

# OAH NEWSLETTER

## ORGANIZATION OF AMERICAN HISTORIANS

### Volume 26, Number 4 / November 1998

## Historians Still Missing in Preservation

Jannelle Warren-Findley

Ten years ago, I reported to the membership of the OAH on a series of meetings and written reports that I had helped produce for the U.S. Congress to aid in shaping historic preservation policy for the nation. At that time, few historians involved themselves with issues of historic preservation, identification, analysis, conservation or interpretation, let alone lobbying for policies or funding that would support more complex work on the history side of saving the nation's built environment.

In the decade since, more historians have focused on the social narratives that the combination of history, memory, and place can produce. Such work includes studies like that of Martha Norkunas, who examines the often incomplete or distorted way history is presented to the public in *The Politics of Public Memory: Tourism, History and Ethnicity in Monterey California*. Ed Linenthal traces the meaning of significant public landscapes in *Sacred Ground: Americans and their Battlefields*. Delores Hayden presents complicated models of multicultural combinations of public art, public memory, and public practice in *The Power of Place*. David Lowenthal enables his readers to understand the world differently by looking closely at the ways we remember and commemorate in *The Past is a Foreign Country*. Diane Barthel, in *Historic Preservation: Collective Memory and Historical Identity*, uses the sociology of

See **Preservation** / 4 ▶

## Contract Employment in Australian Universities: The New Award and its Implications for History

Ian Tyrrell

In my discussions with other OAH members, I have learned that The OAH, as an organization comprised of history educators, professors, graduate students, independent scholars, and public historians, has been very concerned with the growing use of part time/temporary (or casual/fixed-term contract) positions in the U.S. For this reason, the decision by the Australian Industrial Relations Commission in relation to casual employment in higher education may be of interest.

The decision, I shall argue, needs to be considered in the context of the major changes going on in Australian higher education, especially the contraction of federal government funding of universities and the virtual abolition of tenure. Across the country, history departments have been contracting in size for years. The University of Sydney's Arts Faculty, for example is deeply in debt, and partly as a result, the history department there has been cut from 41 percent in 1991 to

See **Australia** / 14 ▶

## Planning Now Underway for 1999 Conference in Florence, Italy



The second meeting of the joint project on Internationalizing the Study of American History convened in July at Villa La Pietra, New York University in Florence, Italy. This conference, built on the planning conference of 1997, sought to "imagine American historical narrative(s) that situate the United States more fully into its larger transnational and intercultural global context," according to project director Thomas Bender. Individuals wishing to participate in the project are invited to submit an application for the 1999 conference. See page 20 for details.

## Meeting emphasizes State, Society, and Social Change

Estelle Freedman and Tom Dublin

CO-CHAIRS, 1999 PROGRAM COMMITTEE

For the first time in its history, the annual meeting of the OAH will be held outside of the United States, just across Lake Ontario in the cosmopolitan Canadian city of Toronto. From 1 P.M. Thursday, April 22 until 11 A.M. Sunday, April 25, 1999, members can choose among 160 sessions housed at the Sheraton Centre and four off-site sessions at nearby historic locations in Toronto. The conference theme, "State and Society in North America: Processes of Social Power and Social Change," elicited an exciting range of sessions, many of them focusing on Canadian history, comparative history, and the international role of the United States. The program also emphasizes the relationship between social and political history, the teaching of American history, special sessions for graduate students, and current scholarship on gender, race, and ethnicity. In addition, publishers will be exhibiting their wares and a host of affiliated groups will hold their annual luncheons during the meeting.

Three plenary sessions highlight the themes of the conference. On Thurs-



Toronto—the Huron Indian word meaning "place of meeting"—will host the 92<sup>nd</sup> OAH annual meeting, April 22-25, 1999. Greater Toronto is home to 4.7 million residents making it the 10th largest metropolitan area in North America. The 1999 meeting is also the first time in the Organization's history that we have met outside the borders of the United States. Average springtime temperature is 44 degrees. Toronto's Greektown (shown above) is a vibrant community combining modern Mediterranean life with ancient Greece. Shops, boutiques, markets, restaurants, and nightlife await its visitors. (Photo courtesy Peter Mintz, Toronto Tourism. Visit Toronto Tourism online at [www.tourism-toronto.com](http://www.tourism-toronto.com))

See **Toronto** / 4 ▶



## Join the OAH!

### Individual Membership Options

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

- |  |   |
|--|---|
| <input type="checkbox"/> \$40, income under \$20,000   | <input type="checkbox"/> \$40+, Dual, receive one copy of JAH (select income category for one member, add \$40 for second member) |
| <input type="checkbox"/> \$55, income \$20,000-29,999  |   |
| <input type="checkbox"/> \$75, income \$30,000-39,999  |   |
| <input type="checkbox"/> \$85, income \$40,000-49,999  | <input type="checkbox"/> \$25, 50 Year OAH Member (must be OAH member for 50 or more years)                                       |
| <input type="checkbox"/> \$95, income \$50,000-59,999  |   |
| <input type="checkbox"/> \$105, income \$60,000-69,999 | <input type="checkbox"/> \$25, Student (five-year limit; proof of student status required)  |
| <input type="checkbox"/> \$115, income \$70,000-79,999 |   |
| <input type="checkbox"/> \$130, income over \$80,000   | <input type="checkbox"/> \$1,200, Life Membership (may be paid in two installments)   |
| <input type="checkbox"/> \$150, Contributing Member    | <input type="checkbox"/> \$1,500, Patron (may be paid in four installments)   |
| <input type="checkbox"/> \$55, Associate               |   |
| <input type="checkbox"/> \$45, Emeritus                | <input type="checkbox"/> \$20, Postage outside U.S.   |

### History Educator Membership

Individual members in this category receive four issues of the *OAH Magazine of History* and the *OAH Newsletter* and one copy of the Annual Meeting Program.

- ☐ \$40, Primary/Secondary Teacher

### OAH Magazine of History—Subscription Only

- ☐ \$20 per year for members      ☐ \$25 per year for nonmembers  
☐ \$30 per year for institutions/libraries

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_



Membership Dues \$ \_\_\_\_\_

Magazine of History Subscription \$ \_\_\_\_\_

Postage Outside U.S. (\$20 Indiv. Member/\$25 Instit. Member) \$ \_\_\_\_\_

TOTAL (prepayment required) \$ \_\_\_\_\_

- ☐ Check or money order enclosed (must be U.S. funds, drawn on U.S. bank)

- ☐ Charge my: ☐  ☐ 

Card No. \_\_\_\_\_ Exp. Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Contact the OAH for information on Institutional Subscriptions  
**Organization of American Historians**

112 N. Bryan Ave., Bloomington, IN 47408-4199; Tel: (812) 855-7311

Join online: [www.indiana.edu/~oah](http://www.indiana.edu/~oah) • [member@oah.org](mailto:member@oah.org)

NH-1998

## OAH Executive Board

WILLIAM H. CHAFE, *Duke University*, President \*  
 DAVID MONTGOMERY, *Yale University*, President-Elect \*  
 ARNITA A. JONES, Executive Director \*  
 GALE E. PETERSON, Treasurer \*  
 DAVID THELEN, Editor, *The Journal of American History* \*  
 GEORGE M. FREDRICKSON, *Stanford University*, Past President \*  
 LINDA K. KERBER, *University of Iowa*, Past President  
 MICHAEL KAMMEN, *Cornell University*, Past President

ELLEN CAROL DUBOIS, *University of California, Los Angeles*  
 MICHAEL FRISCH, *SUNY-Buffalo*  
 LEWIS PERRY, *Vanderbilt University*  
*(Terms Expire in 1999)*

NANCY F. COTT, *Yale University*  
 FREDERICK E. HOXIE, *Newberry Library*  
 ROY ROSENZWEIG, *George Mason University*  
*(Terms Expire in 2000)*

RAMÓN A. GUTIÉRREZ, *University of California, San Diego*  
 JULIE SAVILLE, *University of Chicago*  
 JANNELLE WARREN-FINDLEY, *Arizona State University*  
*(Terms Expire in 2001)*

\* Designates Members of the Executive Committee  
 For information about OAH, see <http://www.indiana.edu/~oah/about/>

## OAH Newsletter



VOLUME 26 • NUMBER 4 • NOVEMBER 1998

## CONTENTS

Historians Still Missing in Preservation	
Jannelle Warren-Findley .....	1
Contract Employment in Australian Universities:	
The New Award and its Implications for History	
Ian Tyrrell .....	1
Meeting emphasizes State, Society, and Social Change	
Estelle Freedman and Tom Dublin .....	1
The New Face of Historic Preservation	
Richard Moe .....	3
Saving History in the Nixon Tapes	
John W. Carlin .....	5
Focus on Teaching	
The Case for Interdisciplinary Teaching in Social Studies Classes	
Stephen Z. Freiberger .....	7
Assessment with a Human Face: Developing a	
Meaningful System of Program Assessment	
J. Christopher Arndt and Raymond M. Hyser .....	8
From the National History Education Network	
Loretta Sullivan Lobes .....	10
Capitol Commentary	
Page Putnam Miller .....	11
HistoryMatters.gmu.edu: The U.S. Survey Course on the Web	
Roy Rosenzweig .....	13
From the President .....	17
From the Executive Director .....	17
Remembering the "Stuff" of Women's History at Seneca Falls .....	19
News of the Organization .....	21
Obituaries .....	23
Correspondence .....	25
Announcements .....	26

### EDITORIAL STAFF

#### Executive Director

ARNITA A. JONES

#### Managing Editor

MICHAEL REGOLI

#### Assistant Editor

ROARK ATKINSON

#### Editorial Intern

JOLENE FERGUSON

EMILY STEPHENS

#### Production Assistance

KARA L. HAMM

AMY M. STARK

#### Advertising Director

TAMZEN A. MEYER

#### Business Manager

JEANETTE CHAFIN

### EDITORIAL BOARD

DOUGLAS GREENBERG

*Chicago Historical Society*

EVELYN BROOKS HIGGENBOTHAM

*Harvard University*

REBECCA SHARPLESS

*Baylor University*

HARVARD SITKOFF

*University of New Hampshire*

MICHAEL KAMMEN

*Cornell University*

OAH Executive Board Liaison

### CONTRIBUTING EDITOR FOR TEACHING

GARY W. REICHARD

*California State University,  
Long Beach*

The OAH Newsletter (ISSN 1059-1125) is published each February, May, August, and November by the Organization of American Historians, 112 North Bryan Avenue, Bloomington, IN 47408-4199. Telephone (812) 855-7311; Fax (812) 855-0696; and E-mail: [NEWSLETTER@OAH.ORG](mailto:NEWSLETTER@OAH.ORG). URL: <http://www.indiana.edu/~oah>. The OAH Newsletter encourages submissions of articles, announcements, and brief letters to the editor related to the interests of our members. Material submitted for consideration should be typed in double-spaced format, with all notes integrated into the text. The OAH Newsletter reserves the right to reject articles, announcements, letters, advertisements, and other items that are not consonant with the goals and purposes of the organization. Copy may be condensed or rejected because of length or style. The OAH disclaims responsibility for statements made by contributors. Deadlines for receipt of all copy are as follows: January 1 for the February issue; April 1 for May; July 1 for August; and October 1 for November. Full-, half-, and quarter-page display advertisements and job announcement advertisements ("Professional Opportunities") are available. Contact the advertising director for rates; charges for "Professional Opportunities" announcements are as follows: \$65 for fewer than 101 words; \$90 for 101-150 words (announcements of more than 150 words will be edited). Job application closing dates should be after the end of the month in which the announcement appears, and job announcements should represent an equal opportunity employer. Send advertisement inquiries and "Professional Opportunities" announcements to the attention of the advertising coordinator. Recent back issues of the OAH Newsletter are available for \$3.00 each. For more information contact the managing editor.

COPYRIGHT © 1998 • ORGANIZATION OF AMERICAN HISTORIANS



# The New Face of Historic Preservation

Richard Moe

In the mid-1960s, the National Conference of Mayors appointed a special committee of historians to chart a new course to guide public-sector support and involvement in the preservation of America's heritage. Those were dark days for preservation, with interstate highway construction and so-called Urban Renewal in full swing, with landmark buildings—and entire neighborhoods, in many cases—being ruthlessly swept away in a misguided pursuit of “progress.”



Richard Moe

Against that backdrop of wrecking-balls and rubble, the committee issued its report in 1966 under the title *With Heritage So Rich*. Recognized today as one of the seminal documents in the history of the preservation movement, the report incorporated a thoughtful prescription for the future:

“If the preservation movement is to be successful, it must go beyond saving bricks and mortar. It must go beyond saving occasional historic houses and opening museums. It

must be more than a cult of antiquarians. It must do more than revere a few precious national shrines. It must attempt to give a sense of orientation to our society using structures and objects of the past to establish values of time and place.”

Those eloquent phrases, embodying a vision of American communities as places where historic buildings and neighborhoods function as meaningful, practical, economically viable resources that support and enrich daily life, underscore the National Trust's mission. Like our grassroots partners everywhere, we have moved beyond the emphasis on museum properties that characterized early preservation efforts to a realization that tangible elements of history should be, to borrow another phrase from *With Heritage So Rich*, “a living part” of the environments where we live and work. To state the case most succinctly, preservation has matured into an effective tool for creating and sustaining community livability and economic vitality.

There is no better example of this “new” face of preservation than the work of the National Trust's Main Street program. Created in the late 1970s in response to widespread disinvestment and deterioration in traditional small-town business districts, this program aims to breathe new life into aging downtowns by emphasizing the preservation of older buildings—the unique assets that set downtown apart from suburban shopping malls—as one of the key elements in a comprehensive revitalization strategy.

Across the country, the National Main Street Center has worked in almost 1,400 communities since 1980, generating more than \$8 billion in reinvestment in older downtowns, sparking the rehabilitation of some 49,000 buildings, and producing more than 43,000 net new businesses and over 161,000 net new jobs. These rather dry statistics mask a dramatic transformation: Hundreds of languishing cities and towns have made significant strides toward economic vitality without seeing their heritage carted off to the landfill in the process.

This is historic preservation today: a thoughtful, sophisticated, multifaceted effort that pays off not just in buildings renewed but also in jobs and businesses created, cash registers ringing, quality of life improved, and community pride reinvigorated. This broadened view of

the role of preservation has led the National Trust—and an ever-increasing number of state and local organizations—to become involved in issues that once lay outside the traditional scope of the preservation movement.

Chief among these issues is sprawl, the poorly planned, low-density, automobile-oriented development that spreads out from the edges of cities and towns. We are concerned about sprawl because it drains the life out of older downtowns and inner-city neighborhoods where historic buildings are concentrated, and we have learned that we cannot hope to revitalize these communities without doing something to control the sprawl that keeps pushing further and further out from the center. Additionally, we are convinced—and there is a growing body of grim evidence to support us—that sprawl is having a devastating effect on our quality of life, that it is corroding the very sense of community that helps bind us together as a people and as a nation.

These concerns led us to place the entire state of Vermont on our annual list of “America's 11 Most Endangered Historic Places” because sprawl was (and still is) testing that state's commitment to the preservation of its cohesive small towns and countryside. We intensified our efforts in a successful confrontation with the Walt Disney Company over plans for a huge sprawl-generating development in Northern Virginia that threatened to overwhelm one of the most scenic and historic areas in America. I believe that our efforts have been instrumental in raising public awareness of the destructive impact of sprawl—and in helping people to understand that preservation has to do with more than bricks and columns and cobblestones.

However, the National Trust's growing involvement in issues such as downtown revitalization and sprawl does not mean that we have abandoned our commitment to the work that constitutes the very roots of the preservation movement—namely, rescuing historic resources in peril. This kind of effort, which has guided and inspired preservationists ever since the nationwide campaign to save Mount Vernon in the 1850s, is the basis for the Trust's current involvement in a White House initiative called Save America's Treasures that has the potential to be one of the most significant preservation efforts in our nation's history.

First announced by President Clinton at the beginning of the year, Save America's Treasures calls on Americans to “honor the past and imagine the future” by saving the important buildings, objects, documents, and works of art that tell our nation's story. The program has an effective and articulate champion in First Lady Hillary Rodham Clinton, who speaks forcefully of it as “an opportunity for us to take stock of who we are as Americans...and what we want to carry into the next century.”

The National Trust is honored to have been selected to work with the White House to coordinate a public awareness campaign and to assist in identifying urgent preservation needs and directing funds to them. With the help of an extensive network of preservation and conservation activists, we are compiling a preliminary list of treasures at risk. Some are familiar; others represent chapters of our nation's story that have been overlooked or forgotten. They include the Conservatory of Flowers in San Francisco's Golden Gate Park, built in the 1880s and closed in 1996 because of structural problems; Montpelier, James and Dolley Madison's Virginia estate, where

the cost of needed restoration and interpretation is estimated at \$25 million; the Walker Evans Archive at the Metropolitan Museum of Art—40,000 negatives and transparencies, many of them deteriorating, that are the legacy of a master photographer who looked into the soul of America in the 1930s; and Anderson Cottage in Washington, the presidential retreat where Lincoln wrote the final draft of the Emancipation Proclamation in 1862, now in need of documentation and restoration.

Obviously, saving these resources will be expensive. A significant appropriation of federal funds is being sought, but there is a crucial role for the private sector as well—and corporate and philanthropic leaders are already answering the call. We hope that every community in the country will adopt its own millennium project. America's story, after all, is told not only at our nation's great shrines but also in the lesser-known treasures that enrich every community. If these treasures disappear, they are gone forever—and saving them is not someone else's job. That is the real message of the Save America's Treasures program. In a sense, it is the message of the entire preservation movement, just as it has been ever since the movement was born. There have been sweeping changes in the scope and effectiveness of preservation efforts over the past century, but something fundamental has remained absolutely constant: the drive to celebrate the achievements of past generations and to ensure that future generations will be able to enjoy and be inspired by them as well.

---

**Sprawl is having a devastating effect on our quality of life . . . it is corroding the very sense of community that helps bind us together as a people and as a nation.**

---

For a whole generation of preservationists in the 1950s and 1960s, the fight against urban renewal was the crucible in which their theories and convictions were tested and refined. It was probably the most important catalytic event in the growth of the preservation movement. In reflecting on the legacy of that time, it is worth recalling an extraordinary statement by John Kenneth Galbraith:

The preservation movement has one great curiosity. There is never retrospective controversy or regret. Preservationists are the only people in the world who are invariably confirmed in their wisdom after the fact.

Preservationists were right about urban renewal, and by speaking out against it they ultimately helped change government policy, helped change the way Americans thought about our cities. Today we face similar challenges in the fight against sprawl and the never-ending effort to keep our heritage alive and close at hand where we can live with it and learn from it. We are joined by thousands of people who never thought the label “preservationist” applied to them—people who merely want communities that are safe, attractive, and livable. On the threshold of a new millennium, we are doing what our predecessors did: We are making a difference, changing the face of America for the better. □

---

*Richard Moe is president of the National Trust for Historic Preservation.*



## ▼ Preservation / From 1

culture to explain the public meanings of historic preservation in Great Britain and the U.S. James Lindgren, in "A New Departure in Historic, Patriotic work: Personalism, Professionalism, and Conflicting Concepts of Material Culture in the Late Nineteenth and Early Twentieth Centuries," looks at the gender dimensions of nineteenth and early twentieth century commemorative undertakings. But while work on the context of sites, structures,



Jannelle Warren-Findley

landscapes, and historic districts has become much more sophisticated, professional historians still too often neglect to engage intellectually with the actual material culture—the physical buildings, landscapes, or communities themselves.

Historic preservation attracts few historians in the United States for several reasons. For one thing, it is often local and thus not apparently of compelling interest to those working in broader categories of American history. It has traditionally focused on the well-to-do and powerful, often at the expense of other groups theoretically and—in the gentrification of neighborhoods and communities—physically as well. It involves a specialized reading of material culture evidence, at best supplemented by written documents, rather than starting from the documentary sources. The outcome of projects often is shaped as directly by considerations of preservation management and conservation as by the historic narratives that explain them. Historic preservation has been practiced more commonly in recent years by architects, archaeologists, urban planners, and architectural historians than American historians and, until recently, federal grants for historic preservation projects were funded by the Design Arts Program of the National Endowment for the Arts, not the NEH. Many OAH members know that their organization has a cooperative agreement with the National Park Service to provide peer review and participation in NPS historic preservation projects. At this time, however, the OAH has no such agreement with the National Trust for Historic Preservation, the Congressionally chartered private organization that oversees nongovernmental historic preservation work in the United States.

Historians once owned historic preservation in the United States. As scholars like Michael Kammen, Charles B. Hosmer, Jr., James Lindgren and William Murtagh have documented, the architects, archaeologists, planners, and architectural historians who now figure most prominently in the field emerged at the end of the nineteenth and early twentieth centuries, well after the commemorative impulse of patriots who had worked on historic homes, buildings, and battlefields. When professionalism replaced patriotism and men took the leadership roles that women had pioneered in the field, the architectural and aesthetic qualities of sites, structures, landscapes, historic districts, and artifacts became more than patriotic symbols.

Yet the need for professional historians to practice in this field is pressing. Historic preservation, as a version of public memory on the one hand, and a version of heritage tourism on the other, is a social narrative that reaches many citizens of the U.S. directly. As work that makes cultural tourism possible, historic preservation practitioners currently receive from state legislatures, local museums, and historical societies the sort of notice traditionally reserved for new air bases or large manufacturing enterprises. Efforts by a team of historians that included Page Miller of the NCCPH to rewrite the National Park Service's thematic framework for history produced a scheme for historic preservation practice that pays direct attention to a range of questions about community and culture. The new framework allows for the development of

historic preservation contexts that are multicultural and complex in ways that such work has often not been in the past. NPS distributed the new framework through the state historic preservation office system to state and local agencies that engage in preservation, so the possibility of changing the way the historic preservation story is presented in communities across the country is here now.

Will professional historians respond to this opportunity? Some changes will be needed to integrate historians into the established system. This is work for which training must be different from traditional graduate school education because it focuses on aspects of material culture rather than written evidence. It is work done in the context of interdisciplinary approaches with archaeologists, historic architects, architectural historians, ethnographers, folklorists, landscape architects, and those trained in the natural sciences. It is work that often requires teamwork in planning, organizing, and producing the final interpretative materials, rather than the lone historian working in the archives or library stacks. Finally, it is increasingly audience-driven and involved in issues of economic revitalization and political contest covered in the phrases "heritage" or "cultural" tourism. History work like this involves bringing complex social and cultural history back to regions, however contested that effort may be, and is clearly an arena in which the work of professional historians should take its rightful place. I hope that the next decade of American historical practice will find first-rate history framing the practice of American preservation. □

#### Suggestions for Further Reading

- Diane Barthel, *Historic Preservation: Collective Memory and Historical Identity* (New Brunswick, NJ: Rutgers University Press, 1996).
- Bruce Fraser, "Historians Hold Key to Heritage Tourism," *OAH Newsletter* vol 25 no. 3, August 1997.
- Delores Hayden, *The Power of Place: Urban Landscapes as Public History* (Cambridge, Mass.: MIT Press, 1996).
- Charles B. Hosmer, Jr., *Presence of the Past: A History of the Preservation Movement in the United States before Williamsburg* (New York: Putnam, 1965) and *Preservation Comes of Age: From Williamsburg to the National Trust, 1926-1949* (Charlottesville: University Press of Virginia, 1981).
- Michael Kammen, *Mystic Chords of Memory: The Formation of Tradition in American Culture* (New York: Vintage, 1993).
- James M. Lindgren, *Preserving Historic New England: Preservation, Progressivism, and the Remaking of Memory* (New York and Oxford: Oxford University Press, 1995) and *Preserving the Old Dominion: Historic Preservation and Virginia Traditionalism* (Charlottesville and London: University Press of Virginia, 1993).
- ———, "New Departure in Historic, Patriotic Work: Personalism, Professionalism, and Conflicting Concepts of Material Culture in the Late Nineteenth and Early Twentieth Centuries," *The Public Historian* vol 18 no. 2, spring 1996, pp. 4160.
- Edward T. Linenthal, *Sacred Ground: Americans and Their Battlefields* (Urbana: University of Illinois Press, 1991).
- David Lowenthal, *The Past is a Foreign Country* (Cambridge: Cambridge University Press, 1985). See also his *The Heritage Crusade and the Spoils of History* (Cambridge: Cambridge University Press, 1998), first published as *Possessed by the Past: The Heritage Crusade and the Spoils of History* (New York: Free Press, 1996).
- William J. Murtagh, *Keeping Time: The History and Theory of Preservation in America* (New York: Sterling Publishing, 1993).
- Martha Norkunas, *The Politics of Public Memory: Tourism, History and Ethnicity in Monterey, California* (Albany: State University of New York Press, 1993).

Jannelle Warren-Findley teaches in the Public History Program at Arizona State University.

## ▼ Toronto / From 1

day evening, April 22, distinguished historians from the U.S., Mexico, Canada, and Germany will discuss "The Internationalization of American History." We are also honored that Canadian foreign minister Lloyd Axworthy, one of the leaders of the Nobel-prize winning effort to achieve a world ban on land mines, will address another plenary on Thursday evening (international crises not intervening). His talk is titled "In the Shadow of the Giant: Conducting Canada's Foreign Policy on the Border of the Lone Superpower." On Friday morning, the third plenary session brings together Bob Rae, the formal Social Democratic premier of Ontario, and two eminent labor historians, OAH president-elect David Montgomery and Canadian Historical Association president Greg Kealey, in a conversation on "Social Democrats in Power," moderated by Susan Porter Benson.

Dozens of sessions reflect the emphasis on state, society, and social change, including two panels considering post-war U.S. politics, one on feminism and one on race. Other panels address the U.S. Congress in the twentieth century, the N.A.A.C.P., affirmative action, sexuality and the state, the underground railroad, gender and Reconstruction, civil rights and foreign policy, the old and new lefts, and immigration and the state.

A major highlight of this conference will be the representation of Canadian historians and Canadian history in more than three dozen sessions, including panels on First Nations/Native American history, comparative perspectives on the West, and historical perspectives on NAFTA. Several sessions explore Canadian and American immigration history, and one of the panels on African American and African Canadian history will be held at the historic St. Lawrence Hall, the site of the first meeting of the Colored Free Men in Canada. In addition, several sessions explore cross-national identities and politics in the colonial and early national eras: "Self and Identity in the Early Modern Atlantic World" features Kathleen Brown, Natalie Zemon Davis, Cornelia Dayton, Philip Morgan, and Jennifer L. Morgan; "Whose Law Governs? Jurisdictional Tangles in New York, Canada, and Iroquoia, 1763-1800" includes papers by Alan Taylor and Jack Rakove, with comments by Carol Karlsen and Richard White.

This year the OAH program honors the contributions of several senior scholars whose work has greatly influenced historical writing. One panel addresses the prodigious scholarship of Joan Jensen, who has contributed so much to western, women's, Native American, Asian American, and economic history. Another session reflects on the impact of Carl Degler's masterful survey, *Out of Our Past*, on the 40th anniversary of its publication. Two Canadian scholars will be the subject of special sessions: Toronto resident Jane Jacobs will be present for a panel reflecting on her classic text, *The Death and Life of Great American Cities*; Michael Ebner, Carl Abbott, Gail Radford, Graeme Davison, and John C. Weaver will discuss the work of historical geographer James Lemons of the University of Toronto. In honor of David Thelen's retirement as editor of the *JAH*, former editorial board members and associate editors will reflect on the ways the journal, and the profession, have changed during his tenure from 1985-1999. Finally, the work and legacy of OAH President Elect David Montgomery will be the focus of a session with presentations by James Barrett, Ira Berlin, Julie Green, and Tera Hunter.

Local arrangements chairs Marc Egnal and Adrienne Hood have helped place some outstanding sessions in appropriate venues that allow participants to explore Canadian history and culture. On Friday afternoon, April 23, a panel on "Museums and Material Culture" will meet at the Gardiner Museum, followed by a guided tour "behind the scenes" of the Textile and Ethnology Departments at the Royal Ontario Museum, which is across the street. On Saturday morning, April 24, a session on trans-Atlantic radicalism in the late eighteenth century will meet at the historical Mackenzie House. It was the home and print



## From the Archivist of the United States

shop of Toronto's first mayor, William Lyon Mackenzie, a leader of the 1837 Upper Canada Rebellion. A session on the Underground Railroad in Canada and the U.S. meets at St. Lawrence Hall. On Saturday afternoon a chartered bus will transport convention participants to nearby Ft. York, important in the British defense of Canada during the War of 1812, for a session on "Crossing Boundaries in Revolutionary New York: Revolutionaries, Canadians, Native Americans and Loyalists," followed by a tour of the archeological site there.

At the Toronto meeting the work of younger scholars and pioneers in new fields will be featured in several sessions. The Committee on the Status of Minority Historians and Minority History has organized a showcase for recent recipients of the Huggins-Quarles awards for scholarship on minority history. Panels on "New Research on Asian American History" and "Perspectives on Chicano/Chicana History" will present cutting-edge scholarship in these fields. Several ethnic history sessions will explore issues of race and the construction of racial identities in provocative ways.

Media and teaching receive due attention at the meeting. One session focuses on "Cinema in the History Classroom," while new films on Elizabeth Cady Stanton and Susan B. Anthony and on the Black Press will be showcased at the meeting. Other sessions will explore using the World Wide Web in class and teaching films.

Special graduate student sessions include "The Art of the Lecture," "What Community College Historians Do: Careers in Two Year Colleges," "Graduate Students and the OAH," "Part-time Teaching and the Future of the Profession," and "C.V. Workshop: What Do Institutions Look for from Graduate Students?"

As usual the Focus on Teaching Day activities on Saturday will provide rich material for classroom teachers at all levels. Some highlights include: "Online Local History: The Electronic Oberlin Group," "Great Cities: Perspectives on America's Urban Experience," "Integrating U.S. History and World History in the College and High School Curriculum," and "Implementing State Standards in History."

Toronto provides abundant local color, excellent restaurants, and nearby landmark architecture. The University of Toronto and York University are sponsoring a Saturday evening reception at City Hall located just across the street from the Sheraton. The reception will begin at 6:30 P.M. and the song and dance of the Acadian musical group Puirt at 7:30 P.M. The reception should end around 8:30 P.M. in time for everyone to enjoy Toronto dining and nightlife. Please be sure to register early and plan to join us for what promises to be a very stimulating 1999 annual meeting. □

*Estelle Freedman, Stanford University, and Tom Dublin, SUNY Binghamton are co-chairs of the 1999 Program Committee.*

## Saving History in the Nixon Tapes

*John W. Carlin*

On August 10, 1998, technicians at the National Archives and Records Administration (NARA) started cutting apart the original White House tape recordings made by former President Richard Nixon. Why? In order to comply with a court order to return to the Nixon estate portions of the original tapes that courts have ruled are "private and personal," not to be heard by the public. We have to return or destroy copies of those portions as well.

Nonetheless, there is a chance that historians may someday be able to hear at least part of those portions. In hope of saving such material for history, I sent a formal letter asking the Nixon estate to accept, along with the original segments that we must return, a master preservation copy of everything in the original tapes so that the Estate can preserve one intact copy of the private or personal information. This would allow the "political" conversations, which are included in those private or personal materials, to be preserved in context with other conversations and possibly to be made available to the public in the future.

I am pleased and grateful to be able to report that the Nixon Estate has indicated that it is willing to accept and keep a master preservation copy of all the taped conversations and will enter into discussions with us on the specifics of our offer.

The background is this: President Nixon secretly recorded many conversations during his administration on tapes that came to light during the Watergate investigation. The Presidential Recordings and Material Preservation Act of 1974, which the Supreme Court upheld as constitutional in 1977, required that the National Archives review these tapes, identify and return "private or personal" conversations, and retain the rest, opening to the public material such as conversations related to "abuse of governmental power."

Regulations promulgated under the Act described "private or personal materials" as materials that related "solely to a person's family or other non-governmental activities, including private political associations, and having no connection with his constitutional or statutory powers or duties as President or as a member of the President's staff." The regulations further specified that "po-

litical materials" could be kept by the government "only when those activities directly relate to or have a direct effect upon the carrying out of constitutional or statutory powers or duties."

The government argued that we were entitled to keep the original tapes. But in 1997, a federal district court disagreed and directed NARA to provide the estate of the late president "forthwith with all personal or private conversations identified to date" on the original tapes and tape logs, and to destroy or return all additional private or personal material identified in the continuing review of the tapes. A U.S. court of appeals subsequently affirmed the order, with which the National Archives is now complying. Accordingly, archivists at NARA in College Park, Maryland, are physically cutting out of the original tapes all segments identified as private or personal, in a painstaking process.

Despite the delicacy of the process, taped conversations that the law allows to be made public will not be lost or harmed because we can and are retaining them on preservation copies that can be played with today's technology. You can already listen to more than 418 hours of taped conversations at the National Archives. Under a court-mediated agreement that I negotiated with the Nixon estate and other parties to the case, we will continue to release, in stages, recorded material that the law allows to be made public. In the continuing process of reviewing the tapes, our archivists so far have identified approximately 820 hours of recorded conversations that must be returned, approximately 22 percent of the 3,700-hour total.

Because NARA was charged with separating only the public from the private material on the tapes, we have not specified in the private material we are returning which parts are private-personal and which are private-political. Additional review would therefore be necessary if the Nixon estate were to act on my request and make public at least the "private-political" material. And such review could be time consuming and expensive. But if such obstacles can be overcome, historians someday may be able to hear at least some of the private conversations. □

### ADVISORY

## The International Military Encyclopedia

Edited by Norman Tobias

New in Print. Volume 5 (Albuera, Battle of—Amyntas III), 149 entries by 30 specialists. Volume 1–5 (A-1 Skyraider—Amyntas III) in print. Volumes 1–5 contain more than 600 entries by 50 specialists. New Volumes 6, 7 due in 1999.

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

"Libraries at all levels will want to consider [TIME]—*American Reference Books Annual*

See the AIP web site at <http://sites.gulf.net/aip/> for complete contents of vols. 1–5, sample entries and ordering information.

Academic International Press • POB 1111T • Gulf Breeze FL • 32562-1111 • USA  
Fax 850 • 932 • 5479 / [aipress@aol.com](mailto:aipress@aol.com)



## Smithsonian Institution Fellowship Program

**Graduate Student, Pre-, Post-, and Senior Postdoctoral Fellowships** in American history, history of science and technology, history of American art, twentieth-century American crafts and decorative arts, and social and cultural history of the United States. Tenable in residence at the Smithsonian and its research facilities. Stipends and tenure vary. EOE

**Deadline:** January 15th annually

**Contact:** Smithsonian Institution, Office of Fellowships and Grants,  
Desk H, Washington, D.C. 20560-0902  
(202) 287-3271; email: [siofg@ofg.si.edu](mailto:siofg@ofg.si.edu)  
[www.si.edu/research+study](http://www.si.edu/research+study)



# *The* **LINCOLN PRIZE** *at Gettysburg College*

The Board of Trustees of the Lincoln Prize  
takes pleasure in announcing the 1998 Laureate

*James M. McPherson*

who received the St. Gaudens bronze bust of Lincoln  
and \$30,000 for *For Cause and Comrades: Why Men  
Fought in the Civil War* (Oxford University Press)

*T*he 1998 Jury described McPherson's work as "a superb book," written in prose that is "always pellucid and often elegant." The report emphasized McPherson's "extraordinary candor about the limitations" of his sources, the "aching poignancy" of the individual soldiers' stories, the useful quantification, and the relevance of the findings to both antebellum and postbellum periods. "What comes through in the end," the jury concluded, "is the honesty, balance, and skill of a masterful historian."

Second place in this year's contest and \$20,000 were awarded to William C. Harris's *With Charity for All: Lincoln and the Restoration of the Union* (University of Kentucky Press).

Two books were recognized with "Honorable Mention" and \$5,000 each: Gary W. Gallagher's *The Confederate War: How Popular Will, Nationalism, and Military Strategy Could Not Stave Off Defeat* (Harvard); and James I. Robertson, Jr.'s *Stonewall Jackson: The Man, the Soldier, and the Legend* (MacMillan).

---

*Founded in 1990 by Richard Gilder and  
Lewis Lehrman, the Lincoln Prize is  
administered by Gettysburg College.*

---

*Chairman of the Board of Trustees:*  
Gabor Boritt, *Gettysburg College*

*1998 Jury:*

Michael F. Holt, *University of Virginia, Chair*  
Peter Maslowski, *University of Nebraska*  
Geoffrey C. Ward, *New York City*





# Focus on Teaching

## The Case for Interdisciplinary Teaching in Social Studies Classes

Steven Z. Freiburger

### Editor's Note

Steven Z. Freiburger, Social Studies Supervisor at Chatham (New Jersey) High School, received the OAH's 1998 Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award in large part because of his innovative teaching techniques. Among the classroom exercises he has designed are several that combine highly entertaining simulation activities with discussions of primary documents and seminal research. In this brief essay, written at our invitation, Freiburger describes some of these imaginative exercises, spanning a medical discussion of the Black Plague, first-person accounts of the Holocaust, and scientific explanations of the effects of the atomic bombs that the United States dropped on Japan during World War II. He has incorporated everything from sad Irish songs to a cat's-eye-view of the French Revolution in his classroom lectures, which reflect both his strong scholarly base and his commitment to immersion of his students in rich historical subject matter.

He is also the author of a significant scholarly monograph, *Dawn Over Suez: The Rise of American Power in the Middle East*, and has worked to advance the field of historical study as coordinator of the Humanities program for the Virginia State Governors School. —G.R.

The goal in preparing students for the twenty-first century is to equip them for new opportunities in the career marketplace. Educators must provide students with the necessary skills to compete in our ever-changing world, whether those students pursue a college education or enter the work force following high school graduation. Skills that students learn at any level should

have universal application in the academic and work place environments. The key skills I have focused on throughout my teaching career are critical thinking (or as currently labeled, higher order learning) and communication and decision making. These are enhanced by simulation activities and other strategies designed to engage students in their own learning.



Steven Z. Freiburger

More and more evidence reveals that we are entering an era that will rely heavily on technology and group decision making. Research has shown that employers want their staffs to possess the thinking and communication skills necessary to thrive in this type of environment. As educators it is imperative that we prepare our students for that world.

As described in the ongoing debate over social studies standards developed by the National Center for History and Schools at the University of California, Los Angeles, in 1994, the process of social studies and history education should integrate student thinking and understanding. Although the standards that emerged from this discussion have been controversial, there should be no question for educators that the process of promoting thinking and understanding in the context of developing com-

munication skills should be paramount in teaching our students. One of the teaching strategies that allows this to take place effectively is the use of interdisciplinary lessons in the classroom.

As educators, we sometimes become married to our own discipline and suffer from tunnel vision when it comes to integrating different approaches in the classroom. We need to explore horizons and colleagues outside our discipline; they will enhance the educational experience for our students. At all levels, be it secondary or college, if the student is to reach full potential, he or she must emerge from the classroom thinking, questioning, and feeling challenged. I believe that interdisciplinary strategies can achieve that goal.

Engaging colleagues from your own school and using outside resources are major components in implementing this strategy. One of my students' favorite activities concentrates on the Black Plague. Students are exposed to historical material through readings, lecture, discussion, film, cooperative activities, and research. I begin the process by telling students that they will prepare individual essays based on their own research dealing with certain aspects of the Plague, and that they will also be part of a group which will either film or present a live reenactment of a satirical skit dealing with the time period under study.

Students are next assigned a series of readings which include excerpted materials from *The Black Death: A Turning Point In History* edited by William M. Bowsky, *A Distant Mirror: The Calamitous 14th Century* by Barbara Tuchman (especially chapter 5), *The Decameron* by Giovanni Boccaccio, *Western Civilization: Images and Interpretations* edited by Dennis Sherman (chapter 11), as well as other articles, charts and materials. I present a lecture which gives an overview of the period and deals with pertinent issues based on the works of Philip Ziegler and Robert Gottfried. In successive presentations, a biology teacher assists students with the medical aspects of the Black Plague and an English teacher focuses on the literature of the period. At this juncture, with a command of the material, students view excerpts from Ingmar Bergman's *The Seventh Seal* and *1361-The Black Plague* from the Time-Life series narrated by Steven Bell. Students are instructed to view these films from the perspective of the "Four Frameworks" which concentrates on the historical accuracy of the video presentation as developed for the American Historical Association by John E. O'Conner.

Now the students are ready to embark on their own productions. While most choose to film their skits outside of school, students spend class time cooperating in groups, writing, researching the Internet, and developing their project. On the day the projects are due we adjourn to the Home Economics room, where, in cooperation with the Home Economics teacher, a "Renaissance feast" has been prepared. While feasting we watch either the live performance or the video presentations. The quality of work students produce always amazes me. Student creativity and knowledge merge whether a group has created a program exploring the role of the church during the Plague—interspersed with skits from Monty Python's *The Holy Grail*—or social commentary from the viewpoint of rats as they travel through Florence. When presentations are completed, we discuss post-traumatic stress syndrome in Black Plague survivors based on the ideas of Robert

Jay Lifton. The unit is brought to closure with a student-led seminar dealing with sociological, political, cultural, and economic repercussions of the plague for Europe in the fifteenth and sixteenth centuries. What is important about this type of activity is the multi-faceted approach to teaching. Lecture, audio-visual, cooperative learning, role playing, discussion, debate, technology and its interactive nature are all geared to involving students in their own learning as they experience material. Rather than memorizing the information, they enhance their critical thinking and cooperative skills. Some may be skeptical about this type of unit, but the results speak for themselves—and the time frame is only about seven to ten class periods.

A second interdisciplinary example which allows students to experience history develops around understanding the Holocaust. When a teacher explores the Nazi genocide of World War II, student questions often focus on what the experience was like for the Jews, and why Jews did not do something to alter their condition. I have found one of the best ways for students to gain an understanding of the Holocaust is to implement a unit using the interdisciplinary approach which culminates in student-prepared diaries that transform students into Holocaust victims.

Students are given the following sources to work with: excerpted materials from *Facing History and Ourselves: Holocaust and Human Behavior*, *The Holocaust and Genocide: Curriculum Guide 7-12*, prepared by the New Jersey Commission on Holocaust Education; *Art of the Holocaust* by Janet Blatter and Sybil Milton; *The World Must Know* by Michael Berenbaum; and *Witness to Holocaust* edited by Michael Berenbaum. Students read Elie Wiesel's *Night*, and explore the following diaries as sources for their own diary creation: *The Warsaw Diary of Adam Czerniakow* edited by Raul Hilberg, Stanislaw Staron, and Josef Kermisz; *Notes from the Warsaw Ghetto: The Journal of Emmanuel Ringelblum* edited by Jacob Sloan; *The Warsaw Diary of Chaim A. Kaplan* edited by Abraham I. Katsh; *The Chronicle of the Lodz Ghetto 1941-1944* edited by Lucjan Dobroszycki; and *Anus Mundi: 1500 days in Auschwitz/Birkenau* by Wieslaw Kielar. For further research, the United States Memorial Holocaust Museum has prepared an excellent CD-ROM and the Internet has many sources for students to contact survivors and gather other information.

The Holocaust unit is highlighted by historical, literary, and art presentations by colleagues, and visits from survivors and liberators of the camps. The actual student-prepared diaries must encompass the Nazi roundup of Jews and their ghettoization, transport from the ghetto to the concentration/extermination/labor camps, and their experiences in the camps. Many of the diaries prepared by students this past year in my Holocaust and Genocide course brought me to tears. The unit requires debriefing at its conclusion, and I was very fortunate to have our school psychologist, the child of survivors, lead that activity. This may seem overwhelming for a survey course, however it can be condensed. What is important once again is that students experience the material and walk away from the activity feeling they are involved in their own education.

A third interdisciplinary example enables students to gain an understanding of why the United States dropped the atomic bomb at the end of World War II. Stu-



dents study the Pacific war as it appeared during the summer of 1945. After conducting their own historical research and reading excerpts from the works of Gar Alperovitz, Martin Sherwin and others, they role play the Potsdam Conference from the perspective of the United States, England, and the Soviet Union. This can be followed, or replaced, with a debate and/or a Truman Administration cabinet session arguing whether the bomb should be used to end the war (the Interact Company has published an excellent simulation entitled, *The Decision to Drop the Atomic Bomb*). Students prepare position papers that are used as a basis for negotiation and debate.

Once students are immersed in the decision-making process and the actual dropping of the bomb, it is useful to have a physics teacher conduct a class dealing with the scientific issues involved. The unit continues in cooperation with a colleague from the English department who presents a lesson on the literature relating to Hiroshima. A book that has worked well with my classes is John Hershey's *Hiroshima*. Other colleagues can be tapped; for example, an art teacher can discuss Japanese art of the 1940s and early 1950s that deal with atomic issues. The testimony of survivors is also an important area for students to explore. Oral histories are available to enhance this topic, for example, *Japan at War: An Oral History* edited by Haruko Taya and Theodore F. Cook. Other useful materials include *Hiroshima Diary* by Michihiko Hachiya, M.D., *Children of Hiroshima*, a book of children's diaries compiled by Dr. Arata Osada, and *The Day Man Lost* prepared by the Pacific War Research Society. As with the other examples mentioned, the issue of post-traumatic stress syndrome will emerge (Robert Jay Lifton's *Death as in Life* is an excellent source), allowing for a presentation by a psychology teacher. There are numerous films that can be introduced in this unit also. But no matter what materials are integrated, students are living the material and are deeply involved with their own learning experience.

A colleague at Chatham High School, Jonathan Greenberg, has introduced me to the application of the interdisciplinary lesson to the subject of immigration. In his courses, students study the significance of the Irish Famine in American history. Several weeks are devoted to the impact of British racial and religious discrimination and their economic and trade policies as factors that exacerbated the effects of the potato blight. Incorporated into the unit are primary source readings such as first-hand accounts and Jonathan Swift's scathing piece of satire, *A Modest Proposal*. In addition, students view segments of the P.B.S. video, *The Irish in America*, and are required to write a critique of the video, contrasting it with the source readings and documentation that they read in class. Last, the students listen to traditional Irish music relating to the Famine experience (two well-known pieces are "The Fields of Atherny" and "Four Green Fields").

As part of the "New Immigration" of the nineteenth century, students are given a walking tour of the Lower East Side in New York, combined with a visit to the Tenement Museum. Part of the tour encounters the impact of Jewish immigration, especially in the garment industry and the trade union movement. A feature of the walk includes a visit to the Eldridge Street Synagogue, the oldest Ashkenazi (East European) synagogue in New York. Here students can explore the differences between the Ashkenazi community and the Sephardic community that they learned about during their visit to the Tenement Museum. This approach to the study of immigration allows students to experience the material in a multi-faceted way which can be very effective.

Topics too numerous to mention in a brief article lend themselves to the interdisciplinary approach. Further examples that have proven successful include students' immersion into the 19th century whaling industry in America by linking it with an overview of maritime history. Incorporated into this unit is a presentation by an English teacher on themes presented in *Moby Dick* as well as material offered by a marine biology teacher on the physiology of whales. As a culminating activity some scenes from the film *Moby Dick* are shown and traditional

sea chanties are played for the students to enhance their feel for the era. Another colleague has explored the ravages of the 1918 influenza epidemic in the United States by inviting biology, sociology, and economics teachers into his class. Students engage in local research with the goal of finding the impact that flu had in the county where their high school was located. Another activity explores the French Revolution from the perspective of the "cat population" in Paris in the late 1780s. A biology teacher gives a scientific perspective and an English teacher reviews literature of the period. Students read excerpts from Robert Darnton's *The Great Cat Massacre and Other Episodes in French Cultural History* and are led in a seminar discussion by their social studies teacher. The subject matter is wide open—be it an exploration of the family, the condition of industrial labor during the nineteenth century, or a focus on a specific decade (e.g., the 1890s using the ideas of Peter Gay and comparing Grimm's Fairy Tales to the nationalism of the period).

Our goal as teachers is to enhance student critical thinking, communication, and decision-making skills. All we have to do is to recognize that the material we have been teaching for many years has within it tremendous opportunities for student and teacher growth. Certainly, building the "bridge to the 21st century" is a very real concern, but we as educators can cross that bridge with our students by tapping the resources of the interdisciplinary approach to assist them in developing themselves to their utmost. □



## Assessment with a Human Face: Developing a Meaningful System of Program Assessment

J. Christopher Arndt and  
Raymond M. Hyser

Over the last decade, the public has demanded greater accountability from the institutions that its tax dollars support. Where colleges and universities once received funds with few strings attached, they now must demonstrate their effectiveness in providing an education and articulate their efforts to improve instruction. Accordingly, in 1987 James Madison University mandated that all departments begin program assessment. Many members of the Department of History were initially skeptical that assessment would not yield much besides meetings and paperwork, but as good university citizens we participated. Besides, if successful, we thought we might gain a useful diagnostic tool to highlight program strengths and deficiencies. A long process of trial and error eventually yielded a successful system that provides reliable data on what our students learn without imposing significant burdens on department faculty or history majors. These results have helped to shape important curricular changes and will continue to provide valuable information on what our students know and how their educational experience might be improved.

The Department of History at JMU began to develop a program of assessment by creating a list of skills that our majors should possess:

- a knowledge of American and World history and geography;
- a knowledge of historical thinking, interpretations, and processes;
- an awareness of enduring values and ethics; a love for reading;
- the ability to do historical research;
- the ability to think critically with historical perspective and insight;
- the ability to communicate effectively, both verbally and in writing; and
- a proficiency in computer use.

Once this task was complete, we needed to design a test to measure these objectives. This proved difficult, as we found that some of our objectives were fuzzy and others unmeasurable. Our initial assessment test also proved problematic. Approximately seventy-five graduating seniors took a two-essay test that sought to measure knowledge of historical content, critical thinking, historiography and theory. Faculty teams evaluated the exams. This proved too ambitious. Not only did faculty find it burdensome to conduct additional grading at the end of a semester, but the results were difficult to interpret. Despite a year of hard work, we had little to show for our efforts. To spend another year in almost weekly meetings to reinvent our assessment policy would be time consuming and demoralizing, and might ultimately cause faculty to abandon efforts to learn more about our program. Three facts became obvious: developing a successful assessment system required faculty input that consumed a minimal amount of their time; any mechanism must be easy to administer; and assessment had to provide clear and measurable objectives that would yield reliable information to guide department decisions about its future.

Through trial and error, the department eventually developed an assessment strategy that provided useful information that could be gathered in a fairly unobtrusive manner. Streamlining our objectives helped. Student learning objectives now include:

- *Content*—Students will learn the major events, themes, individuals, and issues in world history.
- *Chronology*—Students will learn the importance of change and continuity over time, and how and why people throughout history have reacted to such change.
- *Collection*—Students will learn how to collect historical evidence using materials available in printed, electronic, and computerized formats.
- *Analysis*—Students will come to understand the different approaches employed by historians in examining evidence and how historical perspectives have changed over time.
- *Synthesis*—Students will come to master the ability to produce a coherent, final written and oral synthesis of evidence that includes a thesis and conclusion(s) based on responsible use of the evidence and through demonstration of writing, editing, proofreading, and computing skills.

To gauge whether our students would meet these objectives and to obtain other pertinent information about the program, we developed multiple systems of measurement that evaluate specific objectives and that overlap in the data they collect. A central feature of our assessment is an exam taken by all majors during the spring semester of their senior year. The test consists of five parts: 1) multiple-choice questions based on core courses in U.S. and world history that measure content knowledge; 2) multiple-choice questions based on research/library/methodological skills; 3) multiple-choice questions that test geographic knowledge; 4) multiple-choice questions that measure document analysis and critical thinking skills; 5) a survey that provides data on a wide variety of subjects such as academic rigor, quality of facilities, and levels of satisfaction with instruction and counseling. While different parts of the test provide useful information, we find the document analysis exercises the most informative. These exercises require students to examine documents and to determine the reliability of different sources, to distinguish between primary and secondary sources, and to draw assumptions based on the documents. There is no required score to pass the assessment test, although participation in assessment is a university graduation requirement.

We supplement the exam with other measures. Term papers from our required methodology course provide a wealth of useful data about our program. A team of three faculty use a fifteen-point rating scale to evaluate the quality of student research (how thorough is the research, does it reflect the use of primary sources); critical thinking/analysis (how critical has the analysis of individual sources been, how are conflicting accounts reconciled, how well



are different types of sources integrated); synthesis/writing skills (are the conclusions supported by the evidence; is the paper presented in a clear and coherent manner); as well as mastery of content, historiography, and computing abilities. When information from the student papers is combined with the results of the senior exam, we get a clear picture of student skills. Finally, we supplement these measures with a detailed faculty survey of student performance and a survey of alumni. In both, respondents are asked to identify program strengths and weaknesses.

Results of each of the different measures are included in an annual assessment report that is shared with history faculty and used to shape curricular revisions. Many of the results have been positive. The exam showed, for example, that students had mastered core course content and understood world geography. Faculty assessment of undergraduate papers demonstrated that our graduating students had mastered content and historical context, were competent in explaining historiographical setting, and were generally thorough researchers and good writers.

Assessment efforts have also revealed areas that need improvement. Undergraduate papers revealed weaknesses in student analytical skills. When the senior assessment exam yielded similar results, we implemented a policy in our upper-level courses to spend more time on analytical/critical thinking skills. This included greater emphasis on the identification of bias, assumptions, and internal logic in document analysis exercises, and more

careful attention to how arguments are formed and how historians use evidence. Student and alumni surveys complained about the department's course and career counseling; when faculty surveys showed that department members felt unqualified to offer counseling, we shared this information with the university assessment office. This helped contribute to the creation of a university-wide advising center and in the development of a closer working relationship with the Office of Academic Advising and Career Counseling. The department also implemented advising training workshops for faculty and the Phi Alpha Theta chapter began to host alumni

speakers to discuss career opportunities for history majors. Various data showed that while students mastered the required computer skills, they wanted additional training. This led to more rigorous expectations of technological proficiency in our program.

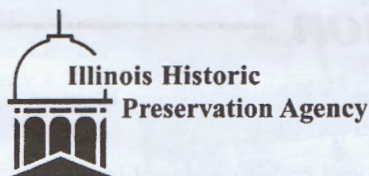
Unquestionably, the department's assessment program provides useful information for improving the major without requiring an enormous commitment of time and energy from faculty or from our students. While we have learned much, it is an ongoing and evolving process that we will continue to refine. We hope that program assessment will continue to be a faculty affair enabling us to use assessment data as a diagnostic tool to reshape the curriculum.

At the same time, we fear that some trends at our institution could undermine our successes. For instance, the increased use of assessment professionals to monitor

program performance is particularly troubling. While our department has an excellent working relationship with the university assessment office and has appreciated their advice, allowing individuals with expertise in measurement and testing but little knowledge of a particular discipline to conduct assessment might result in recommendations that are inimical to the fundamentals of our discipline, or that we are ill-suited to make. We are also concerned that assessment results might be tied to funding or used to evaluate specific courses or faculty. This would prove problematic for a variety of reasons. Initiative and experimentation would be stifled if faculty thought that a failed experiment might be punished. Similarly, faculty who participate in programs for at-risk students might feel threatened since such students may not score as highly as other groups of students. The imposition of state-wide assessment measures to make comparisons of schools and departments is yet another concern. Such exams could force conformity on departments and thus might discourage the variety of viewpoints and interpretations that are central to academic dialogue.

In short, our experience shows that a successful assessment program must have clear and measurable objectives, should not be particularly burdensome to faculty or students, should gather information from a variety of sources, and must be controlled by the professionals who know the discipline and do the teaching. So long as assessment follows these guidelines, it can be very useful in evaluating an academic program. □

*J. Christopher Arndt and Raymond M. Hyser are associate professors of history at James Madison University in Harrisonburg, Virginia, 22807. For more on their department's assessment program, please feel free to contact the authors.*



The Illinois Historic Preservation Agency and the Illinois State Historical Society are pleased to announce the 1998-99 recipients of the King V. Hostick Award:

**Brian S. Deason**, *Southern Illinois University at Carbondale*  
**Dawn Rae Flood**, *University of Illinois at Urbana-Champaign*  
**D. Bradford Hunt**, *University of California at Berkeley*  
**Michael D. Jacobs**, *Marquette University*  
**Charles Lumpkins**, *Pennsylvania State University*  
**John F. Lyons**, *University of Illinois at Chicago*  
**Lisa Gail Materson**, *University of California at Los Angeles*  
**Chandra M. Miller**, *Harvard University*  
**Stephen J. Provasnik**, *University of Chicago*  
**Mark R. Wilson**, *University of Chicago*

The Illinois Historic Preservation Agency and the Illinois State Historical Society invite applications for the 1999-2000 King V. Hostick Award. The award was established by the late manuscript dealer, King V. Hostick, to provide financial assistance to graduate students in history and library science writing dissertations dealing with Illinois. Preference may be given to research conducted at the Illinois State Historical Library. Stipends are individually determined up to \$3,000. All applications must be received by **February 28, 1999**. For further information contact Thomas F. Schwartz, Illinois State Historian, Illinois Historic Preservation Agency, One Old State Capitol Plaza, Springfield, IL 62701-1507, 217/782-2118, fax 217/785-7937, e-mail [tschwartz@hpa084r1.state.il.us](mailto:tschwartz@hpa084r1.state.il.us).

## Sarah Lawrence College MA Program in Women's History

The first in the nation to offer  
graduate study in women's history,  
this intellectually challenging program  
introduces students to

- the rapidly expanding historical literature on women
- feminist theory
- research methods and resources in the field

### Program features

- small seminar format
- close collaborative work with faculty
- focused and intense immersion in the literature of the field

For more information,  
contact Susan Guma, Director of Graduate Studies,  
Sarah Lawrence College, Box OAH, 1 Mead Way,  
Bronxville, NY 10708-5999,

telephone (914) 395-2373  
or e-mail: [grad@mail.slc.edu](mailto:grad@mail.slc.edu) or visit [www.slc.edu](http://www.slc.edu)

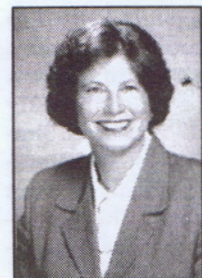


## From the National History Education Network

Loretta Sullivan Lobes, Director

### Comprehensive Social Studies Assessment Project Compiles Assessment Database

Standards-based reform in history and social studies continues to gain momentum. Last spring, Nebraska and South Carolina adopted new social studies standards. This summer, California created new content standards based on their History-Social Science Frameworks while Maryland wrote State Content Standards for United States History and World History.



Loretta Sullivan Lobes

States that adopt content standards frequently require that students be tested on their knowledge of information covered in standards. Now with standards in place, many states are shifting their attention to the development of assessment exercises that evaluate student knowledge of content standards.

In order to promote the assessment stage of standards-based reform, the United States Department of Education's Office of Educational Research and Improvement made a four-year 3.5 million dollar grant to the Comprehensive Social Studies Assessment Project. The Project, a collaborative of twenty-two states, was formed in November, 1997 to develop a database of social studies assessment exercises. Led by the Missouri Department of Elementary and Secondary Education, the Project joins the Chief State Officers, American College Testing (ACT), classroom teachers, and disciplinary scholars in the assessment development process. The states currently involved in the Project are: Connecticut, Delaware, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan,

Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, Oregon, Pennsylvania, Rhode Island, South Carolina, Utah, Vermont, Washington, West Virginia, and Wisconsin.

The Social Studies Assessment Project incorporates several different forms of assessment. The on-demand exercises contain selected-response or multiple choice items while the constructed-response items have short answer and extended response questions. In addition to traditional test questions, the assessment exercises include performance tasks that take place over the course of several weeks. Finally, the Project is creating guidelines for evaluating student portfolios that encompass entries from a range of assignments completed during the academic year.

From the beginning, and in contrast to tests developed by commercial assessment contractors, the Social Studies Assessment Project engages classroom teachers in the process of exercise development. Each state social studies coordinator selects eight teachers from elementary, middle, and high schools to write grade appropriate assessment exercises. Then the teachers attend regional workshops with teachers from other states to work on developing assessment exercises. Working within a specific discipline, each teacher develops two modules that include three multiple choice, one short answer, and one extended response. One of the modules also incorporates a performance task based on student assignments that are to be completed over several weeks. After the second regional meeting teachers submit their revised modules for field testing.

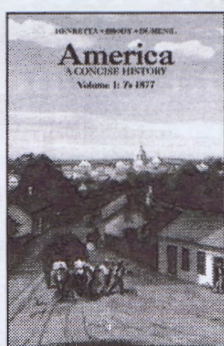
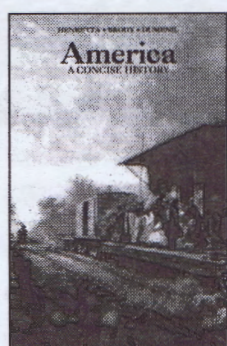
Throughout the Project, disciplinary scholars from history, geography, civics, or economics and ACT work closely with the teachers in developing ideas and choos-

ing topics for their modules. Scholars assist teachers in choosing their topics and developing ideas for their assessment items. (For the history items, teachers also use the National Standards for History to help them emphasize historical thinking skills and identify topics of historical significance.) The disciplinary scholars review items for their significance and accuracy while ACT is responsible for field-testing items, producing pilot tests, and distributing exercises to the states.

Several other phases of the Project are also under way. The Portfolio Committee has developed a draft proposal for assessing portfolios as part of state assessment exercises. The Staff Development Committee is now planning a professional development program to assist states in implementation and in training teachers to administer the assessments. In addition to traditional exercise booklets, the assessment project plans to distribute a CD-ROM. The CD-ROM will include test exercises, performance tasks, portfolio materials, and professional development information as well as links to web sites of interest to social studies educators.

With its variety of assessment exercises and innovative methods, the Comprehensive Social Studies Assessment Project demonstrates one approach to the second stage of standards-based reform: assessment. The incorporation of stake holders such as classroom teachers, state administrators, disciplinary scholars, and professional assessment contractors in the exercise development process increases the chances of developing good assessment materials. However, the question remains if assessment, even standards-based assessment, can be a viable tool for improving history instruction in the schools. □

## Brief, Inexpensive — And Built on a Strong Foundation



### AMERICA: A Concise History

James A. Henretta, University of Maryland  
David Brody, University of California, Davis  
Lynn Dumenil, Occidental College

COMBINED VOLUME: 1999/PAPER/918 PAGES/\$24.50 NET  
VOLUME I (TO 1877): 1999/PAPER/418 PAGES/\$19.50 NET  
VOLUME II (FROM 1865): 1999/PAPER/500 PAGES/\$19.50 NET

**A book that can stand on its own or be easily supplemented.**  
*America: A Concise History* provides a complete and 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.

- 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
- at 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 a text-specific documents collection and numerous resources for instructors and students

#### Available Free To Instructors

*Using the Bedford Series in History and Culture with AMERICA: A CONCISE HISTORY*, by Scott Hovey

This 64-page guide provides practical suggestions for using any of 2 dozen Bedford Series in History and Culture volumes in a survey course organized around *America: A Concise History*. This useful guide will mail automatically with examination copies of the textbook.

"I have adopted *America: A Concise History* because, unlike many other brief editions, its brevity has not been achieved by cutting and pasting. Instead, each chapter has been rewritten to produce a text that is a pleasure to read."

— Stephen McIntyre, Southwest Missouri State University



1-800-446-8923 • www.bedfordstmartins.com

# BEDFORD/ST. MARTIN'S



## News from the NCC

# Capitol Commentary

Page Putnam Miller

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

### Assassination Records Review Board Issues Final Report With Recommendations for Increasing Openness

On September 29, the Assassination Records Review Board released its final report on its work of collecting and releasing over four million pages of previously classified documents associated with the assassination of President Kennedy. Because the Board decided early in its work to interpret an "assassination record" in a very broad way, the documents reveal significant new

insights into Cold War foreign policy and the operation of federal agencies in times of crisis. But for historians, the value of this federal undertaking is seen not only in the released documents but also in the broad implications of the project for declassification policy.

The project was a unique experiment in giving the five citizens on the Board the authority to open federal agency records. While the Board weighed carefully the concerns of the public's right to know

with the need to protect sensitive national security information, the law mandated a "presumption of disclosure." After the Board decided that a certain document should be opened, the only recourse available to agency heads for keeping it closed was an appeal to the President. An important part of the final report are ten recommendations (see page 15) for building on the foundation of openness created by the Board. These recommendations stress the importance of declassification boards being genuinely independent, both in the structure of the organization and in the qualifications of the appointments, and the need to streamline the current cumbersome system for dealing with classified information of one agency that appears in a document of another agency.

**Representative Hamilton To Head Woodrow Wilson Center**—The Board of Trustees for the Woodrow Wilson International Center for Scholars recently voted unanimously that Congressman Lee H. Hamilton of Indiana become the Center's new director. Hamilton, a former chair of the House Foreign Affairs Committee, announced in February that he would not seek reelection. In accepting his new position, Hamilton said: "I want to continue the Center's strong tradition of bridging the gap between what Woodrow Wilson termed the world of learning and the world of public affairs." Hamilton will assume his post at the Center in January.

**National Parks and Historic Preservation Bills**—On October 7 the House defeated in a vote of 123 yeas to 302 nays H.R.4570, the Omnibus National Parks and Public Lands Bill, which provided for various boundary adjustments, improved management of certain heritage areas, historic area, and National Parks, as well as reauthorization of the National Historic Preservation Fund. Some of these bills are now being considered individually. On the same day, the Senate passed their version of the National Historic Preservation Act, S. 2257, which is a streamlined bill that extends the funding authorization for the Historic Preservation Fund from 1997 to 2004 and extends the reauthorization of the Advisory Council on Historic

Preservation from 2000 to 2004.

On October 7, the House and Senate both passed the Women's Progress Commemoration Act to establish a commission in honor of the 150<sup>th</sup> Anniversary of the Seneca Falls Convention. This legislation establishes a commission in honor of the 150<sup>th</sup> anniversary of the Women's Rights Convention in Seneca Falls, with the purpose of identifying sites of importance in the historic efforts to secure equal rights for women. The Commission's task is to provide the Secretary of Interior with a list of sites deserving recognition and preservation. It will also recommend actions to preserve those sites and to provide interpretive materials, educational resources, and activities at each of them. Although the bill does not provide any funds for preserving sites, it will identify them and highlight their needs.

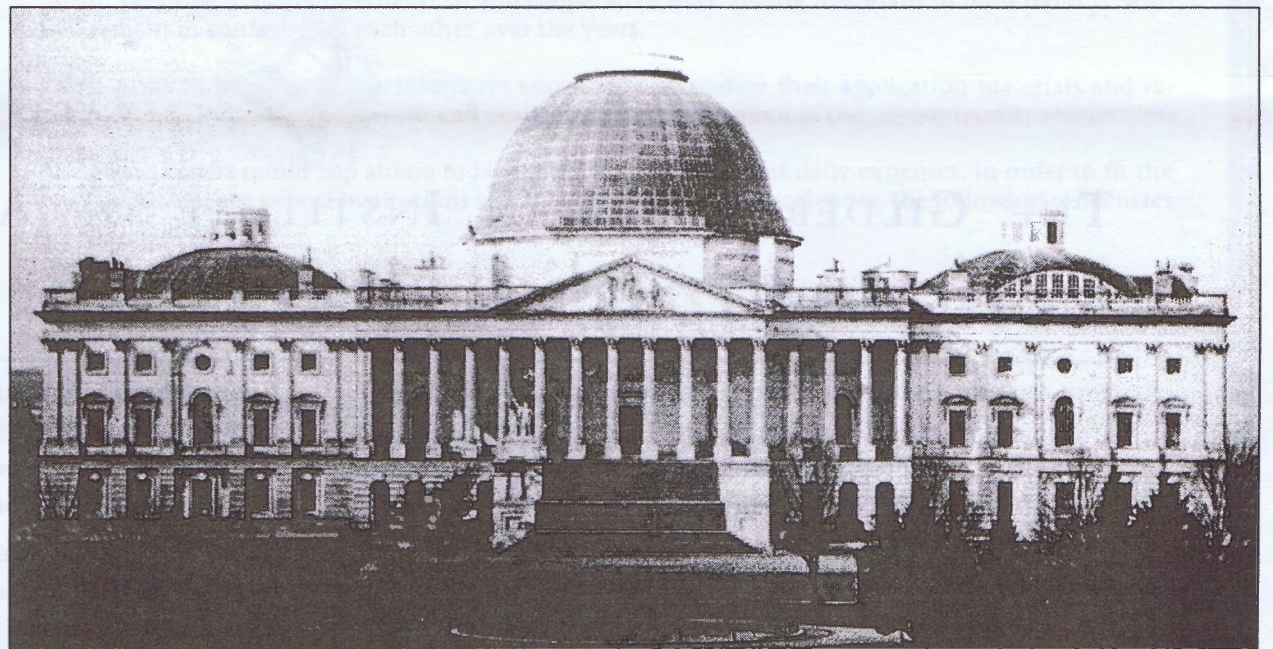
**Archivist Issues Statement on Electronic Records**—On September 21, U.S. Archivist John Carlin issued a statement on electronic records, which he says pose the biggest challenge ever to record keeping in the Federal government. Carlin acknowledged that the National Archives has been aware of this problem at least since 1985, when the Committee on the Records of Government issued a report asserting that due to the shift to computer records,

interagency electronic records working group on September 14. As a result, the National Archives is revising its scheduling proposal for agencies and will issue these as a draft National Archives Bulletin on October 9. He further noted that the National Archives will be issuing a new general records schedule in March. At several points in the statement, Carlin emphasized the complexity and cost to agencies of developing new procedures and schedules for handling electronic records. He also warns that it could take two years or more for some agencies to comply with the new electronic record keeping guidance. While many in the scholarly community are pleased to see the National Archives' attention to this issue, some feel that the process is moving too slowly.

**Senator Thompson Requests General Accounting Office Study of the Government's Electronic Record Keeping**—In July, Senator Fred Thompson (R-TN), who chairs the Senate Governmental Affairs Committee which has oversight of the National Archives, wrote a letter to the General Accounting Office (GAO) requesting a study on how computer technology was affecting the government's compliance with federal record keeping requirements, and he raised the basic issue of how computerized government information should be archived. The letter



Page Putnam Miller



the country was in danger of losing its memory. While stating the desire to undertake an aggressive approach to electronic record keeping, Carlin describes this as a very lengthy process and highlights a number of obstacles. He says that "until electronic records have the integrity and reliability of records maintained in a record keeping system, they cannot be used as the record copies." He says that the National Archives currently "has only limited ability to accept into our archives and preserve office automated records in their native formats." Carlin estimates that in order to comply with the Court's order to preserve programmatic electronic records that as many as 200,000 individual records retention and disposition schedules coming from some 300 executive agencies will have to be reviewed by the National Archives. By comparison, he notes that the Archives normally processes only about 6,000 schedules annually.

Carlin announced that he received the report of the

asked for GAO to offer some recommendations for improving electronic records management strategies and policies. The study, which appears to be on a fast track with completion anticipated before the end of the year, could become the basis of oversight hearings and perhaps even for some new legislation to update the federal records act for the digital age.

**Conference Report on Digital Copyright Bill Passes**—On October 8, the Senate passed the Conference Report on H.R.2281, the Digital Millennium Copyright Act, and four days later, on October 12, the House approved it. This legislation includes two treaties adopted in late 1996 by the World Intellectual Property Organization (WIPO) that deal with the protection of literary and artistic works on the Internet and the protection of the rights of performers and producers of phonograms. There is also a major section to this bill that provides limits to the copyright infringement liability of on-line Internet service pro-



viders and includes a special provision to limit liability on libraries and educational institutions.

Additionally, this legislation provides for copying for preservation purposes. It also affirms the current law's commitment to "fair use," the use of copyrighted material for teaching, criticism, and research purposes in which the user does not secure the permission of the copyright owner. An important provision made to the bill in July by the House Commerce Committee and included in the Conference Report establishes a review process for evaluating the possible negative impact that this legislation could have on "fair use." The bill also calls for the Copyright Office to prepare a report on how to promote "distance learning" through digital technologies, and specifies that the report is to include recommendations for future legislation. The distance learning report is to be completed within six months of the date of enactment.

It is a victory for the library, archival, and scholarly communities that the Conference Report included specific provisions on "fair use" and omitted the database protection amendment that had been added at the last minute. Many feared that this addition would have a negative impact on scholarly research.

#### **Congress Adds 20 Years to Copyright Protection—**

On October 7, both the House and Senate passed by unanimous consent the Copyright Term Extension Act, also known as the Sonny Bono Copyright Term Extension Act, after Bono, who died this year, and who had been a strong champion of term extension. This legislation extends copyright protection from the current law of the life of the creator plus 50 years to the life of the creator plus 70 years. Protection for corporate "creators" is increased from 75 years to 95 years. The library community worked successfully to secure a provision that permits libraries, archives, and nonprofit educational institutions to reproduce, distribute, or display a published copyrighted work in its last 20 years of protection for the purposes

of preservation, scholarship, or research. This will be permitted only if there has been a good faith investigation to determine that such use would not involve commercial exploitation, that the work in question cannot be obtained at a reasonable price, and that the copyright owner or its agents has not given a notice of objection to such use.

In his floor statement Senator Patrick Leahy (D-VT), one of the key supporters of this legislation, noted that on July 1, 1995, the European Union issued a directive to its member countries mandating a copyright term of life of the creator plus 70 years. The desire to have uniformity with the European countries was one of the driving forces in passage of this legislation. The effective date for this legislation will be 90 days after it is enacted into law. The bill has not yet been forwarded to the White House for the President's signature.

**Interagency Security Classification Appeals Panel Issues Report**—On August 26, the White House issued a press release on the two year report of the Interagency Security Classification Appeals Panel (ISCAP), which was established by Executive Order 12958 to reassess the balance between open government and the need to maintain secrets vital to national security. Roslyn A. Mazer, the Justice Department representative who chairs the appeals panel, said that "reflexive use of old classification categories has been replaced by healthy skepticism." Since ISCAP began its work two years ago, it has considered appeals of 96 Executive Branch classification decisions. In 59 cases the entire document was declassified, in 22 cases part of the document was declassified and in 15 cases the document remained classified. While these are encouraging numbers, it is unclear to what extent these declassification decisions are establishing a precedent of increased openness and are filtering down to the declassification units of the various agencies. Unfortunately it appears that many ISCAP decisions are having little impact on agencies' declassification practices. □

## editor search

Editor of *The Journal of American History* wanted. Tenured appointment. Must have established reputation as scholar in United States history. Editorial experience desirable. The appointee will be a teaching member of the department as well as journal editor. Send c.v., personal statement, and arrange to have three letters of reference sent to: JAH Search Committee, Department of History, Indiana University, Bloomington IN 47405. Review of applications will begin November 15; preliminary interviews will be held at the January 7-10, 1999 AHA annual meeting in Washington, DC. Equal Opportunity/Affirmative Action Employer.

The search committee is comprised of Ira Berlin and Lizbeth Cohen (co-chair), representing OAH; and Wendy Gamber and Michael Grossberg (co-chair), representing Indiana University. Questions or nominations may be sent to any member of the committee: Berlin (History, University of Maryland), iberlin@deans.umd.edu; Cohen (History, Harvard University), cohen3@fas.harvard.edu; Gamber (History, Indiana University), wgamber@indiana.edu; or Grossberg (History, Indiana University), grossberg@indiana.edu.



## THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY *Fellowships in American Civilization*

THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY invites applications for post-doctoral fellowships in American Civilization. Funding is available to scholars interested in using materials from the Gilder Lehrman Collection on deposit at the Pierpont Morgan Library; the Columbia University Rare Book and Manuscript Collection; and the Library of the New-York Historical Society. These fellowships are open to scholars in American history, literature and related fields, who have a demonstrated record of scholarly excellence. Maximum available stipend is \$2,500 per month for up to three months. (Fellowship recipients will be given assistance in securing housing.)

THE GILDER LEHRMAN COLLECTION is one of the largest collections of American historical documents in private hands. Holdings range from a 1493 printing of a letter by

Christopher Columbus to correspondence by every American president through George Bush, to the private writings of soldiers and slaves. The collection's holdings are particularly rich in the early national, antebellum and Civil War periods.

THE COLUMBIA RARE BOOK AND MANUSCRIPT LIBRARY was founded in 1930 and contains more than 500,000 books and 28 million manuscript items. In addition to a wide range of collections, Columbia holds the papers of John Jay, the archive of Alexander Hamilton's legal practice, and transcripts of the Oral History Research Office.

THE LIBRARY OF THE NEW-YORK HISTORICAL SOCIETY houses one of the oldest research libraries in the United States. Holdings cover the early years of North American exploration to the present day, with an emphasis on early American imprints and manuscripts.

Candidates should submit a cover sheet, a curriculum vitae, a 2-3 page proposal for their project including the specific holdings of the collection they intend to consult, two letters of recommendation, and a schedule and proposed budget of their expenses during the tenure of the fellowship. Fellowships may be scheduled to begin any time after January 1, 1999. Applications should be submitted no later than December 15, 1998, to:

#### **Fellowship Program**

THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY  
52 Vanderbilt Ave.  
New York, NY 10017





# www.historymatters.gmu.edu

## The U.S. Survey Course on the Web

Roy Rosenzweig, Center for History & New Media

Type "Abraham Lincoln" into an Internet search engine, and you will soon be overwhelmed with 33,000 "hits." You will quickly find yourself scrolling down lists offering you the web sites of the Abraham Lincoln University School of Law, the Abraham Lincoln Camps, the CSA Galleries (hawking Abraham Lincoln in Pewter for \$350.00), and the Abraham Lincoln Elementary School ("Simi Valley's finest elementary school"). Meanwhile, you might miss out on some terrific web-based resources on Lincoln, including, for example, original Lincoln letters at the Library of Congress's American Memory site. As a friend has remarked, Internet search engines might be described as a tool where "the customer is always wrong."

It was, in part, to respond to such frustrations that the American Social History Project (ASHP)/Center for Media and Learning at City University of New York and the Center for History New Media (CHNM) at George Mason University created *History Matters: The U.S. Survey Course on the Web* with funding from the W. K. Kellogg Foundation. Our goal is to develop a web-based set of resources to assist teachers of the survey course at the high school and college level. The *History Matters* web site (historymatters.gmu.edu) thus serves as a "gateway" to the vast but uneven resources now available on the World Wide Web that teachers—faced with so many demands on their time—cannot always quickly master.

This work builds on prior collaborations in new media between the ASHP and CHNM—for example, our CD-ROM on American history (*Who Built America: From the Centennial Exposition of 1876 to the Great War of 1914* and the forthcoming sequel which will cover 1914 to 1946) and our web/CD-ROM project on "Images of the French Revolution." (For more on these projects, go to the CHNM or ASHP web sites at: chnm.gmu.edu and www.ashp.cuny.edu.) Even more directly, this work grows out of our New Media Classroom project, which offers professional development seminars for high school and college teachers on the effective use of new technology. Funded by NEH, the New Media Classroom has involved, so far, two week-long seminars in the summers of 1996 and 1997 with intervening on-line discussions and on-campus workshops at eighteen different schools and universities. More recently, the New Media Classroom (which also involves collaboration with the Center for Electronic Projects in American Culture Studies at Georgetown University) has sponsored regional workshops; in the summer of 1998, these were held in Tulsa, Oklahoma; Williamstown, Massachusetts; Pullman, Washington; New York, New York; Washington, DC; Kansas City, Missouri; and Millersville, Pennsylvania.

*History Matters* was designed to support the work of the teachers in the New Media Classroom seminars, but we want to make these resources more generally available to anyone teaching U.S. history. Like almost everything else on the web, *History Matters* is still "under construction." Our current prototype focuses particularly on the years between Reconstruction and the end of World War II, but we have materials for all periods of U.S. history and we will continue to add more resources as our own resources permit. Ultimately, we are planning on developing companion sites for the teachers of the Western Civilization and World History survey courses.

Here are the current features of the site:

• **WWW.History** is our annotated guide to the most useful web sites for teachers of U.S. history. Each is described in a paragraph which emphasizes its utility for

survey teachers. Right now, we have a list of more than 200 sites, but we are continually expanding our listings. We have a fast search engine that can search the sites by topic, time period, or key word. In fact, all of the resources on the site are easily searchable.

• **Many Pasts** contains about 150 first-person documents in text, image, and audio formats on the experi-

• **Secrets of Great History Teachers** is a series of on-line interviews in which distinguished teachers share their strategies and techniques. Among the initial set of teachers included are Philip Bigler, the 1998 National Teacher of the Year and a history teacher at Thomas Jefferson High School for Science and Technology in Northern Virginia; Pat Oldham, a veteran instructor at Hostos Community



ence of "ordinary" Americans in the period 1876 to 1914. For example, you can listen (as long as you install Real Audio software) to Laura Ellsworth Seiler recall campaigning for suffrage after college on an automobile tour with her mother in tow as chaperon. Or, you can hear "William Brown" (a pseudonym) describe a 1902 lynching that he witnessed in Jacksonville, Florida, when he was five years old. Transcriptions of the interviews are provided to make it easier to deal with difficult accents and to provide an alternative for students without multimedia equipment. Text documents range from the last words of the Haymarket Martyrs, to letters home from Polish immigrants, to historian William Langer's recollections of trench warfare in World War I. The sketchpads of Corporal Ben Hurwitz provide a unique visual journal of the North Africa and Italian campaigns during World War II.

• **Under the Magnifying Glass** offers interactive exercises that explore the historian's craft. Such exercises are labor-intensive to develop, therefore, we have only completed one so far, which uses the Farm Security Administration photos of the 1930s to consider the problem of photographs as historical evidence.

• **Digital Blackboard** provides examples of the kind of successful web-based assignments many teachers have asked for. It offers teacher-tested assignments, most of them growing out of the work of participants in the New Media Classroom.

• **Electronic Essays** will feature short hypertext pieces that place web materials in a historical context. In the works are essays on Indian-white settler conflicts on the Great Plains and Reconstruction.

• **Past Meets Present** contains articles and resources that link the past with current issues and events. So far, we have posted a commentary on controversies over the film *Amistad* by Eric Foner and a discussion of the past and present of the sweatshop by Harry Rubinstein and Peter Liebold, who curated the recent National Museum of American History exhibit on that subject.

College in New York; and Leon Litwack, the Pulitzer-Prize winning historian who is also well known for having taught tens of thousands of students in the survey course at University of California, Berkeley, over the past thirty years.

• **Syllabus Central** provides annotated syllabi for the survey courses that offer different approaches to teaching with particular emphasis on using technology.

• **Talking History** offers the chance for teachers to engage with leading teacher/scholars on how to teach key subjects covered in the U.S. Survey. For the fall of 1998, these web-based forums will include Gerda Lerner on women's history (September); Gary Nash on the American Revolution (October); Lawrence Levine on cultural history (November); and Marilyn Young on the Vietnam War (December).

These resources reflect our commitment to teaching about the lives of ordinary Americans, to engaging students in the primary documents of the past, and to making the web and Internet into a vehicle for democratizing education. Perhaps less obvious is our belief that studying history should be fun. In that spirit, our site offers a monthly history puzzle. The October puzzle, for example, presents an altered version of the photograph documenting the completion of the Transcontinental Railroad. The first ten people to identify the elements that don't belong in the picture win a prize. What more can you ask for? □

Roy Rosenzweig teaches history at George Mason University and is a member of the OAH Executive Board.

### CALL FOR PAPERS

#### EXPLORING THE BLACK ATLANTIC

APRIL 8-10, 1999

The Black Atlantic Project at the Rutgers Center for Historical Analysis solicits papers from scholars exploring the black experience in Africa, Europe, and the Americas. We welcome papers from scholars who investigate issues of race, nation, and gender, and whose work interrogates the very meaning of the Black Atlantic. Papers can be explicitly international and comparative, or they can focus on the national experiences of particular black communities that shed light on themes common to the Black Atlantic world.

SUBMISSION DEADLINE: December 15, 1998

Send papers to: Deborah Gray White and Mia Bay, Project Directors  
Center for Historical Analysis, Rutgers, The State University of New Jersey  
88 College Avenue, New Brunswick, New Jersey 08901-8542 USA



## ▼ Australia / From 1

23 percent in 1998. In most cases, the remaining staff has absorbed these positions, greatly increasing their workload; though in some cases contract appointments had replaced tenured staff. History student numbers are up in many departments, though this does not reflect any increased popularity of history in the schools. Rather, it indicates rather the increase in overall student intake across faculties, and the consequent squeeze in which academics in almost all disciplines are required to carry a



Ian Tyrrell

heavier student load. A very few departments of history, such as at the University of New South Wales, have bucked the trend of falling numbers in staff, but the overall situation is quite grim.

The National Tertiary Education Union negotiated the Higher Education Contract Employment (HECE) Award in the Australian Industrial Relations Commission in response to a rise in fixed-contract employment to high levels since the 1980s. But the details of the agreement within the general framework will need to be worked out by individual union/management agreements on each campus. Until recently, this final step would not have been necessary. Decisions of the old Commonwealth Arbitration Court and its centralized wage-fixing system were binding throughout the land, but since 1996, Australian industrial relations has become much more decentralized under a form of "enterprise bargaining" and labor market deregulation. The implementation of the agreements will therefore vary from campus to campus across Australia's thirty six universities; some campus administrations (for example, Charles Sturt University) are claiming that the agreement does not apply to them. However major universities such as the University of Sydney and the University of New South Wales have negotiated agreements to implement these principles already.

The President of the University of New South Wales Staff Association (a NTEU affiliate) is Rae Frances, an historian of Australian labor history well-positioned to comment on the implications. She has written me that "The framework limits the situations in which universities can employ staff on fixed-term contracts to six circumstances: to cover staff on leave; pre-retirement; research only positions; [currently enrolled] Ph.D. students; specific tasks or projects; [and] positions funded externally." As a result, "hundreds of academics currently employed across Australia on fixed-term contracts will have their contracts converted to continuing positions at the expiration of the existing contract."

The details of the conversion process are, however, still being negotiated at most institutions. It has been generally agreed that staff will be eligible for conversion if they were recruited by competitive interview; they have already had more than one contract; and they can provide documentation of "satisfactory performance" such as would be obtained in using the normal criteria for promotion or tenure. Since women have been over-represented in contract positions, the decision is a definite gain in gender terms, particularly for those with a foot already in the door. Whether it makes much difference to the chance of employment for the younger doctoral graduates in higher education, however, is another question entirely. The situation on contract employment ultimately has to be seen in the context of the general contraction of Australian higher education.

It must be kept in mind that this decision runs parallel to the virtual abolition of tenure in Australia, and its

replacement by the category of "continuing employment" with biennial and perhaps even annual "reviews." This will allow universities to terminate any staff for "unsatisfactory performance" within the existing enterprise bargaining awards. What would constitute unsatisfactory performance is not entirely clear, but some power is necessary, since retirement by age limit has also been abolished as discriminatory under separate state laws. Until now, it has been rather difficult to terminate any tenured academic staff, and long battles have been fought over the few individual cases deemed by administrations to have—by their medical incapacity, ethical misconduct, or failure to follow administrative directions on teaching—become a burden to the system as a whole. But in order to deal with these occasional problems, all tenured staff have now been rendered less securely employed than formerly.

The implications of the changes to tenure are not worrisome for the likelihood of direct political interference in the work of the humanities such as history—economic discipline has replaced the ideological in these academic relationships. Nevertheless, academics are likely to be more careful in future in their dealings with unsympathetic university administrators. Because there is no equivalent of the American Association of University Professors and because the Australian Historical Association is neither strong nor long-established as a lobby group, disputes over "tenure" must become industrial rather than professional ones. The union must therefore take the place of professional associations in defending the political position of academics. A current case running in the Industrial Relations Commission concerns a tenured senior professor in Physics who refused a university head of department directive. The faculty member was quickly dismissed by the Vice-Chancellor even though a committee of review found no evidence of "misconduct." A judgment on the case is still pending at the time of writing, but concerns have been expressed by the union that the dismissal was connected to the fact that the professor is a prominent unionist.

While contract staff who fit the criteria will not be able to be terminated and replaced by another form of cheaper labor under the HECE award, there is nothing to stop the institution from terminating whole programs. Institutions most vulnerable are branch campuses, which typically employ few historians or other humanities people (in one of these that I know of, a single fixed-term contract historian teaches the humanities courses in a general studies program). It is more likely that in such cases the university might close the program and abandon history altogether rather than give continuing employment. Since universities have been squeezed tightly by the current federal government, to the tune of twenty percent of funding in two and a half years, something must give. History, as a marginal discipline in the newer universities, is vulnerable.

Nor will the abolition of most contract positions prevent departments from hiring part-time assistance from post-graduate students to teach just a few hours a week during the term, or to use Ph.D.s in such casual employment. Thus casual—as opposed to contract—work will remain, though it must be stressed that these casuals will not normally be designing and running courses, only assisting in the teaching. This work gives doctoral students valuable teaching experience. But without permanent jobs or even contract positions, the experience may simply whet the appetite for the impossible.

It is clear from the decision that under the new rules, fewer positions in the future will be advertised as fixed-term contracts. As Rae Frances states, "because this will limit the ability of universities to change/discharge staff, the most likely response from employers will be to extend the probation period on continuing employment

contracts." In place of the current three years, managements are suggesting five to give them what they refer to as "flexibility." Managements may also attempt to fix more stringent probation criteria.

Another major and more positive implication of the HECE Award is its inclusion of voluntary pre-retirement contracts in the allowable categories. As Rae Frances points out, the union expects universities "to make extensive use of these contracts," since they provide for salary loadings of from 10 to 25 percent "in exchange for a commitment to retire at a certain date, as an alternative to normal redundancies and as a way of securing more certainty in staff planning where legislation prohibits fixed retirement ages." The good news for the employee of long-standing is that the salary loading boosts the base upon which superannuation payouts can be made because these are calculated on the last three years of service or the highest salary received. For departments of history, especially, the way may be opened to some renewal by replacing aging staff (the median age at my own university department is over fifty) with younger recruits. Such a physical (and intellectual) renewal is essential to the survival of history as a discipline in my country, since virtually no movement of staff occurs between departments as used to be common in the United States.

Clearly the main points emerging from this review are:

1) the value of a national union to conduct framework negotiations and the value of a national industrial relations court. The current government wishes to move further down the enterprise bargaining path to curtail the Industrial Relations Commission's already limited powers.

2) the overriding importance of global funding levels and history staff numbers (the number of full-time equivalent positions available under current student

**It is more likely that in such cases, the university might close the program and abandon history altogether rather than give continuing employment. Since universities have been squeezed tightly by the government, something must give. History, as a marginal discipline in the newer universities, is vulnerable.**

loads) to make the improvement in contract positions more than illusory.

The first condition does not apply at all in the US, and its more complicated mix of private and public systems makes comparison difficult. (There are only two private universities in Australia, and both are marginal institutions resistant to any industry-wide AIRC awards). Still, the union here has not only gone to bat on behalf of contract staff, but also set itself firmly against further cuts to higher education, and campaigned on this for the federal election on October 3. An AC Neilsen-McNair poll showed recently that a huge majority of the Australian public were opposed to further cuts in higher education, and that sixty-five percent believed funding should actually be increased. It remains to be seen whether the politicians will do anything, however. An old saying in Australia is that there are no votes in higher education.

*Note: I have prepared this review for the OAH in consultation with Rae Frances, President of the University Staff Association. Direct quotes are, where indicated, taken from her email conversation with me with her permission. I have also drawn upon the Newsletter of the Staff Association of the University of New South Wales, the various publications and press releases of the NTEU, and the Bulletin of the Australian Historical Association. □*

*Ian Tyrrell is professor of history at the University of New South Wales, Sydney, Australia.*



# Kennedy Assassination Records Review Board Closes Its Doors

## Board issues 340-page report; opens cache of previously classified documents

The Assassination Records Review Board was a unique solution to a unique problem. Although the tragic assassination of President John F. Kennedy was the subject of lengthy official investigations, beginning with the Warren Commission in 1964, and continuing through the House Select Committee on Assassinations, in 1978-79, the American public has continued to seek answers to nagging questions raised by this inexplicable act. These questions were compounded by the government penchant for secrecy. Fears sparked by the Cold War discouraged the release of documents, particularly those of the intelligence and security agencies. Even the records created by the investigative commissions and committees were withheld from public view and sealed. As a result, the official record on the assassination of President Kennedy remained shrouded in secrecy and mystery.

The suspicions created by government secrecy eroded confidence in the truthfulness of federal agencies in general and damaged their credibility. Finally, frustrated by the lack of access and disturbed by the conclusions of Oliver Stone's *JFK*, Congress passed the President John F. Kennedy Assassination Records Collection Act of 1992 (JFK Act), mandating the gathering and opening of all records concerned with the death of the President. The major purpose of the Review Board was to re-examine for release the records that the agencies still regarded as too sensitive to open to the public. In addition, Congress established the Review Board to help restore government credibility. To achieve these lofty goals, Congress designed an entity that was unprecedented.

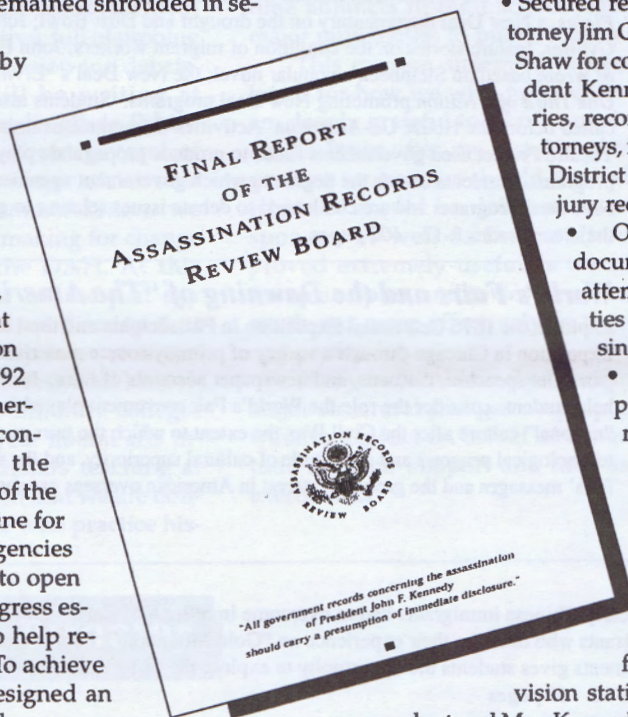
The legacy of the JFK Review Board lies in the more than four million pages of records now in the National Archives and available to the public with remarkably few redactions. These records include critical documentation on the events in Dallas, Lee Harvey Oswald, and the reactions of government agencies to the assassination. They also include documents that enhance the historical understanding of that traumatic event in recent American history by placing it in the broader context of political and diplomatic events. Major Accomplishments of the Assassination Records Review Board include:

- Reviewed and voted on over 27,000 previously redacted assassination records;
- Obtained agencies' consent to release an additional 33,000+ assassination records;
- Ensured that the famous "Zapruder Film" of the assassination belonged to the American people and arranged for the first known authenticity study of the Zapruder Film;
- Opened previously redacted CIA records from the Directorate of Operations;
- Released 99% of the "Hardway/Lopez Report" documenting the CIA's records on Lee Harvey Oswald's trip to Mexico City before the assassination;
- Conducted a three-day audiotaped interview of former

FBI Special Agent James P. Hosty, one of two agents who were responsible for the FBI's cases on Lee and Marina Oswald prior to the assassination;

- Acquired for public release two sets of original notes from Lee Harvey Oswald's interrogation in the Dallas Police Department taken by FBI Agent James Hosty and Dallas Homicide Division Captain "Will" Fritz (prior to the Board's existence, it was thought that no original notes existed);
- Clarified the controversial medical record of President Kennedy's autopsy and his treatment at Parkland Hospital by depositing 10 Bethesda autopsy participants, five Parkland Hospital treating physicians, and conducting numerous unsworn interviews of Parkland and Bethesda personnel;
- Secured records relating to District Attorney Jim Garrison's prosecution of Clay Shaw for conspiracy to assassinate President Kennedy, including Shaw's diaries, records from Shaw's defense attorneys, investigative records from the District Attorney's office, and grand jury records;
- Obtained the full release of FBI documents that describe the FBI's attempts to track Oswald's activities in Europe prior to the assassination;
- Made available to the public all FBI and CIA documents from previous official investigations;
- Acquired for the American people film footage depicting events surrounding the assassination, portions of which had never been seen before, including the Dallas television station KTVT outtakes of President and Mrs. Kennedy in Dallas and the aftermath of the assassination;
- Sponsored ballistics and forensic testing of Warren Commission Exhibit 567, the bullet "nose fragment" from the front seat of the Presidential limousine, (the HSCA Firearms Panel first recommended the testing in 1978, but the testing was not conducted until the Review Board existed);
- Permanently preserved all the autopsy photographs of President Kennedy in digitized form, and conducted sophisticated digital enhancement of selected, representative images;
- Reviewed IRS and Social Security tax, employment, and earnings records on Lee Harvey Oswald, the authenticity of which has been questioned by researchers who have not been allowed access to such material. Required IRS to prepare a releasable report without releasing tax return information, the disclosure of which is prohibited by Federal law. □

*The Assassination Records Review Board is The Honorable John R. Tunheim, Chairman, Deputy Attorney General of Minnesota; Henry F. Graff, Columbia University; Kermit L. Hall, The Ohio State University; William L. Joyce, Princeton University; and Anna K. Nelson, American University. OAH is pleased that its website was chosen by the Board to host its full report online: [www.indiana.edu/~oah/kennedy](http://www.indiana.edu/~oah/kennedy)*



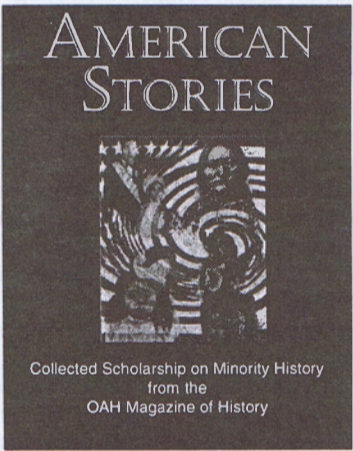
## Board Recommendations

With the passage of the JFK Act and the creation of the independent Review Board, Congress took a large step toward rebuilding public confidence in the federal government, confidence lost through years of excessive secrecy. The Review Board urges the Congress, government agencies, and the public to continue the effort to open documents under the provisions of the JFK Act and to build on the foundation created by the Board. To that end, the Review Board makes the following recommendations:

1. The Review Board recommends that future declassification boards be genuinely independent, both in the structure of the organization and in the qualifications of the appointments.
2. The Review Board recommends that any serious, sustained effort to declassify records requires congressional legislation with (a) a presumption of openness, (b) clear standards of access, (c) an enforceable review and appeals process, and (d) a budget appropriate to the scope of the task.
3. The Review Board recommends that its "common law" of decision, formed in the context of a "presumption of disclosure" and the "clear and convincing evidence of harm" criteria, be utilized for similar information in future declassification efforts as a way to simplify and speed up releases.
4. The Review Board recommends that future declassification efforts avoid the major shortcomings of the JFK Act: (a) unreasonable time limits, (b) employee restrictions, (c) application of the law after the Board terminates, and (d) problems inherent with rapid sunset provisions.
5. The Review Board recommends that the cumbersome, time-consuming, and expensive problem of referrals for "third party equities" (classified information of one agency appearing in a document of another) be streamlined by (a) requiring representatives of all agencies with interests in selected groups of records meet for joint declassification sessions, or (b) uniform substitute language be devised to deal with certain categories of recurring sensitive equities.
6. The Review Board recommends that a compliance program be used in future declassification efforts as an effective means of eliciting full cooperation in the search for records.
7. The Review Board recommends the following to ensure that NARA can exercise the provisions of the JFK Act after the Review Board terminates: (a) that NARA has the authority and means to continue to implement Board decisions, (b) that an appeals procedure be developed that places the burden for preventing access on the agencies, and (c) that a joint oversight group composed of representatives of the four organizations that originally nominated individuals to serve on the Review Board be created to facilitate the continuing execution of the access provisions of the JFK Act.
8. The Review Board recommends that the Review Board model could be adopted and applied whenever there are extraordinary circumstances in which continuing controversy concerning government actions has been most acute and where an aggressive effort to release all "reasonably related" federal records would serve usefully to enhance historical understanding of the event.
9. The Review Board recommends that both the Freedom of Information Act and Executive Order 12958 be strengthened, the former to narrow the categories of information automatically excluded from disclosure, the latter to add "independent oversight" to the process of "review" when heads of agencies decide that records in their units should be excluded from release.
10. The Review Board recommends the adoption of a federal classification policy that substantially (a) limits the number of those in government who can actually classify federal documents, (b) restricts the number of categories by which documents might be classified, (c) reduces the time period for which the document(s) might be classified, (d) encourages the use of substitute language to immediately open material which might otherwise be classified, and (e) increases the resources available to the agencies and NARA for declassifying federal records.



# OAH Publications



*American Stories* is a collection of teaching essays, lesson plans for classroom use, and bibliographic overviews drawn from past issues of the *OAH Magazine of History*, on African American, Latino, Native American, and Asian American history. It is a comprehensive resource for educators at all levels—from graduate and education students building their teaching expertise, to high school teachers and college faculty bolstering their own teaching materials. This book will also be of interest to general readers. Guest editors include professors Earl Lewis, Vicki Ruiz, R. David Edmunds, and Gary Y. Okihiro. *260 pages / Spiral bound*

## Teaching Units

Using the teaching units already developed by the National Center for History in the Schools (NCHS) as a model, OAH and NCHS are jointly publishing several new teaching units based on primary documents for U.S. history at the pre-collegiate level. Units were written by teams of teachers and historians and contain reproducible images and documents for use in the classroom.

### *Causes of the American Revolution: Focus on Boston*

Uses documentary materials focusing on the Stamp Act riots, the Boston Massacre, and other fiery incidents to examine British colonial relations between 1763 and 1775. Draws on court testimony, correspondence, newspapers reports, and contemporary cartoons to give students a “you-are-there” approach. Grades 8-12 87 pages

### *Commemorative Sculpture in the United States*

Helps students see and understand the importance of commemorative public sculpture in the United States and explain how certain major themes in United States history have been commemorated. The unit begins with an examination of why we commemorate and focuses on several public memorials including the Minuteman Statue at Concord, the Memorial to Union and Confederate Soldiers, and the Lincoln Memorial. It brings into focus how our democratic principles are embodied in public sculpture and monuments through a wide range and variety of images of individuals from across the United States. Grades 8-12 70 pages

### *The Antebellum Women’s Movement, 1820 to 1860*

Examines how the industrial revolution and the abolition movement led to changes in women’s roles both within and outside the home. Letters of a young woman employed in Lowell, Massachusetts, interviews with former slaves, handbills, songs, and resolutions from abolitionist and women’s rights conventions help students fathom the experiences women faced in laboring to achieve equal status in antebellum American society. Students analyze and evaluate the impact of the women’s rights movement in the antebellum era and link past and present by drawing connections to contemporary society. Grades 8-11 67 pages

### *Early Chinese Immigration and the Process of Exclusion*

Students use statistics, legislation, personal letters, and political cartoons to examine the challenges that early Chinese immigrants had to overcome in order to make a significant contribution to the industrial development of late nineteenth-century America. Students read translated works of early Chinese immigrants who describe their experience on “Gold Mountain.” Poems and letters express the hopes and dreams of immigrants as well as their shock and frustration at their treatment. Each of the selected documents gives students the opportunity to explore the historical context of popular sentiment and local and national policy that isolated and excluded early Chinese immigrants from the mainstream. Grades 8-12. 69 pages

### *The Great Depression and the Arts*

A variety of documents examine how the Great Depression and the New Deal impacted artistic expression in the 1930s. The lessons in this unit explore the film script of *The Plow that Broke the Plains*, a New Deal documentary on the drought and Dust Bowl; John Steinbeck’s *The Harvest of Gypsies*, feature stories on the condition of migrant workers; John Ford’s classic movie *The Grapes of Wrath* based on Steinbeck’s popular novel; the New Deal’s “Living Newspaper” plays *Power* and *One Third of a Nation* promoting New Deal programs. Students also read excerpts from witnesses called before the House Un-American Activities Committee examining allegations that the Federal Theatre Project used government funds to produce propaganda plays and promote socialist programs. Students assess the degree to which government agencies used the arts to propagandize New Deal Programs and are challenged to debate issues relating to government’s role in supporting the arts. Grades 8-12 108 pages

### *World’s Fairs and the Dawning of “The American Century”*

Explores the 1876 Centennial Exposition in Philadelphia and the 1893 World’s Columbian Exposition in Chicago through a variety of primary source materials, including guide books and pamphlet speeches, cartoons, and newspaper accounts of fairs. Materials in this unit are designed to help students consider the role the World’s Fair movement played in reconstructing the American “national” culture after the Civil War, the extent to which the fairs encouraged both American technological progress and an attitude of cultural superiority, and the relationship between one of the fairs’ messages and the growing interest in American overseas expansion. Grades 9-12 74 pages

Title	Nonmember Price	OAH Member Price	Quantity	Subtotal Price
<i>American Stories: Collected Scholarship on Minority History from the OAH Magazine of History</i>	\$20	\$16		
<i>Causes of the American Revolution: Focus on Boston</i>	\$13.50	\$11.50		
<i>Commemorative Sculpture in the United States</i>	\$11.50	\$9.50		
<i>The Antebellum Women’s Movement, 1820 to 1860</i>	\$12	\$10		
<i>Early Chinese Immigration and the Process of Exclusion</i>	\$11.50	\$9.50		
<i>The Great Depression and the Arts</i>	\$13.50	\$11.50		
<i>World’s Fairs and the Dawning of “The American Century”</i>	\$12	\$10		

TOTAL \$

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

☐ Check (must be drawn on U.S. bank, in U.S. funds)

☐ Visa 

☐ MasterCard 

Card No. \_\_\_\_\_ Exp. Date \_\_\_\_\_

Signature \_\_\_\_\_

Send to: OAH, 112 N. Bryan Ave., Bloomington, IN 47408-4199; Tel: (812) 855-7311; oah@oah.org; Fax: (812) 855-0696

Order Publications Online at: [www.indiana.edu/~oah](http://www.indiana.edu/~oah)



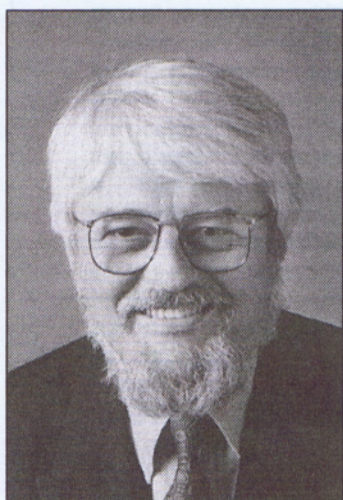
## From the President

# First Principles

William H. Chafe

I am pleased to report to you on the OAH Executive Board Retreat that was held the weekend of October 16 - 18 at Grey Havens Inn in Georgetown, Maine. One of the wonderful "perks" of the Presidency is the ability to select the site of each year's fall meeting. Georgetown is my spiritual home, and the place where I spend as much time as possible, so I was thrilled that the OAH Board could meet there to reflect on our past, present, and future.

The meeting was extraordinarily productive, full of probing discussion and debate. I will be writing at some length in February about several of the major structural recommendations we are making for change in the OAH. At this time let me just say that we discussed at



William Chafe

great length how to reach out effectively to more of our potential OAH constituency among professional historians—public historians, teachers at community colleges and high schools, professors at four-year liberal arts institutions, graduate students, and scholars teaching at research universities. It is our conviction that we are obligated to be both inclusive of all people who practice his-

tory, and to continue to focus upon teaching and scholarship of the highest order.

One of the first tasks at the retreat was to consider formulating a new mission statement for our organization. (That statement is printed to the right.) As you will note, it retains a primary focus on the goal of promoting teaching and scholarship. Beyond that, however, it also seeks to embrace the larger objective of promoting access to historical sources, generating wide-spread discussion of historical controversies, defending professional scholarly standards, and providing for the distribution and exhibition of the sources that deal with our past. It seeks also to affirm our commitment to just and equitable treatment for all practitioners of our profession, from part-time adjuncts to high school teachers to professors in major universities to public history historians.

This mission statement represents a declaration of intent for how we wish to function as an organization. I am deeply grateful to all of you who wrote to me and to Arnita Jones after my last *Newsletter* column with suggestions for how we should think about who we are and what we should be doing as an organization. Your responses, as well as the results of the OAH survey, proved extremely useful as we sought to get back to first principles, and to devise means by which we could reach out more effectively to the various members of our profession.

In my next column, I will write about several of the major structural changes we propose. In the meantime, I want to express on behalf of the entire Board our gratitude for your support and help as we go through this exercise. □

## OAH MISSION STATEMENT

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

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

## From the Executive Director

# Patterns of Readership

Arnita A. Jones

Shortly after the last issue of the *Newsletter* came out I received a letter from Thomas D. Clark who held the job I now have from 1970-72. He wanted to tell me that the "...last issue of the *OAH Newsletter* is a confirmation of my plea with the Council to organize such a publication to take the space strain off of the expensive *Journal*, and to be a source of much more effective communication." On other occasions he had shared his frustration with me over not being able to establish a newsletter during his term as executive secretary. It was a pleasure to hear that he thinks we are accomplishing some of what he hoped such a publication could do.

When we sent out the membership survey earlier this year we promised to discuss the results with our members. We did that in summary form in the August issue of the *Newsletter*. Over the next several months we will analyze in greater detail the results of the survey and other pertinent information as they relate to specific activities of the Organization beginning, in this column, with the *Newsletter* itself.

Almost all of our respondents say they read the *Newsletter*, from a low of 91.5 percent of elementary/high school respondents to a high of 96.2 percent of museum/library historians. We asked members to rate the *Newsletter* in terms of its importance to them. When we compared responses by professional affiliation we found that most (ranging from 83 to 88.8) percent agreed the *Newsletter* was important, but there were substantial differences among the different professional groups as to who found it "very important," ranging from a high of 53 percent for community college historians to a low of 36.4 percent for university historians.

We then looked at how respondents in different employment sectors viewed the different parts of the *Newsletter*. Not surprisingly, 64.4 percent of students found announcements of grants and awards "very important," in contrast to 17.6 percent of retired members, 21.7 percent from elementary and high schools, 25.4 percent of museum/library historians, 34 percent of community college teachers, and 45 percent of university respondents.

We saw a similar pattern with the calls for papers section, with only 15.2 percent of elementary/high school teachers considering this "very important" in contrast to 47.9 percent of university historians and 65 percent of students.

The pattern for feature articles was rather different. Few found this *Newsletter* section "not at all important" or "not very important", ranging from 1.9 percent for elementary/high school teachers to 13.4 percent for students. But 63.9 percent of elementary/high school teachers found feature articles very important, in contrast to 61.2 percent of community college faculty, 55.1 percent of museum/library historians, 43.1 percent of students, and 41.4 percent of university historians.

"News of the profession" is clearly the most important element of our *Newsletter* to the broadest range of respondents. More than 90 percent of community college, museum/library, university historians and students rate



### John C. Geilfuss Fellowship for Business and Economic History

The State Historical Society of Wisconsin offers the John C. Geilfuss Fellowship, which carries an outright grant of \$2,000. The fellowship is awarded for research at the graduate level and beyond in Wisconsin and U.S. business and economic history, with preference given to topics on Wisconsin and the American Midwest and/or for research using the collections of the State Historical Society of Wisconsin.

Applicants should submit **FOUR COPIES** of a current resume and **FOUR COPIES** of a letter of not more than two pages detailing their background and training in historical research and describing their current work. This description should include the proposal, types of sources to be used, possible conclusions, and an explanation of the work's significance.

Applications must be received by February 1 of each year and should be addressed to: Dr. Michael E. Stevens, State Historian, State Historical Society of Wisconsin, 816 State Street, Madison,

FROM THE AMERICAN HISTORICAL ASSOCIATION

### TEACHING DIVERSITY | People of Color and Women of Color

Edited by Nell Irvin Painter and Antonio Rios-Bustamante, this pamphlet series from AHA's Committee on Minority Historians is intended for historians and teachers and aims to contribute to a more complete American history and history of American people. The series offers an overview of the historiography and teaching strategies regarding previously underrepresented racial-ethnic groups.

Please request our publications catalog for a complete list of titles in the series.

#### NOW AVAILABLE

**Teaching Asian American History**, Gary Y. Okihiro

**Teaching Asian American Women's History**, Shirley Hune

**Teaching Gender in United States History**, Karen Anderson

#### AVAILABLE FALL 1998

**Teaching Mexicano Chicano History**, Antonio Rios-Bustamante

**Teaching U.S. Puerto Rican History**, Virginia Sánchez Korrol

**Teaching Puerto Rican Women's History**, Edna Acosta-Belén  
and Barbara R. Sjostrom

#### TO ORDER:

Cost per essay: \$6 members,

\$8 nonmembers.

All orders must be prepaid.

Publications Sales

American Historical Association

400 A Street, SE

Washington, DC 20003

202-544-2422; fax 202-544-8307

## THE UNIVERSITY OF DELAWARE- HAGLEY PROGRAM

### *Fellowships in the History of Industrialization*

The Department of History at the University of Delaware offers two- and four-year fellowships for a course of study leading to an M.A. or Ph.D. degree for students interested in careers as college teachers or as professionals in museums, historical agencies, and archives. The University of Delaware-Hagley Program's focus is the history of industrialization, broadly defined. Students study the history of industrial and material cultures, business, economic, and social history, and the history of technology, consumption, and work. Most students in the program have been interested in American industrial history, but the program also covers the industrialization of Europe and non-western societies. It takes a comparative approach to the global history of industrialization. The Hagley Museum and Library, just a short drive from the University campus, provides students with unique opportunities to do primary research in manuscript, imprint, pictorial, and artifact collections. In addition, the University is located within convenient traveling distance of major research and library centers in New York, Philadelphia, Baltimore, and Washington D.C. For students pursuing careers in public history and museum work, the University of Delaware sponsors a certificate program in museum studies.

University of Delaware-Hagley Fellowships cover tuition for courses at the University and provide for a yearly stipend of around \$10,000. Fellowships may be renewed once for those seeking a terminal master's degree and three times beyond the initial year for those seeking the doctorate. University of Delaware-Hagley Fellows also receive support for travel to conferences, archives, and museums.

Application for a University of Delaware-Hagley Fellowship can be made through the Coordinator, University of Delaware-Hagley Program, Department of History, University of Delaware, Newark, DE 19716. (302) 831-8226. The deadline for receipt of complete applications is January 30.





## News of the Organization

### ▼ Readership / From 17

this section as somewhat or very important, while 88.1 percent of retirees and 84.2 percent of elementary/high school teachers did so. "News of the Organization" is less popular for all respondents, ranging from 74.8 percent of elementary/high school teachers who found it "somewhat" or "very important" to 89.7 percent of community college teachers. The greatest gap among our respondents was in the category of job ads. 72.1 percent of students found them "very important," in contrast to 35.2 percent of university faculty, 33 percent of community college faculty, 26.2 percent of elementary/high school teachers, 25.2 percent of museum/library historians and 12 percent of retired respondents.

What conclusions can we draw, and what changes might we make to serve the readership more effectively? We could emphasize and enhance certain sections of the *Newsletter* and migrate others—such as job ads—to our website. Students who are the primary users would likely find the Internet version more accessible and timely than a quarterly publication. We have wanted for some time to put more effort into our feature articles, perhaps by identifying one or more contributing editors. And the fact that our readers have told us that "News of the Profession" is the most important part of the *Newsletter* demonstrates that while our members continue to see us as a learned society, they have come to depend on us as a professional association as well.

Tom Clark, who was instrumental in transforming the Mississippi Valley Historical Association into the modern OAH, recalled in his letter the work of an earlier Committee on the Future of the Organization. "None of us," he wrote, "could have envisioned the changes which have come in the profession." A sobering thought. His generation, though, built a solid foundation on which American historians have been able to face those changes over the last several decades. Ours can do no less than continue the effort. I am happy to take this opportunity to thank him publicly for his support. □

### Slate of Candidates 1999 OAH Election

President: DAVID MONTGOMERY, *Yale University*  
President-elect: KENNETH T. JACKSON,  
*Columbia University*

#### Executive Board (Unpaired)

SARAH J. DEUTSCH, *Clark University*  
DREW GILPIN FAUST, *University of Pennsylvania*  
JAMES O. HORTON, *George Washington University*  
PATRICIA NELSON LIMERICK, *University of Colorado at Boulder*

JAMES T. PATTERSON, *Brown University*  
BARBARA SICHERMAN, *Trinity College, Connecticut*

#### Nominating Board (Paired)

LISBETH HAAS, *University of California at Santa Cruz*  
DOUGLAS MONROY, *The Colorado College*

CHRISTINE LEIGH HEYRMAN, *University of Delaware*  
ALAN TAYLOR, *University of California at Davis*

EDWARD L. AYERS, *University of Virginia*  
DAVID E. KYVIG, *University of Akron*

CHARLES PETE BANNER-HALEY, *Colgate University*  
STEPHANIE SHAW, *Ohio State University*

OAH members receive a ballot each December in the annual meeting Program mailing. Please vote!

## Remembering the "Stuff" of Women's History at Seneca Falls

*In August, 1998, the OAH and National Park Service cosponsored a three-day conference in Seneca Falls, New York on the "Stuff of Women's History." We invited four historians in attendance to share their thoughts on this conference. —Eds.*

### Mimi Faulders Clark

There couldn't be a better place to consider historical artifacts than a small town with a main street, river, Victorian neighborhood, and a train station.

The Stuff of Women's History Conference this summer not only provided a wonderful setting, but the opportunity to learn about some pretty neat stuff.

The conference attracted an impressive caliber of presenters and number of participants—for a small town without a conference center or airport. Sessions covered a range of topics related primarily to women's domestic lives: hats, scrapbooks, dolls, interior decorating, foodways, and hair. For the first conference of its kind that I know of, it was a terrific initial step. Women have long been associated with the objects that identify a culture, and I was pleased to see this acknowledged by the National Park Service and the OAH, co-sponsors of the conference. A suggestion for future conferences would be to present the stuff of women's lives beyond the domestic sphere.

As a working historian in a large, New England museum, I found the conference both an outlet for my recent work, and the chance to learn from others new techniques and points-of-view for looking at objects. The sessions that I attended were refreshingly informal with slides, show-and-tell objects, and activities appropriate for classroom use.

The key to the success of the conference, and the histories presented, was the respect for objects created and used by women. Architecture, scrapbooks, fruitcake, and photographs were all given equal billing, as were the presenters who discussed them. The conference provided the space and participants a respectful environment and space for presenters to show their stuff with obvious pride, enthusiasm, and willingness to share.

Perhaps the most exciting conclusion of the conference was the realization that women's history is moving away from Great White Female history toward the recovery of undocumented, hidden histories of ordinary women. □

*Mimi Faulders Clark is with the Shelburne Museum in Shelburne, Vermont.*

### Margaret Lowe

This was a delightful conference. Its location in historic Seneca Falls combined with the diverse participants and lively subject matter to make it a thoroughly enriching experience. The organizers played to Seneca Falls' strengths by emphasizing its exhibits and artifacts such as the M'Clintock table, and including panels that highlighted the development and uses of historic sites in women's history. Dr. Heather Huyck's presentation, "The Stuff of Women's History," provided a cogent and concise overview. She emphasized that sixty percent of the National Park Service's Historic Places are "cultural sites," and if we look closely we "find women everywhere"—as lighthouse keepers, ranchers, and even at

Alcatraz as members of wardens' families. The conference balanced panels that stressed practical, useful, teaching and research suggestions with those that addressed more theoretical subjects. The presenters were uniformly engaging and well-prepared. The participants included academics, graduate students, high school teachers, park rangers, museum directors, and curators.

I found the conference particularly useful since my two assignments as a new Assistant Professor at SUNY College at Potsdam are to teach women's history and to develop courses in public history in addition to teaching American history. This conference neatly tied these themes together. And I had the pleasure of attending two panels that directly addressed my research area.

I picked up tangible teaching ideas at the "Workshop on Women's Scrapbooks" where we did a close reading of several scrapbooks and, under Elaine Hodges' prompting, discussed what these resources could tell us about women's lives.

"Reading Clothing and Women's Attire in American History" reviewed the history of the "First Ladies Hall" at the Smithsonian. Dr. Barbara Smith's paper, described the shifting cultural meanings ascribed to First Ladies as well as the history of the Smithsonian's decision-making in its exhibition of their attire and gowns. Robin Campbell offered practical tips on using "Historical Garments as Evidence and Teaching Tools," suggesting, for example, that late nineteenth-century mourning clothes could be used to discuss the affects of the Civil War, mourning customs, the development of the funeral industry, and the development of cemeteries as public parks.

In another vein, I was inspired by Dr. Teresa Prados-Torreira and Dr. Barbara Iverson's presentation on "Digital Technology and the Teaching of Women's History." In describing this "cutting-edge" project, they led us through their highly successful effort to create an interdisciplinary course that would be both "content and technology rich." Iverson's computing students created a CD-ROM based on the papers written by Prados-Torreira



Interior of the long house at Ganondagan State Historic Site in Victor, New York.  
(Photo courtesy V. Straughn)



ra's women's history students. In a clear, "how-to" style, they displayed their CD-ROM, explained its development within the course, reviewed student responses, the pleasures and pitfalls of working together, and future goals.

While barely touching the surface, I hope this summary suggests the high level of scholarship and creativity exhibited at the conference as well as its thorough integration of public history, material culture, and women's history. If I had one complaint, it would be the less than ideal presentation rooms. In every other respect, I can honestly say the conference met or exceeded my every expectation. □

*Margaret Lowe teaches history at SUNY College at Potsdam, New York.*

### Fusako Ogata

I was the only participant from Japan, and I felt honored to attend this historic conference as a moderator. The conference brought together many different kinds of historians of women: university and college faculty, public school teachers, and museum and historic site educators. I had always wanted to visit Seneca Falls, even as a tourist, because I studied the U.S. women's suffrage movement for my honor's thesis in college. Since that time, I have studied and published articles in Japanese on some of the leaders, such as Elizabeth Cady Stanton and Susan B. Anthony.

I moderated a workshop on women's scrapbooks that was held in a packed room at the restored Village Hall located right by the railroad in the middle of the scenic village of Seneca Falls. The panelists in the session were Rosemary Fry Plakas, American History Specialist at the Library of Congress, and Elaine Prater Hodges, educational media specialist and independent documentary filmmaker, whose presentations I thoroughly enjoyed. The presentation by Elaine was particularly interesting because it involved the audience in a kind of detective work, with several groups examining different scrapbooks. Both presentations were so engaging that I actually had a hard time trying to stop them; they seemed to want to go on beyond the assigned time.

Though I was a bit nervous about moderating my first overseas conference session, I liked the whole atmosphere; it was much more informal than conferences in Japan. Perhaps the very diversity of the participants—not only academics but school teachers, filmmakers, as well as people working in museums, libraries and parks—made the sessions even more casual and friendly. The audience was very lively, and the women in attendance seemed very excited about the ways in which scrapbooks, as well as many other kinds of material culture, could be used for teaching women's history. At some of the other sessions I learned how we can teach the history of gendering with dolls, and how to read clothing and women through historic garments.

I did notice however only a few men at the conference; it would have been more ideal if there had been more male participants like at the Berkshire Conference of Women Historians. Also, there was a definite paucity of women of color. I wondered if they are still underrepresented in the field of women's history or if it is simply due to the demographics of the conference location. I remember seeing very few African Americans in Seneca Falls. Anyhow, it is always fascinating for me, coming from a basically homogeneous country, to observe the different races and ethnicities in different regions of the U.S.

The experience at Seneca Falls was very positive for me and I thank the organizers, especially Vivien Rose, for allowing me the opportunity to attend the conference. I would also like to thank Joan Jacobs Brumberg and David Brumberg, whose hospitality added to the joy of my stay in upstate New York on the post-conference weekend. □

*Fusako "Sako" Ogata is Associate Professor of American Women's History at Tezukayama University, in Osaka, Japan.*

### Victoria Straughn

Since my work involves teaching a high school women's history course, escape from the monotony of late August was but one reason for attending the Seneca Falls Conference. The idea of attending an entire conference devoted to "using artifacts, landscapes, and built environments" to enliven an already exciting topic was most compelling. What could be a better beginning to the school year than a meeting with teachers who share an interest in and enthusiasm for women's history? What better place to conduct such a conference than the site of the first women's rights convention 150 years ago? The stage was set; all we needed was great weather.

My first "discovery" at Seneca Falls was how much the town has changed over the past decade. Many buildings have been restored and history, especially women's history, is on the minds and in the hearts of the people who live there. Seneca Falls is noteworthy as an example of small town revival, centered around the town's history. This small community has really come to life, at least from a tourist's perspective, because of its place in American women's history. Neighboring communities are also basking in the glory of women's history. They invite visitors to such historic sites as the Harriet Tubman home in Auburn; the campus of Hobart and William Smith Colleges in Geneva (where Elizabeth Blackwell attended medical school); the Gannondagan historical site, celebrating the rebuilding of a Seneca longhouse near Victor; and the Susan B. Anthony House in Rochester. It is no surprise then that Seneca Falls was an inspiring setting for such a conference.

So, the groundwork was laid. What about the sessions? The opening "Workshop on Women's Scrapbooks" brought a full-house, standing room only, and involved the participants in a lively, interactive session. Workshop participants left with new ideas and much material on how to incorporate women's scrapbooks into the teaching of women's history. That set the tone for the entire conference. As I emerged into the bright Seneca Falls sunlight after each session, my head was filled with creative ways to enhance my own high school women's curriculum. A poster session introduced me, for example, to Jane Dusselier, whose research, "How Bon Bons Don Their Coats: The Material Culture of Candy in the United States, 1880-1940," created a swirl of

delectable ideas for a "hands-on" lesson plan. Similarly, sessions on "Reading Clothing," "Nineteenth-Century Cake and Tea Ceremonies" (that took place in a Victorian Mansion owned by the Seneca Falls Historical Society), Beth Boland's "Teaching with Historic Places," and many others so stimulated my thinking about how I teach women's history that I filled a small notebook with ideas for the coming year. □

*Victoria Straughn teaches history at La Follette High School in Madison, Wisconsin, and is Chair of the OAH Committee on Teaching.*



### University of Colorado at Colorado Springs

#### Director, Ethnic Minority Studies Program

The University of Colorado at Colorado Springs invites nominations and applications for the position of Director, Ethnic Minority Studies Program, at the level of advanced Assistant or Associate Professor, with duties to commence in August 1999. Ph.D. required. Salary competitive and commensurate with rank and experience. Position includes administration, teaching, and an opportunity to work with energetic faculty committed to developing three-year-old interdisciplinary undergraduate program and academic minor. Tenure-track appointment in appropriate disciplinary department. Evidence of scholarly achievement in Ethnic Minority Studies or one of the following fields: African-American, Asian-American, Latino/a, Chicano/a, or Native American Studies. Administrative experience also required. Letter of application, vita, and three letters of recommendation should be sent to: Prof. Jeffrey Rubin-Dorsky, Chair, Search Committee for Director of Ethnic Minority Studies, Department of English, University of Colorado, 1420 Austin Bluffs Pkwy., Colorado Springs, CO 80933. The screening process will begin on Nov. 15, 1998, and will continue until a suitable candidate is identified. The University of Colorado at Colorado Springs is an Affirmative Action/Equal Opportunity Employer and encourages a diversity of applicants.



### IU - OAH GRADUATE FELLOWSHIP FOR MINORITY STUDENTS



Indiana University and the Organization of American Historians is cosponsoring a national fellowship competition for beginning, minority graduate students in American history. Applicants must be planning to work toward a Ph.D. IU-OAH fellows will receive tuition and support for five years. In return, recipients will serve two years as an intern with an OAH publication or committee and a third as an associate instructor in Indiana University's history department.

This is an annual fellowship competition. Application deadline is **January 20, 1999**.

For application materials or further information contact:

**John Bodnar, Chair**  
Department of History  
Indiana University  
Bloomington, IN 47405-6624



## News of the Organization

### Call for Papers

## Internationalizing the Study of American History

The Project on Internationalizing the Study of American History, jointly sponsored by the Organization of American Historians and New York University, is again inviting applications for participation. A portion of the conference participants will be selected by this competition. Any member of the Organization of American Historians is eligible to apply; applications from foreign scholars, community college teachers, public historians, and high school teachers are especially invited.

The conference will be held at NYU's Center in Florence, Italy, Villa La Pietra, from July 5-7, 1999. Expenses in Italy will be fully paid; if one's home institution cannot provide airfare, that will be covered as well.

This conference will be the third of four planned conferences. The conference participants have been international in character, including historians from Asia, Africa, Latin America, and Europe, as well as the United States. The first (1997) was a planning conference; the second focused on the relation of history to the nation, theoretical issues involved in alternative framings and narratives, and aspects of the sociology of historical knowledge. Next year's conference will be organized around exemplary papers—papers that reframe in a speculative way different periods and themes in American history. Put differently, the first meeting consisted of arguments for opening the lens of American history; the second explored some of the theoretical and professional issues involved; and now the third seeks to sketch out some of the ways American history might be rewritten under the sign of internationalization.

Interested applicants should contact the OAH office in Bloomington for application materials, including the report of the 1998 meeting, which summarized the project thus far and develops the agenda for the next meeting.

Applicants will be asked to offer a prospectus for a paper that would reframe major themes or periods in American history in an international and intercultural context. The following themes and periodizations are suggested, but they are not exclusive. Other formulations are welcome. Periods: Age of Contact, Age of Revolution, Age of Civil War, Age of Social Politics, Age of Global Power. Themes: Democracy, Nationalism, Freedom and Unfreedom, Migration and Immigration, Empire, State, Elite and Popular Culture, Identity, Modernity.

The prospectus should be 5-8 pages in length; depending upon the final configuration of the conference, some of those selected may be asked to expand the paper for formal discussion. □



Visit the **OAH Newsletter Online** at:  
[www.indiana.edu/~oah/lapietra/](http://www.indiana.edu/~oah/lapietra/)  
for Tom Bender's full report.

## Japan-U.S. Friendship Commission Approves Additional Funding

On September 18, the Japan-United States Friendship Commission approved our grant request for year three of the OAH-JAAS short-term residencies project.

We encourage all interested OAH members to apply for this unique opportunity. See the advertisement on this page for more information. □



## Short-Term Residencies for U.S. Historians in Japanese Universities

SUMMER AND FALL 1999

The Organization of American Historians and the Japanese Association for American Studies, with support from the Japan-United States Friendship Commission, are pleased to announce a third year of a competition open to all OAH members. OAH and JAAS will send three U.S. historians to Japanese universities in the summer and fall of 1999.

To develop fuller scholarly exchanges and deeper collegiality among historians of the United States in both the U.S. and Japan, the JUSFC in 1996-97 awarded the OAH and the JAAS funding for three U.S. historians to undertake two-week residencies in Japan. We hope to repeat this program in the coming school year.

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 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.

Participants in previous competitions are encouraged to update their application materials and re-submit them, indicating interest in and availability for one or more of the new university residencies.

The award covers round trip airfare to Japan, housing, and modest daily expenses. In order to fit the needs of the Japanese host institutions and the Japanese academic calendar, the following residencies are available for 1999:

- **Kwansei Gakuin University, Nishinomiya**  
Department of English, School of Humanities  
Field: cultural history  
Two weeks to be scheduled in October-November
- **University of Tokyo, Komaba Campus, Tokyo**  
Center for American Studies  
Field: women's studies, art history  
Two weeks to be scheduled July 1-July 21, or mid-October to mid-December
- **Tsuda College, Tokyo**  
Program of American Studies, Department of English,  
Field: intellectual and political/diplomatic history in the twentieth century  
Two weeks to be scheduled June 21-July 4, or October to mid-December

Additional information on each campus may be found online: [www.indiana.edu/~oah/japan/](http://www.indiana.edu/~oah/japan/)

**Application Procedures** Each application letter should include the following:

1. A two-page curriculum vitae, emphasizing teaching experience and publications. Also include the names and addresses of three references.
2. The institution or institutions for which you would like to be considered.
3. A personal statement, no longer than two pages, describing your interest in this project and the issues that your own scholarship and teaching have addressed. Please devote one or two paragraphs to why you understand this residency to be central to your own development as a scholar in the world community. You may include comments on previous collaboration or work with non-U.S. academics or students. If you wish, you may comment on your particular interest in Japan.

Applications must be postmarked by **December 1, 1998** and sent to: Selection Committee, OAH-JAAS International Residencies, OAH, 112 N. Bryan Avenue, Bloomington, IN 47408-4199. Application materials may be sent in the body of an electronic mail message, before midnight December 1 1998, to [japan@oah.org](mailto:japan@oah.org)

**Applicants must be current members of the OAH**



## Transform your U.S. history classroom INTO A HISTORIC EXPERIENCE

*With so much of the teaching of history so sadly and so unnecessarily in the doldrums, Percoco's lively new book couldn't be more welcome.*

—David McCullough  
Author of *Truman*

A Passion for the Past



*Creative Teaching of U.S. History*

James A. Percoco  
Foreword by Gary B. Nash

### A Passion for the Past *Creative Teaching of U.S. History*

James A. Percoco • Foreword by Gary B. Nash

Join James Percoco and his students as they embark on what he calls "academic adventures" and experience U.S. history firsthand. Discover how, using applied history, you can bring to life the people, places, and events of our nation's history, inspiring in your students a passion for the past.

Travel to historic sites and exhibits . . . examine archives and other primary source documents . . . analyze movies and documentaries . . . conduct interviews . . . create sculptures. And, in the process, discover new ways to teach your students to question assumptions, think critically, and ultimately develop their own personal yet valid understanding of our nation's history.

0-325-00061-1 / November 1998 / 176pp / Paper / \$17.50

Receive a 10% discount  
when you order  
your book on-line.

**Heinemann**

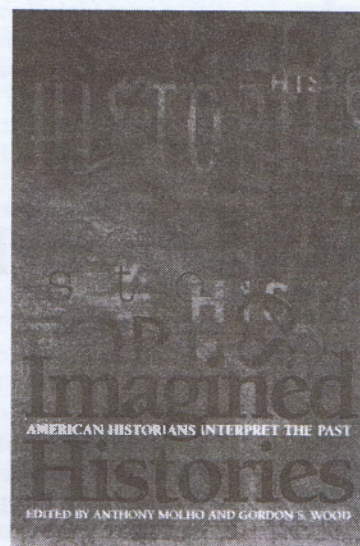
[www.heinemann.com](http://www.heinemann.com)

To order your copy, call 800-793-2154, fax 800-847-0938,  
or write: Heinemann, 88 Post Road West, P.O. Box 5007, Westport, CT 06881

## New from Princeton IMAGINED HISTORIES

American Historians Interpret the Past

Edited by Anthony Molho and Gordon S. Wood



This collection of essays by twenty-one distinguished American historians reflects on a peculiarly American way of imagining the past. At a time when history-writing has changed dramatically, the authors discuss the birth and evolution of historiography in this country, from its origins in the late nineteenth century through its present, more cosmopolitan character.

Formerly writing from a conviction that America had a singular destiny, American historians have gradually come to share viewpoints of historians in other countries about which they write. The result is the virtual disappearance of what was a distinctive American voice. That voice is the subject of this book.

Paper \$24.95 ISBN 0-691-05811-3  
Cloth \$65.00 ISBN 0-691-05810-5 Due November

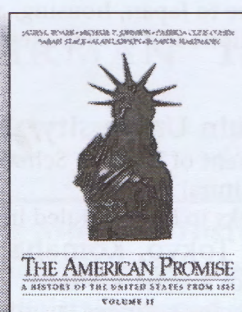
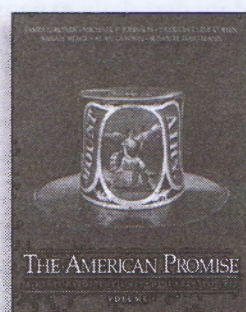
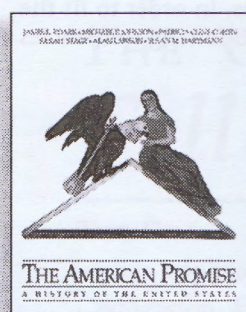
"Consistently conveying the vitality, productive diversity, and cosmopolitanism of the American historical profession at the end of the twentieth century, *Imagined Histories* is the best volume on American historiography since the classic *History*, edited by John Higham and published in 1965."

—Julius Kirshner, University of Chicago

**Princeton University Press**

AT FINE BOOKSTORES OR CALL 800-777-4726 • [HTTP://PUP.PRINCETON.EDU](http://PUP.PRINCETON.EDU)

## More Than You Expect from a Survey Text — and Already a Success



## THE AMERICAN PROMISE A HISTORY OF THE UNITED STATES

James L. Roark, Emory University

Michael P. Johnson, Johns Hopkins University

Patricia Cline Cohen, University of California, Santa Barbara

Sarah Stage, Arizona State University, West

Alan Lawson, Boston College

Susan M. Hartmann, The Ohio State University

COMBINED VOLUME: 1998/CLOTH/1270 PAGES/\$48 NET  
VOLUME I (TO 1877): 1998/PAPER/643 PAGES/\$35 NET  
VOLUME II (SINCE 1865): 1998/PAPER/627 PAGES/\$35 NET

Discount package available with titles from the Bedford Series  
in History and Culture or the new *Historians at Work* series.



## Supplements that Raise the Standard Higher

### FOR STUDENTS

*Reading the American Past: Selected Historical Documents*, Vol. I and II  
by Michael P. Johnson

*Making the Most of THE AMERICAN PROMISE: A Study Guide*, Vol. I and II (with Answer Key)  
by John Moretta and David Wilcox

*Mapping THE AMERICAN PROMISE: Historical Geography Workbook*, Vol. I and II  
(with Answer Key) by Mark Newman

**FREE!**

### FOR INSTRUCTORS

*Teaching THE AMERICAN PROMISE: A Hands-On Guide for Instructors*  
by Michael Gagnon and Sarah E. Gardner

*Transparencies to Accompany THE AMERICAN PROMISE: with Teaching Suggestions*  
by Scott Hovey

*Discussing THE AMERICAN PROMISE: A Survival Guide for First Time Teaching Assistants*  
by Michael A. Bellesiles

*Testbank and Answer Key to Accompany THE AMERICAN PROMISE* (also available on disk),  
by John Moretta and David Wilcox

"Both *The American Promise* and the accompanying *Reading The American Past* exceeded my expectations for instructional material and provided an engaging link to the past. The maps, charts, graphs, and especially the artifacts in the text brought history to life. Aided by the excellent selections in the reader, my students claimed that 'for the first time, I can understand what happened, and why.'"

— Gary Donato, Three Rivers Community-Technical College



1-800-446-8923 • [www.bedfordstmartins.com](http://www.bedfordstmartins.com)

**BEDFORD/ST. MARTIN'S**



## Obituaries

### Fredric M. Miller

**F**redric M. Miller, who trained as a British social historian and spent his professional career in American urban history, died March 27, 1998, from complications of chronic lung disease in Bethesda, Maryland. He was 51.

Fred received a Ph.D. for his work on twentieth-century British labor policy in 1972, just as the job crisis in the history profession of that time became apparent. He responded by adding a library science degree, which he received in the following year.

He joined Temple University in 1973 as curator of the Urban Archives, where—when he wasn't sharing stories of the riots in Madison, or reliving ancient baseball games with colleagues—he built an impressive collection documenting the history of modern Philadelphia.

Fred enlisted university support in making the collection central to a broad range of academic course work at Temple. In developing the collections he brought the message of archival preservation to a wide network of community and political institutions, reassured other local collecting institutions by developing a plan for regional collaboration, and secured foundation, corporate, and government support to fund a series of innovative projects that expanded the holdings of the Urban Archives and established its importance.

Fred's work and his vision made him an acknowledged leader in Philadelphia's library and archives community, a not insignificant accomplishment in a city of established bibliophiles, librarians, and archivists. I recall that the group organizing the city's Jewish Archives turned to Fred, along with the Library Company's legendary Edwin Wolf, for professional direction. When regional archivists and librarians had to organize a joint effort to handle the enormous records of the Penn Central railroad, the group turned to Fred for intellectual leadership. Fred worked with other organizations as diverse as the International Brotherhood of Teamsters, the Archdiocese of Philadelphia, and Moss Rehabilitation Hospital to establish professional archives. He helped shape the emerging professional field of archival administration, authoring the defining volume in the field, *Arranging and Describing Archives and Manuscripts* (1990). Fred also influenced the field through a pioneering series of archives courses that he taught in the public history program he helped establish the Temple.

Fred's interests in Philadelphia and in photography led him to co-author two best-selling volumes of Philadelphia history with his Temple colleagues Allen F. Davis and Morris J. Vogel: *Still Philadelphia: A Photographic History, 1890-1940* appeared in 1983; *Philadelphia Stories: A Photographic History, 1920-1960* followed in 1988.

Fred moved to Washington in 1989 to become a program officer with the National Endowment for the Humanities. He worked there in several divisions: research, preservation, and public programming. He took personal and professional pleasure in many of the NEH-funded projects on which he worked, perhaps none more so than

an exhibit on the industrialization of penicillin mounted by the Brooklyn Historical Society. This reported his mother's story of how Fred—as a baby in Brooklyn—had been one of the earliest civilian beneficiaries of the new wonder drug. Fred remained active as a historian while at NEH, collaborating with Professor Howard Gillette, Jr., on *Washington Seen: A Photographic History, 1875-1965* (1995).

Fred Miller is survived by his wife Naomi and his mother, Eugenie Sternfield of Deerfield, Florida. Friends have established a memorial fund in his name, which will support an annual lecture in public history in Washington and Philadelphia. Tax-deductible contributions may be sent to the Fredric M. Miller Memorial Fund, c/o The Philadelphia Foundation, 1234 Market Street, Suite 1900, Philadelphia, PA. 19107-3794. □

—Morris J. Vogel  
Temple University

### Howard N. Rabinowitz

**H**oward N. Rabinowitz, Professor Emeritus of History at the University of New Mexico, died at his home in Albuquerque on Saturday July 11, 1998, after an extended illness. He was 56 years old.

Professor Rabinowitz was born in Brooklyn, New York, on June 19, 1942, and graduated from South Side High School in Rockville Centre, New York, in 1960. He received his B.A. degree from Swarthmore College with High Honors in History in 1964, and proceeded to graduate study at the University of Chicago, where he specialized in U.S., Southern, African-American and Urban history under the guidance of the distinguished scholars Richard Wade and John Hope Franklin. He obtained his M.A. degree in 1967 and his Ph.D. in 1973.

Professor Rabinowitz first taught at Grinnell College during the 1970-1971 academic year and came to the University of New Mexico in the Fall of 1971. At UNM he gave popular lecture courses on American Urban History, Southern History, America in the Gilded Age, and African American History, and offered seminars for graduate students on Southern History and Urban History. A number of his urban history seminars concentrated on the modern history of Albuquerque. Professor Rabinowitz retired from teaching at UNM in December, 1997, but intended to continue his scholarly activities.

As a scholar, Dr. Rabinowitz enjoyed a national and international reputation. He was best known for his book, *Race Relations in the Urban South, 1865-1890*, a pioneering study of the origins and significance of the system of racial segregation, first published by Oxford University Press in 1978 and reprinted by the University of Illinois Press in 1980 and the University of Georgia Press in 1996. In 1982 Professor Rabinowitz edited *Southern Black Leaders of the Reconstruction Era*, and in 1992 he published *The First New South, 1865-1920*. A prolific essayist, Dr. Rabinowitz's articles and reviews appeared in almost all the major journals in his field. In 1994, the University of Missouri Press brought out a collection of his most important shorter writings under the title *Race, Ethnicity and Urbanization: Selected Essays* which received the Myers Center Award for outstanding work on intolerance in North America. At the time of his death, Professor Rabinowitz was nearing completion of a major study of the politics of development in Albuquerque during the years since World War II, tentatively titled "Coping with Urban Growth in the Sunbelt: Albuquerque New Mexico, 1940-1974."

In addition to his studies of urban affairs and race relations, Dr. Rabinowitz was a historian of golf and an avid practitioner of the sport. He published a large number of articles, both serious and humorous, on the subject. (In one tongue-in-cheek piece, he suggested that cheating was the real reason for the game's popularity.) One of Professor Rabinowitz's long-term goals was to write a social history of golf in the United States.

In Albuquerque, Professor Rabinowitz was widely known for his many radio talk-show appearances where his strongly held opinions on a wide variety of subjects generated sometimes heated discussions. He frequently contributed letters and op-ed essays to local newspapers.

Dr. Rabinowitz was active in the Organization of American Historians, and as a member and officer of the Southern Historical Association. In Albuquerque, he served on the Landmarks and Urban Conservation Commission as Vice Chairman (1978-82) and as Chairman (1982-84).

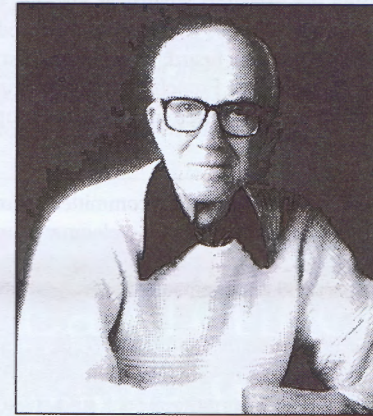
Howard Rabinowitz is survived by his mother Gertrude of Ft. Lauderdale, Florida, and by his wife Diane Wood, and his daughters Lorii and Deborah, all of Albuquerque. □

—Richard G. Robbins  
University of New Mexico

### James Henry Shideler

**T**he story of the history department at Davis during its founding and expansionist decades from the 1950s through the 1970s finds James Henry Shideler at its center. Encountering colleagues from throughout the country at history meetings in those years, he always professed to be "building for the future." Indeed he was. His eye and efforts were consistently turned to the

progress of his institution, his profession, his community, and his family. His collegial warmth, civility, and endorsement of "all kinds of history," reminiscent of Carl Becker's historical stance, brought a steadying and encouraging influence to the department as it gathered teachers and scholars of variety and distinction.



James Henry Shideler

Jim's published work was always devoted to agrarian people and policies. Beginning in 1948, he produced articles on Wisconsin progressive politics and national agricultural policies of the 1920s. His important book *Farm Crisis, 1919-1923*, appeared in 1957. He gained renown as an agricultural historian by editing and supervising publication of seventy-nine quarterly issues of *Agricultural History* over two decades (January 1965-July 1984). He defined agricultural history as rural studies broadly construed. Anything that touched on food production, processing, and consumption was eligible. His view spanned the subjects of agricultural science and technology, water rights, political and bureaucratic farming issues, economic systems, agricultural labor (including slaves and peasants), education and research, conservation, irrigation, and rural society.

The journal led the field of publications on land policy. It was a popular outlet for critiques of Frederick Jackson Turner long before the New Western history, but the journal welcomed the kinds of spatial studies that Turner once encouraged and historical geographers later developed. It was the first of the old-line history journals to publish clinometric articles, partly because such studies were devoted to agricultural issues and partly because Jim relished innovation. He encouraged authors from abroad, especially from the newer nations, and if articles were faulty in English, worked to make them readable. Thank-you's for his careful criticisms even came to him from rejected authors, some of whom incorporated his suggestions, without acknowledgment, to get published



# CALL FOR PAPERS

## 2000 OAH Annual Meeting Program

### St. Louis, Missouri

#### *The United States and the Wider World*

United States historians in the academy and public historians in museums and other settings increasingly recognize the historical interconnectedness of the United States and the surrounding world. Such connections are among the most important and decisive influences on the American experience, not only with regard to slavery and the slave trade, immigration, settlement patterns, borderlands, and external trade, but also with respect to culture, religion, intellectual life, and politics. In taking the United States and the Wider World for its theme, the program for the Annual Meeting of the Organization of American Historians for the year 2000 seeks to encourage a more complete and systematic analysis of the two-way flow of influence—the impact of wider world on the United States and the impact of the United States beyond its borders. Our objective is to deepen and enrich our understanding of the interconnections among local, national, and global aspects of the North American experience.

Many topics lend themselves to this perspective. Recent work on contact between European settlers and indigenous peoples, on the Atlantic and Pacific Triangles, on the African Diaspora, on labor migrations, and on manifest destiny, imperialism, and colonialism all come immediately to mind. So does a wide range of scholarship that looks at American influence—from foreign policy to popular culture—on other peoples and nations. The global influence of American social and political movements, educational and religious forms, and political ideas, including concepts of constitutionality, citizenship, and nationhood are all topics of interest, as are transnational movements in which Americans have participated. The Program Committee looks forward to proposals in this spirit. It wishes to encourage panels that revisit traditional questions from global, international, or transnational vantage points, including the history of the United States as it is written in other nations, or from a comparative perspective.

This Annual Meeting is jointly sponsored by the Organization of American Historians, the National Council on Public History, and the Missouri Conference on History. We wish to encourage as much collaboration as possible within panels and program sessions themselves. Proposals that include academic and public historians, therefore, are especially welcome. Public history also figures in this program in a thematic way because of several museum and historic sites in and around the St. Louis region, including the Missouri Historical Society, Cahokia, the homesteads of Scott Joplin and Ulysses S. Grant, and the federal court house where Dred Scott v. Sandford was heard; in addition, just south of the city is St. Genevieve, an 18th-century French village and Franco-Indian trading center. The Program committee invites panel proposals that address themes related to these sites.

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

All proposals for papers, sessions, debates, and conversations must identify their format, specify participants, and attach single-page vitae. Each must contain a title page copied from the model, and five (5) copies of the entire proposal, which should include an abstract of no more than 500 words, and a prospectus for each paper of no more than 250 words. Although we encourage proposals for entire sessions, we will energetically seek to find a place on the program for outstanding individual papers. We also welcome volunteers to act as chairs or commentators as assigned by the Program Committee: send your vita and a letter of interest directly to the OAH Office. All proposals must be postmarked no later than **January 15, 1999** and sent to: 2000 Program Committee, Organization of American Historians, 112 North Bryan Avenue, Bloomington, IN 47408-4199.

Neither faxes nor electronic mail can be accepted.

#### **Participation in Consecutive Annual Meetings**

The program committee discourages participation as a paper presenter in consecutive annual meetings. The 1999 program committee will try to avoid placing a presenter from the 1998 Annual Meeting program as a presenter on the 1999 program. A person may serve as chair or commentator one year and a presenter the other.

#### **Affirmative Action and Membership Requirements**

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

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

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

### ORGANIZATION OF AMERICAN HISTORIANS 2000 Annual Meeting

**COVER SHEET**  
(Required for all proposals)  
Print or Type ONLY  
St. Louis, Missouri — March 30-April 2

#### **I. PROPOSAL FOR** (Circle one)

Session      Panel      Workshop  
Debate      Conversation

Single Paper (Include single paper title here):

#### **II. SESSION/PANEL/WORKSHOP TITLE**

#### **III. PROPOSER**

Name:

Department:

Institution:

Telephone:

E-mail:

Address:

#### **IV. CHAIR**

Name:

Department:

Institution:

Telephone:

E-mail:

Address:

#### **V. PRESENTER(S)**

1) Name:

Department:

Institution:

Telephone:

E-mail:

Address:

Paper/Discussion Title:

2) Name:

Department:

Institution:

Telephone:

E-mail:

Address:

Paper/Discussion Title:

3) Name:

Department:

Institution:

Telephone:

E-mail:

Address:

Paper/Discussion Title:

#### **VI. COMMENTATOR**

Name:

Department:

Institution:

Telephone:

E-mail:

Address:

Paper/Discussion Title:

**POSTMARK DEADLINE: JANUARY 15, 1999**



## ▼ Shideler / From 23

in other journals. The journal was circulated world-wide; almost half the subscriptions came from outside the United States. A British writer called it one of the best-edited history journals in English. In all of this, Editor Shideler was promoting creative inquiry, avoiding parochialism, and tending to his theme that "there are all kinds of history."

Beyond his scholarly editing, Jim's presence in the department gave the impression of a model institutional man even though he was impatient with committee work, disliked bureaucracy, and only once, at a time of need, chaired the Department of History. The model he created was one of a scholar who carried a loyalty to place and colleagues; one whose advice, given only when sought, was prudent and constructive; and one whose ideal of historical studies—imaginatively broad, unconfined by cant or fashion, and plainly expressed—helped to instill a healthy and congenial air of confidence within a growing department.

In his private life, Jim was independent and self-reliant yet unselfish. Friends and townspeople saw these qualities in his role of family man and helpful neighbor. He worked his way to California from Miami University in Ohio where he graduated in 1936, where his father, a geology professor, had a building named for him, and where Jim began his romance with Idella Pindell, whom he married in San Francisco in 1941. Jim completed his Ph.D. in history at Berkeley in 1945 while Idella was Secretary of the History Department. That same year, commuting from Berkeley by train, Jim began his teaching at Davis as instructor in the two-year program. The Shideler family moved to Davis in 1947 and soon Jim was constructing their house with his own hands on the northern edge of town, where they lived for three decades and brought up three children. They became pillars of a growing university community; Idella taught mathematics in the high school for many years. Their love of the Sierra led them to build a family cabin above Fallen Leaf Lake as a respite from duties in the valley. Their generosity in loaning their mountain retreat to friends and colleagues was matched by their hospitality in using their Davis home as a frequent gathering and dining place for out-of-town visitors and their wide circle of friends.

Over the years it seemed to those who knew him well that Jim Shideler possessed that remarkable combination of a liberal spirit in personal relationships with Jeffersonian convictions, realized in his teaching and editing, that land and learning are compatible, that human-kind profits from the empirical study of nature, and that open inquiry with a diversity of ideas is fundamental to the healthy life of a public university. We learn from Jim's phrase that "there are all kinds of history" while we treasure the memory of only one James Henry Shideler. □

—Wilson Smith

Arnold Bauer

Ted Margadant

Morgan Sherwood

University of California, Davis

### Non-Profit Tables at OAH Meeting

Any small non-profit organization of historians (defined by the OAH Executive Board as having less than one thousand members) may establish, without cost, a table at a convenient, public place to be determined by the convention manager. Table requests will be accepted on a first-come, first-served basis, depending on space available in any given year. At this table, the organization will be permitted to distribute materials, solicit members and subscriptions, and sell journals and other products of the organization to promote its activities. There are no general storage facilities available beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Requests for table space must be made in writing and should include the organization's tax exempt number (or other proof of non-profit status) and a statement of the organization's size, and must be received no later than **March 2, 1999**. Correspondence should be directed to Sheri Sherrill, OAH Convention Manager, OAH, 112 N. Bryan St., Bloomington, IN 47408-4199.

## Correspondence

Dear Editors:

Since 1980 I have been engaged in research and writing on the history of American petroleum production, including its geology. I have found the subject to be a fascinating one and of paramount importance, especially for the twentieth century. I began my studies of the subject with a consideration of Illinois petroleum (see my "Petroleum and Profits in the Prairie State, 1889-1980: Straws in the Cider Barrel," *Illinois Historical Journal* 77 (Autumn 1984): 162-76).

We need more students of American petroleum history, a much neglected field. After all, the United States has produced more oil all-time than any other nation, a cumulative total of 148 billion barrels through 1988 and dating from the Edwin L. Drake discovery well in Pennsylvania near Titusville in 1859. Why do not historians, including those of the new western history, direct their attention to such a phenomenal feat? Is it because so much of the recent scholarship is negative in character?

With the twentieth century the major output of petroleum in the United States moved west of the Mississippi with Texas being the leading producer all-time with about sixty billion barrels through 1988. Such a success story needs historians. By the first of the next year I will have contributed to that story with a forthcoming article in the *Journal of the West* titled "Preventing Waste: Petroleum Conservation in the Trans-Mississippi West." □

Keith L. Miller  
Philadelphia, PA

Dear Editor,

I feel compelled to correct the editorial misrepresentations of my comments in the published article "Our Divisions" (August, 1998) changed from my original title of "Boundaries". In my view the changes, deletions and errors made in the published article obscured the points that I was trying to make. Boundaries are different than divisions and the crux of my argument was that we need to recognize our common territory and the ways in which the OAH meetings arranged very bounded discourse. Sadly, the editing of my article provided yet another example.

I won't belabor every change beyond a few corrections. First my comments on the valiant work of the NCHE was translated to the National Center for History Education rather than the National Council for History Education on whose Board I serve. In collapsing my comments on Brian Lamb (to construct a very long sentence) the content was changed. I characterized Lamb as one of the most effective champions of respect for the work of teachers which is far more important than his celebration of individual teachers.

In my critique of the session on "Can Historians Speak to a Wider Audience?" the point was that no presentations mentioned pre-collegiate education. The connection of visiting prisons and visiting schools came during the question and answer period. I think it is important to note that exclusion because it occurs so often and so automatically. I mentioned the graduate student sessions and events as evidence of efforts toward a model of inclusion.

Finally changes in the last sentence misrepresented the point of the article. My sentence was If the OAH doesn't view the work of teachers and their intellectual development as within the boundaries of the profession of history, what chance do pre-collegiate teachers have to make that case? "The editorial translation of my comments to "... how will pre-collegiate teachers be able to meet new challenges?" is not a concern for me at all. Teachers will continue to engage new challenges with or without the historical profession. However the failure to recognize our common intellectual territory will continue to the detriment of the discipline of history. That is the issue.

Doris M. Meadows

*In the course of preparing any manuscript for publication, editors make changes for the sake of clarity and brevity. We regret any misrepresentations that may have occurred as a result of this process.*

—Eds.

HORACE SAMUEL AND  
MARION GALBRAITH MERRILL

## Travel Grants

IN 20<sup>TH</sup> 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 **January 8, 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.



### 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



## 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

### Worcester State College

Worcester State College is accepting applications for a full-time, tenure-track position in Latin American history at the assistant professor level. Applicants should also possess the ability to teach Native American history and U.S. history surveys. Ph.D. and teaching experience required for a fall 1999 appointment. Application deadline is February 1, 1999. Applicants should send a letter of interest, vitae and 3 current letters of reference to: Director of Human Resources, Worcester State College, 486 Chandler St., Worcester, MA 01602-2597. WSC is an EEO/AA/Title IX/Section 504 Employer. (M/F/H/V)

### DePauw University

The History Department of DePauw University invites applications for a full-time, tenure-track, instructor or assistant professor position beginning August 1999 in European history with primary emphasis in 18<sup>th</sup> and/or 19<sup>th</sup> centuries. Any area of geographic specialization EXCEPT Great Britain and France, but candidates must have substantial training in Russian history.

Responsibilities include survey courses in European and Russian history and upper-level discussion courses in candidate's areas of expertise. Comparative thematic courses especially desirable. Candidates expected to participate in Russian studies program. Two-semester academic year with three-course load each semester plus January term every other year. Ph.D. or A.B.D. Teaching experience desirable. Commitment to undergraduate teaching in liberal arts setting essential. Send letter of application, curriculum vitae, and three letters of recommendation to John Schlotterbeck, Chair, Department of History, DePauw University, Greencastle, IN 46135. Review of applications begins November, 1998, and continues until position is filled. Women and minority candidates are especially invited to apply. AA/EOC.

### Iowa State University

The Department of History at Iowa State University invites applications for a tenure-track appointment in United States history beginning August 1999. Teaching responsibilities of two courses per semester, including undergraduate courses in United States rural history, United States agricultural history, and the introductory survey of United States history and graduate seminars and proseminars. Candidates should have a research interest in rural or agricultural history. The successful candidate will participate in the department's doctoral program in agricultural history and rural studies. PhD required, evidence of successful teaching expected, and publications preferred. Rank of associate professor or assistant professor, depending on qualifications. Salary com-

mensurate with qualifications. Send letter of application, curriculum vitae and three letters of recommendation by December 1, 1998, to Dr. R. Douglas Hurt, Department of History, 603 Ross Hall, Iowa State University, Ames, IA 50011-1202. AA/EOE. Women and minorities encouraged to apply.

### Hunter College

The Hunter College history department invites applications for the position of associate to full professor of African American history, appointment beginning 9/1/99. Significant publication and teaching experience required; experience directing graduate students desirable. Preferred secondary field include World or Comparative history. Salary commensurate with qualifications and experience. Send CV and three references to African-American History Search Committee, Department of History, Hunter College, 695 Park Avenue, New York, NY 10021. AA/EOE.

### Central Missouri State University

The Department of History and Anthropology at Central Missouri State University seeks applicants for two U.S. history positions beginning fall 1999: (1) full-time, tenure track appointment in recent U.S. history/social studies education at assistant professor level to teach U.S. survey courses, upper level/graduate courses in U.S. history since 1945, and social studies education. Requires Ph.D. in history or doctorate in social studies education with masters in history, and certification and teaching experience as a secondary social studies teacher. College teaching also desired. (2) full-time, temporary appointment at instructor level to teach U.S. survey courses and specialized upper division courses for the period 1877 to 1920. Ph.D. preferred (abd considered). College teaching experience desired. Send letter of application, c.v., undergraduate and graduate transcripts, and three letters of recommendation to Professor David Rice, Chair, Department of History and Anthropology, Central Missouri State University, Warrensburg, MO 64093. Review of applications begins December 15 and continues until positions are filled. AA/EEO/ADA

### College of William and Mary

The College of William and Mary is conducting a search for a Director of the American Studies Program. The program offers B.A., M.A., and Ph.D. degrees. The Director will hold a joint appointment in the American Studies program and in another department of the College. The successful candidate is expected to have an accomplished record of teaching and research and to possess strong administrative skills. Candidates may be from any relevant discipline. Please submit a letter and c.v. to Professor Ken Price, Search Committee Chair, American Studies Program, The College of William and Mary, P.O. Box 8795, Williamsburg, VA 23187-8795. Review will begin at the end of November and will continue until the position is filled. The College of William and Mary is an Equal Opportunity-Affirmative Action employer. Members of under-represented groups (including people of color, persons with disabilities, Viet Nam veterans, and women) are encouraged to apply.

### Presbyterian College

Presbyterian College is accepting applications for a tenure-track position beginning August 1999. A Ph.D. and a commitment to undergraduate teaching is required. Teaching responsibilities include two sections of World Civilizations, a College general education requirement. First preference will be given to candidates whose specialty is medieval history. Also desired are those with training in the following areas: ancient, early modern Europe, and the early periods of English or Russian history. Those with

course work in Latin American, African, or East Asian History will receive closer attention by the committee. Women and minorities are encouraged to apply. Send letter of application, vitae, graduate transcripts, and at least three reference letters to David C. Needham, Chair, Department of History, Presbyterian College, Clinton, SC 29325. The deadline is December 1, 1998, but applications will continue until the position is filled.

### California State University, Sacramento

California State University, Sacramento invites applications for a probationary tenure-track position at the assistant professor level in the history of 20<sup>th</sup> century Russia/Soviet Union and in World History (e.g., Europe, Asia, Middle East). Teach upper division and graduate courses in 20<sup>th</sup> century Russia and in World history, and lower division survey courses in World history. Potential for teaching excellence 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 must be completed by February 1, 1999. Review of applications will begin on January 4, 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 (if available) to: Chair, R/W Search Committee, Department of History, CSUS, Sacramento, CA 95819-6059.

### California State University, Sacramento

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 February 1, 1999. Review of applications will begin on January 4, 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.

### University of Texas at Dallas

The University of Texas at Dallas invites applications for a tenure-track assistant professorship in Education/Historical and Literary Studies. A doctoral degree (Ph.D. or Ed.D.), university teaching experience, evidence of scholarly promise and a commitment to interdisciplinary education are required. Experience teaching secondary school and/or working with secondary school teachers is desirable. The appointment will begin September 1, 1999. Send a curriculum vitae, three recent letters of recommendation, and a sample of scholarly writing by December 1, 1998, to: Academic Search #197, UT Dallas, P.O. Box 830688 AD23, Richardson, TX 75083-0688. Indication of sex and ethnicity for affirmative action statistical purposes is requested as part of the application, but not required. UT Dallas is an Equal Opportunity/Affirmative Action Employer.

### Washburn University

Washburn University invites applications for history faculty appointment beginning August 15, 1999. Earned PhD with emphasis in 19<sup>th</sup>-century American history, demon-

strated effective teaching experience, and evidence of scholarship to support independent and ongoing research required. Preference given to competence in Civil War, American West, and African-American history with a disposition to incorporate Kansas history. Submit letter of application, c.v. with copies of all degree transcripts, evidence of teaching effectiveness, description of research and three letters of recommendation to Search Committee, Department of History, Washburn University, Topeka, KS 66621. Consideration begins February 1 and remains open until an appointment is made. Washburn University is an Equal Opportunity Employer. Candidates from under-represented groups are encouraged to apply.

## Member Services

"Member Services" listings are placed by OAH members announcing various services and opportunities. Listings are available at a modest fee. For more information, contact the OAH Advertising Manager.

**Researcher:** Do you need someone in the Washington, DC area to do research at the National Archives, Library of Congress or other research facilities? London School of Economics graduate with master's in history can help. Phone or write Daniel Zim at (703) 845-4917, 3250 Gunston Road, Alexandria, Virginia 22302.

## Activities of Members

**Carol E. Anderson**, University of Missouri, received an American Council of Learned Societies fellowship for her work, "The Effect of the Early Cold War and McCarthyism on African-Americans' Struggle for Human Rights."

**Robert L. Beisner**, American University, has retired after teaching history for thirty-three years. He is editor of a new Society for Historians of American Foreign Relations bibliographical *Guide to American Foreign Relations*.

**Regina Blaszczyk**, Boston University, has been awarded a grant-in-aid by the Center for the History of Business, Technology, and Society at Hagley Museum and Library, for her work, "The Color Revolution: The Color Association of America and the Search for Chromatic Standards."

**E. Wayne Carp**, Pacific Lutheran University, recently published *Family Matters: Secrecy and Disclosure in the History of Adoption*.

**Marisa Chappell**, Northwestern University, has been awarded a grant-in-aid by the Center for the History of Business, Technology, and Society, at Hagley Museum and Library, for her work, "Welfare Rights to Welfare Reform: The Politics of AFDC, 1968-1982."

**Kathleen Ann Clark**, Yale University, received an Archie K. Davis Fellowship from the North Caroliniana Society for 1998-1999 for her work, "Race, Gender, and Perceptions of the Past in North Carolina, 1863-1913."

**Seth Cotlar**, Northwestern University, has received a Short-term Huntington Research Award for his work "The Europeanization of American Political Thought, 1789-1803."

**Michael J. Devine**, American Heritage Center, University of Wyoming, will serve as the Freeman Professor of American History and U.S. Foreign Policy at the Nanjing Center of the Johns Hopkins University Nitze School of Advanced International Studies in the People's Republic of China during 1998-1999.



**Michael Fellman**, Simon Fraser University, has received a Long-term Huntington Research Award for his work on Robert E. Lee.

**Jill Fields**, California State University, Los Angeles, has been awarded a grant-in-aid by the Center for the History of Business, Technology, and Society, Hagley Museum, for her project, "The Production of Glamour: A Social History of Intimate Apparel, 1909-1952."

**Janet Fireman**, Natural History Museum of Los Angeles County, has received a Short-term Huntington Research Award for her work on John Hovey's illustrated Gold Rush diary.

**Neil Foley**, University of Texas-Austin, received a fellowship from the American Council of Learned Societies for his work, "Becoming Hispanic: Mexican Americans and the Faustian pact with 'whiteness' in the Southwest, 1930-1980."

**Harold S. Forsythe**, Fairfield University, received the William M. E. Rachal Award from the Virginia Historical Society.

**Chris Friday**, Western Washington University, has received a Short-term Huntington Research Award for his work on race and class in Pacific maritime labor markets, c.1880 to c.1960.

**Alison Games**, Georgetown University, has received a Short-term Huntington Research Award and a John Carter Brown Library Research Fellowship for her work "Agents of Empire: English Cosmopolitans in an Age of Expansion, 1558-1660."

**Gerald R. Gems**, North Central College, recently published *Windy City Wars: Labor, Leisure, and Sport in the Making of Chicago*.

**Glenda E. Gilmore**, Yale University, has received an Archie K. Davis Fellowship from the North Caroliniana Society for 1998-1999 for her topic, "Attitudes of Josephus Daniels, Howard Odum, et al., Toward Race."

**Joyce Goodfriend**, University of Denver, has received a John Carter Brown Library Research Fellowship for her work on "History of New Amsterdam and New York City in the Seventeenth Century."

**Van Gosse**, was awarded a fellowship from the American Council of Learned Societies for his project, "The Origins of Black Power: African American Radicalism in the North, 1955-1965."

**Harvey J. Graff** has moved to the University of Texas at San Antonio as Director of the Division of Behavioral and Cultural Sciences and Professor of History.

**Edward Gray**, Florida State University, has received a Long-term Huntington Research Award for his work on inland North America, 1500-1800.

**Lisbeth Haas**, University of California, has received a Short-term Huntington Research Award for her work on colonial California.

**Martin Halpern**, Henderson State University, has been awarded a Fulbright grant to teach United States history in Japan at Tohoku University.

**Diane Hart**, Menlo Park, California, has been elected to serve a three-year term on the Board of Directors for the National Council for the Social Studies.

**Mary Ann Hellrigel**, SUNY Geneseo, has been awarded a grant-in-aid by the Center for the History of Business, Technology, and Society, Hagley Museum, for her work, "Big City Power: Gas and Electric Service in Philadelphia, 1830-1930."

**Martha Elizabeth Hodes**, New York University, was awarded a six-month residency at the Schomburg Center for Research in Black Culture for her study, "Black Institutions in Colonial and Early National New York."

**David Igler**, Caltech-Huntington, has received a Long-term Huntington Research Award for his work "Industrial Cowboys: Nature, Private Property, and Region in the Far West, 1850-1920."

**Andrew Isenberg**, Princeton University, has received a Short-term Huntington Research

Award for his work "The Transformation of California: Environmental Consequences of the Gold Rush, 1848-1873."

**James C. Klotter**, Kentucky Historical Society, director, announced his resignation, effective in August. He joins the teaching staff at Georgetown College.

**Gary M. Laderman** was awarded a fellowship from the American Council of Learned Societies for his work, "The Business of Death: A Cultural History of the American Funeral Industry."

**Howard R. Lamar**, Yale University, recently published *The New Encyclopedia of the American West*, which he edited.

**Edward R. Linenthal**, University of Wisconsin Oshkosh, will be the keynote speaker for the Oklahoma Museums Association's Annual Fall Conference at Lake Murray Resort, September 16-18, 1998.

**Elizabeth Mancke**, University of Akron, has received a John Carter Brown Library Research Fellowship for her work "Political Culture and State Formation in the Early Modern British Empire."

**Thomas McCarthy**, Yale University, has received a Short-term Huntington Research Award for his work on cars, consumers, and the environment.

**Colin McCoy**, University of Illinois, Urbana/Champaign, has received a Short-term Huntington Research Award for his work "The Literature of Persuasion in Jacksonian America, 1820-1845."

**Elizabeth McKillen**, Georgetown University, received a fellowship from the American Council of Learned Societies for her work, "Security and Salvation: Community, Identity and Generation in Northern Namibia, 1880-1955."

**Milton Meltzer**, won the 1998 Carter G. Woodson secondary book award from the National Council for the Social Studies for his book *Langston Hughes*.

**Stephen Mihm**, New York University, has been awarded a grant-in-aid by the Center for the History of Business, Technology, and Society, Hagley Museum, for his project, "The Spirit of Commerce: Markets and Magic in Antebellum America."

**Linda Karen Miller**, Fairfax High School, received the Brenton S. Halsey History Teacher of the Year Award from the Virginia Historical Society.

**Richard Moss**, Colby College, has received an Archie K. Davis Fellowship from the North Caroliniana Society for 1998-1999 for his research topic, "The Tufts Family and Early History of Pinehurst."

**Margaret Newell**, Ohio State University, received a fellowship from the American Council for Learned Societies for her project, "'The Drove of Adam's Degenerate Seed': Indian Slavery in Colonial New England."

**Dylan Penningroth**, John Hopkins University, has received a Short-term Huntington Research Award for his work "Work, Property, and Social Relationships Among African Americans in the Era of Emancipation, 1850-1880."

**Nancy Quam-Wickham**, California State University, Long Beach, has received a Long-term Huntington Research Award for her work on the culture and environment of oil in the American West.

**Gail Radford**, State University of New York, Buffalo, was awarded a fellowship from the American Council of Learned Societies for her work, "The invention of invisible government: state action through public corporations and authorities."

**Charles Romney**, University of California, Los Angeles, has received a Short-term Huntington Research Award for his work on the West Coast Teamsters and American political development, 1935-1952.

**Anne Sarah Rubin**, University of Virginia, has received an Archie K. Davis Fellowship from the North Caroliniana Society for 1998-1999 for her project, "Southern Nationalism in North Carolina, 1863-1868."

**Sarah Schrank**, University of California, San Diego, has received a Short-term Huntington Research Award for her work on the politics of civil identity, culture, and urban growth in 1950s Los Angeles.

**Christopher Sellers**, New Jersey Institute of Technology/Rutgers-Newark, has received a Short-term Huntington Research Award for his work "Environment and Environmentalism in the Rise of the American Suburbs."

**Katherine A. S. Sibley**, St. Joseph's University, has received the 1997 Phi Alpha Theta Prize for best first book for her monograph, *Loans and Legitimacy: The Evolution of Soviet-American Relations, 1919-1933*.

**Marco Sioli**, University of Milan, Italy, has been awarded from the Thomas Jefferson Foundation a residential fellowship at the International Center for Jefferson Studies, to support his research for his work "Jefferson and Italy."

**Andrew Smith**, University of California, Los Angeles, has received a Short-term Huntington Research Award for his work "A History of the Nickelodeon Western."

**Linda Sturtz**, Beloit College, has received a Short-term Huntington Research Award for her work "Hope, the 'Dim Duke,' and Duchess Chandos: A Case Study of Jamaican Plantation Management."

**David Suisman**, Columbia University, has been awarded a grant-in-aid by the Center for the History of Business, Technology, and Society, Hagley Museum, for his work, "The Sound of Money: The Formation of the American Music Industry, 1850-1925."

**Michael D. Thompson**, Miami University, has received an Archie K. Davis Fellowship from the North Caroliniana Society for 1998-1999 for his research topic, "Swine As Culture and Commodity in Eastern North Carolina."

**Jonathan Wells**, University of Michigan, was awarded an Archie K. Davis Fellowship from the North Caroliniana Society for 1998-1999 for his project, "North Carolina's Middle Class, 1820-1880."

**Sarah Wilkerson-Freeman**, Arkansas State University, has received an Archie K. Davis Fellowship from the North Caroliniana Society for 1998-1999 for her research topic, "North Carolina Women in Politics, 1880-1940."

**Kevin Yeager**, Louisiana State University, was awarded an Archie K. Davis Fellowship from the North Caroliniana Society for 1998-1999 for his topic, "Scots-Irish in the Carolina Backcountry in the Eighteenth Century."

**Mary Saracino Zboray** has been named Honorary Visiting Fellow at the Schlesinger Library, Radcliffe College.

**Ronald J. Zboray**, Georgia State University, Associate Professor of History, has received a National Endowment for the Humanities Fellowship for University Teachers for 1998-1999, to complete the book manuscript he is writing with Mary Saracino Zboray on literary experience in antebellum New England. Zboray also has been named Honorary Visiting Fellow at the Schlesinger Library, Radcliffe College.

**William L. Ziglar**, Penncrest High School in Media, PA, was named the 1998 winner of the Christa McAuliffe Reach for the Stars Award by The Fund for the Advancement of Social Studies Education (FASSE) of National Council for the Social Studies (NCSS) for his proposal "Pi Alpha Epsilon," which seeks to establish a social studies honor society.

## Awards, Grants and Fellowships

The **Ford Foundation** announces its 1999 Ford Foundation Dissertation Fellowships for Minorities competition. Approximately 29 fellowships will be awarded, each with a

stipend of \$21,500 for one year. Applicants must have completed all requirements for the Ph.D. except for the writing and defense of the dissertation by February 14, 1999. Application deadline is **November 14, 1998**. Contact: Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418; (202) 334-2872; fax (202) 334-3419; infofell@nas.edu; fellowships.nas.edu.

The **Ford Foundation** announces its 1999 Ford Foundation Predoctoral Fellowships for Minorities competition. Approximately 50 fellowships will be awarded, each with a stipend of \$14,000 to the fellow and an annual institutional allowance of \$7,500 to the fellowship institution in lieu of tuition and fees for three years. Applicants must be at or near the beginning of study toward a Ph.D. degree. Deadline is **November 14, 1998**. Contact: Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418; (202) 334-2872; fax (202) 334-3419; infofell@nas.edu; fellowships.nas.edu.

The **Pew Evangelical Scholars Program** announces its program of Research Fellowships for the academic year 1999-2000. Sixteen scholars will be awarded grants of \$35,000 each to pursue research in the humanities, social sciences, or theological disciplines. The program seeks to strengthen serious scholarship undertaken from religious perspectives. Christian scholars from all ecclesiastical backgrounds may apply. Proposals on both non-religious and religious topics in the humanities, social sciences, and theological disciplines are invited. Proposals for scholarly projects that proceed from demonstrably Christian perspectives are especially encouraged. Applicants must have earned a Ph.D. and hold U.S. or Canadian citizenship or a long-term appointment at a North American institution. Deadline is **November 30, 1998**. Contact: Michael S. Hamilton, Pew Evangelical Scholars Program, 810 Flanner Hall, University of Notre Dame, Notre Dame, IN 46556; (219) 631-8347; fax (219) 631-8721; www.nd.edu/~pesp/forms/BrochureRequest.html.

The **Agricultural History Society** announces the 1998 Everett E. Edwards Memorial Award for the best paper by a graduate student written during the calendar year on any aspect of agricultural history and rural history broadly conceived. The \$200 award will be presented at the society's Presidential Luncheon, held in conjunction with the OAH meeting in Toronto, Canada, April 24, 1999. In addition, the winning submission will be published in the Fall 1999 issue of *Agricultural History*. The deadline is **December 1, 1998**. Submission of one copy of the manuscript should be sent to R. Douglas Hurt, Center for Agricultural History, Iowa State University, 618 Ross Hall, Ames, IA 50011-1202.

The **Horowitz Foundation for Social Policy** invites applications for research grants in the social sciences. The Irving Louis Horowitz Foundation approves three to five grants each year, in amounts ranging from \$2,000-\$5,000 per grant. Candidates may propose new projects, and may also solicit support for research in progress, including final work on a dissertation, travel funds or preparing work for publication. Grants will normally be made for one year on a non-renewable basis. Deadline for applications is **December 1, 1998**. Awards will be announced on or about April 1, 1999. Contact: Awards, Horowitz Foundation for Social Policy, P.O. Box 7, Rocky Hill, NJ 08553-0007.

The **University of Texas Center for American History** announces the 1999 Miss Ima Hogg Student Research Travel Awards to support graduate and undergraduate students whose research on Texas or Southern history topics requires travel to one or more of the Center's facilities. Special consideration will be given to students conducting



research on topics relating to Winedale or its immediate area, to the Hogg family, or to subjects with which the Hogg family is closely associated. Travel awards are offered in amounts ranging from \$250 to \$750. Deadline is **December 1, 1998**. Contact: Miss Ima Hogg Research Travel Awards, Center for American History, Sid Richardson Hall 2.101, The University of Texas at Austin, Austin, TX 78712; (512) 495-4515.

The **Heritage Preservation** announces the availability of 1999 Conservation Assessment Program (CAP) grants. CAP provides matching grants for a general conservation assessment or survey of a museum's collections, environmental conditions and sites. 1999 CAP applications will be mailed on October 9, 1998 to museums on Heritage Preservation's CAP mailing list. Deadline is **December 4, 1998**. Contact: CAP, Heritage Preservation, 1730 K St., NW Suite 566, Washington, D.C. 20006-3836; (202) 634-1422; eblackburn@heritagepreservation.org.

The **Pennsylvania Historical and Museum Commission (PHMC)**, the **Association for Independent Colleges and Universities in Pennsylvania**, and the **State System of Higher Education Universities** are jointly sponsoring paid summer internships for undergraduate and graduate students in history, art history, archaeology, education, and related fields at Pennsylvania colleges and universities. Internships may begin as early as May 1 and continue no longer than fifteen weeks. Applicants must be residents of Pennsylvania or attending a Pennsylvania college or university. Deadline is **December 11, 1998**. Contact: Internship Coordinator, Pennsylvania Historical and Museum Commission, P.O. Box 1026, Harrisburg, PA 17108-1026; (717) 772-3257.

The **DeWitt Stetten, Jr., Museum of Medical Research** at the National Institutes of Health invites applications for the Stetten Memorial Fellowship in the history of twentieth-century biomedical sciences and technology. The fellowship supports one year of postdoctoral work for a fellow in residence at the Museum. Deadline is 5:00 p.m. EST, **December 15, 1998**. Contact: Stetten Fellowship, DeWitt Stetten, Jr., Museum of Medical Research, Building 31, Room 2B09, MSC 2092, National Institutes of Health, Bethesda, MD 20892-2092.

The **Gilder Lehrman Institute of American History** invites applications for postdoctoral fellowships in American Civilization, which support study at the Gilder Lehrman Collection, on deposit at the Pierpont Morgan Library; the Columbia University Rare Book and Manuscript Collection; and the Library of the New-York Historical Society. Fellowships are open to scholars in American history, literature and related fields. Deadline is **December 15, 1999**. For information, contact Fellowship Program, The Gilder Lehrman Institute of American History, 52 Vanderbilt Ave., New York, NY 10017.

The **Huntington Library, Art Collections, and Botanical Gardens** invites applications for Short-term and Long-term 1999-2000 Fellowships at the Huntington. Deadline is **December 15, 1998**. Contact: Robert C. Ritchie, W.M. Keck Foundation Director of Research, Committee on Fellowships, The Huntington, 1151 Oxford Road, San Marino, CA 91108; (626) 405-2194; www.huntington.org.

The **Agricultural History Society** announces the 1998 Theodore Saloutos Memorial Award for the best book published during the calendar year on any aspect of American agricultural history, broadly conceived. This \$500 award will be presented at the society's Presidential Luncheon, held in conjunction with the OAH meeting in Toronto, Canada, April 24, 1999. Deadline is **December 31, 1998**. Nominations, including four copies of the book, should be sent to R. Douglas Hurt, Center for Agricultural History, Iowa State University, 618 Ross Hall, Ames, IA 50011-1202.

The **Minnesota Historical Society** offers

grants in several categories to support original research and writing leading to interpretive works on the history of Minnesota. Preference is given to projects that will produce article- or book-length manuscripts to be considered for publication in *Minnesota History*, the Society's quarterly, or by the Minnesota Historical Society Press. Especially encouraged are projects that add a multicultural dimension to the area's history and that cover subjects not well represented in the published record. Deadlines are **January 2 and April 1, 1999**. Contact: Deborah L. Miller, Research Department, Minnesota Historical Society, 345 Kellogg Boulevard West, St. Paul, MN 55102; debbie.miller@mnhs.org; (651) 297-2221.

The **Ford Foundation** announces its 1999 Ford Foundation Postdoctoral Fellowships for Minorities competition. Approximately 25 fellowships will be awarded, each with a stipend of \$30,000 for one year. Applicants must have completed their Ph.D. no earlier than January 4, 1992, and no later than March 3, 1999. Deadline is **January 4, 1999**. Contact: Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418; (202) 334-2872; fax (202) 334-3419; infocell@nas.edu; fellowships.nas.edu.

The **Arizona Humanities Council** offers General Grants for projects that help the public understand and appreciate the humanities. The project should fit into one of AHC's four program areas: history and heritage, books and reading, community dialogue, or teacher education. Various formats are allowed; for example, conferences, lectures, oral histories, video productions, etc. Any nonprofit organization is eligible. Grant workshops are held quarterly at AHC's office. To request a General Grant application, an applicant must submit an Intent to Apply form no later than three weeks before the proposal deadline. Proposal deadlines are the first business day of every third month. The next Intent to Apply deadline is **January 11, 1999**, for proposals with a deadline of **February 1, 1999**. AHC invites telephone inquiries to determine eligibility and interest. Call (602) 257-0335; ahc.program@asu.edu; aztec.asu.edu/ahc/homepage.html.

The **American Antiquarian Society** announces visiting academic research fellowships tenable for one to twelve months during the period June 1, 1999-May 31, 2000. Long-term postdoctoral fellowships provide support for four to twelve months; residence in the Society's library, and carry stipends of up to \$35,000. Short-term fellowships provide support for one-to-three months' residence in the Society's library and carry stipends of \$950 per month. Deadline is **January 15, 1999**. Contact: John B. Hench or Caroline Sloat, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609-1634; (508) 755-5221; fax (508) 754-9069; cfs@mwa.org.

The **John Carter Brown Library** will award approximately twenty Research Fellowships for the year June 1, 1999 through May 31, 2000. Sponsorship of research at the library is reserved exclusively for scholars whose work is centered on the colonial history of the Americas, North and South, including all aspects of the European, African and Native American involvement. Short-term fellowships are open to Americans and foreign nationals who are engaged in pre- or postdoctoral, or independent, research. Graduate students must have passed their preliminary or general examinations at the time of application. Long-term Fellows must be American citizens or have been resident in the United States for three years immediately preceding the term of the Fellowship. Recipients of all Fellowships are expected to relocate to Providence and to be in continuous residence at the John Carter Brown Library for the entire term of their award. Deadline is **January 15, 1999**. Contact: Di-

rector, John Carter Brown Library, Box 1894, Providence, RI 02912; JCBL\_Fellowships@Brown.edu.

The **Pennsylvania Historical and Museum Commission** invites applications for its 1999-2000 Scholars in Residence Program. The program provides support for full-time research and study on Pennsylvania history at any of the facilities maintained by the Commission. Deadline is **January 15, 1999**. Contact: Scholars in Residence Program, Division of History, Pennsylvania Historical and Museum Commission, P.O. Box 1026, Harrisburg, PA 17108; (717) 787-3034; fax (717) 787-4822; Robert.Weible@PHMC.state.pa.us; www.phmc.state.pa.us.

The **Schomburg Center For Research in Black Culture** invites applications for its Scholars-in-Residence Program, which awards fellowships for six or twelve months with stipends of \$15,000 or \$30,000. It is open to scholars studying black history and culture from a humanist perspective and to professionals in fields related to the Schomburg Center's collections and program activities. Persons seeking support for research leading to degrees are not eligible. Deadline is **January 15, 1999**. Contact: Schomburg Center Scholars-in-Residence Program, Schomburg Center for Research in Black Culture, 515 Malcolm X Boulevard, New York, NY 10037-1801; (212) 491-2203; www.nypl.org/research/sc/scm/scholars.html.

**Winterthur Museum, Garden, and Library** invites applications for the 1999-2000 Winterthur Fellowships for research in the library and museum collections. Deadline is **January 15, 1999**. Contact: Research Fellowship Program, Advanced Studies Office, Winterthur Museum, Garden, and Library, Winterthur, DE 19735; (302) 888-4649; pelliott@winterthur.org.

The **New York State Archives** and the **Archives Partnership Trust** announce the availability of several 1999 research awards. The Larry J. Hackman Research Residency Program is intended to support advanced work in New York State history, government, or public policy. It also encourages public dissemination of research products. Projects involving alternative uses of archival records, such as background research for multimedia projects, exhibits, documentary films, and historical novels are also eligible. The topic or area of study must draw, at least in part, on the holdings of the New York State Archives. Award amounts are greater for in-depth research over a substantial period of time but generally fall in the \$1,500 to \$2,000-a-month range. Deadline is **January 29, 1999**. Contact: Jill Rydberg, Archives Partnership Trust, Cultural Education Center, Suite 9C49, Albany, NY 12230; (518) 473-7091; fax (518) 473-7058; jrydberg@mail.nysed.gov; www.sara.nysed.gov.

The **Vernacular Architecture Forum** solicits nominations for the Paul E. Buchanan Award, recognizing excellence in fieldwork, interpretation, and public service. Projects completed during 1997 and 1998 are eligible. The winning entry will be announced at the 1999 VAF Conference to be held in Columbus, Georgia. Deadline is **January 30, 1999**. Contact: Travis McDonald, Thomas Jefferson's Poplar Forest, P.O. Box 419, Forest, VA 24551; (804) 525-1806.

The **Center for Black Music Research** of Columbia College Chicago is offering resident fellowships during the 1999-2000 academic year. The theme for the year will be "International Scholarship and the Black Expressive Arts." Fellows will be in residence full time at Columbia College Chicago during the period of their appointment and will present works-in-progress at colloquia and seminars. The Fellow in residence for ten months will receive a \$35,000 stipend; for six months, \$15,000. A moving allowance is available if needed. Deadline is **February 1, 1999**. Contact: Ms. Trenace Ford, Project Assistant, Center for Black Music Research,

Columbia College Chicago, 600 South Michigan Avenue, Chicago, IL 60605; tford@popmail.colum.edu; www.colum.edu/cbmr/.

The **Museum of the Confederacy** invites nominations for its 28th annual book awards competition. The Jefferson Davis Award is presented annually for the best book-length narrative relating to the Civil War and the Founders Award is presented biennially for documentary editing of books published in 1997-1998. Deadline is **February 1, 1999**. For more information, contact Dr. John M. Coski, Historian, The Museum of the Confederacy, 1201 E. Clay Street, Richmond, VA 23219; (804) 649-1861 x27; email library@moc.org.

The **Arkansas Historical Association** announces the Violet B. Gingles and Lucille Westbrook Local History competitions for 1999. The Westbrook Local History Award, which consists of \$300 and a framed certificate is presented for the best manuscript article on a local Arkansas topic. Edited documents and memoirs will be considered for this award. The Gingles Award is presented to the person who writes the best manuscript article on any Arkansas history topic. Entries must not have been submitted elsewhere or previously. Deadline is **February 1, 1999**. Contact: Arkansas Historical Association, Department of History, Old Main 416, University of Arkansas, Fayetteville, AR 72701.

**Radcliffe College** announces programs of honorary visiting appointments, research support grants, and dissertation grants at its Arthur and Elizabeth Schlesinger Library on the History of Women in America. Deadline for proposals is **February 1, 1999**. Contact: Grants Administrator, Schlesinger Library, Radcliffe College, 10 Garden Street, Cambridge, MA 02138.

The **United States Capitol Historical Society** announces their 14th annual fellowship competition. The fellowship is designed to support research and publication on the history of the art and architecture of the United States Capitol and related buildings. Graduate students and scholars may apply for periods ranging from one month to one year; the stipend is \$1500 per month. Deadline is **February 15, 1999**. Contact: Dr. Barbara Wolanin, Curator, Architect of the Capitol, Washington, D.C. 20515; (202) 228-1222.

The **Center for the Study of New England History**, the research division of the Massachusetts Historical Society, will offer approximately eighteen short-term research fellowships in 1999. Each grant will provide a stipend of \$1,500 for four weeks of research at the Society sometime between July 1, 1999, and June 30, 2000. Deadline is **March 1, 1999**. Contact: Len Travers, Assistant Director, Center for the Study of New England History, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215; (617) 536-1608; csneh@masshist.org.

The **Division of Research and Education Programs** of the National Endowment for the Humanities offers teachers opportunities to study humanities topics in a variety of Summer Seminars and Summer Institutes. All teachers selected to participate will be awarded a stipend between \$2,350 and \$3,700. Full-time teachers in American K-12 schools, whether public, private, or church-affiliated, are eligible to apply. Americans teaching abroad, librarians, and school administrators may also be eligible. Deadline is **March 1, 1999**. Application requests must be made directly to individual seminar and institute directors. For a listing, contact (202) 606-8463 or sem-inst@neh.gov.

The **Hermon Dunlap Smith Center for the History of Cartography** at the Newberry Library invites applications for its 1999-2000 Short-term History of Cartography Fellowships, which are open to applicants holding a Ph.D. or equivalent for work related to the history of cartography. They are restricted to work-in-residence and are available for periods of two weeks to two months. A stipend



of \$800/month accompanies the fellowship. Deadline is **March 1, 1999**. Contact: Committee on Awards, The Newberry Library, 60 West Walton Street, Chicago, IL 60610-3380; www.newberry.org.

The **History Division of the Association for Education in Journalism and Mass Communication** announces the 15th annual competition for the Covert Award in Mass Communication History. A prize of \$500 will be awarded for the best essay or article in communication history published in 1998. Book chapters in edited collections also may be nominated. Nominations, including one copy of the entry, should be sent by **March 1, 1999**. Contact: Karen K. List, Department of Journalism, University of Massachusetts, Amherst, MA 01003; klist@journ.umass.edu.

The **James Madison Fellowship Foundation** awards James Madison Fellowships to in-service secondary school teachers of American history, American government, and social studies in grades 7-12 and to graduating or graduated collegians who wish to become secondary school teachers of the same subjects. The awards of up to \$24,000 cover tuition, fees, books, room, and board associated with study leading to master's degrees in American history, political science, or education with concentrations in the framing, principles, and history of the U.S. Constitution. Stipends cover five years of part-time study by teachers or two years of full-time study by recent baccalaureates. Deadline is **March 1, 1999**. Contact: James Madison Fellowship Program, P.O. Box 4030, Iowa City, IA 52243-4030; (800) 525-6928; fax (319) 337-1204; Recogprog@act.org; www.jamesmadison.com.

The **Visiting Scholars Program of Radcliffe College** offers office space and access to facilities of Radcliffe College and Harvard University each year to six to eight scholars who wish to investigate some aspect of women and social change or the study of lives over time. The program does not include a stipend. Deadline is **March 1, 1999**. Contact: 10 Garden Street, Cambridge, MA 02138; (617) 495-8140; mrc@radcliffe.edu; www.radcliffe.edu/murray.

The **Indiana Historical Society** is offering two \$6,000 graduate fellowships for the 1999-2000 academic year to doctoral candidates whose dissertations are in the field of the History of Indiana, or of the History of Indiana as a part of regions with which it has been associated (such as the Old Northwest and Midwest). To be eligible students must be A.B.D. Deadline is **March 12, 1999**. Awards will be announced on May 21, 1999. Contact: Robert M. Taylor, Jr., Education Division, Indiana Historical Society, 315 West Ohio Street, Indianapolis, IN 46202; rtaylor@statelib.lib.in.us; www2.indianahistory.org/ihs1830/fellow.htm.

The **Early American Industries Association** announces a \$6,000 Grant-in-Aid Program for individuals or institutions engaged in research for projects associated with early American industries in homes, shops, farms, or on the sea. The number and amount of each grant is to be given at the discretion of the committee, with no one award to exceed \$2,000. These grants do not serve as tuition, scholarship, or internship funds. Deadline is **March 15, 1999**. Contact: Justine J. Mataleno, Coordinator, 1324 Shallock Avenue, Wilmington, DE 19806; (302) 652-7297.

The **DeWitt Stetten, Jr., Museum of Medical Research** at the National Institutes of Health (NIH) offers John J. Pisano Travel Grants to support travel costs to Bethesda, Maryland, for the purpose of historical research relating to the NIH intramural programs. One or two grants each year will be made at the level of \$1,500 for United States residents and \$2,000 for recipients who reside outside the United States. The deadline is 5:00 p.m. EST, **March 31, 1999**. Contact: John J. Pisano Travel Grants, Building 31,

Room 2B09, MSC 2092, National Institutes of Health, Bethesda, MD 20892-2092; www.nih.gov/od/museum/grants/.

The **Oral History Association** invites applications for three awards to be presented in 1999 that will recognize outstanding work in the field. Awards will be given for a book that uses oral history to advance an important historical interpretation or addresses significant theoretical or methodological issues; for a completed nonprint media project that addresses a significant historical subject or theme and exemplifies excellence in oral history methodology; and to a precollegiate educator who has made outstanding use of oral history in the classroom. In all cases, awards will be given for work published or completed between April 1, 1997, and March 30, 1999. Deadline is **April 1, 1999**. Contact: Oral History Association, Baylor University, P.O. Box 97234, Waco, TX 76798-7234; OHA\_Support@Baylor; www.baylor.edu/~OHA/.

The **Henry A. Murray Research Center** at Radcliffe College announces the availability of grants for doctoral dissertations in several topic areas. The Jeanne Humphrey Block Dissertation Award Program offers a grant of \$2,500 to a female doctoral student. Proposals should focus on sex and gender differences or some developmental issue of particular concern to girls or women. The Henry A. Murray Dissertation Award Program offers grants of \$2,500 to doctoral students. Projects should focus on some aspect of "the study of lives," concentrating on issues in human development or personality. The Observational Studies Dissertation Award Program offers grants up to \$2,500 to doctoral students. Projects must use data from the Manpower Demonstration Research Corporation's Observational Studies. The deadline is **April 1, 1999**.

The **American College of Obstetricians and Gynecologists** and **Ortho-McNeil Pharmaceutical Corporation** are sponsoring two 2000 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.

## Calls for Papers

The 42nd Annual **Missouri Valley History Conference** will be held in Omaha, Nebraska, March 11-13, 1999. Proposals for papers and sessions in all areas of history are welcome. Proposals should include a cover letter, abstract(s) and c.v. Please do not submit proposals by email. Deadline is **November 15, 1998**. Send to Oliver B. Pollack, MVHC Program Coordinator, Department of History, University of Nebraska, Omaha, NE 68182; opollak@cwis.unomaha.edu.

The **State Historical Society of Iowa** will present an Annual History Forum June 11-12, 1999 in Des Moines, Iowa, and requests proposals for workshops. The theme is "Science, Technology and Invention in History: Impact, Influence and Change." Deadline is **November 30, 1998**. Contact: "Annual History Forum," State Historical Society of Iowa, 600 East Locust, Des Moines, IA 50319-0290; fax (515) 282-0502.

The **German Historical Institute** in Wash-

ington, D.C., invites papers for the conference entitled "Before Television: Mass Media, Political Cultures, and the Public Sphere in Western Europe and the United States, 1900-1950," to be held September 16-18, 1999. Applicants should submit proposals no more than 1-2 pages in length as well as a brief c.v. Deadline is **December 1, 1998**. Contact: Dr. Thomas Goebel, German Historical Institute, 1607 New Hampshire Ave., NW, Washington, D.C. 20009; (202) 387-3355; fax (202) 483-3430; tgoebel@idt.net.

The **New River Gorge National River** and the **West Virginia Division of Culture and History** request proposals for the two-day New River Symposium, scheduled for April 15-17, 1999 in Boone, North Carolina. Papers for the symposium are requested in natural and/or cultural history, folklore, archaeology, geography, or other natural, physical and social sciences, and the humanities. Deadline is **December 1, 1998**. Contact: Chief of Interpretation, National Park Service, New River Gorge National River, P.O. Box 246, Glen Jean, WV 25846; (304) 465-6509.

The **Oklahoma Historical Society** is seeking papers and presentations for the OHS Annual Meeting, April 22-24, 1999, at the Marland Estate Hotel and Conference Center in Ponca City. The 1999 conference, entitled "Pioneer Women: Blazing a Path to the Future," will focus on the contributions of women to Oklahoma's past, present, and future. The program committee welcomes proposals on a wide range of topics pertaining to north-central Oklahoma. Deadline is **December 1, 1998**. Contact: Oklahoma Historical Society, Annual Meeting Program Committee, Attn. Mary Ann Blochowiak, 2100 N. Lincoln Boulevard, Oklahoma City, OK 73105-4997; (405) 522-5243; mablochowiak@ok-history.mus.ok.us

The **Palo Alto Battlefield National Historic Site**, **Colegio de la Frontera Norte**, the **University of Texas at Brownsville**, and the **Universidad Autonoma de Tamaulipas**, invite paper proposals for "The Fourth Binational Conference on the War between Mexico and the United States" to be held February 11-13, 1999 in Brownsville, Texas and Matamoros, Tamaulipas. Deadline is **December 1, 1998**. Contact: Conference Registration, Palo Alto Battlefield NHS, 1623 Central Blvd., Rm. 213, Brownsville, TX 78520; (956) 541-2785.

The **Society for the Preservation of New England Antiquities (SPNEA)** and **Boston University's American and New England Studies Program** request submissions for the Second Annual Graduate Student Conference "There's No Place Like Home: Public and Private Life in America's Places," April 9-10, 1999, Boston, Massachusetts. We encourage submissions from graduate students who are interested in the relationship between personal, family, and domestic life and the development of the public sphere. Deadline is **December 1, 1998**. Please send a one-page, single-spaced abstract and a one-page c.v. including telephone number and Internet address to: SPNEA-BU Graduate Student Conference Coordinator, American Studies Program, Boston University, 226 Bay State Road, Boston, MA 02215; (617) 353-9916; fax (617) 353-2556; amnesgsc@bu.edu.

The **Council on America's Military Past (CAMP)** is requesting proposals for its 33rd Annual Military History Conference May 5-9, 1999, at Omaha, Nebraska. The topics should emphasize frontier western military and other subjects from the French and Indian War through the World Wars, Vietnam, and the Persian Gulf. Deadline is **December 15, 1998**. Contact: CAMP '99 Conference Papers, P.O. Box 1151, Fort Myer, VA 22211; (703) 912-6124; fax (703) 912-5666.

The **Joint Military Intelligence College** invites paper proposals for its conference on June 18, 1999, at the Defense Intelligence Agency's Tighe Auditorium, Bolling Air Force Base, Washington, DC. The conference theme is "the phenomenon of teaching in-

telligence studies at colleges and universities across the United States and around the world." Papers should relate to the theme or to the following issues: (1) Studying the role of intelligence in formulating government policy; (2) Contemporary intelligence studies: topics, techniques, and methods; (3) Intelligence Community academic support to colleges and universities; and (4) Educating for careers in intelligence. Applicants should submit a 500-word abstract outlining the goals and contents of the paper and a one-page c.v. Deadline is **December 31, 1998**. Contact: Kevin D. Johnson, Joint Military Intelligence College, Washington, DC 20340-5100; (202) 231-4173; AFjmic@dia.osis.gov.

**Missouri Southern State College** will hold its forty-first Missouri Conference on History on April 15-17, 1999 in Joplin. Proposals for papers and sessions covering all areas of history are welcome. The keynote speaker will be Professor James Axtell of William and Mary College. Deadline is **January 4, 1999**. Send the title, a one-page abstract, and a brief c.v. to Professor Virginia J. Laas, Social Science Department, Missouri Southern State College, 3950 E. Newman Road, Joplin, MO 64801.

The **New England American Studies Association** requests proposals for their conference "Erasures, Evasions, and Absences: Contestations for Control of the Public Record, Past and Present" at Suffolk University in Boston, Massachusetts, May 15-16, 1999. Any proposals that address the theme, or any topics with a New England focus are welcome. Proposals must remain under 250 words. Deadline is **January 4, 1999**. Contact: Nicholas Bromell, English Department, Bartlett Hall, University of Massachusetts, Amherst, MA 01002; (413) 545-2973; nbromell@english.umass.edu.

The **Economic and Business Historical Society** will hold its 24th annual meeting at The Menger Hotel in San Antonio, Texas, April 8-11, 1999. The Society welcomes proposals for papers and panels on all aspects of North American, European, and non-Western economic and business history, all time periods. Deadline is **January 15, 1999**. Please send proposals and paper abstracts (two-page maximum) to Douglas Steeples, Dean of the College of Liberal Arts and Professor of History, Mercer University, 1400 Coleman Avenue, Macon, GA 31207-0001; fax (912) 752-4120; steeples\_dw@mercerc.edu.

The **New England Historical Association** welcomes proposals for their Fall Meeting at River College in Nashua, New Hampshire, April 17, 1999, on any subject, period, or geographical area from scholars within or outside the New England region. The Association is not limited to the history of New England or of the United States but is equally concerned with European and Third World history. Complete session proposals as well as single papers are welcome. Please send proposals with a brief c.v. by **January 15, 1999**. Contact: Alan Rogers, History Department, Boston College, Chestnut Hill, MA 02167-3806; alan.rogers@bc.edu.

The **American Society for Legal History** invites proposals for panels and papers on any aspect of the legal past for its 1999 annual meeting, to be held in Toronto, Canada, October 21-23, 1999. Proposals for panels should include a general statement, (250 words) and abstract of each paper (250 words), the c.v. of each presenter including the chair and/or commentator(s), and email addresses. Email submission of proposals is preferred. Deadline is **January 19, 1999**. Contact: 1999 ASLH Program Committee, Prof. Sarah Gordon, University of Pennsylvania Law School, 3400 Chestnut Street, Philadelphia, PA 19104-6204; (215) 573-5305; fax (215) 573-2025; asneider@oyez.law.upenn.edu.

The **ASA-CAAS Program Committee** invites proposals for papers, presentations, performances, films, roundtables, workshops, conversations, or entire sessions on



any topic dealing with American cultures for the Joint Annual Meeting of the ASA-CAAS, October 28-31, 1999, in Montreal, Quebec. The theme is "Crossing Borders/Crossing Centuries." Deadline is **January 23, 1999**. Send proposals to: 1999 ASA-CAAS Program Committee, c/o American Studies Association, 1120 19th Street, NW, Suite 301, Washington, DC 20036; (202) 467-4783.

The **American Association for History and Computing** invites papers and panel proposals for its annual meeting on April 24-26, 1999, in Philadelphia, Pennsylvania. The theme is "How Computing Technology Will Transform Teaching, Learning, and Education." Deadline is **February 1, 1999**. Contact: G. Mick Smith, Program Chair, P.O. Box 3009, Malvern, PA 19355-0709; (610) 251-2716; gmsmith@cpusociety.org; www.theahc.org.

**CHEIRON: The International Society for the History of Behavioral and Social Sciences** will hold its 31st annual meeting June 10-13, 1999, at Carleton University in Ottawa, Ontario. The keynote speaker will be Mari Jo Buhle, Harrison S. Kravis Professor of American Civilization at Brown University. Program submissions may deal with any aspect of the history of the behavioral and social sciences or with related historiographical or methodological issues. Deadline is **February 1, 1999**. Travel awards are available to assist students who present papers or posters. Contact: Ellen Herman, Cheiron Program Chair, Department of History, University of Oregon, Eugene, OR 97403-1288; (541) 346-3118; fax (541) 346-4895; ehernan@darkwing.uoregon.edu; www.yorku.ca/dept/psych/orgs/cheiron/cheiron.htm.

The **Illinois Historic Preservation Agency** and the **Illinois State Historical Library** invite papers for The Conference on Illinois History, October 22-23, 1999, in Springfield, Illinois. Papers may be on any aspect of the state's history, culture, politics, geography, literature, and archaeology. Each proposal should include a summary of the topic and a one-page resume. The summary should specify the major primary and secondary sources used in the research. Deadline is **February 15, 1999**. Send proposals to Thomas F. Schwartz, Illinois State Historian, Illinois State Preservation Agency, 1 Old State Capitol Plaza, Springfield, IL 62701-1507; (217) 782-2118; fax (217) 785-7937; tschwartz@hpa084rl.state.il.us.

The **College of Charleston's Program** in the Carolina Low Country and the **Atlantic World** will host an international conference October 14-16, 1999 on the emergence of the Atlantic economy in the late medieval and early modern periods. At the conference we hope to provide a forum for new micro studies and for broader examinations of the emerging Atlantic economy as a whole. Deadline is **April 1, 1999**. Contact: Professor Peter Coclanis, Department of History, Hamilton Hall, CB#3195, University of North Carolina, Chapel Hill, NC 27599-3195; (919) 962-9824; fax (919) 962-1403; coclanis@unc.edu.

The **David Library of the American Revolution** and the **McNeil Center for Early American Studies** invite proposals for a one-day symposium, "George Washington and the American Nation," to be held at the David Library, December 4, 1999. Papers may examine any aspect of Washington's life and/or legacy, from any disciplinary perspective. Emphasis will be placed on how Washington helped define American national identity. The symposium will also consider what place Washington and the other founders will be accorded in American society and history in the 21st century. Papers will be precirculated, and should be approximately 25 pages long. Submit a brief c.v. and two-page abstract. Deadline is **May 1, 1999**. Contact: Director, David Library, P.O. Box 748, Washington Crossing, PA 18977; dlar@libertynet.org.

**Siena College** is sponsoring its fifteenth annual international, multidisciplinary conference, "The 60th Anniversary of World War

II," June 1-2, 2000. The focus will be 1940, though papers dealing with broad issues of earlier years will be welcome. Send a brief (1-3 pages) 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; legendziewicz@siena.edu

## Meetings and Conferences

Three new special exhibits about Native American arts and culture will be on display at the **Springfield Museums** at the Quadrangle from **October 4, 1998 through January 3, 1999**. The three exhibits are "The Stories Woven In: Navajo Weaving in a Storytelling Context," "From Sky Loom to Avanyu: Native Peoples and Arts of the Southwest," and "The Algonquian Camp."

The **College of Liberal Arts** at Oregon State University is sponsoring, "The Pacific Northwest: A Region in Transition," a conference to be held **February 11-13, 1999**. Among the participants are writers Ivan Doig, David Laskin, and Kathleen Dean Moore; historians Keith Benson and Quintard Taylor; ecologist Emily W. B. Russell; and Don Sampson of the Columbia River Intertribal Fisheries Commission. Contact William G. Robbins, Dept. of History, Oregon State Univ., Corvallis, or 97331-5104; brobbins@orst.edu.

The **Center for Millennial Studies** at Boston University will present its Third Annual International Conference on Millennialism on **December 6-8, 1998** in the Conference Auditorium, George Sherman Union. The theme is "Knowing of a Time; Knowing the Time: A Multidisciplinary Inquiry into Historical and Contemporary Practices of Dating the End." Contact: (617) 358-0226; fax (617) 358-0226; cms@mille.org; http://www.mille.org.

The **Smithsonian Institution's National Museum of American History** will host "Encuentros: Legacies of 1898: War, Transition, and Transformation" on **December 11, 1998** from 10 A.M. to 4 P.M. in Washington, D.C. Scholars, citizens, and advocates discuss community, citizenship, and sovereignty in Cuba, Guam, Hawaii, Puerto Rico, the Philippines, and American Samoa 100 years ago, 50 years ago, and today. Carol Cantigas performs at 7 P.M. in Carmichael Auditorium.

The **Southwestern American Society for Eighteenth-Century Studies (SEASECS)** announces its 25th Anniversary Conference to be held **March 4-6, 1999**, at the Radisson Hotel and the University of Tennessee in Knoxville, Tennessee. The theme is "Reunions, Celebrations, and Anniversaries." Contact: Peter Höyng, Department of Germanic Studies, or Elaine Breslaw, Department of History, University of Tennessee, Knoxville, TN 37996; hoeyng@utk.edu or

ebreslaw@utkx.utcc.utk.edu.

The **Indiana Association of Historians** will hold its nineteenth annual meeting **March 5-6, 1999** on the Butler University campus in Indianapolis, Indiana. The conference theme is, "New and Changing Currents in History."

The **National Social Science Association** will hold its Spring national meeting **April 11-13, 1999**, in Las Vegas, Nevada. This national conference will feature papers, discussions, workshops, and symposia from all social science disciplines. Contact NSSA Las Vegas Meeting, 2020 Hills Lake Dr., El Cajon, CA 92020-1018; (619) 448-4709; fax (619) 258-7636; natsocsci@aol.com.

The **American Society for Environmental History** will hold its 10th Biennial Convention, "Environmental History Across Boundaries," at the Holiday Inn Center, (520) 624-8711, in Tucson, Arizona, **April 14-18, 1999**. Contact: Douglas R. Weiner, Dept. of History, University of Arizona, Tucson, AZ 85721; (520) 621-1586; dweiner@u.arizona.edu; http://w3.arizona.edu/~aseh99/

**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, 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 18th 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; www.libertynet.org/~bartram.

The fourteenth annual **Siena College** multidisciplinary symposium, "World War II: The 60th Anniversary," will be held **June 3-4, 1999**. The focus will be 1939; papers on Fascism, and Nazism; the war in Asia; Spain; literature; art; film; diplomatic, political, and military history; preparedness; popular culture; and women's and Jewish studies dealing with the era. Contact Professor Thomas O. Kelly II, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (518) 783-2512; fax (518) 786-5052; legendziewicz@siena.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 peoples during the colonial, Revolutionary and early national periods of the U.S. and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe and Africa from the sixteenth century to approximately 1815. www.utexas.edu/academic/oieahc.

## Connections

CONNECTIONS is a leading information facilitator for the international American Studies community. It is currently received by 14,000 individuals, 93 USIA posts, and 70 American Studies centers and organizations around the world.

In order to be as vital and vibrant as possible, CONNECTIONS depends on your postings. All relevant postings are welcome. Although we are new editors, we will depend on you to keep CONNECTIONS an important and up-to-date resource.

If you would like to make a posting send your announcement to one of the addresses below. Please keep postings as brief as possible; we may have to edit due to space. You may also submit your posting via the world wide web.

The new CONNECTIONS editors are: **Robert Burchell**, Director, The Eccles Centre, British Library, London (bob.burchell@bl.uk). Bob is responsible for the section on Calls for Papers and for Meetings; International Directory of Individual Scholars; and Announcements from Associations and Institutions. **Mimi Clark**, Shelburne Museum, Shelburne, Vermont USA (mimiclarke@eudoramail.com). Mimi is responsible for the sections on Conversations and Research; Housing and Accommodations; Fellowships, Grants, and Internships. **Steven Sarson**, Department of History, University of Wales Swansea, at s.j.sarson@swansea.ac.uk. Steven is responsible for the sections on Teaching; Publications and Resources; and Publishing Opportunities.

A web-based form has been developed to collect postings. If you have something for the next issue of CONNECTIONS, please visit <http://www.indiana.edu/~oah/connections/post.html>

### Teaching

Jana Borovickova is studying for a Ph.D. under the supervision of Dr. Michal Svatos at Charles University's Institute for the Study of History in the Czech Republic. She is continuing her Master's degree work on the application of computer technology to historical research, especially the problems involved in constructing databases, in the area of the history of universities. She has the opportunity to obtain financial support for her studies from the Fulbright Commission if she can find an institution in the USA which could provide her with the facilities for a year-long (1999-2000) research visit. In consideration of the application deadline, please write as soon as possible to [Jana.Borovickova@ff.cuni.cz](mailto:Jana.Borovickova@ff.cuni.cz)

### Publications and Resources

**Film & History** announces an issue on the film *Saving Private Ryan*. Even the literary critic (and combat veteran) Paul Fussell has grudgingly given his blessing to this stirring film, although some are more critical on issues of genre, violence, and the real message of the film. Commentators include April L. Brown, Kathleen Chamberlain, Solomon Davidoff, Debbie Doyle, Bill Hagen, Tom Heaney, Richard Jensen, Phil Landon, Neal Ulstead, Lau-

## University of Maryland College of Library and Information Services

### Preparing Students for Archives, Records, and Information Management Careers of the 21st Century

Our Graduate Program offers a specialty in Archives, Records, and Information Management within the MLS concentration, and a (HiLS) dual degree program with the University's Department of History. We've just completed a major revision of our curriculum and have new courses in electronic records, information policy, access, archival appraisal, and other areas. Learn archival and records management principles and practices and experience the unparalleled information resources in the Baltimore-Washington area, including the National Archives and Records Administration, Library of Congress, and the Smithsonian Institution.

Want to know more? Check out our Web site, <http://www.clis.umd.edu>. or contact the Office of Student Services, CLIS, 4110 Hornbake Building, University of Maryland, College Park, MD 20742-4345; Phone: 301-405-2038; Fax: 301-314-9145; E-Mail: [clisumcp@umdacc.umd.edu](mailto:clisumcp@umdacc.umd.edu).



ren Walker. Excerpts of comments can be found at the Web site: <http://h-net.msu.edu/~filmhis/> Contact Peter C. Rollins, Popular Culture Center, RR.3, Box 80, Cleveland, Oklahoma 74020. (918) 243-7637 and fax 5995. [Rollins@osuunx.ucc.okstate.edu](mailto:Rollins@osuunx.ucc.okstate.edu) or [Rollinspc@aol.com](mailto:Rollinspc@aol.com)

Donate Your Journals to Asia—Help developing countries in Asia by putting your journals on their empty shelves. Bridge to Asia, a nonprofit San Francisco organization, wants your journals. Just pack them tightly in covered boxes and ship them to our warehouses, and we'll send them to students and teachers in Asia. If you are on the West Coast, you can send your donations to Bridge to Asia, c/o Osgood Warehouse Services, San Francisco, CA 94111. From the Midwest or East, send them to Bridge to Asia, c/o Follett Campus Resources, 2211 West Street, River Grove, IL 60171-1800. For more information visit <http://www.bridge.org/Books.html> or call (415)356-9041. All donations and shipping costs are tax deductible.

"Statnista-2" publishing in Volgograd, Russia, has released a 418-page illustrated Dictionary of US Life and Culture for Russian readers edited by Olga Leontovich and Helen Sheigal. The dictionary is based on the concept of cross-cultural communication and is designed for Russian students, scholars, and tourists. For further information, please contact: [olgaleo@vspu.ru](mailto:olgaleo@vspu.ru)

### Publishing Opportunities

The Society for the Social History of Medicine (SSHM) Prize Essay Competition deadline has been extended to 31 December 1998. The prize is awarded to the best original, unpublished essay in the social history of medicine as judged by the SSHM's assessment panel. The winner will be awarded (pounds sterling)200 and his or her essay may also be published in the journal *Social History of Medicine*. The competition is open to students and new researchers. Further details and an entry form are available from the membership secretary, David Cantor, Department of History and Economic History, Manchester Metropolitan University, Geoffrey Manton Building, Rosamund Street West, Manchester, M15 6LL, England. E-mail: [D.Cantor@mmu.ac.uk](mailto:D.Cantor@mmu.ac.uk) or [DCantor@fs4.ma.man.ac.uk](mailto:DCantor@fs4.ma.man.ac.uk), or the Honorary Secretary, Anne Borsay, Department of History, University of Wales, Lampeter, Ceredigion, SA48 7ED, Wales. E-mail: [Anne.Borsay@lamp.ac.uk](mailto:Anne.Borsay@lamp.ac.uk) SSHM Web site: <http://www.nottingham.ac.uk/~ahzwww/homesshm.html>

Abolitionists and Higher Education. I am currently developing a collection of essays which explore the role that abolitionists played in the creation of institutions of higher education in the US. This edited work will include a thematic chapter that evaluates the common ideology of the abolitionist movement and other early 19th-century reform movements, but especially the democratic expansion of op-

portunities to seek higher education. Other chapters will comprise case studies based upon the experiences of individual colleges and universities that were founded by abolitionists or their supporters. In addition to evaluating the historic role that abolitionists played in the founding of these institutions, the essays should evaluate the way(s) in which an antislavery founding affected the institutional ethos of the school. If you are interested in participating in this project, or would like additional information about it, please feel free to contact me at [jrodgrig@eureka.edu](mailto:jrodgrig@eureka.edu) or by mail at Junius P. Rodriguez, Eureka College, 300 East College Avenue, Eureka, IL 61530, fax: (309) 467-6386. If you know colleagues who would be interested in this project, please pass this information along.

Work has begun on the *Encyclopedia of the American Civil War*, a reference work to be edited by David S. Heidler and Jeanne T. Heidler and published by ABC-CLIO. Scheduled for completion in 2000, the project will contain alphabetically arranged entries on all aspects of the war. The editors invite those wishing to contribute articles to send a c.v. to Dr. David S. Heidler and Dr. Jeanne T. Heidler, Editors, *Encyclopedia of the American Civil War*, 187 Dolomite Drive, Colorado Springs, CO 80919. Or e-mail the information to [dheidler@aol.com](mailto:dheidler@aol.com). A web site (<http://members.aol.com/encivwr/civwar.html>) contains detailed information on available topics as well as a facility for communicating with the editors.

### CONVERSATIONS and RESEARCH

The Council for International Exchange of Scholars (CIES) is very interested in the internationalization of American Studies and would like to hear from OAH members and Connections subscribers regarding the degree to which the field has become internationalized, and in what respects. How might one understand the internationalization of American Studies? Does it simply mean that more scholars abroad are studying the U.S. and teaching about American culture and society? Or, is the process of broadcasting American Studies having a fundamental impact on the content of the field as well as its perspective and methodology? We would also like to learn your views about the kinds of programs and fellowship opportunities that will facilitate the internationalization process. Please send responses to [avandyke@cies.iie.org](mailto:avandyke@cies.iie.org)

Looking for American Studies colleagues in Belgium, as well as contacts, advice about visas, and places to live. I am also interested in finding out about the possibility of university affiliations/research assistantships, editorial work or teaching opportunities in the area. While in Belgium I will be working on my dissertation which is an interdisciplinary project on the concept of "normality" in postwar (1945-65) U.S. culture. My specializations are cultural studies, 20th century American literature/introductory American Studies Courses, American Literature, Gender and Literature, and Composition at the college level. I look forward to establishing ex-

changes (email below) with any European-based colleagues in advance of my December arrival. Anna Creadick, [creadick@english.umass.edu](mailto:creadick@english.umass.edu), Dept. of English/American Studies, Univ. of Massachusetts-Amherst.

The 19th Annual **Berlin-Prague Seminar** organized by Bradley University will be held at the European Academy of Berlin, **June 20-June 26, 1999**, and the Prague University of Economics, **June 27-July 3, 1999**. The Seminar is intended to inform college faculty about a wide range of issues facing contemporary Germany and the Czech Republic. Past presentations have focused on politics, foreign policy, history, economics, societal issues, the media, and art. Participants may choose to attend one or both segments of the Seminar. Contact Dr. Charles Bukowski, Director, Institute of International Studies, Bradley University, Peoria, IL 61625; (309) 677-2450; fax (309) 677-3256; [cjb@bradley.bradley.edu](mailto:cjb@bradley.bradley.edu).

Through **Bridge to Asia**, help developing countries in Asia by putting your journals on their empty university library shelves! Bridge to Asia, a nonprofit San Francisco organization, wants your academic journals. Just pack them tightly in covered boxes and ship them to our warehouses, and we'll send them to students and teachers in Asia. All donations and shipping costs are tax deductible. If you are on the West Coast, you can send your donations to Bridge to Asia, c/o Osgood Warehouse Services, San Francisco, CA 94111. From the Midwest or East, send them to Bridge to Asia, c/o Follett Campus Resources, 2211 West Street, River Grove, IL 60171-1800. For more information, see our web site at [www.bridge.org/Books.html](http://www.bridge.org/Books.html), or call (415) 356-9041.

The **Center for Advanced Holocaust Studies** of the United States Holocaust Memorial Museum seeks applications for the 1999-2000 Joyce & Arthur Schechter Fellowship Program, which provides a stipend of \$5,000 for six weeks to three months of research in Holocaust and genocide studies, broadly defined. Candidates from any country may apply and must hold a Ph.D., be an advanced candidate (ABD) by the deadline, have equivalent professional/terminal degrees, or have recognized professional standing. Deadline is **December 31, 1998**. Contact: Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2126, Attention: Renee Taft, Director, Visiting Scholars Program; (202) 314-0378; fax (202) 479-9726; [rtaft@ushmm.org](mailto:rtaft@ushmm.org).

The **Center for Advanced Holocaust Studies** of the United States Holocaust Memorial Museum seeks applications for the 1999 Matthew Family Program for Israeli Scholars. The program is intended to foster greater cooperation between Yad Vashem and other relevant Israeli institutions and the United States Holocaust Memorial Museum. It provides \$5,000 for four to six weeks of research in Holocaust and genocide studies, broadly defined. Applicants must be citizens of Israel. Dead-

line is **December 31, 1998**. Contact: Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2126, Attention: Betsy Anthony, Visiting Scholars Program; (202) 488-6585; fax (202) 479-9726;

The **Education Department of the United States Holocaust Memorial Museum** is pleased to announce the fourth year of the Mandel Teacher Fellowship Program. For each year of the program, up to 25 secondary school educators will be designated as Mandel Fellows. They will participate in a five-day, all-expense paid summer institute designed to immerse participants in advanced historical and pedagogical issues. The fourth annual Institute will be held August 1-6, 1999. In May 2000, Fellows will attend a follow-up program with Museum staff to assess the progress of educational activities and to continue their study of the Holocaust. History and social studies teachers are encouraged to apply. Other content areas will be considered as well. It is expected that teachers will have taught the Holocaust for a minimum of five years. Teachers must teach in United States schools. Deadline is **February 12, 1999**. Contact: Barbara Casana, Administrative Assistant, Mandel Teacher Fellowship Program, Education Division, United States Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, Washington, D.C. 20024; (202) 314-7826; [bcasana@ushmm.org](mailto:bcasana@ushmm.org); [www.ushmm.org](http://www.ushmm.org).

The **Georgia Association of Historians** invites proposals for papers and sessions for their Annual Meeting in Savannah, **April 16-17, 1999**. The theme is "Freedom and Unfreedom." Proposals for sessions with several papers and discussants will be given priority over individual paper proposals. Deadline is **November 15, 1998**. Submit to Lee W. Formwalt, GAH Program Chair, The Graduate School, Albany State University, Albany, GA 31705.

The **Roosevelt Study Center** in Middelburg, The Netherlands, will host the Fourth Middelburg Conference of European Historians of the United States to be held April 21-23, 1999. The conference theme is "Federalism, Citizenship and Collective Identities in U.S. History". Deadline is **December 1, 1998**. Send a one-page proposal to Cornelius A. van Minnen, Roosevelt Study Center, P.O. Box 6001, 4300 LA Middelburg, The Netherlands; fax (31) 118-631593; [c.vanminnen@rsc.knaw.nl](mailto:c.vanminnen@rsc.knaw.nl).

### HOUSING and ACCOMODATIONS

For research trip to NY City. I'm looking for an apartment to sublet, central City location, or easy commute, from October 1st to November 2nd. Please contact Anna Notaro at [Anna.Notaro@nottingham.ac.uk](mailto:Anna.Notaro@nottingham.ac.uk)

Looking for housing in Belgium for January-July, 1999. Would consider an exchange with a one-bedroom duplex within easy travel distance of Boston and Amherst libraries/archives. Please contact Anna Creadick, [creadick@english.umass.edu](mailto:creadick@english.umass.edu), Dept. of English/American Studies, Univ. of Massachusetts-Amherst.



# ANNOUNCING

A NEW JOURNAL OF  
SCHOLARSHIP ON ILLINOIS HISTORY

## *Journal of Illinois History* Quarterly of the Illinois State Historical Library

The new *Journal of Illinois History* continues the Illinois State Historical Library's century-long tradition of sponsoring and producing scholarly contributions to the history of Illinois. The *Journal* features refereed articles, scholarly book reviews, feature essays on recent acquisitions of the Illinois State Historical Library, and bibliographies of recent scholarship on Illinois history published elsewhere.

The *Journal of Illinois History* is edited and produced by the long-time editors of the *Illinois Historical Journal*, whose expertise helped establish that journal as one of the best state history publications in the country. The *Journal of Illinois History* is expected to be the record of Illinois history, with carefully documented and edited articles of enduring value.

The *Journal of Illinois History* seeks manuscripts on all facets of the history of Illinois and its citizens. Contributions in social, political, economic, and cultural history are welcome, as are related midwestern and Civil War topics, the history of the Northwest Territory, and Illinois biography.

Address inquiries and manuscripts to:

EVELYN R. TAYLOR, EDITOR

*Journal of Illinois History*

ILLINOIS HISTORIC PRESERVATION AGENCY

1 OLD STATE CAPITOL PLAZA

SPRINGFIELD, IL 62701-1507 • PHONE: 217-785-7949

JOURNAL

OF ILLINOIS HISTORY

### OAH Newsletter

ORGANIZATION OF AMERICAN HISTORIANS

Arnita A. Jones, Executive Director

112 North Bryan Avenue

Bloomington IN 47408-4199

Non Profit Organization

Bulk Rate

U.S. Postage

PAID

Permit No. 116

Bloomington IN 47401

## The Emperor's Mirror

Understanding  
Cultures  
through  
Primary Sources

RUSSELL J. BARBER AND  
FRANCES F. BERDAN

### The Emperor's Mirror

Understanding Cultures through Primary Sources

RUSSELL J. BARBER  
and FRANCES F. BERDAN

The ultimate guide for anyone doing cross-cultural and/or document-driven research. Presenting the essentials of primary-source methodology, it includes coverage of paleography, calendrics, source and quantitative analysis, and the visual interpretation of artifacts such as pictographs, illustrations, and maps. Effectively integrating the concerns of historians and anthropologists, it addresses the needs of anyone using primary sources for research in any field. \$24.95 paper, \$45.00 cloth

### The University of Arizona Press

1230 N. Park Avenue, Tucson AZ 85719  
1-800-426-3797 • www.uapress.arizona.edu

Also new this Fall—

### American Indians and National Parks

ROBERT H. KELLER and MICHAEL F. TUREK

"More than simple political history. The authors have included ethnographic details and insights and especially Indian voices. . . . A mature analysis, well written and argued." —David Rich Lewis  
340 pp., \$40.00 cloth

### Copper for America

The United States Copper Industry  
from Colonial Times to the 1990s

CHARLES K. HYDE

Traces the industry's migration to Montana, Arizona, and other western states.  
300 pp., \$40.00 cloth

### Massacre at the Yuma Crossing

Spanish Relations with the Quechans, 1779-1782

MARK SANTIAGO

"His sound, thoughtful, and objective conclusions will merit attention for years to come."  
—Oakah L. Jones

240 pp., \$35.00 cloth

### The New Western History

The Territory Ahead

Edited by FORREST G. ROBINSON

Seven scholars take a closer look at the work of the New Western Historians. While recognizing that these revisionists have broken important new ground, they observe that many of their claims to uniqueness may be overstated and identify areas of investigation that may have been overlooked.

220 pp., \$40.00 library cloth, \$17.95 paper

### William H. Emory

Soldier-Scientist

L. DAVID NORRIS, JAMES C. MILLIGAN,  
and ODIE B. FAULK

"A compelling story as well as a good window through which to view several key events in the history of the Southwest." —Carlos A. Schwantes  
380 pp., \$29.95 cloth

## U.S. History and Foreign Policy

### Teaching Opportunity in China

The Paul H. Nitze School of Advanced International Studies (SAIS) of Johns Hopkins University invites applications/nominations for a visiting faculty position in U.S. history at the university's innovative joint-venture campus in China: The Johns Hopkins University-Nanjing University Center for Chinese and American Studies in Nanjing, PRC. The appointment is for the 1999-2000 academic year and may be renewable. Students will be Chinese graduate students in the social sciences whose English is adequate for academic course-work.

This is an opportunity to teach bright, motivated students while observing the historic impact of economic reform on the Chinese state and society. The Hopkins-Nanjing Center is located in Nanjing City, the capital of prosperous Jiangsu Province in the Yangtze River delta. The Center facility includes classrooms, offices, a library, a cafeteria, and a dormitory wing containing faculty apartments and student rooms. The Chinese students live with graduate students from the United States and other countries who take courses from Nanjing University faculty in Mandarin Chinese.

A major field in the history of American foreign policy is preferred, with a secondary interest in social movements and 20th century American political culture. This faculty member will teach two courses per semester from among the following topics: American history survey, American foreign policy, contemporary American political culture and society, historiography, and advanced topics in American foreign policy.

Faculty applicants must possess a Ph.D. or equivalent degree and have significant post-doctoral teaching experience. A record of substantial research and publication is highly desirable. Chinese language ability is not required. Salaries and benefits are competitive; housing and transportation provided. Funding may require U.S. citizenship.

Qualified applicants should send a letter of application, curriculum vitae, and the names, addresses, and telephone numbers of three references to Dr. Anthony J. Kane, Executive Director, Hopkins-Nanjing Center Faculty Search, 1619 Massachusetts Avenue, NW, Washington, DC, 20036-2213. The application deadline is December 4, 1998. For additional information contact the Hopkins-Nanjing Center/Washington office, (202) 663-5801, or contact Dr. Kane by e-mail at <akane@mail.jhuwash.jhu.edu>. Johns Hopkins is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

JOHNS HOPKINS  
UNIVERSITY

SAIS

The Paul H. Nitze School  
of Advanced International Studies