.

JH: In the past, how much were you able to retain?

RS: In the past those fees went to the general treasury without any direct benefit to the parks other than through the normal appropriation process. Under a fee program that Congress authorized two years ago, we have identified 100 parks and programs that are participants in the demonstration effort. Of the fees generated by those



James O. Horton

100 parks and programs we retain 100 percent. We anticipate this calendar year realizing in the neighborhood of \$135 to \$140 million over and above our normal Congressional appropriation. These are additional funds that we can apply towards improving park resources.

JH: I know that some of the physical resources in the parks, some of the housing for Park Ser-

vice people and some of the structures are in desperate need of repair.

RS: That is right. And we could use this money to maintain the trails and the historic structures in a better condition. So that is another source of revenues. The other is that the president recently approved what I generally refer to as the surface transportation bill. The various land management agencies participate under the provisions of that bill so that while heretofore the Park Service had been receiving in the neighborhood of \$80 to \$82 million annually to rehabilitate our roads and bridges throughout the national park system—we maintain, as an example, over 8,000 miles of primary paved roads, and a large number of bridges. Under this new legislation, we would be receiving \$160 million annually over the next six years, to upgrade our roads throughout the park system. And the fourth area is the increase interest on the part of individuals and organizations, both profit and nonprofit, in making substantial donations to NPS for upgrading our park resources and facilities. There are a number of organizations that have contributed financially. As an example, we have a major preservation project underway at the Washington Monument. Private corporations have contributed to that. I also take a great deal of satisfaction, pleasure and pride in the fact that many thousands of individuals are registered as volunteers in the park. They actually join with the men and women of NPS on a daily basis contributing their own personal talents. That could be as curators of some of the artifacts, or providing interpretative services at the Vietnam Veterans' Memorial, or grooming horses for our ranger and park police mounted patrols. There really is a sense of interest, of dedication and caring on the part of the American people. They want to donate their own personal services and that is very gratifying.

JH: Bob, thank you so much. I know you are incredibly busy and I appreciate you taking the time to do this interview. Is there anything that you would like to add to what you have said?

RS: I would like to thank the OAH for its contributions to the program of NPS. Those contributions are deeply appreciated and we see a continuing, in fact, an expanded role for the association in cooperating with the programs of the Park Service. If we are to be diligent and forthright in our educational and interpretative program, we need the kind of scholarship that you and your fellow historians are bringing to NPS. We are very proud of the partnership and the agreement that we have with the OAH and look forward to continuing a fine relationship.

JH: Thank you Bob, very much. □

James O. Horton is the Benjamin Banneker Professor of History at George Washington University in Washington, D.C.

Focus on *Teaching*

Learning the Right Stories or Learning History? Developments in History Education in England

Peter J. Lee

History teaching has changed radically throughout Britain and Northern Ireland in the past thirty years, not just in what is taught, but in the way in which history education is conceived. Therefore when the Conservative Government phased in the history National Curriculum from 1991 onwards, it was imposed on already rapidly developing approaches to teaching and assessing history. However, both history teaching and the National Curriculum itself differ between the constituent parts of the UK, so I must begin with a disclaimer. I have no direct experience either of history teaching or the impact of the National Curriculum outside England. I will therefore confine my remarks to English history education.

Before the National Curriculum

The changes in history education in England in the past three decades have been profound and complex. There is space here only for a schematic commentary, not a history, and in attempting to give a coherent picture, my comments will focus on the positive. I hope that this does not give the impression that all is well in history education in England. In the period of innovation and rethinking from the late 1960s to the late 1980s, there were, of course, confusions and mistakes. But the gains were enormous, and when they were threatened, teachers fought to hold on to them.

The fundamental change in history education in England from the late 1960s was a shift from arguments about what *content* should be taught, to questions about what learning history should *mean*. Put crudely, in the late 1960s and early 1970s, teachers and examiners began to move away from arguing about issues such as British versus World history, and instead began to ask what students understood about the discipline of history. (I mention examiners, as well as teachers, because before the advent of the National Curriculum the key syllabuses for national examinations for students at the age of sixteen were set, as well as marked, by independent examination boards closely linked with universities.)

Of course, many have argued that students simply needed to remember the "key facts" and accounts produced by historians, and be able to reproduce them. But in practice, this was proving disastrous in four simple ways. First, the students didn't appear to be making much sense of the facts. Second, they quickly forgot them anyway. Third, they encountered different stories outside school, and often preferred those to the approved versions handed out in school. Fourth, they had no guides for thinking about history, or coping with competing stories about the past. Students thought history was easy, but useless and boring. And to cap it all, if anyone tried to get historians to agree on the 'key facts', they tended to go for each other's throats.

Teachers, examiners, and researchers discovered that many students were working with assumptions that tended to make the whole enterprise of history impossible. If a student believes, for example, that nothing can really be known about the past because "no one was there in those

days", then history can scarcely begin. To a student thinking like this, history is just a matter of opinion, and there is nothing more to be said.

What had been assumed to be a common-sense matter—that students simply learned whatever historians had discovered about the past—began to look much more complicated. It began to be clear that history was counter-intuitive. For young children and many adolescents, for example, the touchstone of "telling the truth" is a known past. In explaining why you got home late, you can say what really happened, or you can lie: either way, Mum seems to know. From this perspective, the past happened the way it did, we know it, and the truth is fixed by it. But, of course, *history* is not like that. The past is not a given, and is not available to act as a touchstone. Anything we say about the past is a construction more or less justified on the basis of whatever evidence we have. So, students learning history have to abandon their common-sense understandings (which work fine in everyday life) to make any sense of the discipline.

The same applies to other key ideas. Historians believe that people in the past were as smart as us, but had different ideas. For many students this assumption is reversed: people in the past had the same beliefs and values as we do, but were more stupid. If you think like this, then history becomes a catalogue of stupid actions carried out by mental defectives.

For reasons of this kind, attention shifted to students' second-order ideas: their notions of *evidence*, of *historical explanation*, of *change* and of *historical accounts*. These procedural or structural ideas were the basis of students' understanding of the discipline. It is important not to misunderstand this shift of emphasis. Popular polarities tended to pit "skills" against "knowledge," and assumed that changes in ideas about history teaching meant that "skills" were to be taught at the expense of historical knowledge. But this was a misconception: if students have no commitment to knowledge, they have not even *begun* to grasp what history is. Far from being downgraded, the acquisition of "knowledge" was treated seriously, it had to be grounded in an understanding of the *kind* of knowledge history is. As well as knowing facts about passages of the past, students needed to know about the different sorts of claims made by historians (for example, that explanations must be tested from singular statements of fact, or that the acceptability of a narrative is not guaranteed by the truth of its component statements). This was not a matter of learning "skills," and especially not generic skills like "analysis" or "critical thinking," but of beginning to understand how the particular discipline of history worked. Without such understanding, students could have no historical knowledge, merely beliefs.

A common complaint made by a vociferous minority of historians—without classroom experience or knowledge of research—was that students could not properly understand the terms *monarchy* or *peasant*, let alone grasp what historians do with evidence. So why was time being wasted on this kind of pretentious claptrap? Such complaints failed on two counts. First, they made the assumption (a strange one for historians) that it was easy to

understand a trifling little phenomenon like Magna Carta, but impossibly difficult to understand that historical claims were related to evidence. Second, they forgot that understanding is seldom "all or nothing". No doubt many historians learned some physics at school, but it is unlikely that they managed to grasp the ideas of physics at the same level as an Einstein or a Feynman. This presumably does not mean that their understanding of physics is no better than that of a five year-old. In any case, there is a growing body of research evidence (not least in the USA) tracking the development of student ideas about history. In England, for some history courses, those ideas began to be directly addressed in teaching and assessment.

The goal of the changes in English history education was not to produce mini professional historians. Rather, it was to equip students with an intellectual toolkit that gave them strategies for dealing with conflicting accounts of the past, instead of leaving them helplessly trying to make sense of what they otherwise would construe as opinions. (Replacing "opinions" with "interpretations" is not in itself enlightening, even if it sounds more impressive.)

This new goal also meant thinking about content in a different way. Content had to be organized so that students could understand how the discipline of history worked. For example, if they were to understand that the "same" events can have a different significance when historians are working on different time-scales, and not just because historians had "opinions" or "biases", then they had to study at least one long-running passage of history. An overview with a few clear organizing themes would replace an "outline history", which left students with pools of light in a tunnel of darkness. Depth studies would counter the danger of superficiality, but to do this they had to nest in the overview. Ideally, they would be organized by questions, not just titles. They would give room for detailed evidence work, and serious attempts to both give and test explanations.

A similar nesting structure, expanding from local, through national, to wider history (perhaps as far as world history) would allow students to understand how events can change in importance when there are shifts in the spatial dimension. Teachers did not object to British history, provided that it fit into a wider overview, and provided they were able to explore whatever was appropriate to the questions under consideration. In short it had to be *history*, not some package selected and designed to engineer what politicians thought best. The legitimate outcome of history in the schools is that students know and understand something of history as the past, and as a discipline. History teachers cannot simultaneously guarantee legitimate history and particular social outcomes, ensuring students become patriots or democrats. To do that, they would have to promise—should the outcome not be achieved—to "fix" the history in such a way as to achieve it.

Assessment would also have to change. Historical knowledge could not be construed as a sedimentary process in which later passages of the past were laid down on earlier ones from one school year to the next. Instead,

it would have to be thought of as metamorphic: as students' ideas about the *discipline* changed, so would the way they saw their knowledge of the past. This means it would be possible to think in terms of a progression of ideas in history, and to assess students in terms of their increasing understanding of the discipline.

The changes I've so crudely set out here were a result of teachers' reactions to a decline in the status of school history. Led by the Schools History Project (SHP), a combination of grass-roots teacher involvement and the powerful engine of national public examinations for sixteen year-olds, ensured the rapid spread of the new ideas. Between the early 1970s and late 1980s, SHP spread like a pyramid scheme through cluster-groups of teachers who tried its suggestions, found that they worked, built on them, and spread the word. Plenty of teachers resisted, others were worried by some aspects of SHP; but most of those who actually tried teaching the Project for themselves found that it had dramatic effects on student learning. Moreover, its flexibility and the interchange of teacher ideas it encouraged led to rapid development, abandoning some of the weaker elements, and sharpening the stronger ones.

As a result of the changes, students' judgement of school history changed. Strong research evidence showed that instead of being regarded as *easy*, but boring and useless, it was considered *hard*, but personally relevant.

After the National Curriculum

By the time the National Curriculum was introduced, teachers were unwilling to abandon what they had learned. The committee, carefully chosen by the Thatcher government, was put under strong pressure to reverse the impact of SHP, but instead more or less "went native". Although the new history curriculum laid down new programs of content, with strong emphasis on British history, everything was driven by an assessment system that set out a progression of students' ideas about the discipline. Progress would be measured by the way students marshaled content to give historical explanations, made sense of patterns of change, or assessed the validity of historical claims.

Americans following the English debate over the history curriculum in the media would recognize many of the arguments, even if they were fought out in a less democratic arena than in the U. S. "History Wars". The similarity is in some respects misleading, however, because the public debate in England failed to recognize what had happened to history in the schools. The public confrontations between historians, politicians and journalists assumed that there were two central issues. One was that there was a clash between "knowledge based" and "skills based" history in schools. The other was that there was a battle between "heritage" history, emphasizing the glories of Britain's past, and "bottom-up", women's or minority history, which did not. Pundits in the media spoke in authoritative tones about teaching methods of which they knew little, in classrooms they had never visited, adopting as tools for debate simplistic categories like "child centered" and "progressive". These terms are roughly equivalent to history students working with categories like "the middle class", or "the people". For most teachers such thinking was simple-minded. The issue was not whether students should know some history, of course they should; nor was it which version of the past students should learn (however noble or inclusive). The issue was whether they were to be taught *history*, so that whatever versions of the past they encountered, in school or out, they would have the understandings required to make

sense of them.

It is still too soon to judge the full effects of the National Curriculum. In its first version, history was compulsory for ages five through fourteen. Subsequent changes have weakened the position of history (along with other subjects like geography and technology). Unlike English, mathematics and science, history is not compulsorily tested at eleven or fourteen. The content laid down in the programs of study for five to eleven year-olds does not have to be met. However, a possible outcome of the consultation exercise now under way for the next round of revisions may be a reduction of content, coupled with a more formal requirement that the stipulated content is covered. A more damaging possibility is that current "reforms" may, through the introduction of compulsory "citizenship" courses, inadvertently threaten the survival of history in schools as a recognizable subject. Whatever decisions are made, it seems fair to say that the introduction of the National Curriculum has blunted the sense of purpose and excitement that earlier attempts to revitalize history had generated.

The danger is that the fundamental principle behind the changes in history education in England—that history is more important than any particular story or version of the past—may be eroded. While acquiring knowledge of the passages of the past, students must also be equipped with increasingly powerful ideas for understanding what kind of knowledge they are learning. This is not accomplished simply by critiquing multiple versions of the past. Students must be given a mental *apparatus* for doing this.

There is now a considerable body of research mapping student ideas about history. It indicates that some fourteen year-olds have a better grasp of the nature of historical accounts than some politicians and journalists. Research evidence shows that by age fourteen there are students (admittedly still a minority at this age) who already know that historical accounts are not just copies of the past, and understand that in choosing themes, time-scales, and questions, accounts carry appropriate criteria with them. These are powerful ideas, which do not leave their owners helplessly shrugging their shoulders in the face of alternative accounts. Political commentators who treat history stories as given, or alternatively insist that they be judged in terms of ownership rather than validity, are actually demanding that history education should stop at early adolescent conceptions. History and students both deserve better. □

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Please share your teaching ideas...

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▼ Gates / From 1

An agnostic about America's starry-eyed memories of the importance of the widespread disposal of free land in the growth of the nation's democratic order, Gates painstakingly described how Indian people lost their lands to Euro-Americans. In the best Progressive style he demonstrated how speculators, bankers, federal and state governments, railroads, and settlers competed for control of America's landed domain. His work, which he characterized as "largely devoted to the malfunctioning of an intended democratic system of land disposal," fundamentally reshaped our understanding of how the western United States developed within the orbit of a freewheeling capitalism that took few prisoners.

Gates was a single-minded professional whose work habits were extraordinary. He frequently was the first person in Cornell's Olin library in the morning and often among the last to leave at night—Saturday and Sunday included. He appeared there each day well into his nineties, writing his many books and articles in his fifth-floor study. His productivity and increasing recognition as the outstanding western historian of his generation resulted in many awards. He also served as president of the Mississippi Valley Historical Association (before it became the OAH) from 1961-62.

In the classroom, Gates taught undergraduate courses on the American West with a booming voice that frightened everyone within earshot, but particularly excelled as a graduate teacher and mentor. He directed twenty-three doctoral dissertations at Cornell, and his seminars were famous for their intensity, rigor and the superb work produced in them. Many of his students went on to distinguished careers of their own; several of them, like their mentor, attained the highest reaches of the profession. He encouraged his students to take interdisciplinary graduate fields ranging from agricultural economics and rural sociology, to government and city-regional planning.

Professor Gates chaired Cornell's History Department for ten years, from 1946 to 1956, with the same intensity and commitment to professionalism that he demonstrated in his scholarship and teaching. Always interested in public affairs, he was a lifelong activist, serving in the Agricultural Adjustment Administration of the New Deal, testifying as an expert witness in Indian land claim cases, helping lead the New York State branch of the Progressive Party in 1948, and speaking out in the cause of conservation. Closer to home he took the lead in the founding of a consumer cooperative in Ithaca, and served for many years as secretary of the Varna volunteer fire department.

Gates was married for more than sixty years to Lillian Cowdell Gates, whom he met in graduate school. Lillian pursued a scholarly career of her own, publishing several books and articles alone and in conjunction with her husband, while persistently fulminating against his inability to wait to drive with her to the library in the morning. They had four children and seventeen grandchildren. Lillian Gates died in 1990. He subsequently—in 1991—married Olive Lee, a retired college librarian, who survives him. □

—Allan G. Bogue

Fredrick Jackson Turner Professor of History Emeritus
University of Wisconsin, Madison

Margaret Beattie Bogue
Professor of History Emerita
University of Wisconsin, Madison

Walter LaFeber
Marie Underhill Noll Professor of American History
Cornell University

Joel H. Silbey
President White Professor of History
Cornell University

▼ Archibald / From 5

tutional initiative. The menu of a public history organization's offerings includes radio and television programming, Internet websites, musical programs, theater performances, topical tours, community forums, poetry and literature readings, publications, curriculum materials, nearly all of which require community collaborations for successful implementation. We give all institutional activities their priorities based on the same institutional mission, community-derived enduring issues, and institutional core values. This creates a consistency of message and results in programs and artifact-based exhibitions that reinforce each other and reach people who do not visit the museum, providing expanded opportunities for public conversation and examination from diverse perspectives of our historical burdens and legacies.

But exhibitions are central to the very definition of public history, especially for a history museum and its collections. Despite label verbiage, activity stations, computer terminals, and theatrical sets, good exhibitions are artifact-centered. Unlike much in our contemporary world, these artifacts are real, very real objects that unite every generation that has or will inhabit this planet. They are tangible symbols of a past for which we are the future, reminders that we are not the first humans to occupy these places. In them we can find the rudiments of our own world, evidence for change and for those things that never change, antidotes to a preoccupation with the present, proof that the long view is wise. We in the public history field can make an excellent case for what artifacts mean to us, to our audiences, and to the practice of history, and these are interpretations and perspectives that academic historians can recognize and even identify with, our fields being distinct but hardly mutually exclusive.

Good exhibits are evocative; that is, they stimulate emotions in visitors. This runs counter to the graduate school training that most historians receive. There, the task of the aspiring historian is to strive for scholarly objectivity. While historical facts are the bedrock of exhibitions, the personal engagement of visitors is an equally important objective. While visitor understanding of historical context is essential, so are empathy, concern, joy, sorrow, and sympathy. These emotions are indispensable to perceiving the world through the minds of others whether they have gone before us or are our contemporaries who interpret the meanings of the past differently. This ability to comprehend the world, or our own communities, from the perspectives of others with whom we share this place, is crucial to a mutual understanding that is the very basis of civic life. Without the engagement of visitor emotion, exhibitions are ineffective intellectual exercise. Our mission commits us to seek more than intellectual understanding. We and our visitors must also care, for only then can we truly participate in inclusive discussion toward both self-understanding and sympathetic comprehension of one another. Our exhibitions are to be an incentive to action, as is public history itself. □

Robert R. Archibald is president of the Missouri Historical Society in St. Louis.

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Conference 2000
Ames, Iowa**



Founded in 1907 by archivists and teachers as the Mississippi Valley Historical Association, the OAH looks to the past to build a new future. In 2000, the organization, in conjunction with Iowa State University Department of History, will host its first annual regional conference. This event remembers the OAH's origins and its long-established role as a professional organization serving many different American history constituencies. Its aim is to serve anew its members at community and four-year colleges and high schools, and those employed in government, museums, and the private sector as well as in major universities. The conference also seeks to encourage persons who will soon serve in these diverse capacities—graduate students—to get involved in professional activities early in their careers.

The regional conference will be held in Ames, Iowa, on the campus of Iowa State University, August 4-6, 2000. Focusing on the Midwest in two complimentary ways, the meeting seeks to bring together American historians located in the Midwest as well as those American historians studying the Midwest.

The meeting takes as its special charge a desire to reach members and other historians and graduate students who find it difficult to attend the national meeting held in the spring each year. To that end, the Midwestern conference will not replicate the annual meeting. Ames is a convenient, smaller, easy-to-navigate city and the conference benefits from the relatively inexpensive lodging and services offered there. The program will also differ from the national meeting. Considerably more attention will be devoted to the practice of history both in classrooms and in public settings. Fully a third of the sessions are to be devoted to professional development. Sessions on the latest historiographic approaches to historical problems as well as the most modern teaching strategies will be interlaced with more conventional presentations of new research.

To ensure that this goal is achieved, the program committee solicits paper and panel proposals. But it also reserves the right to round out the practical/professional development portion of the program by asking prominent historians—experts in the fields—to present specific historiographic and teaching papers in areas not adequately covered by submissions.

In keeping with recent OAH program practice, we encourage formats that promote discussion and participation, for example, roundtables and debates with up to five panelists. Also, we recognize that many of the constituencies that we seek to attract may have little experience putting together entire sessions. Therefore, we welcome individual paper submissions.

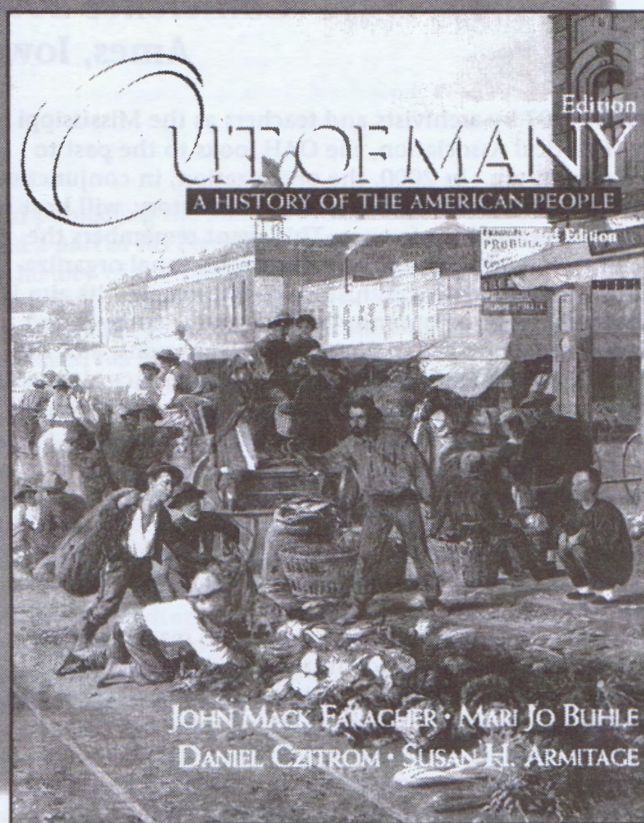
All proposals for individual papers, sessions, debates, and conversations should identify their format and specify participants. Each must contain a title page copied from the model (at left); a single-page c.v. for each participant; and an overall abstract of 500 words for multi-person sessions with 250-word abstracts for each paper (i.e., individuals submitting only a single paper proposal should provide an abstract of only 250 words). Again, we encourage proposals both for single papers and entire sessions.

Send five (5) copies of the entire proposal (including cover sheet) postmarked no later than 1 November 1999, to: MRC 2000 Program Committee, Department of History, 603 Ross Hall, Iowa State University, Ames, IA 50011-1202.

We also welcome volunteers to chair or comment at sessions, as assigned by the Program Committee. Send your c.v. and letter of interest directly to the OAH Office: MRC 2000, Organization of American Historians, 112 N. Bryan Avenue, Bloomington, IN 47408-4199. Inquiries may be e-mailed to mrc2000@oah.org

ORGANIZATION OF AMERICAN HISTORIANS Midwest Regional Meeting			COVER SHEET (Required for all proposals) Print or Type ONLY Ames, Iowa — August 4-6, 2000	
I. PROPOSAL FOR (Circle one)			2) Name:	
Session	Panel	Workshop	Department:	
Debate		Conversation	Institution:	
Single Paper (Include single paper title here):			Telephone:	E-mail:
II. SESSION/PANEL/WORKSHOP TITLE			Address:	
III. PROPOSER			Paper/Discussion Title:	
Name:			3) Name:	
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IV. CHAIR			Paper/Discussion Title:	
Name:			VI. COMMENTATOR	
Department:			Name:	
Institution:			Department:	
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Address:			Address:	
V. PRESENTER(S)			Paper/Discussion Title:	
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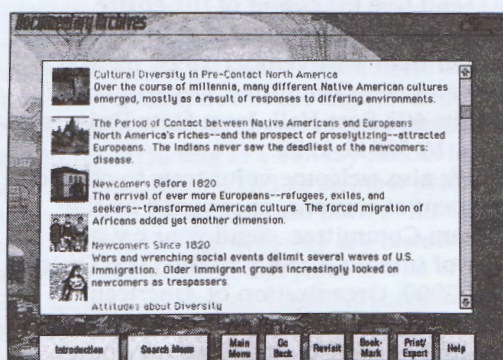
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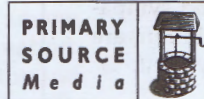
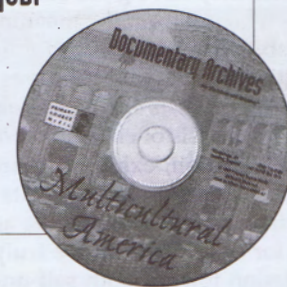
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Richard D. McKinzie Symposium: New Scholarship, New Approaches to Teaching, and New Partnerships

Dennis J. Merrill

Dick McKinzie was a gifted scholar and inspiring teacher at the University of Missouri-Kansas City (UMKC) for close to two decades. Above all, he was a populist who forged innovative partnerships between UMKC and the surrounding metropolitan area. During his tenure, he played a critical role in creating UMKC's PACE undergraduate program for working adults. He also founded our highly successful High School/College Dual Credit Program with area high schools. Shortly after Dick's death, the History Department joined with the College of Arts and Science Bernardin Lecture Fund and the OAH to launch the annual Richard D. McKinzie symposium. To commemorate Dick's commitment to making history a way of learning that is relevant to the present, each year the two day symposium addresses issues that carry enduring social, political, and cultural significance.

This year's symposium, "Against the Odds: African-American Empowerment in the Age of Jim Crow," examined the many ways in which African-American men and women have resisted racial oppression from the late nineteenth century to the present. OAH President William H. Chafe provided the keynote address on Thursday evening 25 February, entitled "Behind the Veil: African-Americans and Political Activity in the Era of Jim Crow." His lecture, a preview of his presidential address in Toronto, drew on a reservoir of oral history interviews to highlight how black North Carolinians, through direct and indirect means, battled racism during the early twentieth century. Following the talk, the audience—an eclectic crowd of

over 500 UMKC faculty and students, scholars and students from other universities and colleges across the Midwest, high school teachers, public history professionals, and the public—engaged Chafe in a spirited question and answer session.

Complementing Chafe the next day were Professor Tera W. Hunter (Carnegie Mellon University), who lectured on "Everyday Resistance and Organized Protests Among Domestic Workers in the New South," and Professor Leon Litwack of the University of California, Berkeley with "Trouble in Mind: African-Americans and Race Relations from Reconstruction to the 1990s." Hunter gave a captivating overview of her work on female domestic workers, labor activism, and African American leisure activity in urban Atlanta. After emphasizing the crushing power of racial injustice,

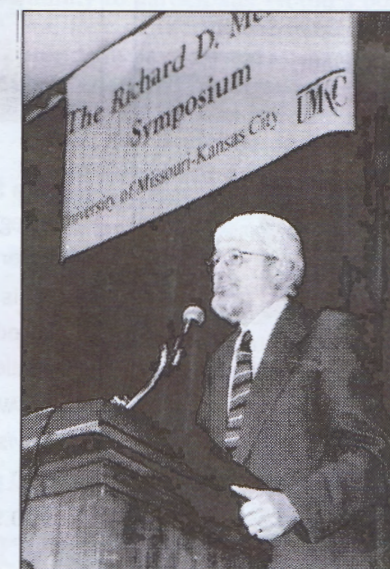
Litwack carried the analysis of black resistance forward through the 1990s. His lecture drew on musical lyrics, including many Rythm and Blues classics, and references to African-American humor to illustrate the struggle to maintain identity, community, and hope in the face of overwhelming odds.

A central component of the symposium were teaching workshops led by visiting OAH scholars and attended by secondary- and middle-school teachers from Kansas City and the surrounding area. These gatherings offered an opportunity to bring historians from different institutions and backgrounds together to learn about the past and exchange notes on the art of teaching. This year's workshops focused on broadening the classroom curriculum to emphasize the multiplicity of ways by which African Americans battled Jim Crowism. Each workshop accented the usefulness of primary sources, including oral history and popular culture artifacts, to engage students in the study of the past and empower them to ask original interpretive questions. Through the encounter, the secondary teachers gained an opportunity to interact with some of the nation's leading scholars and familiarize themselves with the most up-to-date research. As a result, they are undoubtedly better prepared

to teach college courses. At the same time, the visiting academics gained a better understanding of the teacher's world, and the challenges of integrating the new subject matter at the grass roots.

Prominent among the teachers present, this year and every year, are adjunct faculty from UMKC's High School-College Program, another crucial component of the McKinzie legacy. This program, entering its twentieth year, enrolls over 7,500 students in more than sixteen disciplines, and is taught by 220 highly-qualified adjunct instructors in fifty-five high schools throughout western Missouri. Since its inception in 1979, over 40,000 students have passed through the program and gained a head start on college. There are now over 40 teachers who have adjunct faculty status in the UMKC Department of History. Director Anna Larkin and coordinator William Stevens,

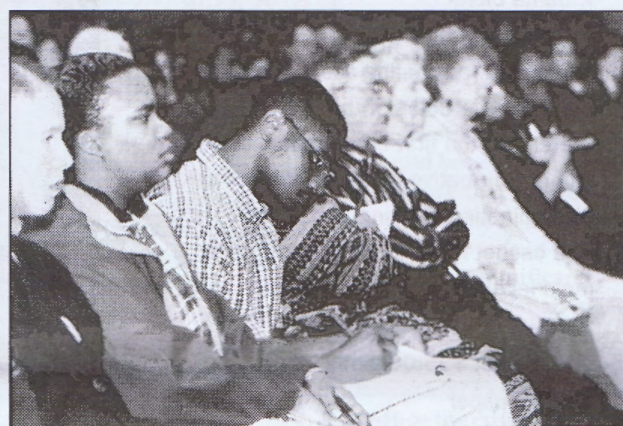
in cooperation with department chair Dennis Merrill, work with school superintendents, principals, and curriculum coordinators to identify high quality instructors who qualify for such appointment. These educators are in charge of delivering one of the introductory UMKC courses in American history or Western Civilization as part of the regular instructional assignments in their high-school classrooms.



OAH President and McKinzie Symposium speaker William Chafe

The McKinzie Symposium, now in its fourth year, offers a unique opportunity for building partnerships between history scholars and teachers at several levels. Past OAH presenters—including such distinguished historians as George M. Fredrickson, Darlene Clark Hine, Michael Kammen, Linda K. Kerber, Barbara Melosh, Vicki L. Ruiz, and Joe W. Trotter—have relished the opportunity to extend the OAH's reach more fully to the secondary level. Teachers and students, drawn from Kansas City's diverse metropolitan population, welcome the chance to address the important challenges of classroom history instruction. In all, the symposium is a fitting tribute to its namesake, Richard D. McKinzie. □

Dennis J. Merrill is chair of the history department at the University of Missouri, Kansas City.



Over five hundred participants attended William Chafe's Thursday evening keynote address.

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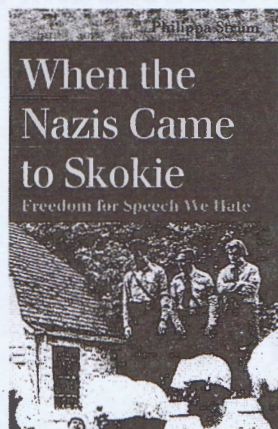
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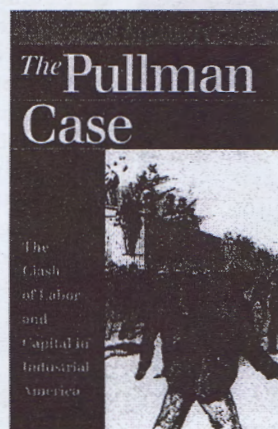
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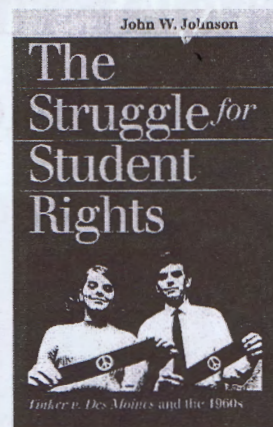
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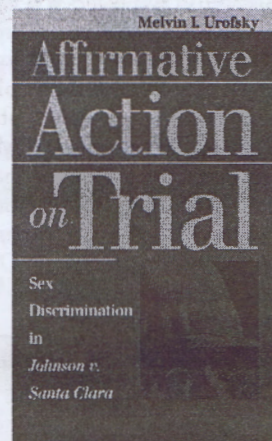
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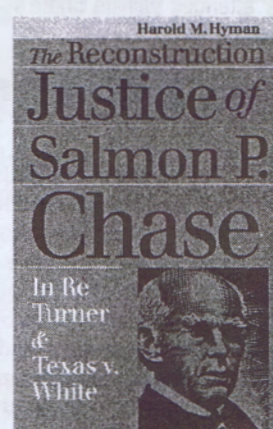
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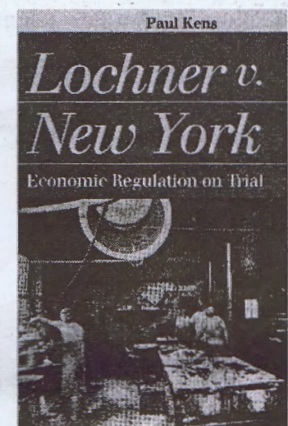
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News from the NCC

Capitol Commentary

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Director of the National Coordinating Committee for the Promotion of History



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Archivist Testifies on Budget

On 4 March 1999 Archivist John Carlin testified before the House Appropriations Subcommittee on Treasury, Postal Service, and General Government on the FY 2000 budget for the National Archives and the grants program of the National Historical Publications and Records Commission. The one-hour hearing was interspersed with periodic friendly banter and very substantive discussions.

Representative Jim Kolbe (R-AZ), the Chairman, presided, with Representatives Michael Forbes (R-NY), Steny Hoyer (D-MD), Ranking Minority Member, and David Price (D-NC) also in attendance. In his presentation, Carlin focused on a number of priorities for the coming year: providing assistance to agencies in addressing records management issues, meeting electronic records challenges, expanding access opportunities for the public and agencies, and preserving records that are at-risk. He stressed that the National Archives was requesting \$228 million, seven percent less than the funding level for FY 1999. This is because of the shift to charging fees to agencies for storage and servicing of records that are still in their custody. These terms apply to storage prior to the disposal of temporary records or the transfer of historically-significant records to the National Archives.

The question and answer period comprised most of the hearing. Representative Kolbe asked about the funding and plans for renovating the Archives I building on Pennsylvania Avenue. The FY 2000 budget includes a request for \$8.5 million to complete the repairs and renovation concept design and begin the preliminary work. The sixty-year old building has many electrical, heating, air conditioning, plumbing, and elevator systems that need major work. The plan also includes reconfiguration of entrance ways, exhibit halls, stack areas, and office space. The total cost of the renovation will be approximately \$94 million. Major work will occur during 2001-2003. During this period, the rotunda exhibit area will be closed to the public but the building will still be open to researchers for the servicing of approximately 700,000 cubic feet of records. While World War I and New Deal records now held at Archives I will be transferred to Archives II, Congressional records, Supreme Court records, and most pre-World War I military records will remain at Archives I.

Kolbe also asked whether the National Archives will be able to meet the declassification targets established by Executive Order 12958, and specifically asked what additional costs were associated with compliance with the Kyl amendment that passed in October. This amendment requires page-by-page review of records to prevent the inadvertent release of nuclear weapons information. Carlin responded that the FY 2000 budget included a \$6 million increase, partly to deal with Kyl amendment compliance. Representative Price thanked the Archivist and the subcommittee members for funding in FY 1999 that strengthened the grants program of NHPRC, and spoke of the importance of the work accomplished with NHPRC grants. Representative Hoyer asked about the develop-

ment of a new veterans' records center to reduce the time in responding to veterans' requests from several months to ten days or less time. Carlin said that progress was being made in this area. Hoyer then inquired about when Archives II would reach its capacity of storage space. Carlin said that they anticipate that in 2007 they will have no available storage space. A discussion of when plans need to begin for the expansion of Archives II followed. Hoyer closed by noting that while there had been controversy at the time of the Archivist's appointment, he now sensed that the National Archives was working well and stressed that Archives II was a state-of-the-art building, one of the best in the world.

NEH Council Meets

On 23 March 1999, the National Council on the Humanities met in an open session that featured presentations by Richard Riley, Secretary of Education; Jane Murray, a scholar from an MIT; and Mike Bagley of the NEH. Introducing Secretary Riley, Bill Ferris, the Chairman of NEH, noted that the humanities comprise two-thirds of the curriculum for grades K-12. In his talk, Riley stressed that this Administration has made education a priority, and that the goal of promoting education is enhanced by partnerships between agencies, foundations, and corporations. Riley emphasized the need to help teachers use the new technologies to teach the humanities, which is also one of NEH's priorities. This theme led into the presentation by Janet Murray, who is a Senior Researcher at MIT's Center for Educational Computing Initiatives. She presented an overview of how teachers are using new technologies in the classroom and reported positive results. However, she stressed that we are in the early stages of using new computing technology and that necessarily has meant dealing with new problems and developing a new vocabulary for talking about how we use technology in teaching. She predicted even greater changes in the years ahead.

Mike Bagley, the Head of the NEH Office of Governmental Relations, provided an overview of the Congressional situation regarding reauthorization and appropriations. He stated that he expected no action this year on the reauthorization front, and thus he anticipated that NEH would, as it has in the last several years, receive a one-year reauthorization as a part of the appropriation process. There are indications, he said, that the Congressional leadership is very eager this year to keep the budget and appropriation process on track and to avoid the delays of previous years. The mark up in the House for the Interior Appropriations Subcommittee bill, which includes NEH, could come as early as mid-May. Regarding the Administration's request for an increase from \$110.7 million to \$150 million in 2000, Bagley reported that Bill Ferris has been having good first round, one-on-one visits with members of the appropriations subcommittees, and he was optimistic about the possibilities of an increase.

National Historic Trails

Several bills have been introduced in the 106th Congress that amend the National Scenic and National Historic Trails Law, Title 16, Section 1244 of the U.S. Code. This law identifies seventeen designated national trails, sets forth the qualifications and process for designation, and lists thirty-six other trails that are considered for inclusion. S. 366 would elevate the El Camino Real de Tierra Adentro trail from the study status to an officially

designated national historic trail. This trail was the primary route between the colonial Spanish capital of Mexico City and the provincial capitals and would include the 404 mile-long trail from the Rio Grande near El Paso, Texas to the present San Juan Pueblo in New Mexico.

The Star-Spangled Banner National Historic Trail Study Act, S. 441, calls for a study of the trail tracing the route of the British invasion of Maryland and the District of Columbia during the War of 1812, as well as the route of the American defense. The purpose of the study is consideration for eventual designation as a national historic trail.

President's Commission on Women In American History Makes Recommendations

On 15 March, the President's Commission on the Celebration of Women in American History fulfilled their mandate (as established in Executive Order 13090) by issuing a report and recommendations on ways to best commemorate women in American history. Ann Lewis, White House Director of Communications, and Beth Newburger, Associate Administrator of Communication at the General Services Administration, who co-chaired the Commission, held open meetings across the country to hear testimony from a broad range of citizens interested in strengthening an understanding of women's past. The recommendations represent a distillation of the hundreds of ideas presented to the Commission.

The Commission outlined their recommendations under three initiatives: a national agenda, a community agenda, and women's history in the nation's capital. Under the national agenda the recommendations included the promotion of traveling exhibits, building a national women's history umbrella website, and developing how-to resources for promoting women's history. The Community Agenda, which listed ten ideas for celebrating women's history in local communities, included such initiatives as preserving buildings and records associated with women's past and developing new programs in schools and public areas for telling women's stories.

The final recommendation focused on women's history in the nation's capital and called for the designation in Washington, DC of a women's history site. A national event will also be held in March 2000 to celebrate the changes in women's lives during the last century and make a commitment to even greater change and opportunity in the next. While the Commission recommended "a focal point for women's history in our nation's capital," it noted that several solutions for a presence in Washington had been suggested and concluded that "however the focal point is chosen, we recommend that it serve as a destination for families who visit the capital to learn about our nation's history and be linked through technology with sites and resources around the country."

NHPRC

The National Historical Publications and Records Commission met on 24 February and recommended that the Archivist make grants totaling \$3.8 million for sixty-two projects. These include up to \$425,000 for one electronic records project, \$2 million for thirty-eight documentary editing projects, \$23,200 to support the "Twenty-eighth Institute for the Editing of Historical Documents," up to \$922,436 for sixteen access projects, \$199,900 for a planning project for the Congressionally directed grant to the Center for Jewish History, and \$171,500 for archival and editing fellowships. The propos-

The National Historical Publications and Records Commission met on February 24 and recommended that the Archivist make grants totaling \$3.8 million for 62 projects. These include up to \$425,000 for one electronic records project, \$2 million for 38 documentary editing projects, \$23,200 to support the 28th Institute for the Editing of Historical Documents, up to \$922,436 for 16 access projects, \$199,900 for a planing project for the Congressionally directed grant to the Center for Jewish History, and \$171,500 for archival and editing fellowships. The proposal that generated the most discussion was the one electronic records project, which focuses on enabling representatives from outside the federal government to participate in international electronic records meetings. The Commission expressed support for the development of a documentary publication project for the papers of Eleanor Roosevelt with the suggestion that it be based on multiple teams working on different periods of her life—before, during, and after the White House years.

Update on Declassification

On 5 March the Department of Defense Records Declassification Advisory Panel met. One of the major items on the agenda was a discussion of the effects of the Kyl Amendment on declassification efforts. The Kyl amendment refers to a provision in the National Defense Authorization Act for Fiscal Year 1999 passed last October that requires that all records that have a strong likelihood of containing Restricted Data, that is nuclear weapons design information, have a visual page-by-page inspection prior to being declassified. On 1 February, Bill Richardson, the Secretary of Energy, responded to the legislation by forwarding to Congress an implementation plan to prevent the inadvertent release of records containing classified nuclear weapons. The plan outlines a program for training other agencies' reviewers to identify "restricted data," provides guidance to agencies, initiates a process for monitoring the reviews, and establishes a time table

for implementing the plan. It estimates the costs of implementing the plan at \$8.54 million in FY 1999 and \$6.1 million in 2000.

A representative of the Department of Energy told the Advisory Committee that implementation of the Kyl Amendment will prevent the Department of Energy from meeting the goals of Executive Order 12958 of having all but the most sensitive historically significant records over 25 years old declassified by April 2000. He also noted that it will curtail reviews of Freedom of Information Act requests. However, the representative of the U.S. Army's declassification program said that the Kyl Amendment would have little impact on their program because they have always done page-by-page reviews. He noted that the Army has reviewed 41.8 million pages for declassification in the last 18 months, and that 74 percent of the material reviewed had been opened. The Army anticipates very shortly being able to review 1 million pages a week. The Air Force and Navy representatives also voiced the view that the Kyl Amendment was very time-consuming and was running up the costs of declassification. Throughout the discussion there were suggestions that the Administration may be considering extending the April 2000 deadline for implementation of the Executive Order.

The Advisory Panel also discussed the difficulties involved in declassifying a document that contains the classified information of several agencies. Gerhard Weinberg, a professor of history at the University of North Carolina and a member of the advisory panel, urged that in developing procedures for handling documents in which several agencies have controlling interests in the final declassification decision that the age of a document be taken into account. He also recommended that older documents, some created 30 and 40 years ago, be handled in a more expedited manner. In conversations following the meeting, Weinberg stressed that all of the big national security leaks had occurred in the 1980s when the government was making every effort to keep every-

thing secret. In light of the recent allegations of China's covert efforts in the 1980s to acquire American nuclear weapons technology, Weinberg stressed that our security resources are spread too thinly and that instead of re-reviewing millions of very old records on a page-by-page basis that more attention should be paid to protecting the security of the most sensitive information. This approach of building high fences around the most sensitive material instead of low fences around all sensitive material is one strongly supported by the historical profession.

Rehabilitation of Historic Homes

On March 17 Representative Clay Shaw (R-FL) introduced H.R. 1172, the Historic Homeownership Assistance Act, and the following day Senator John Chafee (R-RI) introduced S. 664, a parallel bill. In his introductory statement Chafee noted that this legislation is patterned after the existing Historic Rehabilitation Investment Tax Credit which has been enormously successful in stimulating private investment in preserving historic buildings across the country. But he noted that the existing tax credit legislation has barred homeowners, a major constituency, from using the tax credit.

This bill would amend the IRS code to provide credit against income tax to individuals who rehabilitate historic homes or who are first purchasers of rehabilitated homes, if the building is individually listed on the National Register of Historic Places or on a nationally certified state or local historic register and if the rehabilitated home serves as the principal residence. The bill would provide a credit to homeowners equal to twenty percent of the qualified rehabilitation expenditures, with the ceiling of \$40,000 for the maximum tax credit that could be received. The historic preservation community strongly endorses this legislation and urges those who support this bill to encourage their members of Congress to become cosponsors. □



UNIVERSITY OF MISSOURI-ST. LOUIS MERCANTILE LIBRARY ENDOWED PROFESSORSHIP IN TRANSPORTATION STUDIES

The University of Missouri-St. Louis invites nominations and applications for the Mercantile Library Endowed Professorship in Transportation Studies. "Transportation Studies" is broadly conceived to encompass the aesthetic, social and economic dimensions of transportation and westward expansion in the United States in the nineteenth and twentieth centuries. The University is particularly interested in identifying candidates with a demonstrated capacity for interdisciplinary scholarship and with research interests compatible with the Mercantile Library's collections.

The St. Louis Mercantile Library moved to the UM-St. Louis campus during the summer of 1998. It was established in 1846 as the first library west of the Mississippi. The core collection of 210,000 volumes covers Western Americana, world travel and exploration, the history of the natural sciences, and the history of technology. The Barriger Collection focuses on American railroad history and includes 40,000 books, primary manuscript documents, and photographs. The Pott Waterways Collection of 2,500 books and an extensive number of photographs covers United States river and inland waterways histories. In addition, the St. Louis Mercantile Library's special collections house various research collections including the archives of the Mercantile Library, the clipping and photo files (morgue) of the St. Louis Globe Democrat newspaper, historical newspapers, rare book and art collections, and original manuscripts.

UM-St. Louis is a public, urban, land grant institution committed to basic and applied research, teaching, and service. Located on an attractive suburban campus in the state's largest metropolitan area, the university is the region's public research institution. Current enrollment is 16,000.

We seek an established scholar with recognized achievements in research and evidence of excellence in teaching. He or she should qualify for a tenured appointment as a Full Professor. While an historical emphasis in research related to westward expansion is expected, the successful applicant will be associated with the newly established Center for Transportation Studies and will be tenured in one or more of the following departments: Anthropology, Art and Art History, Economics, English, History, or Political Science. The successful candidate will receive summer research support through an eleven-month contract with the University.

Initial review of applications will begin in October, 1999. The position has a starting date of August, 2000. Letters of interest should summarize qualifications and relevant experience, and should include a complete resume as well as the names, addresses, and telephone numbers and e-mail addresses of five references. Preliminary inquiries should be addressed to Professor Mark A. Burkholder (314) 516-5680; e-mail: hismburk@jinx.umsi.edu.

Nominations and applications should be sent to Professor Mark A. Burkholder, Chair of Search Committee, Department of History, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121-4499. The University of Missouri-St. Louis is an equal opportunity/affirmative action employer committed to excellence through diversity.

Audiotape Order Form

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

April 22 – 25, 1999

A Live Recording by
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Complete session titles may be found in the 1999 OAH Annual Meeting Program

TITLE	CODE	PRICE		QTY	TOTAL
		US	CDN		
<u>Thursday, April 22</u>					
<input type="checkbox"/> Borders That Divide and Connect	005/006	\$20.00	\$30.00		
<input type="checkbox"/> The American Century	010/011	\$20.00	\$30.00		
<input type="checkbox"/> Oral Traditions	015/016	\$20.00	\$30.00		
<input type="checkbox"/> Maternalist Social Policy	020/021	\$20.00	\$30.00		
<input type="checkbox"/> Creating and Crossing Racial	025/026	\$20.00	\$30.00		
<input type="checkbox"/> Sex and Food	030/031	\$20.00	\$30.00		
<input type="checkbox"/> Restructuring the North American City	35/036	\$20.00	\$30.00		
<input type="checkbox"/> Abraham Lincoln: New Perspectives	040/041	\$20.00	\$30.00		
<input type="checkbox"/> The Scopes Trial Revisited	045/046	\$20.00	\$30.00		
<input type="checkbox"/> The Child and the State	050/051	\$20.00	\$30.00		
<input type="checkbox"/> New Perspectives on Antebellum	055/056	\$20.00	\$30.00		
<input type="checkbox"/> Visions of the Future: Religion,	060/061	\$20.00	\$30.00		
<input type="checkbox"/> Racial Change at the Local Level	065/066	\$20.00	\$30.00		
<input type="checkbox"/> Public/Private Definitions of American	070/071	\$20.00	\$30.00		
<input type="checkbox"/> New Perspectives on Feminism	080/081	\$20.00	\$30.00		
<input type="checkbox"/> Globalization and the Impact of American	090/091	\$20.00	\$30.00		
<input type="checkbox"/> African Americans and Issues of Race	095/096	\$20.00	\$30.00		
<input type="checkbox"/> American Economic Policy Making	100/101	\$20.00	\$30.00		
<input type="checkbox"/> Making Men, Making the Nation	105/106	\$20.00	\$30.00		
<input type="checkbox"/> Conversation–Perspectives on Chicano/a History	110/111	\$20.00	\$30.00		
<input type="checkbox"/> Another Interwar Period?	115/116	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – The Local as	120/121	\$20.00	\$30.00		
<input type="checkbox"/> Historical Perspectives on Law Enforcement	130/131	\$20.00	\$30.00		
<input type="checkbox"/> Imagined Southerners: Nationalism, Identity,	135/136	\$20.00	\$30.00		
<input type="checkbox"/> Race and Labor in the Cane Fields	140/141	\$20.00	\$30.00		
<input type="checkbox"/> Boundaries Between Public Opinion	145/146	\$20.00	\$30.00		
<input type="checkbox"/> Contesting American Foreign Policy	150/151	\$20.00	\$30.00		
<input type="checkbox"/> Roundtable – The Work of Joan Jensen	155/156	\$20.00	\$30.00		
<input type="checkbox"/> Women and Public Health	160/161	\$20.00	\$30.00		
<input type="checkbox"/> New Interpretations of the 1960s	165/166	\$20.00	\$30.00		
<input type="checkbox"/> The State and Urban Development	170/171	\$20.00	\$30.00		
<input type="checkbox"/> Internationalizing American History	180/181	\$20.00	\$30.00		
<u>Friday, April 23</u>					
<input type="checkbox"/> Race by Association: White Racial Projects	190/191	\$20.00	\$30.00		
<input type="checkbox"/> Editing Historical Journals in Canada	195/196	\$20.00	\$30.00		
<input type="checkbox"/> The Problem of Slavery in the Early Republic	205/206	\$20.00	\$30.00		
<input type="checkbox"/> From Draft Resistance to Gay Liberation	210/211	\$20.00	\$30.00		
<input type="checkbox"/> Agnostic Religion/Agnostic Science	215/216	\$20.00	\$30.00		
<input type="checkbox"/> Travel, Tourism and the Construction	220/221	\$20.00	\$30.00		
<input type="checkbox"/> Military Aspects of State Development	225/226	\$20.00	\$30.00		
<input type="checkbox"/> The State and the Experts	235/236	\$20.00	\$30.00		
<input type="checkbox"/> Generations of Women’s History	240/241	\$20.00	\$30.00		
<input type="checkbox"/> Rethinking Postwar American History	245/246	\$20.00	\$30.00		
<input type="checkbox"/> The Canadian Families Project	260/261	\$20.00	\$30.00		
<input type="checkbox"/> Popular Culture/Cultural Politics	265/266	\$20.00	\$30.00		
<input type="checkbox"/> Elitism and Democracy	270/271	\$20.00	\$30.00		
<input type="checkbox"/> Freedmen, Freedwomen, and the State	280/281	\$20.00	\$30.00		
<input type="checkbox"/> Disability, Subjectivity, and Citizenship	285/286	\$20.00	\$30.00		
<input type="checkbox"/> How “Public” is Public Health?	290/291	\$20.00	\$30.00		
<input type="checkbox"/> The Civil Rights Movement in New York City	295/296	\$20.00	\$30.00		
<input type="checkbox"/> Regulating Sex in the Public Sphere	300/301	\$20.00	\$30.00		
<input type="checkbox"/> Transcendentalism and Reform	305/306	\$20.00	\$30.00		
<input type="checkbox"/> Frontier Outposts of the Atlantic World	310/311	\$20.00	\$30.00		
<input type="checkbox"/> Roundtable – Self and Identity	315/316	\$20.00	\$30.00		

TITLE	CODE	PRICE		QTY	TOTAL
		US	CDN		
<input type="checkbox"/> Roundtable – Congress in the Twentieth Century	320/321	\$20.00	\$30.00		
<input type="checkbox"/> Whose Law Governs? Jurisdictional Tangles	330/331	\$20.00	\$30.00		
<input type="checkbox"/> Immigrants Encounter the State	335/336	\$20.00	\$30.00		
<input type="checkbox"/> Canadian History and National Identity Debates	340/341	\$20.00	\$30.00		
<input type="checkbox"/> Comparative Perspectives on Ethnic Transitions	345/346	\$20.00	\$30.00		
<input type="checkbox"/> What Community College Historians Do	350/351	\$20.00	\$30.00		
<input type="checkbox"/> Resistance and Mobility	360/361	\$20.00	\$30.00		
<input type="checkbox"/> Interracial Sex, Racial Identity	365/366	\$20.00	\$30.00		
<input type="checkbox"/> Assessing Affirmative Action	370/371	\$20.00	\$30.00		
<input type="checkbox"/> Food as a Medium for Social Power and Change	375/376	\$20.00	\$30.00		
<input type="checkbox"/> Re-Reading Jane Jacob's <i>The Death and</i>	380/381	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – New Perspectives in Labor History	385/386	\$20.00	\$30.00		
<input type="checkbox"/> Historical Constructions of Gay Male Sexuality	390/391	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – The Fiftieth Anniversary of the	400/401	\$20.00	\$30.00		
Saturday, April 24					
<input type="checkbox"/> Don't You Forget About Us: Teaching	405	\$10.00	\$15.00		
<input type="checkbox"/> Nature in the Classroom	410	\$10.00	\$15.00		
<input type="checkbox"/> Implementing State Standards in History	415	\$10.00	\$15.00		
<input type="checkbox"/> The Art of the Lecture	420/421	\$20.00	\$30.00		
<input type="checkbox"/> Immigrant Narratives: Germans, Italians,	425/426	\$20.00	\$30.00		
<input type="checkbox"/> Abortion Debates, Gender and National Identities	430/431	\$20.00	\$30.00		
<input type="checkbox"/> Engendering U.S. History	435/436	\$20.00	\$30.00		
<input type="checkbox"/> Cold War Intelligence	440/441	\$20.00	\$30.00		
<input type="checkbox"/> The Racial Politics of Art and Nation in the 1930s	445/446	\$20.00	\$30.00		
<input type="checkbox"/> Exercising Power Through Memory	450/451	\$20.00	\$30.00		
<input type="checkbox"/> Rethinking the "Margins" of U.S. Colonial History	455/456	\$20.00	\$30.00		
<input type="checkbox"/> Urban Crises in San Francisco	465/466	\$20.00	\$30.00		
<input type="checkbox"/> Industrialized Spectatorship	470/471	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – Building Bridges	475/476	\$20.00	\$30.00		
<input type="checkbox"/> Pan-Africanism and American Empire	480/481	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – The Web of Narrative	485/486	\$20.00	\$30.00		
<input type="checkbox"/> The Conception of Anglo-American Proprietary	490/491	\$20.00	\$30.00		
<input type="checkbox"/> College Students as Producers?	495	\$10.00	\$15.00		
<input type="checkbox"/> Capturing the History of a Neighborhood	500	\$10.00	\$15.00		
<input type="checkbox"/> Policy and Politics	515/516	\$20.00	\$30.00		
<input type="checkbox"/> Graduate Students and the OAH	520/521	\$20.00	\$30.00		
<input type="checkbox"/> With the Vote: Women in Partisan Politics	525	\$20.00	\$30.00		
<input type="checkbox"/> Deviance and the State: Local Social Programs	530/531	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – Sexuality and the State	535/536	\$20.00	\$30.00		
<input type="checkbox"/> Complicating the Color Line: New Perspectives	540/541	\$20.00	\$30.00		
<input type="checkbox"/> First Ladies in the Age of the Imperial Presidency	545/546	\$20.00	\$30.00		
<input type="checkbox"/> New Frontiers in Minority History	550/551	\$20.00	\$30.00		
<input type="checkbox"/> Art For Whose Sake? Art and State Cultural	560/561	\$20.00	\$30.00		
<input type="checkbox"/> Working-Class Woman	565/566	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – Under the Scholar's Cap	570/571	\$20.00	\$30.00		
<input type="checkbox"/> The Civil Rights Struggle and the Cold War	575/576	\$20.00	\$30.00		
<input type="checkbox"/> James T. Lemon's <i>Liberal Dreams and Nature's</i>	585/586	\$20.00	\$30.00		
<input type="checkbox"/> A Teaching Unit on Asian Immigration to the U.S.	590	\$10.00	\$15.00		
<input type="checkbox"/> Online Local History: The Electronic Oberlin	595	\$10.00	\$15.00		
<input type="checkbox"/> Studying World's Fairs as Representations of	600	\$10.00	\$15.00		
<input type="checkbox"/> Using Primary Sources to Meet the National	610	\$10.00	\$15.00		
<input type="checkbox"/> Conversation – African Canadian History	620/621	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – What Do Military and Cultural	630/631	\$20.00	\$30.00		
<input type="checkbox"/> Part-Time Teaching and the State of the	635/636	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – Votes for Women: Recent	640/641	\$20.00	\$30.00		

CONTINUED ON NEXT PAGE ►

Audiotape Order Form (continued)

TITLE	CODE	PRICE		QTY	TOTAL
		US	CDN		
<input type="checkbox"/> Literacy Constructions of Cultural Identity in	645/646	\$20.00	\$30.00		
<input type="checkbox"/> Rethinking the NAACP: Civil Rights Struggles	650/651	\$20.00	\$30.00		
<input type="checkbox"/> Fragmentation, Authenticity, and Modernity	655/656	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – Sovereignty and Nationhood	660/661	\$20.00	\$30.00		
<input type="checkbox"/> Into Our Pasts: Historical Scholarship on the	665/666	\$20.00	\$30.00		
<input type="checkbox"/> The Old and the New Lefts in a Comparative	670/671	\$20.00	\$30.00		
<input type="checkbox"/> Chicago and Popular Culture	675/676	\$20.00	\$30.00		
<input type="checkbox"/> The <i>Journal of American History</i>	680/681	\$20.00	\$30.00		
<input type="checkbox"/> Consumption and Identity Formation in the	685/686	\$20.00	\$30.00		
<input type="checkbox"/> After Emancipation and Before Jim Crow	690	\$10.00	\$15.00		
<input type="checkbox"/> From the Classroom to the Exhibit Hall	695	\$10.00	\$15.00		
<input type="checkbox"/> Integrating United States History and World	700	\$10.00	\$15.00		
<input type="checkbox"/> Looking Beyond Race: Rurbanity, Economics	705/706	\$20.00	\$30.00		
<input type="checkbox"/> The State, Labor, and World War II in Canada	710/711	\$20.00	\$30.00		
<input type="checkbox"/> Diffusing the State: Internationalizing America	715/716	\$20.00	\$30.00		
<input type="checkbox"/> Conversation – Women, Science and Medicine	720/721	\$20.00	\$30.00		

TITLE	CODE	PRICE		QTY	TOTAL
		US	CDN		
<u><i>Sunday, April 25</i></u>					
<input type="checkbox"/> Planning, Selling and Consuming Spaces	725/726	\$20.00	\$30.00		
<input type="checkbox"/> Workshop – Cinema in the History Classroom	735/736	\$20.00	\$30.00		
<input type="checkbox"/> McCarthyism at Home and Abroad	740/741	\$20.00	\$30.00		
<input type="checkbox"/> Antebellum Women Writers and the Political	745/746	\$20.00	\$30.00		
<input type="checkbox"/> Interrogating Racial Identity and Interracial	750/751	\$20.00	\$30.00		
<input type="checkbox"/> Urban Prohibitions: Social Control in the	755/756	\$20.00	\$30.00		
<input type="checkbox"/> Roundtable – Mothers, Work, and Social Policy	760/761	\$20.00	\$30.00		
<input type="checkbox"/> Political Culture and Urban Space in the Era of	765/766	\$20.00	\$30.00		
<input type="checkbox"/> Transnationalism and American Life	770/771	\$20.00	\$30.00		
<input type="checkbox"/> Southern Manhood in Black and White	780/781	\$20.00	\$30.00		
<input type="checkbox"/> New Research in Asian American History	785/786	\$20.00	\$30.00		
<input type="checkbox"/> Complete Set of Conference tapes					
(includes storage album)	CON	\$1495	\$2249		
<input type="checkbox"/> Additional storage albums (8 tape capacity)			\$4.00		
<input type="checkbox"/> Additional storage album (16 tape capacity)			\$7.00		

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Woodrow Wilson National Fellowship Foundation Launches Three Programs to Broaden Career Prospects of Humanities Ph.D.

The Woodrow Wilson National Fellowship Foundation (WWNFF) announced that it is inaugurating three programs to expand job opportunities for those receiving Ph.D. degrees in the humanities. These new initiatives—the Woodrow Wilson Innovation Awards; the Woodrow Wilson Practicum Grants; and the Wood-

row Wilson Postdoctoral Program—reward imaginative thinking by universities, corporate employers, and doctoral students, for exploring careers beyond academe.

- Innovation—Does the program use imaginative and creative approaches to engage Ph.D. students in the world beyond the academy?
- Impact—Does the program address specific needs

of leaders from within and beyond the academy, according to the following criteria:

- Innovation—Does the program use imaginative and creative approaches to engage Ph.D. students in the world beyond the academy?
- Impact—Does the program address specific needs

gram matches outstanding humanities Ph.D. students and recent graduates with meaningful and fulfilling career opportunities in professions outside of college teaching and research. To accomplish this, the Foundation is currently in conversation with companies and organizations ranging from consulting firms to cultural institutions, from technology start-up companies to secondary schools, regarding employment possibilities.

The deadline for companies and organizations that are interested in participating is **1 September 1999**. A list of available positions will be announced this fall. Interested students must submit an application to the Foundation by **12 November 1999** in order to be considered.

Positions will:

Broadly make use of the person's advanced training in the Humanities.

- Be at an appropriate responsibility level and starting salary for a person with a graduate degree.
- Provide professional development opportunities to learn new skills
- Have the possibility of leading to a permanent position.

The participating companies and organizations will make the final decision about who they interview and hire. If no applicant fulfills the requirements of an offered position, the company is not obliged to hire anyone. Employers will be responsible for paying these scholars a fair salary, with appropriate benefits. They also will be responsible for all costs associated with interviewing candidates.

For additional information, please go to <<http://www.woodrow.org/phd/>> or contact The Woodrow Wilson National Fellowship Foundation CN 5281, Princeton NJ 08543-5281 Tel: (609) 452-7007; Fax: (609) 452-0066 □

News of the Profession

row Wilson Postdoctoral Program—reward imaginative thinking by universities, corporate employers, and doctoral students, for exploring careers beyond academe.

Details on the three new programs

Woodrow Wilson Innovation Awards. The Foundation will present up to three \$10,000 awards annually to recognize and support departments and programs in humanities disciplines that encourage Ph.D. students to interact with the world outside the academy as part of their graduate training. Applications will be accepted through 15 May 1999 and awards will be announced in September.

Examples of initiatives may include community or corporate partnerships, internships and other career development projects, as well as curricular or pedagogical innovations. Departments, programs, and other academic units are eligible to apply. Groups of departments are also eligible.

Proposals are now being accepted for these awards and will be evaluated by a national committee comprised

within the institution or larger community?

- Commitment—How strongly has the institution given its support to the project? Does the project have the potential to effect change in the culture of the institution? Can it serve as a replicable model?

Woodrow Wilson Practicum Grants. The WWNFF will award grants of up to \$1,500 to support Humanities Ph.D. graduate students who use their disciplinary knowledge in a non-academic setting, such as a corporate or not-for-profit internship. Applications are now being accepted and reviewed on an ongoing basis.

Those eligible to receive these grants must be citizens or permanent residents of the United States and Canada who are current Ph.D. candidates in the following fields: American Studies, Art History, Classics, Comparative Literature, Cultural Anthropology, English Literature, Foreign Language and Literature, History, History and Philosophy of Science, Musicology, Philosophy, Political Philosophy, and Religious Studies.

Woodrow Wilson Postdoctoral Program. This pro-

Kennedy Assassination Board Receives Madison Award

The board members and congressional authors of the President John F. Kennedy Assassination Records Review Board have been named recipients of the 1999 James Madison Award, sponsored by the Coalition on Government Information. Coalition members include the American Library Association, the Society of Journalists and Authors, the National Security Archive and others who share a concern for open public access to government information.

This is the tenth anniversary of the awards, which honor those who have championed, protected, and promoted

The Coalition on Government Information announces the winners of its 1999 James Madison Award

public access to government information and the public's right to know. The awards are presented annually on Freedom of Information Day observed March 16, the anniversary of the birth date of fourth President James Madison, author of the Bill of Rights.

"The Coalition on Government Information is proud to recognize the members of Congress who identified the paramount need for this work in authorizing the JFK Assassination Records Review Board, and the five members of the Review Board who ably carried out their charge in collecting and releasing to the public this important material," said Daniel O'Mahony, chair of the coalition and Brown University librarian.

This year's Madison Awards were presented on 16 March at a day-long conference, "Access to Information: Strategies and Solutions", sponsored by The Freedom Forum in cooperation with the American Library Association.

On the program were Roslyn Mazer, U.S. Department of Justice; Peter S. Prichard, president, The Freedom Forum; Gary Bass, of OMB Watch; Jane Kirtley, executive director of the Reporters Committee; Ann K. Symons, president of the American Library Association; representatives of the assassination review board and others seeking to protect public access to government information.

The JFK Assassination Records Review Board was established by Congress in 1992 (P.L. 102-526) as an independent agency to facilitate release of information relating to the assassination of President John F. Kennedy. In 1997, Congress reauthorized the Review Board for an additional year to enable it to complete its work (P.L. 105-25). The Review Board submitted its final report to Congress on 30 September 1998. The Review Board identified and released thousands of previously secret government records and amassed a collection of over four million pages of records that now are available to the public relating to this traumatic event in American history.

Members of the Assassination Records Review Board are: The Honorable John R. Tunheim, U.S. District Court judge for the district of Minnesota, elected to chair the Review Board; Henry F. Graff, professor emeritus of history at Columbia University; Kermit L. Hall, executive dean of the Colleges of Arts and Sciences, dean of the College of Humanities and professor of history and law at Ohio State University; William L. Joyce, associate university librarian for rare books and special collections at Princeton University; and Anna Kasten Nelson, distinguished adjunct historian in residence and professor of foreign relations at American University.

The congressional authors of the President John F. Kennedy Assassination Records Collection Act are: John

Glenn (former senator from Ohio), sponsor of the 1992 act (S. 3006) that established the Assassination Records Review Board; Dan Burton (representative from Indiana), chair of the Committee on Government Reform and Oversight, and sponsor of the 1996 reauthorization act (H.R. 1553); Henry Waxman (representative from California), ranking minority member on the Committee on Government Reform and Oversight and an original cosponsor of the 1996 reauthorization act; and Louis Stokes (representative from Ohio), chair of the House Select Committee on Assassinations established in 1976, sponsor of the 1992 House bill (H.J. Res. 454), and an original cosponsor of the 1996 reauthorization act. □

Upcoming OAH Annual Meetings

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

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

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

Preparing Future Faculty

The First Five Years: Life as a New Faculty Member

Dana Michelle Ohren

On 4 March, Indiana University's Preparing Future Faculty (PFF) program held its Fourth Annual Spring Conference. The theme of this year's conference was "The First Five Years: Life as a New Faculty Member." Accordingly, faculty members from various institutions and departments across the country spoke on four panels that provided advice to graduate students planning careers in academia. The primary purpose was to help graduate students understand the interviewing process, professional responsibilities, and finally tenure decisions at various types of institutions. This conference, which was attended by over 120 graduate students and faculty, was planned by PFF graduate student representatives from the following departments: Comparative Literature, Counseling and Educational Psychology, English, French and Italian, History, Language Education, Political Science and Sociology. Generous sponsorship came from the Pew Charitable Trusts, the Association of American Colleges and Universities, and IU's University Graduate School.

PFF programs were launched nation-wide in 1993 and have continued to grow at participating institutions, including Indiana University. Their goal remains to better prepare graduate students pursuing careers in academia for all aspects of their professional lives. Thus, students receive instruction not only for research agendas, but also gain pedagogical training and guidance for future service responsibilities.

IU's PFF program has hosted four annual conferences to allow its graduate students to benefit from the knowledge and resources of a diverse body of faculty members. This year's conference included faculty members from Purdue University, University of Southern Mississippi, University of Pittsburgh, Iowa State University, University of Iowa, Raymond Walters College, Miami University (Ohio), Butler University, Indiana University-Southeast and Indiana University-Bloomington.

The first panel, "The Interview, Job Talk and Contract Negotiations," provided strategies for graduate students preparing for the job market. Panelists recommended that individuals research institutions and faculty before interviewing, and offered some 'dos' and 'don'ts' during the more informal aspects of the campus visit. Panelists also stressed the importance of contract negotiations. For example, one panelist advised prospective faculty to hammer out the details of research, technical, and personnel support before accepting any offer. Others recommended knowing the institution's policies concerning spousal hires and maternity/paternity leave so that one can plan ahead for any familial decisions. Finally, it was suggested that one should negotiate a contract that allows the necessary time to complete research needs while still fulfilling service and teaching responsibilities.

Speakers on the second panel, entitled "Balancing Teaching, Research and Service," discussed how these negotiations played out in reality. Panelists openly admitted the difficulties facing a new faculty member who must attend to all of his/her duties while still completing enough research before the tenure clock runs out. The image of a 'juggling act' became the predominant metaphor to describe professors' experiences trying to meet

all professional expectations. One professor recommended employing able students to assist with research while another advised prospective faculty not to bite off more than he/she could chew in the first few years. All panelists felt that one must discover what each institution and department considered important when making tenure decisions and chose, if possible, those responsibilities that are most valued. Furthermore, new faculty members are urged to keep careful documentation of all of their research, teaching, and service records. Such information is invaluable for advancement.

During lunch, all conference participants enjoyed a video presentation by PFF students from IU's Sociology Department. The speakers led a discussion on the positive and negative stereotypes associated with professors and then presented a compilation of video clips called "Images of Professors in American Film." This presentation was part of an ongoing research project for which IU graduate students received PFF funding.

The two afternoon panels focused on how to make the necessary adjustments to working at a new institution in a new town. Speakers on the third panel, "Working at Different Types of Campuses," discussed how the size, location and student body affected their teaching, research and service responsibilities. Panelists warned that regardless of the institution, a productive and timely research career is expected. Panelists also urged prospective faculty members to acquaint themselves with the financial, electronic and personnel support available to them. Such built-in support, as well as the type of students enrolled at the institution, greatly affects faculty members' research opportunities and course design and execution.

The conference ended on a more personal note as speakers on the fourth panel, "On Being a Stranger in Town: A Guide to Survival," candidly talked about their experiences trying to fulfill all of their numerous professional commitments while adjusting to both a new campus and a new town. Panelists described the difficulties of establishing new support networks, both professional and personal, and advised new faculty members to take advantage of opportunities to meet with other faculty and community members. These support networks can provide important information concerning departmental politics as well as finding the best mechanic in town. Panelists admitted that such mundane activities as shopping and dry cleaning became unusually stressful while they tried to teach, finish a dissertation and have a personal life all while on the tenure clock.

Panelists throughout the conference stressed the difficulties facing new faculty members, but also indicated the rewards waiting alongside them. As IU's PFF program remains committed to preparing its graduate students for their academic careers, it will continue to hold conferences and workshops to address the concerns of its graduate students pursuing careers in academia. For more information on PFF programs around the country, please see < <http://www.preparing-faculty.org/> >.

Dana Michelle Ohren is a graduate student in Russian history at Indiana University, Bloomington.

1999 OAH Election Results

President

DAVID MONTGOMERY, Yale University

President-Elect

KENNETH T. JACKSON, Columbia University

Executive Board

DREW GILPIN FAUST, University of Pennsylvania

JAMES O. HORTON, George Washington University

PATRICIA NELSON LIMERICK,

University of Colorado at Boulder

Nominating Board

LISBETH HAAS, Merrill College,

University of California at Santa Cruz

DAVID E. KYVIG, University of Akron

STEPHANIE J. SHAW, The Ohio State University

ALAN TAYLOR, University of California at Davis

Total Votes Cast: 985

Page Miller Wins SHFG Award

On 19 March 1999, Page Putnam Miller, Director of the National Coordinating Committee for the Promotion of History (NCC), was awarded the Franklin Delano Roosevelt award of the Society for History in the Federal Government (SHFG) at its annual meeting. The Society's most prestigious award recognizes "outstanding contribution to the furtherance of history in the Federal government" and is made to an individual for a outstanding accomplishments on behalf of Federal history over a number of years. The prize is awarded only intermittently; Dr. Miller is the fifth recipient since 1982, when the award was established.

The Franklin Delano Roosevelt Prize honors the President whose executive actions resulted in the growth and development of the National Archives, the foundation of the Presidential Libraries system, and the establishment of vigorous historical programs in Federal agencies. □

News of the Organization

OAH Foreign-Language Article Prize Named for David Thelen

David Nord

David Thelen writes articles in English. So, why name the OAH Foreign-Language Article Prize for him? A bit of personal reminiscence might help explain.

Not long after I started work as associate editor of the *Journal of American History* in 1993, I found myself sitting with Thelen in Pablo Pozzi's apartment in Buenos Aires chatting with half a dozen Argentine college professors and high school teachers about American history. How did Argentine scholars think and write about U.S. history? What was the status of U.S. history in the colleges and schools? What did they teach about the United States? What did Argentine students want to learn? It pleased these folks enormously to have us there, but it pleased us more. It was a fascinating conversation about the nature of U.S. history. And the next day we were off to Rio de Janeiro to have a similar conversation with the Brazilians.

This was my whirlwind introduction to "internationalization" at the *JAH*. During the 1990s, "internationalization" became a major project of the *JAH*. In cooperation with leaders of the OAH, the *Journal* embarked on a decade-long effort to build connections with scholars around the world who work in the fields of U.S. history and American studies.

This effort resulted in more non-American book reviewers, more foreign-language books reviewed, more articles with an international and comparative flavor, several special sections, and the annual foreign-language article prize. Just published in the March 1999 issue is "Interpreting the Declaration of Independence by Translation," a round table of fifteen articles written by scholars from around the world. Soon to be published is a special issue on Mexican perspectives on U.S. history and another on reconfiguring familiar themes of American history as transnational processes. The *JAH* now has 88 international corresponding editors from 57 countries who advise the editor on books for review and other issues related to U.S. history as it is practiced in their countries.

The driving force behind all of this was David Thelen, editor of the *JAH* from 1984 to 1999. It was Thelen's imagination, energy, and persistent hard work that brought "internationalization" to life. Building international relationships, locating and reviewing foreign-language books, recruiting and evaluating foreign-language articles, and organizing international round tables are not easy tasks, even in the age of fax and e-mail. Finding Diet Coke in countries scattered across the globe was the only part of the job that always seemed to work out easily.

But despite frustrations and difficulties, Thelen's enthusiasm for the work never flagged. The March issue's round table on translating the Declaration of Independence was born in Thelen's hotel room at a long-ago OAH convention. A group of our international editors were there, and the chat turned to the use of translated American documents in classes. How do you translate and set into context such historiographically elusive terms as "republican" or "virtue"? Several of the scholars, including Willi Paul Adams from Germany, had interestingly similar things to say. And a round table was conceived. The gestation and birth of that round table, however, required no small amount of labor.

Behind this project and many other acts of "internationalization" was David Thelen. He may not write foreign-language articles about American history, but he has sometimes been their midwife and always been their most ardent fan. □

David Nord is Professor of Journalism and American Studies, and Adjunct Professor in History at Indiana University, Bloomington. Nord served on the staff of the Journal of American History as acting editor, 1997-98, and associate editor, 1993-95.



David Thelen

OAH Committee Reports Online

Please visit the Organization's website <<http://www.indiana.edu/~oah/committees/>> to read the 1998 reports for the following OAH committees: Committee on Community Colleges, Committee on Teaching, International Committee, *OAH Magazine of History* Advisory Board, Membership Committee, Committee on the Status of Minority Historians and Minority History, and Committee on the Status of Women in the Profession. □

1999 OAH-Indiana University Minority Fellow

The OAH and Indiana University Department of History is pleased to announce the newest OAH-IU minority fellow, Gwen Moore. Ms. Moore received her undergraduate degree in sociology and history from the University of Missouri, St. Louis and a masters in social work from Washington University. After receiving a MSW, she continued to pursue studies in history at both Washington University and the University of Missouri, where she is currently a graduate student. Gwen won a competitive research fellowship at the Missouri Historical Society in 1998. During the two-month fellowship, she worked on the Society's African American oral history project. She is currently employed as a researcher and a programmer for the historical society, responsible for producing African-American programs and a contemporary urban issues series. Her research work at the Society focuses on African Americans in Post World War II St. Louis. Gwen's areas of academic interest are twentieth century African American, women and labor history. □

Executive Director Transition

May 7 marks the end of Arnita A. Jones's 11 years as the organization's Executive Secretary and Executive Director. Two weeks later she will begin her new position as Executive Director of the American Historical Association in Washington, D.C.

Work to find a replacement began in February, and the search committee conducted interviews with several selected applicants at the OAH Annual Meeting in Toronto in April. Final candidates will be invited to the headquarters office in Bloomington, Indiana, in early summer for further interviews, and the search committee hopes to make a recommendation to the Executive Board soon thereafter. The search committee is chaired by OAH Executive Board Member Frederick Hoxie, University of Illinois, and includes Nadine Hata, El Camino Community College, Earl Lewis, University of Michigan, James Madison, Indiana University, OAH President David Montgomery, Yale University, OAH Past President William H. Chafe, Duke University, OAH Past President Michael Kammen, Cornell University, and OAH Executive Board Members Janelle Warren-Findley, Arizona State University, and Ramón Gutiérrez, University of California-San Diego.

Until a new director takes position, OAH Assistant Executive Director John Dichtl will serve as the acting executive director. Dichtl has held a number of positions at the OAH office during the past seven years and brings experience in all aspects of the organization's functions. □

1999 OAH Mail Ballot Passes

Both items amending the OAH Constitution—extending the term length of Nominating Board members and Executive Board ballot pairings—were passed. The amended constitution will now read: 1.) "Nominations shall be made by a Nominating Board of NINE persons elected by the membership. Members of this board shall serve THREE-YEAR terms, THREE BEING ELECTED EACH YEAR." 2.) "Each year the Nominating Board will nominate a slate of at least six candidates for the Executive Board. THE NOMINATING BOARD MAY CHOOSE TO PAIR ANY OR ALL CANDIDATES ON THE BALLOT. Voting members of the Organization will be asked to vote for not more than three candidates." □

Call for Proposals

2000 OAH Focus on Teaching Day, St. Louis

The OAH Committee on Teaching invites proposals for Focus on Teaching Day sessions at its 2000 Annual Meeting in St. Louis, Missouri, March 30-April 2. The Committee would prefer to receive proposals for complete sessions, but will consider individual proposals. Sessions may deal with any aspect(s) of pedagogy, spanning K-12 and postsecondary levels. Proposals dealing with the following themes are especially invited: technology and instruction; National History Standards; State History and Social Studies standards; and presentations related to the Annual Meeting's Theme: "The United States and the Wider World," a theme intended to focus on the historical interconnectedness of the United States and other countries and peoples. Topics may include, but are not limited to: contact between European settlers and indigenous peoples, the Atlantic and Pacific Triangles, the African Diaspora, labor migrations, and Manifest Destiny, imperialism, and colonialism. The global influence of American social and political movements, educational and religious forms, and political ideas are all topics of interest, as are transnational movements in which Americans have participated.

All proposals for presentations/sessions must specify participants and include a single-page curriculum vitae, an abstract of no more than 500 words, and a brief prospectus of each paper/presentation proposed. Please send five (5) copies of the completed proposal by **June 15, 1999 (new deadline)**, to: Charles Anthony Zappia, Chair, OAH Committee on Teaching, Department of History, H207, San Diego Mesa College, 7250 Mesa College Drive, San Diego, CA 92111. <teachcmte@oah.org>

From the Executive Director

Partnerships and Cooperatives: A Year-End Report

Arnita A. Jones

During the past year the organization has focused heavily on internal matters. We spent much of the spring and summer processing and analyzing data from the membership survey and several focus groups conducted early last spring. Detailed analyses and data from that survey have been made available in the *Newsletter* and on the organization's website and have been the subject of several *Newsletter* reports. We concluded that our existing membership is relatively satisfied with our basic services—the *Journal of American History*, the annual meeting, and the *Newsletter*—but that if the organization expects to enjoy growth in the coming decades, it needs to determine how better to meet the needs of several existing constituencies, particularly K-12 teachers, community college historians, public historians, and students who plan careers in an ever-changing higher education environment.

As a part of our long-term planning effort, the fall board meeting was scheduled to provide additional time for an examination of how the OAH Executive Board and key committees function. The result was two key recommendations for the entire membership: restructuring the OAH Nominating Board to provide for additional members and longer terms of service and also providing the nominating board with the flexibility to pair candidates for the executive board so that it can become more representative of different constituencies. Both of these constitutional amendments were ratified by a mail ballot of the membership that required a two-thirds vote (see page 19). The stage is now set for continuing efforts by the executive board to examine more closely the needs of American historians who are not members of the organization and to consider what services we should provide and/or market to encourage a wider membership of historians.

In cooperation with staff at the *Journal of American History*, we have also begun to explore how better we might exploit new electronic technologies in the several publications that the organization produces. We have expanded the agreement we have had for many years with University Microfilms International to make it possible for subscribing libraries to access current issues of the *JAH*. We have begun to see some additional income through providing this service over the last few months, although we must monitor it carefully to make sure there is no negative impact on institutional subscriptions. We have also signed an agreement with the Copyright Clearance Center to provide for royalties on other reproductions of all of our publications, both in the United States and abroad. We are cautiously optimistic that this also can be a modest source of new publications revenues in the future.

Advocacy. We continue to be one of a number of organizations that support the National Coordinating Committee for the Promotion of History (NCC). With the help of this coalition, we remain focused on advocacy for the major cultural organizations in Washington—the National Archives, the National Historical Publications and Records Commission, and the National Endowment for the Humanities—and to monitor is-

suues relating to federal records and declassification as well as copyright and intellectual property. More recently NCC Director Page Miller has helped us follow new legislation relating to the federal government's several millennium initiatives. At the request of the Society for History in the Federal Government, OAH and NCC have been pushing for a presidential executive order mandating professionally managed historical offices in federal cabinet-level departments and agencies. We continue to partner with both NCC and the National Humanities Alliance for a major advocacy effort in Washington each spring—Humanities on the Hill. This has been a particularly useful vehicle for engaging the interest of higher education associations representing colleges and universities around the country which only recently have begun to place the NEH on their list of advocacy priorities.

As a medium-size professional association, we cannot do the work we do without partners. The Coalition on the Academic Workforce is one example of such a partnership. This effort grew out of our participation with the Modern Language Association, the American Historical Association (AHA), and other professional associations in a joint conference in September of 1997 on part-time teaching. The aim of the coalition is to collect and disseminate information about trends in faculty employment, to examine the short- and long-term consequences of these developments, and to identify and promote strategies for addressing the problems created by the inappropriate use of part-time adjunct and similar faculty appointments. I am optimistic that we can gain the active participation of several higher education associations in this effort and make a substantial difference in improving working conditions for part-time and non-tenure faculty. We also have recently begun to meet with several other humanities and social science organizations to find ways of making the case that significant differences exist between non-profit and for-profit publications, and between journals in some of the sciences and those in the humanities and social sciences. We hope to engage in a discussion with libraries and publishers about the system of scholarly communication in the humanities and social sciences which brings together the interests, talents, and resources of scholars, their universities, and their libraries in a network of mutual benefit to stimulate, produce, and publish new knowledge. We also want to increase awareness of the humanities and social science organizations' efforts to use new technologies to distribute scholarly work more economically or make it available in new forms.

Last October, I attended a conference on "The Humanities Ph.D. and Careers Outside the Academy" at the Woodrow Wilson Foundation. Out of that has come a national agenda, which includes a plan to create awards for university departments that provide innovative models for engaging graduate students with information about careers beyond the academy as well as a set of internships and post-graduate fellowships for humanities graduate students in institutions outside higher education. A related effort co-sponsored by

the Woodrow Wilson Foundation and the White House was the conference in March, 1999 on "Imaging America," a five-year effort to encourage colleges and universities to contribute more to the life of cities and towns where they are situated. OAH will monitor and participate as appropriate in both initiatives, which can offer significant benefits to American historians and history departments.

We are also continuing to partner with other organizations to pursue various international initiatives. With New York University, we will co-sponsor in July, 1999 the third in a series of conferences on internationalizing the study of American history. The 1999 meeting will focus on periodization and themes in American history. We also are in our third year of co-sponsoring short-term residencies for U.S. historians in Japanese universities, a cooperative project with the Japanese Association for American Studies supported by the Japan—United States Friendship Commission. The institutions hosting scholars this year are University of Tokyo and Tsuda College in Tokyo as well as Kwansei Gakuin University, Nishinomiya. We hope to continue this important program and will be looking to participants and others for suggestions on how it may be re-configured to merit continuing foundation support.

Our cooperative agreement with the National Park Service is now in its fifth year; we are currently in negotiations with NPS for a renewal of this agreement. In 1998-99 we co-sponsored a conference at Seneca Falls Women's Rights National Historical Park on "The Stuff of Women's History," which brought together participants to consider a range of topics related primarily to women's lives and material culture. We have also completed interpretive site reviews to Gettysburg National Military Park and Sagamore Hill National Historic Site.

Under the leadership of our Committee on Community Colleges (formerly the *Ad Hoc Task Force on Community Colleges*) in cooperation with the AHA, we have produced a major publication on *Community College Historians in the United States*. It includes essays on the status of community college historians as well as important issues relating to the practice of history in this particular segment of higher education. The publication also functions as a directory of historians who work in community colleges. With the National Center for History in the Schools at the University of California, Los Angeles, we have now published a series of six teaching units for the K-12 classroom based on primary source materials. Written by teams of teachers and historians, the units are finding a ready market. We continue our thematic focus for the *Magazine of History*, using guest editors. Topics this year have focused on teaching history with sources from literature as well as the U.S. Supreme Court and the United States Congress. The fourth issue for the current year will focus on the Progressive Era. The issue on "Congressional History" was selected for additional distribution to government officers by the Center for Legislative Archives.

This year we also renewed our agreement with the University of Missouri at Kansas City to co-sponsor the McKinzie Symposium, a three-day series of lectures and

Correspondence

New Urbanism Challenged

Dear Editors:

I've read the essay by Todd Alexander Postol on "Extending the Reach of Preservation: Historians and the New Urbanism" with both interest and concern. I'm glad to see the ideas of the new urbanism or neo-traditional development discussed among U.S. historians, but I'm concerned that the article directs readers to some empirically shaky polemics. In particular, James Howard Kunstler's *The Geography of Nowhere* and Jane Holtz Kay's *Asphalt Nation* are strong on sound bites and short on consistent analysis. Like other skilled polemicists, Kunstler and Kay know what they like and what they dislike and search out anecdotes and snippets of information to buttress their arguments.

I share many of the Kunstler's and Kay's personal preferences for compact urban growth, traditional street plans, transit-accessible neighborhoods, street-corner grocery stores, and front porches, and I live in a city that comes closer than most to meeting new urbanist prescriptions (George Will recently accused the rest of the nation of suffering from Portland-envy). But I also know that it is easy to overstate the social and economic benefits of changes in architecture and urban design. The rapid rise and fall of the federal urban renewal program as a cure for central city decline is a cautionary story that should give pause to enthusiasts of neo-traditionalism.

Historians interested in the issues that Postol raises should be aware of a large and rapidly growing scholarly literature that subjects the claims of the new urbanism to empirical tests. Does transit-oriented development really reduce the use of automobiles? Can investment in new rail transit significantly reshape urban form? Do the elderly live more satisfying lives in traditional neighborhoods than in suburbs? Do highly regarded neo-traditional developments really reproduce the fabric of streetcar neighborhoods? How much does compact metropolitan growth reduce the cost of supplying public services? Answers to these and similar questions are beginning to emerge in the literature of urban planning, urban studies, environmental psychology, and related social sciences.

It is tempting (with Kunstler) to remember a golden age when small town main streets still flourished and everyone took the streetcar to shop downtown. I like to introduce my own lecture on Portland neighborhoods with passages from James Agee's "Knoxville: Summer of 1915," a prose poem to his childhood in a city neighborhood where "people sit on their porches, rocking gently and

talking gently and watching the street. People go by; things go by. . . . A streetcar raising its iron increasing moan and swimming its gold windows and straw seats on past and past and past . . ."

Given that we now have a choice, however, it is better to plan our cities with greater reliance on social science and policy research than on the prose of James Agee or James Kunstler. The job of advocates is often to get our attention by simplifying public choices; the job of scholars is often to test those simplifications against the evidence. □

Carl Abbott

Professor of Urban Studies and Planning
Editor, Journal of the American
Planning Association
Portland State University

Toward an Orderly Declassification

Dear Editors,

In his letter to the *OAH Newsletter* (February 1999), Warren Kimball urged historians to concentrate their efforts on the systematic review of records. I couldn't agree more. Declassifying records in an orderly way is not only more cost effective but also provides historians with greater context for the documents they examine.

However, this does not mean that historians should rigidly refuse to participate in any other kinds of declassification efforts. The case of the Kennedy Assassination Records Review Board (ARRB) is instructive. Once Congress decided to pass legislation to answer the accusations of government conspiracy, it behooved the historical community to participate. Would a board of corporate leaders, former intelligence directors or even university presidents have created a category of assassination records that "enhanced historical understanding?"

The ARRB also had the statutory ability to open records that would be denied under systematic review. Records containing information never released under systematic review have now been open in the National Archives for several years. In spite of the dire predictions, no harm has come to American national security.

Historians must continue to press for systematic review but they should also use the experience of the Kennedy Review Board to challenge those for whom "review" does not mean "declassification." □

Anna K. Nelson
American University

workshops named for Richard McKinzie, a long-time member of the UMKC department and OAH. We look forward to continuing this arrangement, which allows OAH to offer very successful public programming as well as specific help to K-12 teachers in the area. In addition, the organization has undertaken a series of regional conferences (see call for papers, p. 9). After soliciting proposals from history departments and other organizations in the Midwest, we have selected Iowa State University to be the host university for the first conference in August of 2000.

We also want to thank Carnegie Mellon University for continuing to support the National History Education Network, a consortium of sixteen organizations aimed at exchanging information and sharing initiatives to improve history teaching at the pre-collegiate level. Recent projects include a consultation grant with the Department of Education to work with social studies coordinators on developing history questions for a social studies assessment project and a summer seminar on the history of technology to be supported by the National Endowment for the Humanities. The Network also develops and disseminates information on models for collaborations between higher education institutions and school districts and has developed a number of sessions on this subject at annual meetings of member organizations.

The *Newsletter* continues to expand its coverage of issues and news of concern to the historical profession. We were particularly pleased this year to have a regular column on teaching with Gary Reichard of California State University, Long Beach as contributing editor. We hope during the next year to add one or more additional contributing editors in key areas of interest.

I am pleased to report that *Newsletter* advertising has increased substantially over the past several years, a circumstance which helps us expand coverage while keeping costs of this publication low.

The organization continues to benefit from its relationship with Indiana University, which hosts us as an external agency on the Bloomington campus. Not only do we employ graduate students as editors of the *Newsletter* and the *Magazine of History*, but we are also able to appoint for a third time a minority fellow for the 1999-2000 academic year who will be supported for five years of doctoral study in the history department. The minority fellow will also work as an intern at the OAH office and as a teaching assistant in the history department.

And finally, a word about transition. This is my last annual report as Executive Director of the Organization of American Historians. As I leave to become Executive Director of AHA, I want not to say goodbye, because I hope to continue working with those who support the OAH and to promote even closer cooperation between the two organizations. I do, however, want to offer a very sincere and hearty thanks to the organization's staff, officers, and members with whom I have worked with since 1988. □

OAH Distinguished Service Award

Pittsburgh's Samuel P. Hays is recognized for his exemplary service



The OAH has conferred its Distinguished Service Award on Samuel P. Hays, University of Pittsburgh's Distinguished Service Professor of History *Emeritus*, for his extraordinary contributions to the study of history and to the Organization of American Historians. Professor Hays has devoted his keen imagination, boundless energy, and abiding faith in scholarly collaboration to interpreting the processes of social and institutional change and the implications of those processes for the lives and aspirations of individual human beings. His pioneering books and articles on the history of American conservation movements, urban reform, the social dynamics of political life, and recent environmental politics have transcended the boundaries separating urban, social, political, and environmental history, in quest of "the deep roots of institutional development." At the University of Pittsburgh, Professor Hays cultivated an exemplary

community of scholars, oversaw the creation of archives and data banks for research into the modern transformation of social life, and nurtured an atmosphere in which teachers and students systematically expanded each other's knowledge. His leadership in the Social Science Research Council, the Woodrow Wilson International Center for Scholars, and the Urban History Association was similarly devoted to encouraging the research and interaction of other scholars. The OAH owes a special debt to Professor Hays. He has chaired its program committee and its Nominating Board, and he served on both the selections committee for the Frederick Jackson Turner Award and on the Executive Board. He was also a member of the Endowment steering committee at the time it created the Fund for American History, and twice he chaired search committees for the position of Executive Director. □

President Jimmy Carter Thursday October 21
Ambassador Andrew Young Saturday October 23

October 21-23 1999
Emory University, Atlanta

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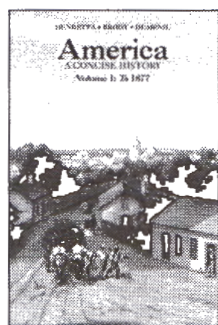
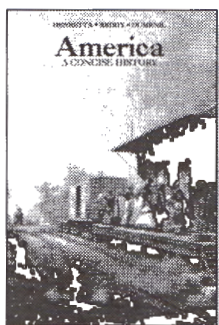
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America: A Concise History provides a complete, succinct overview of the American experience in a handy, low-cost format that is easy to supplement with titles from the Bedford Series in History and Culture for more in-depth work with primary sources, or with any of the *Historians at Work* volumes for instructors who emphasize the role of interpretation in history. Packages with these titles are available at a significant discount.

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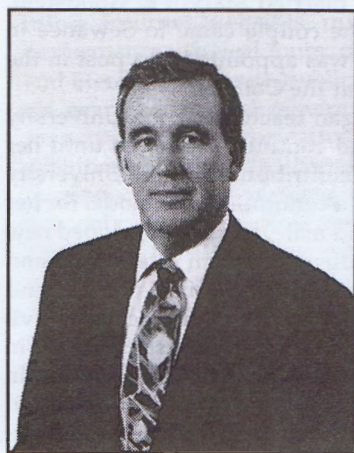
This 64-page guide provides practical suggestions for using any of 24 Bedford Series in History and Culture volumes in a survey course organized around *America: A Concise History*. The guide mails automatically with examination copies of the textbook.

- Based on the highly-respected and successful text *America's History*, Third Edition, by Henretta, Brownlee, Brody, Ware, and Johnson
- A focus on major themes in U.S. history — state and society, cultural identity, economic patterns, people and their environment — helps students trace developments over time
- About 35–40% shorter than most full-length texts, *America: A Concise History* is compact and thoroughly readable
- Maintains the balanced coverage and strong interpretive voice that are Henretta trademarks
- Ancillary program includes numerous resources for instructors and students

From the Archivist of the United States

125,000 Historical Images now Accessible Online from NARA

John W. Carlin



John Carlin

With both teaching and research in mind, I encourage historians and their students to get on the Internet and check out what the National Archives and Records Administration (NARA) is offering at <http://www.nara.gov/nara/nail.html>. You will now find more than 125,000 digital images of historical photographs, maps, charts, and textual documents that you can inspect on your computer screen or print out for study and classroom use.

The digitized material covers a huge range of historical subject matter. You will find material illustrative of twentieth-century presidential administrations dating back to Herbert Hoover. You will find documents from the Civil War and subsequent, major armed conflicts up through Vietnam. You will find sources from the women's suffrage movement and women at work; on the history of African-Americans, Chinese Americans, and Japanese Americans; on child labor among other historical social issues, and on many environmental subjects. Included is material on the first flight at Kitty Hawk and the Mercury project; the Titanic and Three-Mile Island; atomic energy and Albert Einstein; and major court cases, Congressional activities, and even political cartoons. You will also find images from such famous photographers as Mathew Brady, Ansel Adams, and Lewis Hine. This is only a sample of what we have made accessible.

What this means is that we have completed the second phase of our Electronic Access Project (EAP) making it easier for researchers to learn about and use our holdings. Recognizing that the advent of the Internet and other new technologies would give us opportunities to expand access to the National Archives in ways never before possible, we launched the Electronic Access Project in 1994. Our efforts received Congressional support spearheaded by Senator Robert Kerrey of Nebraska. We were also assisted by the National Institute of Standards and Technology. First we conducted a survey of our remote users to determine their needs. Then we developed a blueprint for meeting those needs, which became our electronic access strategy. That strategy has two components, expressed as follows in NARA's Strategic Plan:

- We will continue our construction of a nationwide, integrated online information delivery system that educates citizens about NARA and its facilities, services, and holdings; makes available digital copies of high-interest documents; and contains an online ordering capability.
- We will build a practical, affordable automated system

for tracking and using records throughout their life cycle. The Electronic Access Project addresses the first part of the strategy. After experimenting in pilot projects, we developed three concrete goals for the EAP:

- Develop an electronic catalog of NARA holdings nationwide, including the holdings of our national and regional archives and our presidential libraries;
- Digitize up to 120,000 items from NARA holdings nationwide;
- Upgrade NARA's public access server capabilities.

We completed the upgrade of our public-access server capabilities in 1998, and just recently, in March, we completed our digitizing project, actually exceeding the projected number of items. Additionally, we implemented a web-based prototype of the NARA Archival Information Locator (NAIL), the electronic catalog of our holdings currently under construction. NAIL is available at <http://www.nara.gov/nara/nail.html>.

The completion of the digitizing component of the EAP represents the work of staff throughout NARA, and I am proud of the fact that the significant documents we now offer you electronically are from every NARA unit holding archival materials. Moreover, unlike other digital collections available on the Internet, the images we provide are linked to records descriptions in NAIL rather than static web pages. This helps to increase access for historians and other researchers in multiple ways.

Let me share with you a few statistics that demonstrate the scope of this work. In just two years, from March 1997 to March 1999, participants in the project described, prepared, scanned, quality checked, and accepted nearly 125,000 images, at a rate of approximately 3,500 items every ten work days. More than 1.25 trillion bytes of total data were generated, with 18 billion bytes of data available online through NAIL. Moreover, the contract for all this was completed on schedule and under budget.

In addition to increasing access, this project has produced other valuable results. We developed standards for the metadata that describes the digital images. We developed standards for digitizing the images for online access. And we learned a great deal about the true costs of converting archival materials to digital form, making them available online, and maintaining these digital files over time. As a result, we will not attempt to maintain a large-scale or agency-wide digitizing capability, and we will evaluate very carefully the costs versus the benefits of any future digitizing efforts. But we already have made a wealth of record material available on line, and we continue to work on a catalog that will enable you to start research quests by exploring all of our holdings from your computer at work or at home.

I hope that historians will consult NAIL, and will take the opportunity to explore and use the wonderful images that we have now made readily accessible through the EAP project. □

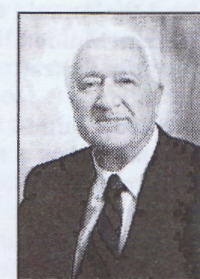


For more information visit the
National Archives Online at
www.nara.gov

Obituaries

Leonard James Arrington

Leonard J. Arrington died of a heart attack at his home in Salt Lake City on 11 February 1999. It is not too much to say that he redefined a field of study in the American West and in religious history. In acts of personal will and undaunted courage, Leonard blazed the path



to what scholars have called "The New Mormon History." In 1958, Harvard University Press published Leonard's *Great Basin Kingdom: An Economic History of the Latter-day Saints, 1830-1900*. In that book especially, but also in hundreds of other articles and books, Leonard demonstrated that a scholar educated at a major university could publish history that presented the Mormon past fairly and creatively to faithful Latter-day Saints, to lay historians, and to the community of historical scholars. With his collaboration, his support, or under his tutelage, dozens of students and scholars published works on Mormon history, economic history, and Western history.

Born on a farm near Twin Falls, Idaho, on 2 July 1917, Leonard spent his early years doing chores, raising livestock, and irrigating while attending public school. In his later years, remembering his roots as a chicken farmer, he adopted the chicken as his personal logo.

Attending the University of Idaho on a scholarship, he graduated in economics Phi Beta Kappa and with high honors. At the university, he broadened his education by studying literature and music and by attending classes at the nearby Latter-day Saint Institute of Religion.

After graduating from the University of Idaho, he began the studies that led to a career in Latter-day Saint and Western American history. In 1939, he enrolled on a teaching fellowship in the doctoral program in economics at the University of North Carolina. In 1941, after two years of study, he began teaching at North Carolina State University in Raleigh.

World War II interrupted Leonard's education. After the war's outbreak he worked in the North Carolina Office of Price Administration. Drafted into the army, he served three years in North Africa and Italy. In Italy, he worked principally with statistics and price controls and interviewed Italian prisoners of war.

The path he trod to study the history of the Mormon people began through his experiences at the University of North Carolina. Through the work of such scholars as Howard W. Odum, Rupert B. Vance, and Leonard's advisor Milton S. Heath, North Carolina had gained a reputation as a leader in Southern regional history. Anxious to spread that tradition to other areas, Leonard's professors encouraged him to study the region of his boyhood.

At the end of World War II he mustered out of the army, and in 1946 he accepted a teaching position in the economics department at Utah State Agricultural College (later renamed Utah State University) in Logan, Utah. Since he had not yet earned his Ph.D., he took a leave of absence in 1949-50 to complete his dissertation.

He decided to work on the LDS Church's role in the West. He began research on the topic, but until an extraordinary experience in early 1950 he did not at first know how to focus his work. Early in 1950, he was studying in the University of North Carolina library. As he contemplated the experiences of reading the documents he had found in the Latter-day Saint archives, he felt a moment of spiritual insight—a peak experience—that confirmed his commitment to Mormonism and to the study of the Latter-day Saint people.

He returned to Logan in September 1950. On his return, he began conferring with other scholars who worked on the story of the Mormon people, and he started writ-

ing and publishing the body of articles and books that marked a part of his contribution to an understanding of the history of the Latter-day Saints and the American West. With the encouragement of William Mulder, then assistant editor of the *Western Humanities Review*, he published his first article in 1951.

In publishing *Great Basin Kingdom* in 1958, he revealed himself both as a professional scholar and as a faithful Latter-day Saint. Working in part from the research for his dissertation, Leonard reshaped his study to emphasize the contrast between the religiously-motivated community building of the Mormon people and the Robber Barons of the late nineteenth century Gilded Age. Trained as an economist, Leonard credits a large part of his rereading as a historian to his colleague George Ellsworth from whom he took classes and who helped hone his historical skills.

Under Leonard's influence and with the support of other scholars with similar beliefs, many of whom had also held position on or joined university faculties, Arrington sought to promote and professionalize the study of Mormon history. In December 1965, he and a group of like-minded colleagues, students, and lay people met at the American Historical Association conference in San Francisco to organize the Mormon History Association. Those present elected Leonard as their first president.

Perhaps as much as anything else, Leonard marked his professional and personal style by reaching out to historians, community leaders, and others, many of whom were not Latter-day Saints. He had an extraordinary facility for making all people feel comfortable in his presence and for drawing others into his circle. In recognition both of his work and his extraordinary ability, many professional associations called upon him for service. Among others, he served as president of the Western History Association, the Agricultural History Society, the American Historical Association-Pacific Coast Branch, and the Utah Academy of Sciences, Arts, and Letters. He was also elected to the prestigious Society of American Historians. He taught on visiting appointments at the University of Genoa in Italy and at the University of California at Los Angeles. In 1970, the Western History Association selected Leonard and George Ellsworth as the founding editors of the *Western Historical Quarterly*. Leonard and George steered the quarterly through its early years.

In addition, his work won many prizes and other honors. He held honorary doctorates from the University of Idaho and Utah State University. He was given the governor's award in the humanities by the state of Utah, and his biography *Brigham Young, American Moses*, won the prestigious Evans Biography award.

His study and promotion of the history of the Latter-day Saints and his reputation as a religious and professional leader gained recognition for him not only in historical circles, but in the highest councils of the LDS Church. He served in numerous capacities in the LDS Church including as a Sunday School teacher, as a stake high councilman, and as member of a stake presidency. In 1972, in recognition both of his faithful service to the church and his ability as a historian, the First Presidency of the Church of Jesus Christ of Latter-day Saints called Leonard as Church Historian. This was extremely significant—indeed unprecedented—since he is the only professional historian and the only person not a general authority to hold that position. He continued to serve as Church Historian until 1980, when his title was changed to director of the history division, a posi-

tion he held until 1982. The church leadership encouraged Leonard, and the staff of dedicated professionals he gathered around himself, to research and write not only for the Mormon community but also for the larger body of scholars and the lay public. Davis Bitton, who along with James Allen served as assistant church historians with Leonard, called the period of Leonard's service the "Camelot" years. The church leadership made documents in the archives more accessible to scholars than ever before or since. Under Leonard's supervision and with his support, his associates in the Historical Department, historians from various universities, and other scholars published numerous articles, books, and reports on the Latter-day Saint past.

Concurrent with Leonard's call as Church Historian in 1972, Brigham Young University appointed him to the newly-endowed Lemuel Hardison Redd, Jr. Chair of Western American History and as director of the newly-founded Charles Redd Center for Western Studies. He held the Redd Chair and taught classes in Mormon and Western American History until his retirement in 1987.

By the late 1970s, the New Mormon History had become controversial in some circles. Some Latter-day Saints had become uncomfortable with the honesty with which Leonard and his associates wrote history. Though the reasons for the change are not entirely clear, Leonard was released from the calling as Church Historian. Nevertheless, the church leadership continued to recognize Leonard's contribution, and at his own request, Gordon B. Hinckley, President of the LDS Church, was the principal speaker at his funeral.

In 1980, an agreement between the LDS General Authorities and the Brigham Young University administration led to the transfer of the History Division to Brigham Young University and its renaming as the Joseph Fielding Smith Institute for Church History. Leonard served as director until his retirement in 1987. During his service at BYU, he continued to teach history and economics classes and to work and associate with scholars in the field.

From 1972 until his death on January 11, 1999, he lived in Salt Lake City. His first wife, Grace Fort, whom he had married in 1943, preceded him in death in 1982. In 1983, he married Harriet Horne, who survives him. Surviving also are three children by Grace (James Wesley and Carl Wayne Arrington and Susan Arrington Madsen) and four stepchildren (Annette Rogers, Frederick "Rick" Sorenson, Heidi Swinton, and Stephen Moody).

Although we may never know the full impact of one life on the lives of others, I can say with confidence that Leonard Arrington affected my life and the lives of numerous others in ways almost beyond calculation. Collaboration with Leonard gave me and many others the first thrill of publishing scholarly articles in professional journals. Leonard patterned for me and for others the model of a committed Christian and a dedicated professional historian. He also typified the model which I have followed throughout my life of devoted involvement in professional associations and among the ranks of scholars and others throughout the nation. Along with others, I mourn the loss of a mentor and friend. At the same time, we look forward with confidence to the future in part because of the legacy that Leonard bequeathed to us. □

—Thomas G. Alexander
Brigham Young University
(Stephen Moody, photographer)

Anita Shafer Goodstein

Anita Shafer Goodstein, William R. Kenan Professor of History *emerita* at the University of the South, died Tuesday, May 12, 1998 at her home. She was born September 12, 1929 in Brooklyn, N.Y. Professor Goodstein was a scholarship student at Mount Holyoke College, where she was elected to Phi Beta Kappa. She received her Ph.D. in history from Cornell University. In 1953 she married Marvin E. Goodstein, also a Cornell Ph.D. The couple came to Sewanee in 1955, when Dr. Marvin was appointed to a post in the economics department at the College.

Mrs. Goodstein began teaching at the University of the South in 1963 and continued to do so until her retirement in 1994. Her contributions to the University were manifold. She was a continuing role model for her students, both female and male, and she developed new academic courses including American Intellectual and Social History, Indians and Blacks in America, and Women in American History. As an advocate of civil rights she was instrumental in ending segregation in Sewanee and in the Franklin County public schools. In recognition of her contributions to the academic and scholarly community, the University of the South honored her with a Doctor of Civil Law degree in 1994.

Dr. Goodstein was the author of *Nashville 1780-1860: From Frontier to City*, which was awarded the Tennessee History Book Award in 1989. In documenting women's history in Tennessee, she was a leading organizer of Tennessee's 75th celebration of women's suffrage. She was also the author of numerous articles on women's rights and had just completed an article for the *Journal of Southern History* entitled "A Rare Alliance: African-American and White Women in the Tennessee Elections of 1919-1920," which appeared in the May 1998 issue of the *Journal of Southern History*. One of the happiest moments of her last day was the receipt of news that the Anita S. Goodstein Endowed Lectureship in Women's History at The University of the South was to be a reality.

In addition to her husband, Dr. Goodstein is survived by two children, Sarah Hoyle of Knoxville, Tennessee and Eban Goodstein of Portland Oregon. She also had four grandchildren, Aysha and Benjamin Hoyle of Knoxville, and Emma and Liza Goodstein of Portland. Memorial gifts to the Anita S. Goodstein Endowed Lectureship are welcome. □

—Dr. Samuel R. Williamson
Vice-Chancellor and President
The University of the South

Upcoming OAH Annual Meetings

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

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

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

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

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Committee

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Foreign-Language Book Prize

Committee

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Michael Sherry, Northwestern University

Ellis W. Hawley Prize Committee

Otis L. Graham, University of North Carolina, Wilmington
Laura Kalman, University of California, Santa



OAH Inaugurates Regional Conference Series

See page 9
for more
details

HORACE SAMUEL AND
MARION GALBRAITH MERRILL

Travel Grants

IN 20TH CENTURY
AMERICAN POLITICAL HISTORY

Throughout his forty-year career as a professor of history at the University of Maryland, Horace Samuel Merrill earned the high regard of colleagues and students as a committed teacher, productive scholar, and caring mentor. An outstanding American political historian of the Gilded Age and Progressive Era periods, with interests extending through the New Deal, Professor Merrill took particular delight in assisting the younger scholars he met while conducting manuscript research at the Library of Congress. With the assistance of Marion Galbraith Merrill, his wife and scholarly collaborator, Professor Merrill provided fostering hospitality to several generations of younger historians, even beyond those who formally studied under his guidance. Many went on to their own productive and fulfilling careers with a deep appreciation to the Merrills for the intellectual and social sustenance that made a difference in the early years of their professional lives.

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

Please send four complete copies of application materials by **December 15, 1999** to the Organization of American Historians, 112 North Bryan Avenue, Bloomington, IN 47408-4199, attention Horace Samuel & Marion Galbraith Merrill Travel Grants in Twentieth-Century American Political History.

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

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

Application requirements: There is no standard application form. The complete application should not exceed ten pages, and should include the following components:

- **Cover sheet:** Include name, address, phone number(s), social security number, institutional affiliation (when appropriate), project title, a project abstract (not to exceed one hundred words), and the total amount requested.
- **Project description:** In one thousand words or less, describe the project's goals, methods, and intended results.
- **Vita:** Submit a standard résumé of academic experience and achievements.
- **Budget:** Indicate how the requested funds will be spent and the extent of matching funds available.
- **References:** Graduate students must include two letters of reference from people familiar with their academic work.

Congratulations

1999 OAH Award and Prize Winners

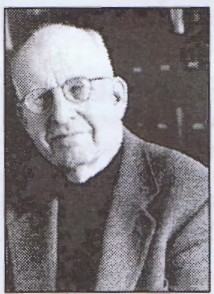


Catherine Allgor

Lerner-Scott Prize

Catherine Allgor's "Political Parties: Society and Politics in Washington City, 1800-1832" uses the papers of elite white women to explore the world of gendered political interaction in early federal Washington. Most historians, she argues, have missed the serious implications of women's politick-

ing in this venue because they accepted men's purported disdain for "petticoat politics" and women's apparent leading of "private" lives. Allgor locates much political activity in a "social sphere" where the sexes interacted. Here, "public women" mixed in politics in crucial ways, helping to get bills passed, obtaining patronage for friends and relations, and inventing ways for democratic Washington to engage in politics in a republican fashion. Creatively researched and written with great style and wit, Allgor's dissertation offers a fresh and original approach to early nineteenth-century political history and women's history as well.



Ira Berlin

Elliott Rudwick Prize

Ira Berlin's *Many Thousands Gone: The First Two Centuries of Slavery in North America* is a beautifully written account of the development of slavery in the seventeenth and eighteenth centuries that chronicles the growing dependence of American colonists on this economic and racial system. In reminding us of the fluidity of the institution of slavery at its beginnings in colonial America, Berlin shows that Africans were critical players in the formation of a working class in North America and that their racial condition was intimately tied to the historical unfolding of the institution of slavery in this period. Berlin notes the vital changes in black society brought about by the age of political revolution at the end of the eighteenth century, with a consolidation of a distinctly African American community emerging while the boundaries between slave and free hardened in the new United States. Berlin's work displays brilliant conceptual insights rooted in a lifetime of scholarly research.

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Charles Capper

Binkley-Stephenson Award

Charles Capper's elegant and erudite essay, "A Little Beyond: The Problem of the Transcendentalist Movement in American History," published in the September, 1998, *JAH*, brings a fresh approach to a venerable topic. This is an intellectual history and historiography of the first order, dealing ably with

ideas and their relationship to their times, blending insights from both history and literary criticism, summarizing recent research, and providing provocative suggestions for future scholarship. All scholars of this movement, present and future, will profit from Capper's deft portraits of Transcendentalism's past chroniclers and his brilliant exposition of the myriad meanings of the American Renaissance.



Lizabeth Cohen

ABC-CLIO America: History and Life Award.

The ABC-CLIO Award Committee has enthusiastically selected for the 1999 prize Lizabeth Cohen's article, "From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar America," *American Historical Review*, 101,

4 (October 1996). The article is an analysis of the powerful economic forces that transformed the American city; a study of the impact of that transformation on the political rights of American citizens, particularly in the area of First Amendment rights; and an insightful commentary on how social and cultural patterns were reformed in the process. Particularly important is her analysis of how, in the decade that witnessed *Brown v. Board of Education*, the Montgomery Bus Boycott, and the emergence of the modern Civil Rights movement, the shopping mall was consciously intended as an alternative to the racial complexity of the American city. The Committee selected Cohen's work for its gracefulness of expression, depth of research, and its creative analysis.



Elizabeth Anne Fenn

Louis Pelzer Memorial Award

"Beyond Jeffery Amherst: Biological Warfare in Eighteenth-Century America" revisits the controversial issue of germ warfare in the eighteenth century. While scholars have tended to treat the famous "smallpox blanket" incident at Fort Pitt in 1763 as an isolated and anomalous incident, this

essay argues that discussion of biological warfare was fairly common in the late eighteenth century and that actual acts of biological warfare may not have been so rare as we have been led to believe. European codes of war did not forbid such acts in wars with either "savages" or "rebels," and accusations of deliberate smallpox infection appear to have peaked during the American Revolution.



Michele Vickers Forman

Mary K. Bonsteel Tachau Precollegiate Teaching Award

The award recognizes the contributions made by pre-collegiate teachers to improve history education. Michele Vickers Forman understands the importance history can play in the lives of young people. Whether she is holding voluntary

7:00 A.M. classes in Arabic, turning history haters into historians by having students research local agricultural history, or encouraging less than stellar students to risk taking her AP U.S. History class, she believes in her students' capacity for learning. Ms. Forman is also a teacher of teachers, serving as an instructor in a national NEH institute in Women's History, in a Woodrow Wilson program in World History, and in the Teacher Education Program at Harvard University. She is a central figure in the National Standards movement, a leader of the World History Association, and is a member of both the College

Board's Academic Advisory Council and ETS's Test Development Committee for the SAT II World History Achievement Test. She is a warm and supportive mentor for young teachers, she is a fine colleague, she is an historian.

Gervasio Luis Garcia

Foreign-Language Article Prize

In "El Otro Es Uno: Puerto Rico En La Mirada Norteamericana de 1898" (The Other is Oneself: Puerto Rico in the Eyes of the North Americans in 1898), published in *Revista de Indias*, 1997, Gervasio Luis Garcia turns the geographic focus of discussions of colonialism and imperialism in 1898 from Cuba and The Philippines to the often-overlooked Puerto Rico. Drawing on Spanish language writings by intellectuals and elites, Garcia finds a complex pattern in which American officials and Puerto Rican elites constructed a trans-national colonial partnership that met their respective needs. Class loyalties proved deeper than national ones as Garcia shows that many Puerto Ricans embraced increased opportunities brought by American colonizers while workers and peasants chose to fight for Puerto Rican sovereignty. The article will be published in the *JAH*.



Liette P. Gidlow

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

Liette P. Gidlow's, Cornell University, thesis entitled "Getting Out the Vote: Gender and Citizenship in an Age of Consumer Culture," argues that though the GOTV campaigns failed to improve turnout, they reveal a major transformation of political culture

in the early twentieth century U.S. Her thesis was informed by scholarship in "new political history," political culture, women's and gender studies, consumer culture, critical theory, and political development.

Andrew L. Johns

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

Andrew L. Johns's dissertation, entitled, "Hawks, Doves, and a Wise Old Owl: The Republican Party and the 'Democrats' War' in Vietnam, 1960-1969" analyzes the Republican party's influence on America's Vietnam policy from 1960-1969 by employing an interdisciplinary and multi-archival approach. Specifically, it examines the linkage between domestic political considerations and decision-making in the executive branch as well as the splintering of the bipartisan Cold War consensus on foreign policy. The views of key figures in the Republican party on both sides of the Vietnam debate—including members of Congress, governors, leading Republican elder statesmen, and grassroots members of the party—are used to determine how and to what extent Republican opinions on the war affected the deliberations of the Kennedy and Johnson administration. It concludes that while most scholars consider the Vietnam conflict to be "Lyndon Johnson's War," the GOP should be held responsible for the role the party played in escalating and prolonging the conflict in Vietnam, as well as given credit for its efforts to bring the war to a conclusion.

Jong Won Lee

Foreign-Language Book Prize

Jong Won Lee, in *Higashi Aia Reisen to Kan-Bei-Nichi Kankei* (U.S.-Korean Relations and Japan in East Asia's Cold War), published by the University of Tokyo Press, places the bilateral relationship between the United States and South Korea in the post-Korean-War era in a multinational context by bringing Japan into the picture. With his command of Japanese, Korean, and English, Lee deftly details Eisenhower's sophisticated Northeast Asian policy that gave primacy to Japan in the containment of Soviet and Chinese communism and enabled Syngman Rhee to forge a state-capitalist, militarized society in South Korea. Linking the Cold War and economic development in the 1960s, Lee's book illuminates American relations with Korea and also offers insight into the ways in which the external challenges of the mid-twentieth century altered the United States itself. The OAH will help support the translation of the work into English.



Charles L. Lumpkins

Huggins-Quarles Award

Charles L. Lumpkins, Pennsylvania State University, won the Huggins-Quarles Award for his work *"Black East St. Louis: Politics and Economy in a Border City, 1900-1945."* This dissertation examines African American social and political institutions that fostered activism within a transforming political economy. Black East St. Louis, situated within a manufacturing and railroad hub once called the "Pittsburgh of the West," was the crossroads of northern industrial, midwestern civic, and southern social cultures. Residents experienced dramatic changes, including the Great Migration, the 1917 "race riots," the New Deal, and World War II, and drew from their social and political institutions to confront oppression and to gain full rights of citizenship.

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Lisa G. Materson

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

Lisa Materson's work explores African American women's involvement in Republican and Democratic Party politics from 1870 to 1944. Decades before women's federal enfranchisement under the Nineteenth Amendment, Northern middle-class black women

used community institutions to canvass African American neighborhoods on behalf of political candidates and organize Republican, and, after 1936, Democratic meetings. Her study demonstrates that, along with supporting middle-class black women's electoral engagement, these community venues were central to integrating working-class black women, many of whom were recent migrants from the South, into Northern party politics.



Paul C. Milazzo

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

Milazzo's work, "Legislating the Solution to Pollution: Congress and the Development of Water Pollution Control Policy, 1945-1975" is an examination of environmental policy as it developed in the thirty years following the Second World

War. He employs a case study of water pollution control in order to advance an alternative interpretation of the history of American political development—one that underscores the positive role the United States Congress ultimately played in reordering national priorities and reorienting national institutions. To explain the growth of government or the implementation of new regulatory regimes, conventional narratives posit assertive executive agencies or powerful interest groups as the true engines of innovation, relegating Congress to the margins. The history of water pollution policy offers a different view. It is a story of how the legislative branch transformed pollution control from a by-product of the distributive politics of water development to an independent policy domain embodying the redistributive politics of environmental regulation. Explaining this shift from "pork" to "positive policy" means taking Congress's capacity to manage knowledge and expertise seriously. By focusing on Congress, Milazzo explores how the reciprocal interplay between "broad social forces" on the one hand, and the internal workings of issue networks on the other, combined to determine policy outcomes in the post-World War II era.

Philip D. Morgan

Elliott Rudwick Prize

Philip D. Morgan's *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake & Lowcountry* (Published by the University of North Carolina Press for the Omohundro Institute of Early American History and Culture), is a magisterial work which casts the individuals who found themselves slaves as active agents in shaping their own destiny, while never allowing us to forget the extreme forms of exploitation they encountered. By comparing the two main regions of Black settlement on the eve of the Revolution, Morgan provides an amazingly comprehensive, archivally-based account of African American slave life in the colonial South. The book looks intimately at the varied work lives of American slaves, their interactions with whites and among themselves, and the new families, communities and cultures they constructed in British North America. Morgan provocatively and convincingly argues that there existed a strong inverse relationship between the severity of their material conditions and the command autonomy achieved by African American slaves. Morgan is able to capture the very humanity of slaves existing under an inhumane system of exploitation.



Theresa Napson-Williams

Huggins-Quarles Award

Theresa Napson-Williams, Rutgers University, New Brunswick Campus, won the 1999 Huggins-Quarles Award for her work, "Violating the Black Body: Black Women, White Men and Sexual Violence, 1920-1950." Analyzing the causes, impact, and consequences

of sexual violence is an important area of inquiry for women and society in general. The silence surrounding this crime has only recently been penetrated. However, there is a marked deficiency in the historical literature. This dissertation seeks to unravel black women's experiences with sexual violence and the social and legal responses to this crime from 1920 to 1950. In doing this, the work promises to enrich not only studies of black women, but also those on gender relations, sexuality, race relations, and violence in America.



R. Mark Phillips

Horace Samuel and Marion Galbraith Merrill Travel Grants in Twentieth-Century American Political History.

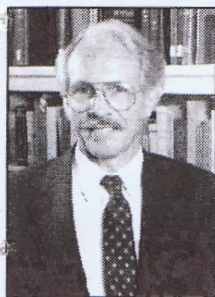
R. Mark Phillips is a doctoral fellow at Bowling Green State University. His dissertation project, entitled "Fueling the Fire: United States Political Asylum Policy Toward Central America," focuses on the origins and development of political asylum policy from 1945-1996. In particular, the study examines how border enforcement objectives and foreign policy imperatives created an institutionally unjust asylum process for Salvadorans, Guatemalans, and Nicaraguans. Moreover, the project analyzes how the United States government exacerbated human displacement in and emigration from Central America by sanctioning or condoning the human rights abuses of repressive regimes and right-wing paramilitary forces.

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Daniel T. Rodgers

Ellis W. Hawley Prize

Daniel T. Rodgers' *Atlantic Crossings: Social Politics in a Progressive Age* (Harvard University Press) is an original and compelling new narrative of American liberalism from the crisis of the 1890s to the end of World War II. Elegantly argued and based on prodigious research in European and American archives and sources, the book offers a trans-Atlantic reframing of the story of progressive politics in America. Rodgers describes the awakening of American reformers to the reservoirs of "potentially usable experience" in Europe and the international institutions and connections through which American brokers and borrowers gained from European experience agenda-shaping ideas and solutions applied in the U. S. The enterprise of those who believe that "not everything belongs in the market" is not currently in good health, but this timely book describes its vigorous international origins in the first half of this century and suggests a new periodization for American and trans-Atlantic history.



Malcolm J. Rohrbough

Ray Allen Billington Prize

Malcolm J. Rohrbough's thoroughly researched and finely written book, *Days of Gold: The California Gold Rush and the American Nation*, published by the University of California Press, is a stunning evocation of the Gold Rush experience, and, even more impressively, it uses the Gold Rush to reveal and

examine the tensions within the United States at a time when many people remained still deeply ambivalent about the social and cultural costs of its emerging capitalist economy. By looking at both the "argonauts" who embodied a search for wealth and fortune and the families and communities they left behind, Malcolm Rohrbough gives a nuanced and revealing view of American society in the mid-nineteenth century.



Nina Gilden Seavey

Erik Barnow Award

The committee selected *A Paralyzing Fear: The Story of Polio in America* as winner of the 1999 Erik Barnow Award. The film was directed by Nina Gilden Seavey, George Washington University, and produced by Paul Wagner, Paul Wagner Productions, Inc., and Nina Gilden Seavey. This ninety-

minute documentary is a powerful and moving examination of the tragic epidemics of polio in twentieth-century America and the efforts by medical researchers to discover a cure for the disease. *A Paralyzing Fear* also illuminates the history of campaigns to raise money for research on infantile paralysis, including the important role of the March of Dimes. Seavey's film shows how fear gripped communities on a yearly basis, especially during the summertime, when the news media began to report outbreaks among children. Through revealing interviews, victims report on their struggles with paralysis, the difficulties they faced when friends were afraid to be near them, and their efforts to construct a new life in the face of physical handicaps. With extraordinary skill, *A Paralyzing Fear* combines social, medical, and political history in presenting a disturbing yet inspiring picture of the important fight against polio in the twentieth-century.



Rogers M. Smith

Merle Curti Award

Civic Ideals: Conflicting Visions of Citizenship in U. S. History, by Rogers M. Smith, published by Yale University Press, successfully challenges prevailing understandings of the American political tradition. Smith places the concept of "ascriptive Americanism..." with its central assumptions about the superiority of propertied white

Protestant males of Northern European descent, alongside the potent and familiar "fictive myths" of liberalism and republicanism to explain recurrent reinscriptions of exclusionary hierarchies even after their formal, albeit incomplete, repudiation during the periods of the Revolution and Confederation, the Civil War and Reconstruction, and the Civil Rights Movement and the Great Society. *Civic Ideals* demonstrates the unmistakable impact of ideas on law and politics while convincingly explaining the distance that separates the principles proclaimed in public discourse from the realities of American social experience. A work of enormous erudition and spirited yet judicious argumentation, *Civic Ideals* alters our understanding of the multiple traditions that have shaped American thought and culture.



Lloyd DeGrane

Amy Dru Stanley

Avery O. Craven Award

In brilliant fashion, Amy Dru Stanley's *From Bondage to Contract: Wage Labor, Marriage, and the Market in the Age of Slave Emancipation*, published by Cambridge University Press, reveals the centrality of contract theory to nineteenth-century debates about slavery, free labor, and marriage.

Contract—signifying self ownership and consent—increasingly situated freedom in market exchange. To abolitionists, the absence of contract symbolized the fundamental freedom denied slaves. Stanley imaginatively and effectively links notions of (male) wage labor with women's roles by considering the marriage contract as well as the wage contract. By situating home life and marriage in the midst of labor transformations and demonstrating how Americans employed notions of contract to define and resolve these major intersecting social crises, Stanley has permanently marked our understanding of the nation during the era of the Civil War.

Amy Dru Stanley

Frederick Jackson Turner Award

The Turner Award Committee enthusiastically selected Amy Dru Stanley's *From Bondage to Contract: Wage Labor, Marriage, and the Market in the Age of Slave Emancipation* (Cambridge University Press) as the best first book in American History published in 1998. It has the kind of weight and breadth that is rarely found in a historian's initial offering. It is a reinterpretation of nineteenth-century liberalism that relates thought about slavery and emancipation to issues involving marriage, wage labor, vagrancy or public dependency, and prostitution. The author masterfully explores the uncertainties and ambiguities of an ideology based on contract as he symbol for freedom. The perennial question of what is subject to the contract freedom of the capitalist market and what is to be protected from commercialization and commodification because of nonmarket values was confronted in an especially stark and intense way in the context of slave emancipation and its apparent vindication of contract as the essence of liberty. At once a contribution to intellectual, legal, and social history, *From Bondage to Contract* is likely to have a major impact on our understanding of American life and thought in the nineteenth century.



Brian Ward

James A. Rawley Prize

Brian Ward's *Just My Soul Responding: Rhythm and Blues, Black Consciousness, and Race Relations* (University of California Press) is a provocative and wide-ranging analysis of the development of black popular music from the mid-1950s to the early 1970s and its relationship to the political cur-

rents of the Civil Rights Movement and Black Power. In addition to providing a fascinating account of the popular music industry in all its byzantine commercial complexity, Ward demonstrates that popular music was a cultural hybrid, and that an extraordinary amount of racial "crossover" took place, among both artists and listeners, a phenomenon that reflected the optimism of the Civil Rights Movement and the ideal of racial integration. While acknowledging the political activism of performers like Harry Belafonte and Nina Simone, Ward argues that the deepest political significance of black popular music was less its direct engagement with the political issues of the day than its ability to provide vast numbers of ordinary black people with "psychological empowerment." *Just My Soul Responding* is a model of how to mar-

ry the study of popular culture with political history—social history at its best.



Elliott West

Ray Allen Billington Prize

Elliott West's *The Contested Plains: Indians, Goldseekers, and the Rush to Colorado*, published by the University Press of Kansas, is a superb academic history that is also a brilliant piece of storytelling. Nature, itself in part a creation of human cultures, plays as large a role as the men and women, Indian and

white, whose visions the Great Plains could never quite sustain.

1999 OAH-JAAS Japan Residencies

In cooperation with the Japanese Association for American Studies and the Japan (JAAS)-United States Friendship Commission, the OAH International Committee continued to support a program of short-term residencies for U.S. historians in Japanese universities. The first group of OAH-JAAS residents visited Japan in 1997 and the second group followed in 1998. The International Committee, together with former OAH President Linda K. Kerber, project director of the residency program, selected finalists according to criteria published in the *OAH Newsletter*. The program has been renewed and the Committee has selected three additional historians from



Casey Blake
Indiana University

a pool of more than twenty applications. The three 1999 OAH-JAAS residents are Casey Blake, Indiana University, Valerie Matsumoto, UCLA, Robert Brent Toplin, University of North Carolina, Wilmington.

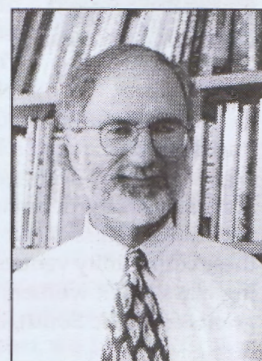
Historians will offer lectures and seminars on the subject of their specialty. They will enter the collegial life of their host university, consulting with individual faculty and graduate students, and contributing to the expansion of networks of



Valerie Matsumoto
UCLA

scholars in the two nations. We are particularly interested in encouraging the application of mid-career scholars for whom this would be their first academic trip to Japan. We hope to foster international and cooperative work among historians in both nations, who will remain in contact with each other over the years.

The award covers round trip airfare to Japan, housing, and modest daily expenses. For more information about the program, please visit <http://www.indiana.edu/~oah/japan>.



Robert Brent Toplin
UNC, Wilmington

Announcements

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

Professional Opportunities

California State University

California State University, Sacramento invites applications for a probationary tenure-track position at the assistant professor level in the history of the American West and Chicano history. Teach survey courses in U.S. history, undergraduate and graduate courses in the history of the American West, an upper division one-semester course in Chicano history, and seminars in historical method. Knowledge and experience in public history fields preferred. Potential for excellence in teaching and ability to work effectively with a diverse student population. Experience as a teaching assistant or college or university instructor preferred. Ph.D. in History or American Studies must be completed by August 20, 2000. Review of applications will begin on October 1, 1999; open until filled. CSUS is AA/EOE. Send vita, transcripts, statement of interest in teaching and research, three letters of recommendation, sample syllabi and teaching evaluations to: Chair, AW/C Search Committee, Department of History, CSUS, Sacramento, CA 95819-6059.

Activities of Members

Announcements now appear regularly on the OAH web page. For the latest prize news, calls for papers, etc. please visit <<http://www.indiana.edu/~oah/nl/>>

Wayne Bodle, Indiana University of Pennsylvania, received a fellowship for the Gilder Lehrman Institute of American History for his study of, "The Sibling Cohort on the American Family Frontier, 1740-1835."

Gabor S. Boritt, Civil War Institute, Gettysburg, received a fellowship from the Pierpont Morgan Library by the Gilder Lehrman Institute of American History for his study of, "Storm of Battle, Storm of Heaven: Gettysburg."

Amy Bridges, received the best book award in North American urban history published in 1997 from the Urban History Association for *Morning Glories: Municipal Reform in the Southwest*. She is a professor of political science and adjunct professor of history at the University of California at San Diego.

Robert John Cook, University of Sheffield, England, received a fellowship from the Gilder Lehrman Institute of American History for his study, "Divided America: The Pursuit of National Identity in the Era of the Civil War, 1848-1877."

John Davis, Smith College, received a fellowship from the Gilder Lehrman Institute of American History for his study of, "Ur-

ban Landscape in New York City at the Turn of the Century."

Lawrence W. Friedman has just finished *Identity's Architect: An Authorized Biography of Erik Erikson*, published by Simon and Schuster.

James B. Gardner, a consultant with History Associates Incorporated and LaPaglia & Associates, just edited a book with Peter LaPaglia entitled, *Public History: Essays from the Field*. The twenty-five essays that comprise this volume provide an introduction to both the varieties of work in which public historians are engaged and the common purposes they share. The book is published by Krieger Publishing Company.

William B. Hart, Assistant Professor of History at Middlebury College, is a Visiting Fellow for 1998-99 at the Center for the Study of American Religion at Princeton, where he also holds a Ford Post-Doctoral Fellowship for Minority Scholars, in support of his project, "Knowledge, Identity, and Religious Change Among the Enslaved in Eighteenth-Century New York City."

Graham R. Hodges, Colgate University, received a fellowship from the Gilder Lehrman Institute of American History for his study, "New York City Before the American Revolution."

Phyllis Komarek de Luna, Independent Scholar, published *Public versus Private Power during the Truman Administration: A Study of Fair Deal Liberalism*.

William Courtland Johnson, Claremont McKenna College, received a fellowship from the Gilder Lehrman Institute of American History for his study, "Black Response to the American Colonization Society."

Loretta Sullivan Lobes, Executive Director of the National History Education Network, is the first winner of the Gabriel G. Rudney Award, an annual dissertation prize given by the Association for Research on nonprofit Organization and Voluntary Action (ARNOVA). Her Ph.D. dissertation discussed the importance of women's contributions to the reorganization of social services from the late nineteenth to the early twentieth century.

Mark McGarvie has accepted a three-year research and teaching fellowship beginning in August. He will be the Hodgson Russ Fellow at the Baldy Center for Law and Interdisciplinary Studies and an instructor of legal writing and legal history at the SUNY-Buffalo School of Law. The Center employs researchers in law and the humanities and is affiliated with the Buffalo Law School.

Page Putnam Miller, Director of the National Coordinating Committee for the Promotion of History (NCC), was awarded the Franklin Delano Roosevelt award of the Society for History in the Federal Government (SHFG) at its annual meeting. The award is given to an individual for outstanding accomplishments on behalf of Federal history over a number of years.

Barbara B. Oberg has been appointed General Editor of the *Papers of Thomas Jefferson*, at Princeton University.

Kevin Phillips has written a new book entitled, *The Cousins's Wars: Religion, Politics and the Triumph of Anglo-America*, which was published in N.Y. by Basic Books in January 1999.

Julie Leininger Pycior, Manhattan College, was awarded the T. R. Fehrenbach prize by the Texas Historical Commission for her book, *LBJ and Mexican Americans: The Paradox of Power*. Also, she has been awarded a summer grant from the Louisville Institute for her current project, "Radical Pilgrims: A Comparative Biography of Dorothy Day and Thomas Merton."

Karin A. Shapiro, Independent Scholar, has recently published *A New South Rebellion: The Battle Against Convict Labor in the Tennessee Coalfields* (UNC Press, 1998).

Mary Corbin Sies received the best article

award in recognition Urban History published during 1997 from the Urban History Association for her article entitled " 'Paradise Retained' An Analysis of Planned, exclusive Suburbs." Sies is associate Professor of American Studies at the University of Maryland at College Park.

Mark Tebeau received the best doctoral Dissertation in Urban History completed during 1997 from the Urban History Association for "Eating Smoke: Masculinity, Technology, and the Politics of Urbanization, 1850-1950." Tebeau is visiting assistant professor of history at Carnegie Mellon University.

Judith L. Van Buskirk, State University of New York at Cortland, has received a fellowship to study in the Library of the New-York Historical Society by the Gilder Lehrman Institute of American History for his study of, "Generous Enemies: Civility and Conflict in Revolutionary New York."

David Waldstreicher, Yale University, has received a fellowship from the Gilder Lehrman Institute of American History for his study of "Benjamin Franklin's America: Slavery, Servitude and the Self-Made Man."

Joan Waugh, UCLA, has received a fellowship to study in the Library of the New-York Historical Society by the Gilder Lehrman Institute of American History for her study of, "The Union is His Monument: The Memory of Ulysses S. Grant."

Patricia West, Martin Van Buren and State University of New York at Albany published *Domesticating History: The Political Origins of the House Museum Movement*.

Awards, Grants and Fellowships

The Southern Association for Women Historians will award the A. Elizabeth Taylor Prize of \$100 for the best article on southern women's history published in either a journal or an anthology during 1998. Deadline is June 1, 1999. Send nominations or three copies of the article to: Michele Gillespie, Department of History, Agnes Scott College, 141 E. College Avenue, Decatur, GA 30030-3797.

The Forum for the History of Human Science announces a nonmonetary prize competition for best recent article on some aspect of the history of the human sciences. The winner will be announced at the annual History of Science Society meeting and in relevant newsletters. Entries are encouraged from authors in any discipline, as long as the work is related to the history of the human sciences, broadly construed. To be eligible, the article must have been published in the last three years. Send three copies of the nominated article to the Forum's Corresponding Secretary: David A. Valone, Quinnipiac College, Box 77, 275 Mt. Carmel Ave., Hamden, CT 06518. Deadline is June 1, 1999.

The Fulbright Scholar Program has opportunities for lecturing or advanced research in nearly 130 countries are available to college and university faculty and professionals outside academes. U. S. citizenship and the Ph. D. or comparable professional qualifications are required. Deadline for award is August 1, 1999 for lecturing and research grants in academic year 2000-2001. Contact: USIA Fulbright Scholar Program, Council for International Exchange of Scholars, 3007 Tilden Street, NW, Suite 5L, Box GNEWS, Washington, DC 20008-3009; (202) 686-7877; <apprequest@cies.iie.org> (requests for application materials only); <www.cies.org>.

The New England Historical Association offers an annual award for the best book by a New England scholar on any historical topic, time or place. Books published in 1998 may be nominated by the publisher. Dead-

line is June 1, 1999. An award of \$200 will be presented to the author at the October 1999 NEHA conference. Contact: Peter Holoran, NEHA Secretary, 41 Kinnean Street, Cambridge, MA 02138; <pch@world.std.com>

The Urban History Association offers the following 1999 prizes for scholarly distinction in urban history: (1) Best doctoral dissertation, (2) Best book (North American urban history), (3) Best book (non-North American), (4) Best journal article. Deadline is June 15, 1999. For information only (send no submissions), contact: Patricia Evridge Hill, Department of Social Science, San Jose State University, San Jose, CA 95192-0121.

The Presbyterian Historical Society is offering four awards: (1) The Francis Make-mie Award for an outstanding contribution to American Presbyterian or Reformed History (\$500); (2) The Woodrow Wilson Award for the best published scholarly article on a topic in the subject (\$100); (3) The Robert Lee Stowe Award for the best published historical study of an American Presbyterian or Reformed congregation (\$250); and (4) The Patricia Ann Burrus Spaulding Award for the best published scholarly historical article pertaining to an American Presbyterian of Reformed woman or women (\$200). Titles for consideration must have a publication date of 1997, 1998, or 1999. Four copies of each submission should be sent to Publications and Awards Committee, Presbyterian Historical Society, P.O. Box 849, 318 Georgia Terrace, Montreat, NC 28757; (828) 669-7061. Deadline is July 1, 1999.

The University Press of Kentucky will offer a prize of \$1,000 and publication for the best original book manuscript on material culture. The deadline for submissions is July 1, 1999. Contact: Allison Webster, Acquisitions Editor, University Press of Kentucky, 663 South Limestone Street, Lexington, KY 40508-4008; (606) 257-8438; <abwebs0@pop.uky.edu>

The Montana Historical Society announces the 1999 competition for the Merrill G. Burlingame-K. Ross Toole Award. The award will be given to the best article-length manuscript written by an undergraduate or graduate student on a Montana or western history topic. The award includes a plaque, cash award, and possible publication in *Montana The Magazine of Western History*. Students must be sponsored by a faculty member from their university. The award will be based on the readability and style of presentation, use of research materials, overall conception, and contribution to the history of Montana and the West. Deadline is July 16, 1999. Applicants should send manuscripts with a cover letter and faculty letter of sponsorship to: Burlingame-Toole Award, *Montana The Magazine of Western History*, Montana Historical Society, P.O. Box 201201, 225 North Roberts Street, Helena, Montana 59620-1201.

The American College of Obstetricians and Gynecologists and Ortho-McNeil Pharmaceutical Corporation are sponsoring two \$2,000 ACOG/Ortho-McNeil Fellowships in the History of American Obstetrics and Gynecology. Recipients spend one month in the Washington, DC area researching full-time at the ACOG History Library and other area libraries to complete their specific historical research project. The results must be disseminated through either publication or presentation at a professional meeting. The deadline is September 1, 1999. Contact: Susan Rishworth, History Librarian/Archivist, The American College of Obstetricians and Gynecologists, 409 Twelfth Street, SW, Washington, DC 20024; (202) 863-2578 or (202) 863-2518; fax (202) 484-1595; <srishwor@acog.org>

The College of Charleston's Program in the Carolina Lowcountry and the Atlantic World announces the competition for the

Hines Prize awarded to the best first book relating to any aspect of the history and life of the Carolina Lowcountry or any area of the broader Atlantic World. The prize carries a cash award of \$1,000 and publication in the Program's Series in the Carolina Lowcountry and Atlantic World with the University of South Carolina Press. Deadline is **September 1, 1999**. Contact: Professors Brana-Shute and Sparks, Associate Directors, Program in the Carolina Lowcountry and the Atlantic World, c/o History Department, College of Charleston, 66 George Street, Charleston, SC 29424; (843) 953-5711; fax (843) 953-6349; <branashuter@cofc.edu>, <sparksr@cofc.edu>.

The **Gilder Lehrman Institute of American Study** is offering Fellowships in American Civilization, grants that support research in three New York City historical archives. Candidates should submit: a cover sheet with name, address, telephone and fax numbers, e-mail address, institutional affiliation and rank, title of project, duration of fellowship desired, lists of letters of recommendation, and the primary collection in which the candidate wishes to work; a c.v.; a two to three page proposal for the candidate's research project, and a schedule and proposed budget during the fellowship. Apply no later than **November 15, 1999** to Fellowship Program, The Gilder Lehrman Institute of American History, 52 Vanderbilt Ave., New York, NY 10017, (212) 972-2510.

The **Rockefeller Archive Center**, a division of The Rockefeller University, invites applications for its program of Grants for Travel and Research at the Rockefeller Archive Center for the year 2000. The competitive program make grants up to \$2,500 to U.S. and Canadian Researchers and up to \$3,000 to researchers from other countries in any discipline, usually graduate students or post-doctoral scholars, who are engaged in research that requires use of the collections at the Center. The deadline for all grant applications is **November 30, 1999**; grant recipients will be announced in March, 2000. Inquiries about the programs and requests for applications should be addressed to: Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Avenue, Pocantico Hills, Sleepy Hollow, New York 10591-1598, USA, (914) 631-4505, fax (914) 631-6017, <archive@rockvax.rockefeller.edu>.

Yale University's Program in Agrarian Studies will be offering four to six post-doctoral fellowships tenurable from September 2000-May 2001. The Program is designed to maximize the intellectual links between Western and non-Western studies, contemporary work and historical work, the social sciences and the humanities in the context of research on rural life and society. Fellowships include a stipend of \$30,000 per academic year. The deadline for receipt of the first stage of applications is **January 1, 2000**. Contact: James C. Scott, Program in Agrarian Studies, Yale University, Box 208300, New Haven, CT 06520-8300; fax (203) 432-5036; <www.yale.edu/agrarianstudies>.

The **Indiana Historical Society** announces four grant and fellowship programs. The Clio Grant for researching and preparing books and articles in the field of Indiana History in which funding is available up to \$15,000. The Director's Grant aids individuals in gaining access to sources related to Indiana and its environs, and has a \$1,500 limit. The Indiana Heritage Research Grants make

available \$2,500 in matching funds to an Indiana nonprofit organization. The Graduate Fellowships in History are \$6,000 fellowships awarded to two students who are at the dissertation level in graduate work. The fellowships are awarded annually in May. Contact: Indiana Historical Society, Education Division, 315 West Ohio Street, Indianapolis, IN 44202; (317) 233-5659; <mbierlein@statelib.lib.in.us>; <http://www.indianahistory.org>.

The **Carl Albert Congressional Research and Studies Center** at the University of Oklahoma seeks applicants for its Visiting Scholars Program, which provides awards from \$500-\$1,000 to researchers working at the Center's archives. Anyone may apply, however preference is given to postdoctoral researchers. **No deadline**. Applications are accepted at anytime. Contact: Archivist, Carl Albert Center, 630 Parrington 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

Southwest Missouri State University invites proposals for papers and sessions in all areas for the twenty-first Mid-American Conference on History in Springfield, Missouri, on September 16-18, 1999. Deadline is **May 14, 1999**. Contact: Tom Dicke, Conference Coordinator, Department of History, Southwest Missouri State University, Springfield, MO 65804; <tomdicke@mail.smsu.edu>.

West Virginia University, Department of Foreign Languages, will host the twenty-fourth Colloquium on Literature and Film September 16-18, 1999. The topic for the colloquium will be "Language into Light: The Written Word Becomes Cinema." Send abstracts for individual papers or whole sessions by **May 15, 1999**. Contact: Armand E. Singer, Colloquium Director, Box 6298, West Virginia University, Morgantown, WV 26506-6298.

The **Society for American Baseball Research Negro Leagues Committee** and the **John Henry Pop Lloyd Committee of Atlantic City** invite presentations and papers for a national conference in Atlantic City, NJ on August 19-22, 1999. Conference organizers seek papers and presentations focused on some aspect of the Black baseball story. Submit proposals by **June 1, 1999** to Dr. Lawrence Hogan, Union County College, Cranford, NJ 07016; <hogan@hawk.ucc.edu> or to Sammy Miller, 3916 Archer Court, Florence, KY 41402; <poplloyd@juno.com>.

William Pencak, the first historian elected President of the **Semiotic Society of America**, is organizing the annual meeting to take place in Pittsburgh PA at the Ramada Suites Downtown from October 28-31. Deadline is **June 1, 1999**. Contact: Bill Pencak, Dept. of History, Penn State Univ., University Park, PA 16802 <wapl@psu.edu>.

The organizers of **Restoration and Renovation** invite proposals for a conference on restoration, renovation, and rehabilitation, as well as historically inspired new construction in Boston, Massachusetts on February 27-29, 1999. Restoration and Renovation is the largest commercial trade exhibition and conference for the preservation, maintenance

and re-creation of traditional buildings, period design and craft. Send proposals by **June 1, 1999** to Conference Manager, EGI Exhibitions, 129 Park Street, North Reading, MA 01864.

The **Southern Association for Women Historians** invites proposals for papers, panels, media presentations, and roundtables for the fifth Southern Conference on Women's History at the University of Richmond and the Library of Virginia in Richmond, Virginia, on June 15-17, 2000. Deadline is **June 30, 1999**. Send two copies of one- to two-page proposals and a brief c.v. for each participant to Cynthia A. Kierner, SAWH Program Committee Chair, Department of History, University of North Carolina at Charlotte, 9201 University City Boulevard, Charlotte, NC 28223. For more information, see <http://www.h-net.msu.edu/~sawh/>.

The **Northeast Popular Culture/ American Culture Association (NEPCA)**, an affiliate of the PCA and ACA, invites proposals for its twenty-second annual conference in Portland, ME on October 29-30, 1999. Proposed papers or presentations on any pop culture or American Culture topics may be submitted as a one-page abstract with a brief c.v. to the program chair. Deadline is **June 30, 1999**. Contact: Judith Hakola, University of Maine, Department of English, Orono, ME 04469-5752; <judith_hakola@umit.maine.edu>.

The **American Society for Environmental History** will hold its annual meeting, "Into the Next Millennium: The Past and Promise of Environmental History" on March 16-19, 2000 in Tacoma, Washington. Paper and session proposals that examine any aspect of human interaction with the physical environment over time, including the relationship among the practice of environmental history and environmental problems and solutions that suggest possibilities for future environmental histories are welcome. The Program Committee strongly encourages the submission of entire panels. Proposals should contain six copies of the following: (1) cover sheet with the full name and affiliation of each panel participant and the titles of the session and/or each paper; (2) a 100-word maximum abstract describing purpose of session; (3) a 250-word maximum abstract for each paper; and (4) a two-page maximum c.v. for each participant. Proposals should be postmarked by **July 15, 1999**. For more information, contact: Mart Stewart, Western Washington University; (360) 650-3455; <smar4@cc.wvu.edu>.

The **Journal of Women's History** is soliciting essays for a special issue on age as a category of analysis in women's history. Manuscripts can examine any part of the world in any historical period that deals with age cohorts of women (young women, middle-aged women, and old women), generational interactions, or women's life cycles. The issue will be guest edited by Birgitte Soland and will appear in early 2001. The deadline for submissions is **August 1, 1999**. Send four one-sided, double-spaced copies of your manuscript (no more than 10,000 words, including endnotes) to: *Ages of Women Issue, Journal of Women's History*, c/o Department of History, The Ohio State University, 230 West Seventeenth Avenue, Columbus, OH 43210-1367.

The **Pioneer America Society** will hold its thirty-first annual conference, "The Trans-Appalachian West" in Washington, PA on October 7-9, 1999. The conference committee is soliciting proposals for pa-

pers, special sessions, and panel discussions on all facets of folk and vernacular material culture. Abstract deadline is **August 15, 1999**. For complete guidelines, contact: David T. Stephens, Geography Department, Youngstown State University, Youngstown, OH 44555; (330) 742-3317; <dtstephe@cc.yasu.edu>.

Crime, Law, and Social Change: An International Journal will publish a special issue in 2000 devoted to criminological and socio-legal approaches to understanding the Holocaust and other genocides. Manuscripts should be approximately thirty pages. Please send four copies to: L. Edward Day, Crime, Law and Justice Program, Dept. of Sociology, The Pennsylvania State University, 211 Oswald Tower, University Park, PA 16802-6207. Deadline is **September 16, 1999**.

The **Indiana Association of Historians** invites paper and panel proposals for its annual meeting at New Harmony, Indiana, March 3-4, 2000. Conference theme is "Dreams and Visions in History: The Past and The Future." Proposals are welcomed that explore how people have articulated their dreams and visions of the future, or interpreted their past and contemporary experiences as contributing toward particular visions of the future, other topics will be considered. Send c.v. and one-page proposal by **September 30, 1999**. Contact: Nancy Rhoden, History Department, University of Southern Indiana, Evansville, IN 47712; (812) 465-1202; <nrhoden@usi.edu>.

The **Southern Historical Association** will host its sixty-sixth Annual Meeting at the Galt House in Louisville, Kentucky, on November 8-11, 2000. The Program Committee invites proposals for single papers and entire sessions. Please send five copies of your two-page paper proposal(s) and a two-page c.v. for each participant to: Steven Stowe (Program Chair), Department of History, Indiana University, Bloomington, IN 47405, <stowe@indiana.edu>. Deadline is **October 1, 1999**.

The **American Association for the History of Medicine** welcomes papers on topics related to the history of health and healing—of medical ideas, practices and institutions; the history of illness, disease, and public health—from all eras and regions of the world. Please send six copies of a one-page abstract (350 words maximum) to: Harry M. Marks, Dept. of the History of Science, Medicine & Technology, the Johns Hopkins University, 1900 E. Monument Street, Baltimore, MD 21205. Deadline is **October 1, 1999**. The meeting is May 18-21, 2000.

Siena College is sponsoring its fifteenth annual international, multidisciplinary conference, "The Sixtieth Anniversary of World War II," June 1-2, 2000. The focus will be 1940, though papers dealing with broad issues of earlier years are welcome. Send a brief (one to three page) outline or abstract of the proposal and a recent c.v. Deadline is **November 15, 1999**. Contact: Professor Thomas O. Kelly II, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (518) 783-2512; fax (518) 786-5052; <legendziewic@siena.edu>.

Meridians, a new feminist interdisciplinary journal, seeks submissions for the premiere issues, to be published in 2000. The journal will feature discussions about the conditions of women's lives that are relevant and useful to more than a narrow audience, and may address academics, public intellectuals and activists. Contact: (413) 585-3390; fax (413) 585-3393;

www.smith.edu/meridians;
Meridians@Smith.edu.

NOVA Science Publishers is seeking authors for a series of short biographies on each of the first ladies. Also, Robert P. Watson of the University of Hawaii, Hilo and Anthony J. Eksterowicz of James Madison University are editing a book featuring a collection of essays on the first ladies. Prospective authors for the first project should submit a c.v. and one-page prospectus of their book proposal to Professor Watson. Those interested in the second project should submit a c.v. and one-page prospectus of their proposed project to both Professors Watson and Eksterowicz. Send to: Robert P. Watson, Department of Political Science, University of Hawaii, Hilo, HI 96720 and Anthony J. Eksterowicz, Department of Political Science, James Madison University, Harrisonburg, VA 22807.

Meetings and Conferences

Historic Bartram's Garden is sponsoring "Bartram 300: A Gathering," a symposium on May 19-21, 1999 at the Academy of Natural Sciences in Philadelphia, PA as well as the "Bartram 300 Living History Festival" on May 22-23, 1999 at Historic Bartram's Garden. The symposium is to explore John Bartram's life, while the festival will have eighteenth century reenactors, craftspeople, performances, and children's events. Contact: Historic Bartram's Garden, 54th and Lindbergh Blvd., Philadelphia, PA 19143; (215) 729-5281; <bartram@libertynet.org>; <http://www.libertynet.org/~bartram>.

The **Costume Society of America**, will hold its annual symposium in Sante Fe, NM, on May 22-25, 1999. The theme is "Global Expressions: Costumes, Customs, and Culture." Contact: The Costume Society of America, 55 Edgewater Drive, P.O. Box 73, Earleville, MD 21919; (800) CSA-9447; (410) 275-1619; fax (410) 275-8936; <http://www.costumesocietyamerica.com>.

The **New England Historic Genealogical Society (NEHGS)** is offering its Research Program to Salt Lake City from May 30-June 6, 1999. This program brings the experience and knowledge of our research staff to The Family History Library in Salt Lake City, which houses the world's largest collection of genealogical data. This program offers participants lectures on genealogical topics presented by NEHGS staff genealogists Jerome E. Anderson, Henry B. Hoff, C. G., F. A. S. G., Gary Boyd Roberts. Contact: NEHGS Education Department at (617) 536-5740.

The **French Colonial Historical Society** will hold its annual meeting in New Orleans, Louisiana June 2-5, 1999. Contact: Philip Boucher at 2716 Barcode Road, Huntsville, AL 35801.

The **Moravian Archives** is hosting the 1999 German Script Seminar from June 7-June 18. The Seminar, which is led by Archivist Vernon H. Nelson, consists of intensive training in reading German Script as used in America and in Germany. To enroll or for more information telephone the Moravian Archives at (610) 866-3255, fax (610) 866-9210. **Deadline for housing registration is May 21, 1999.**

The fourth Biennial Conference of the **Center for Working-Class Studies**, "Working-Class Studies: Class, Identity, and Nation," at will be held at Young-

stown State University, June 9-12, 1999. For more information, contact John Russo, Labor Studies Program, Youngstown State University, Youngstown, OH, 44555, or fax to (330) 742.1459. E-mail inquiries should be sent to Sherry Linkon at <sjlinkon@cc.ysu.edu>.

The **Omohundro Institute of Early American History and Culture** will hold its fifth annual conference June 11-13, 1999, at the University of Texas at Austin. The conference will provide a forum for the study of early America including all aspects of the lives of North America's indigenous and immigrant people during the colonial, Revolutionary and early national periods of the U.S. and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe and Africa from the sixteenth century to approximately 1815. Contact: Professor John J. McCusker, Program Chair, Fifth Annual OIEAHC Conference, Trinity University, Department of History, 715 Stadium Drive, San Antonio, TX 78212-7200; (210) 736-7625; fax (210) 736-8334; <jmccuske@trinity.edu>; <http://www.utexas.edu/academic/oieahc>.

The **University of North Carolina at Greensboro** is holding its seventh annual summer field study, cosponsored by Old Salem, will focus on the Loesch House, known as the Chimney House. This site has had a rich history, and it is anticipated this summer's field study will reveal remains relating to various activities. The program entitled, "Mud, Sweat, and Cheers," will be held June 14-July 9. For more information call (336) 334-5414 or (800) 306-9033, <alison_swofford@uncg.edu>, <http://www.uncg.edu/cex/oldsalem.html>.

The **Eightieth Anniversary Symposium of the Agricultural History Society** will be held at Mississippi State University on June 17-19, 1999. Contact: Roy V. Scott, Co-Chair, Program Committee and Professor Emeritus, Department of History, P. O. Drawer H, Mississippi State, MS 39762, (601) 325-7707; fax (601) 325-1139; or John E. Lee, Co-Chair, Program Committee and Professor Head, Department of Agricultural Economics, P. O. Box 5187, Mississippi State, MS 39762, (601) 325-2752, fax (601) 325-8777, <lee@agecon.msstate.edu>.

Boston University's Program in American and New England Studies, the Society for the Preservation of New England Antiquities, the American Antiquarian Society, and Historic Deerfield will host The Dublin Seminar for New England Folklife in Boston, Massachusetts, on June 18-20, 1999. The twenty-fourth annual topic in the Seminar series is "Textiles in New England II: Four Centuries of Material Life." Contact: Peter Benes, Director, The Dublin Seminar for New England Folklife, Boston University Scholarly Publications, 985 Commonwealth Avenue, Boston, MA 02215; (978) 369-7382; fax (978) 371-5875; <dublsem@bu.edu>.

The **National Archives** announces its twentieth annual teacher institute for college credit June 23-July 2, 1999. The institute's theme is "Primarily Teaching: Original Documents and Classroom Strategies." It is designed to help upper elementary, secondary and college teachers use the resources of the National Archives in the classroom. Graduate credit from a major university will be available. The cost of the institute, including all materials, is \$100. Contact: Education Staff, 18N, National Archives, Washington, DC 20408; (202) 501-6172; fax (202) 501-6729;

<education@arch1.nara.gov>; <http://www.nara.gov/education>.

The **University of Virginia** will hold a conference titled "Rethinking United States History: 1880-1999" on June 25-29, 1999. Topics include ethnicity, class, economics, foreign policy, popular culture, gender, race, and religion. Contact: Marilyn Roselius, (804) 982-5276; <mjm6h@virginia.edu>.

The **Society for the History of Authorship, Reading and Publishing (SHARP)** will hold its seventh annual conference in Madison, Wisconsin, on July 14-17, 1999. Keynote addresses will be delivered by Nicolas Kanellos, University of Houston, and Jan Radway, Duke University. Contact: Maureen Hady, Conference Coordinator for SHARP 1999, Center for the History of Print Culture in Modern America, 816 State Street, Madison, WI 53706-6598.

The **Society for Historians of the Early American Republic (SHEAR)** will hold its annual conference in Lexington, Kentucky, on July 15-18, 1999. Contact: the SHEAR office at (765) 494-4135; <jer@sla.purdue.edu>.

The **American Association for State and Local History (AASLH)** is offering the following workshop, "Marking History With Your Community." Through hands-on learning experiences participants are trained in the fundamentals of historic resource management and developing their institution's role in the local community. The workshop will be held at the State Historical Society of North Dakota, Bismarck, North Dakota on July 29-31, 1999. The registration deadline is June 25, 1999. For more information contact: Lauren Batte, (615) 320-3203, fax (615) 327-9013, <batte@aaslh.org>.

The **University of Virginia** presents "The United States and World Regions in Conflict," July 30-August 3, 1999. Faculty and participants will discuss three major world regions whose current political and economics situations have high potential for global impact in the twenty-first century: The Middle East; the former Soviet Union and the Balkans; and Central Africa. Contact: Marilyn Roselius, (804) 982-5276; <mjm6h@virginia.edu>.

The **Eisenhower Academy**, an institute for middle and secondary school teachers, will be held August 1-6, 1999, at Gettysburg College and Eisenhower National Historic Site in Gettysburg, PA. Lectures and discussion will cover civil rights, the Cold War, 1950's economics, and popular culture as well as Dwight D. Eisenhower as president and world leader. Total cost, including field trips, special evening events, lodging and all meals, is \$375 per person double occupancy, \$410 single occupancy. Continuing education and graduate credits are available. For more information, call (717) 338-9114 or visit Eisenhower National Historic Site at <http://www.nps.gov/eise.instit.htm>.

The **History, Economics, and Africana Studies departments of Lehigh University** will be hosting a conference, "One Kind of Freedom Reconsidered: African American Economic Life in the Segregation Era," on September 17-19, 1999. It will consist of a round-table discussion of Ransom and Sutch's classic book, *One Kind of Freedom*, with a rejoinder by the authors, ten papers presenting new research on African American economic history in the century following the Civil War, and a key-note address by Leon Litwack. For further information please contact: William G. Shade, Department of History, Lehigh University, 9 W. Packer,

Bethlehem, PA 18015; <wgs0@lehigh.edu>; or Anthony P. O'Brien, Department of Economics, Lehigh University, 621 Taylor St., Bethlehem, PA 18015; <ao01@lehigh.edu>.

The **American Journalism Historians Association** will hold its annual meeting on October 7-9, 1999 in Portland, OR. Contact: John Coward, Communication Department, University of Tulsa, 600 S. College, Tulsa, OK 74104; (918) 631-2542; <john-coward@utulsa.edu>.

Winterthur Museum, Garden & Library and Lilly Endowment Inc. will hold the Winterthur Conference on "The Visual Culture of American Religions" in Winterthur, Delaware, on October 22-23, 1999. Topics range from the public display of religion to the use of sacred spaces. Contact: Sandra Soule, Education, Public Programs and Visitor Service Division, Winterthur Museum, Garden & Library, Winterthur, DE 19735; (800) 448-3883; (302) 888-4600; TTY (302) 888-4907; <http://www.winterthur.org>.

The **Windedale Museum Seminar** is designed to improve the quality and promote the continuing development of all types of community and regional museums and cultural institutions. The Seminar, held November 7-18, 1999, consists of sessions on a wide variety of topics including administration, trustee relations, grant writing, staff relations, volunteer management, ethics and political survival. Applicants must be professional staff members or experienced volunteers in museums or historical organizations. Enrollment is limited to 20 people. Applications may be obtained by contacting the Texas Historical Commission, P. O. Box 12276, Austin, TX 78711-2276; 512.463.5756; or <kit.neumann@thc.state.tx.us>. For special needs contact: Kit Neumann at the above address/ phone number or e-mail.

Connections will now appear regularly on the OAH web page. For the latest announcements, please visit <http://www.indiana.edu/~oah/nl/>

How to contact us ...

The *OAH Newsletter* encourages brief letters to the editor related to the interests of our members. (Please see page 2 for guidelines.) Correspondence should be sent to: *OAH Newsletter*, 112 North Bryan Ave., Bloomington, Indiana 47408; 812-855-7311; fax: 812-855-0696; NEWSLETTER@OAH.ORG

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

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

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

**ALL ENTRIES SHOULD BE CLEARLY LABELED
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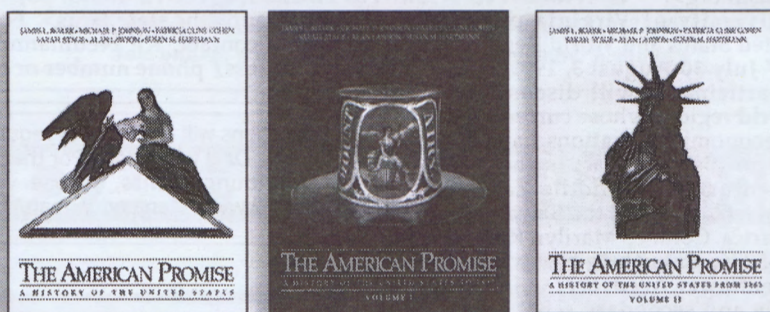
For more information contact Award and Prize Coordinator, OAH, 112 N. Bryan Ave., Bloomington, IN 47408-4199; tel. (812) 855-9852; fax (812) 855-0696; email: kara@oah.org; www.indiana.edu/~oah

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