

OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

Volume 22, Number 3 / August 1994

A House Divided: Historians Confront Disney's America

Recent debate about the proposed historical theme park, Disney's America, has brought the historian's craft a high level of visibility. Some OAH members are working with Disney imagineers, others form Disney's main opposition (Protect Historic America). All historians see in the controversy important questions of how history is presented to the public. The following essays are meant to be of particular interest to historians, and will, we hope, encourage responses from our members.

James Oliver Horton

Historians who attempt to engage the public directly through the mass media face a daunting task: how to present a popular and appealing history seriously and with complexity. With no prerequisite courses, no outside read-

ings, no discussion sections, and no exams, how is it possible to "teach" a public student body of varying ages, social backgrounds, political views, and levels of historical appreciation? Some historical enterprises that engage the public recently have done an admirable job of communicating a complex past to visitors often seeking amusement as much as information. In the last two decades historians at Colonial Williamsburg have used extensive research to move their historical presentation toward a more accurate and inclusive depiction of that eighteenth-century Virginia town. Richmond's Valentine Museum has had similar success in presenting controversial topics, carefully researched, to a large public audience.

The Strong Museum in Rochester, the Chicago Historical Society, the Smithsonian's National Museum of American History, and several other sites and societies have taken historic interpretation to new standards of complexity while expanding their visitorship. Every public historian struggles with these issues regularly, but as the field of public history broadens, drawing the attention of more historians inside the academy, and with the entrance of the Walt Disney Company into the history theme park business, it becomes critical that our profession engage in this long over-due discussion.

For the profession: the proposed theme park raises two immediate concerns, placement and historical presentation. Some of our best and most respected scholars have organized to object to its location, a few miles from the Bull Run battlefield, the historic town of Haymarket, and surrounding historic areas called, by some, the "sacred" sites of American history. This concern is legiti-

Horton continued on page 8

James M. McPherson

On May 11, 1994, a group of historians announced the formation of Protect Historic America (PHA) to oppose the Walt Disney Company's planned historical theme park, "Disney's America," at a site near Haymarket in northern Virginia. Co-chairmen of PHA are C. Vann Woodward and John Hope Franklin, former presidents of the Organization of American Historians as well as of the American Historical Association and the Southern Historical Association. Other members include Arthur Schlesinger, Jr., President of the American Institute of Arts and Letters; David McCullough, President of the Society of American Historians; Ken Burns and Shelby Foote and Barbara Fields of the PBS television presentation of "The Civil War;" and hundreds of other historians from every part of the country.

PHA's purpose is to inform Americans about the grave threat Disney's America poses to scores of historical sites in northern Virginia where this nation's destiny was shaped. As historians we do not challenge Disney's right to present and interpret history. No license is required to practice history in the United States. Simulated history is currently presented in various ways by many dif-

ferent groups: at Colonial Williamsburg, Sturbridge Village, Historic Plymouth, and other locales; by Civil War re-enactors and other historic re-enactment groups; by "living history" demonstrations in national historical parks and other places; by movies such as "Glory," "Gettysburg," and "The Longest Day." Most professional historians do not oppose such simulations if they are done with accuracy and sensitivity to the complexities and ambiguities of historical reality. The Disney Company has expressed a determination to do just that. They have retained historical consultants to help them. Though some skepticism may be in order, we can credit Disney with good intentions. PHA does not question their right to practice history.

Rather, we oppose their doing so at the 3,000-acre site near Haymarket. A theme park there with the inevitable ancillary development of motels, fast-food restaurants, gas stations, souvenir shops, and

traffic congestion would devastate the real historic landscape for many miles in every direction. Within a half-hour's drive of the proposed site of Disney's America lie 18 Civil War battlefields and 64 National Register sites. Perhaps no other 500 square-mile region of the United States contains so many important historic sites.

Beyond this half-hour radius, within an hour's drive of Haymarket, can be found another 14 Civil War battlefields and an additional 199 National Register sites.

The fragility of historic landscapes has been demonstrated by the destructive urban sprawl that has engulfed the Washington metropolitan area as well as the environs of other historic cities.

McPherson continued on page 9



Inside:

- essays on Disney's America by Richard Moe, Peter Rummell, John Bodnar, and William Safire
- freshmen history majors stand apart
- a note from president Gary B. Nash
- JFK Assassination Records Review Board
- 1996 call for papers—OAH in Chicago

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OAH
NEWSLETTER

Volume 22 • Number 3 • August 1994

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The OAH Newsletter (ISSN 0196-3341) is published each February, May, August, and November by the Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47408-4199. Telephone (812) 855-7311, FAX (812) 855-0696, E-mail: oah@indiana.edu.

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History Majors Stand Apart

Arnita A. Jones

They are smarter than their fellow freshmen, with better than average high school grades and SAT scores. As a group they are at once more conservative and more liberal, less inclined to hold middle-of-the-road political views. They are substantially less likely to be members of a racial/ethnic minority. And more of them aspire to a career in law than any other single profession or business. Who are these entering college students? They are self-identified probable history majors, surveyed for the 27th national study of entering college freshman conducted by UCLA's Higher Education Research Institute (HERI).

Begun in the fall of 1966, the annual freshman survey is a project of the Cooperative Institutional Research Program, a continuing longitudinal study of the American higher education system sponsored by the American Council on Education and the Graduate School of Education at UCLA. Results of the 1992 survey, administered to 213,630 entering students at 404 colleges and universities, are weighted in order to produce estimates of the national population

of 1.7 million first-time, full-time freshmen.

Widely reported in the popular and education media, the HERI Freshman Survey is perhaps best known for its measurement of changing student

Figure 1: Student's Race (History Majors)

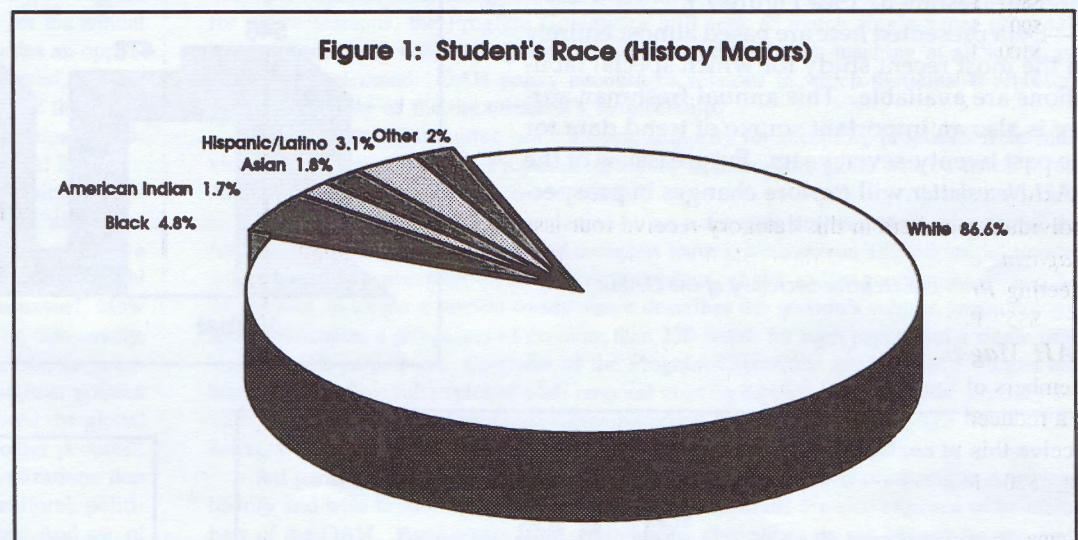


Figure 2: Political Orientation

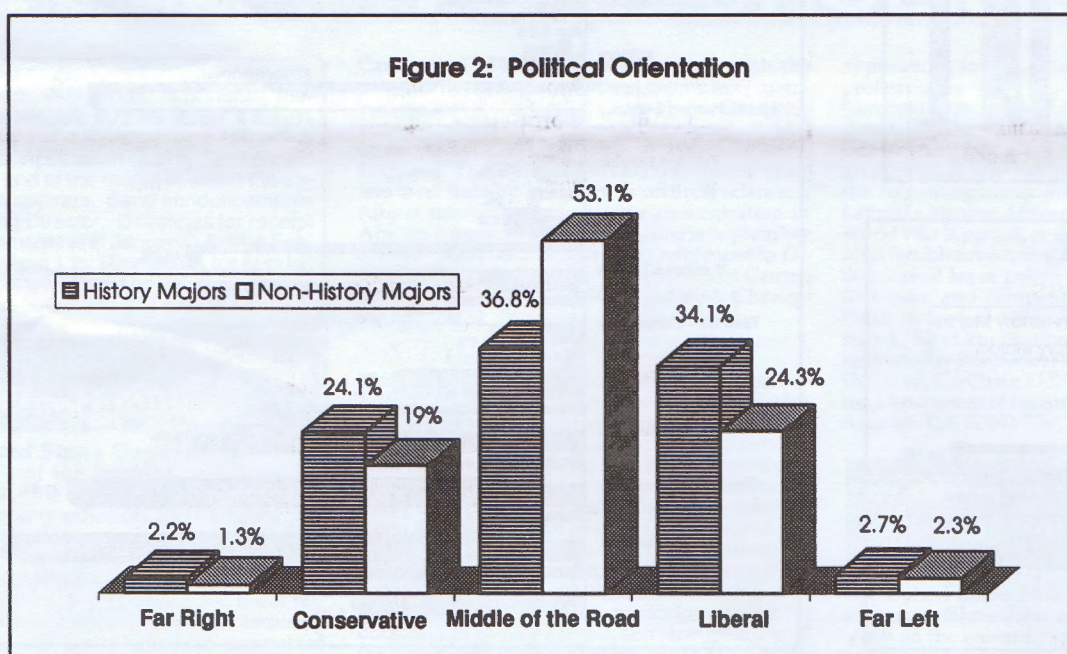
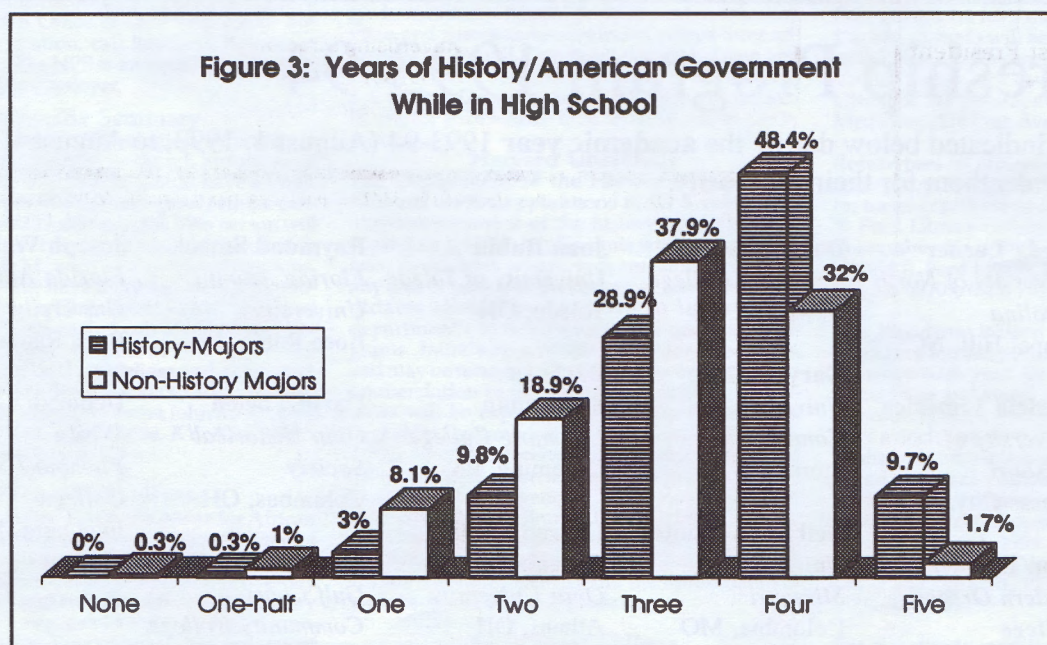


Figure 3: Years of History/American Government While in High School



habits and attitudes on issues such as nuclear disarmament, legalization of marijuana, or AIDS testing. But it is also a measure over time of trends in student achievement and academic interest that affords comparison by intended undergraduate major. Summary data are published yearly in *The American Freshman: National Norms*, but tabulations, by discipline, are available on request, for a modest fee. Drawn from this unpublished data and presented below are comparisons of intended history majors with all other survey respondents on several key questions.

Intended history majors represent only 0.8% of entering college freshmen, an increase over 1981, when the number reached an all-time low of 0.4%. Whites comprise 86.6% of this group, compared with 80.3% for non-history majors. Only 4.8% identify themselves as black, versus 8.8% of non-history majors. (See Figure 1.) In answer to a question about political orientation more than one-fourth, or 26.3%, of history majors described themselves as conservative or far right, while more than one-third, or 36.8%, said they were liberal or far left. Similar figures for non-history majors were 20.3% and 26.6% respectively. (See Figure 2.)

Not surprisingly prospective history majors come to college better prepared in history. Substantially more than half (58.1%) have had four or more years of history/American government as compared to one-third (33.7%) of their cohorts. (See Figure 3.) As one might expect history majors reported higher mean scores on the verbal section of the SATs: 546 versus 478 for others. But their mean math scores, 546 versus 522, were also higher than non-history majors. (See Figure 4.) History majors also made higher high school grades. Well over half (54.5%) reported averages of B+ or better as compared with fewer than half (45.6%) of non-history majors. (See Figure 5.)

Prospective history students also differed from their colleagues in plans for the future. A much larger percentage (75.4% versus 56.6%) planned to pursue graduate or professional studies and receive an advanced degree. (See Figure 6.) And they were less likely to plan careers in the arts (1.6% versus 5.7%) or business (4.1% versus 16.7%). Careers in law were far more attractive for this group than for

non-history majors, with nearly one-fourth planning to become lawyers, compared to 4.1% of their cohorts. The second most popular career choice for history majors was secondary school teaching (21.8% versus 3.4% of non-history majors). Only 7.8% planned to become college teachers, but this was larger than the 0.4% of other entering freshmen. (See Figure 7.)

Data presented here are based almost entirely on the most recent study for which special tabulations are available. This annual freshman survey is also an important source of trend data for the past twenty-seven years. Future issues of the *OAH Newsletter* will explore changes in prospective history majors over time. □

Arnita A. Jones is Executive Secretary of the OAH.

Figure 4 : Mean SAT Scores

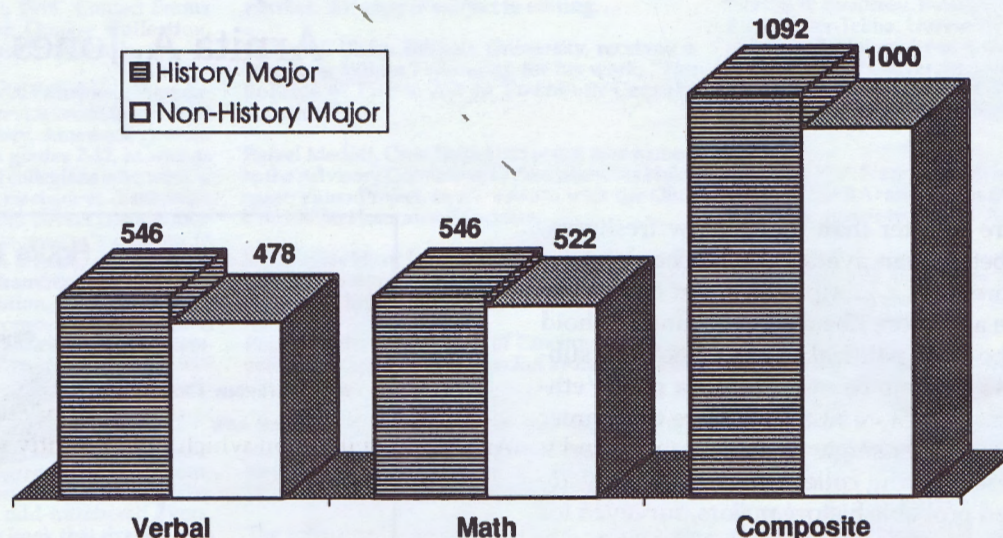


Figure 5: Average Grade in High School

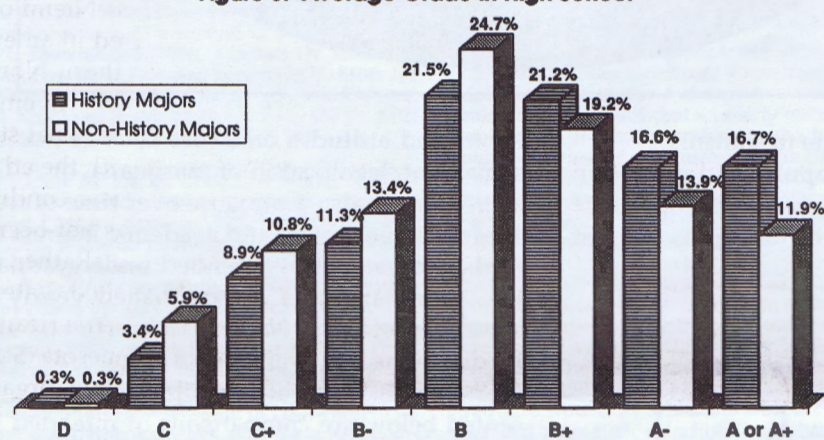


Figure 6: Highest Degree Planned At Any Institution

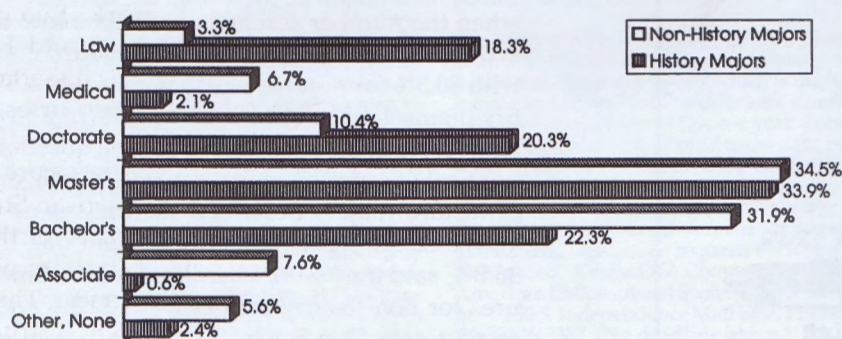
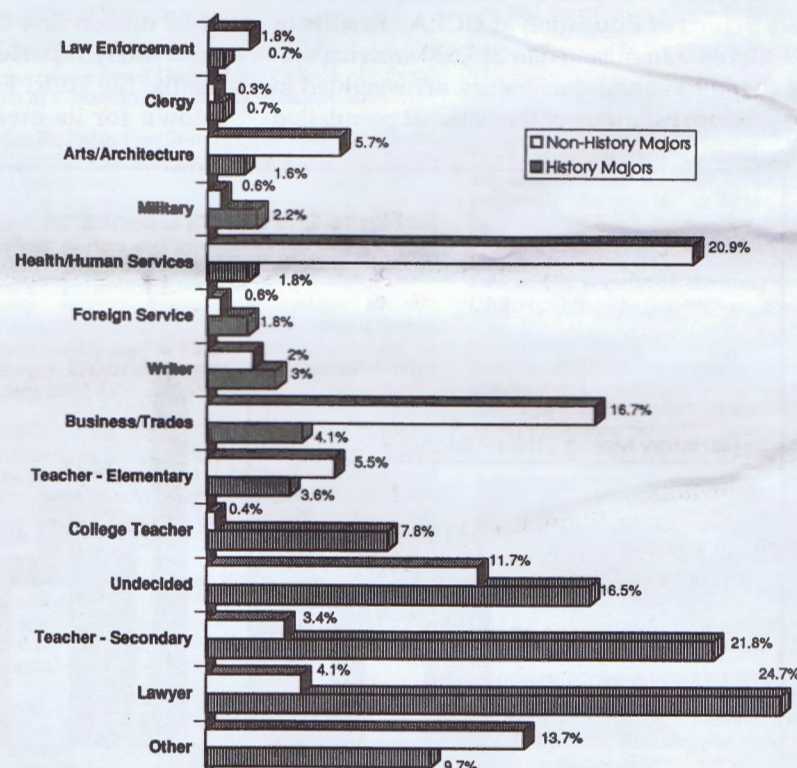


Figure 7: Student's Probable Career



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George Tindall
Gulf Coast
Community College
Panama City, FL

U.S. History Abroad: Norway

Robert Mikkelsen

Six years ago in the initial article in this series, Peter Boyle of the University of Nottingham summed up the situation of the study of American history on the continent of Europe as peripheral and dependent "on a strong lifeline to the United States" for its survival. For two reasons, the same can be said for the status of American history in Norway. First, an understandable dose of ethnocentrism dominates the history being done in Norway, the effect of which has been to deprive resources from the study of American history. Second, Norwegian Americanists are divided into separate academic disciplines and organizational structures. This has tended to hamper communication and cooperation and to further divide existing resources. Nonetheless, there has been and remains an active and surprisingly strong community of Americanists in Norway.

Within the established departments of history at Norwegian institutions, graduate and post-graduate work is overwhelmingly focused on the study of Norway and its environs at the expense of studies of the United States and other non-European nations. Again, the broader European model bears mentioning. The nineteenth-century scramble for nationhood all across Europe resulted in the newly professionalized discipline of history being enlisted as a tool for nation-building. The field today bears the impact of this approach, solidified over many years of organizational entrenchment in universities and colleges. In addition, it must be acknowledged that a country such as Norway, with a population about half the size of Los Angeles, cannot reasonably be expected to have the resources to delve into the history of other areas of the world in any depth.

Yet it is obviously necessary for a small country dependent on foreign trade to develop expertise in dealing with the English-speaking world. This has resulted in the study of America in Norway developing under the auspices of English language departments, under the rubric "Background" and, later, "Civilization" studies. The principal difference between courses taught in history and in English departments has been the interdisciplinary nature of the latter. This has been evident ever since Sigmund Skard, the first professor of American literature in Norway, organized the first elective course in the field as an interdepartmental effort in Oslo in the 1950s. In the early 1960s, a general introductory one-year survey in English, known as a "Foundation Course," was established. It included American civilization as a standard component.

With the establishment of the Foundation Course, American civilization was separated from studies in literature. It has, since that time, been neatly placed between history and literature, drawing on both disciplines but belonging to neither. The community of Americanists is thus divided among the few in history departments and the many in English departments. Each warily and skeptically

views the other through the lens of its own professional needs, standards, organizations, and agendas. At stake is the academic status of studies in American civilization which only recently was recognized as a separate discipline by the Ministry of Education and Research.

At the moment there is no tenured post dedicated solely to American history in any history department at any university or college in Norway. Neither is there any stipulated set of research or specialized qualifications required for teaching American history at the college and university level. Teaching on the undergraduate level is initially confined to elements of the general introductory one-year Foundation Course in history. After this first year, students of history must specialize, with American history being one of the choices. How-

ever, the courses available are dependent on the interest and availability of instructors at this level. These may be few and far between, reflecting the lack of positions in American history and consequent poor recruitment to the field.

Nevertheless, there has been and remains a solid interest in American history. Geir Lundestad, Director of The Nobel Institute in Norway and perhaps Norway's most distinguished and active historian of America, has said that Norway has an impressive number of scholars trained in American history, but that academic positions for them are hard to find.

American history within Norwegian departments of history has been marginal, largely confined to areas clearly related to Norwegian-American phenomena and heavily dependent on the personal in-

terest of historians. Two areas of interest have dominated scholarly production: studies of emigration to the U.S., and Cold War and diplomatic history related to the U.S. Both have their point of departure in Norwegian needs and perceptions and developed during the expansion of American influence in the postwar era. Ingrid Semmingsen's work, *The Road West* (1950), set the standard for emigration studies not only in Norway, but internationally. Her influence has inspired many excellent contributions to this field, including those of Einar Niemi of the University of Tromsø, who is engaged in an extensive study of emigration from northern Norway. Such contributions have been primarily in emigration, rather than immigration, studies. That strand of Semmingsen's work concerned with the adaptation of Norwegian immigrants to new conditions upon arrival in the United States has not been followed up on to nearly the same extent. Rather, work on Norwegian-Americans in the United States has been encouraged by the Norwegian-American Historical Association of Northfield, Minnesota (St. Olaf College), one of the American "lifeline" organizations referred to by Peter Boyle.

In U.S. Cold War and diplomatic history, activity began primarily through the personal engagement of Magne Skodvin of the University of Oslo. In the 1960s Skodvin led graduate seminars that resulted in a wealth of scholarly work. Two of his graduate students, Geir Lundestad and Helge Pharo, went on in Oslo to write their dissertations within the field and, in turn, to teach courses, lead seminars, and advise graduate students.

American history has had a more secure footing as part of the wider field of American Studies within departments of English, because of the required element of an American civilization component within English foundation courses. This has made it necessary to recruit competent instructors, some of whom have had their academic grounding in history, some in literature, and some in American Studies as taught in the United States. At present there are nine institutions of higher education offering a straight academic foundation course in English. Of these, six offer additional intermediate half-year courses and four offer graduate and post-graduate instruction. In addition there are some eleven to twelve colleges of education that have, or will shortly have, courses which may be recognized as equivalent to an academic foundation course. Two professional schools, the prestigious Norwegian School of Economics and Business Management (Bergen) and the private Norwegian School of Management (Oslo), include American civilization in their English studies.

At both the intermediate, graduate and post-graduate level, it is possible to pursue a specialization in American studies. The great majority of students choose to specialize in literature rather than civilization, as might be expected of language students in departments largely manned by scholars.

Photo courtesy Christine L. Compston



Students peddle their used books on opening day at Oslo University.

of literature. Nonetheless, there has been significant activity in American history within the field of civilization through the years. Since the establishment of the foundation course in English in the 1960s, well over 50 majors in the field have been based on theses written on topics that clearly would fall within the definition of American history used by the *Journal of American History*. Most of these majors were completed in the 1980s and 1990s, showing increased interest in the field. At present there are a number of Americanists to whom graduate or post-graduate students may turn for guidance in further studies. These include Torbjørn Sirevåg, Ole Moen, and Øyvind Gulliksen at the University of Oslo, David Mauk at the University of Trondheim, Ørm Øverland at the University of Bergen, and Frederik Brøgger at the University of Tromsø.

Because most Americanists work within departments of English, these have tended to dominate the community, with studies in literature leading the way. This is clearly reflected in the major organization in the field, the Norwegian chapter of the Nordic Association for American Studies (NAAS), and its biannual magazine, *American Studies in Scandinavia*. Recently, however, the field of civilization has been strengthened somewhat as a result of integrated courses in civilization and literature, the North American Studies program recently established at the University of Oslo, and the development of comparative studies in political science at many Norwegian universities. In a sense the circle is closing, returning us to the challenges and opportunities of interdisciplinary work from whence we departed in the early 1960s.

These developments are to be welcomed, for the key to the future of American history in Norway lies in the ability of Americanists in departments of both English and history to make use of the broad scope of historical inquiry exemplified by civilization studies to bridge the gap between departments and disciplines. This broad scope has much in common with the *JAH*'s definition of the field. Indeed, the OAH's efforts at internationalization are a timely contribution to this process. Let me conclude by quoting David Thelen in his article on internationalization in the September 1992 issue of the *JAH*:

"From their experiences of making comparisons. . . foreign scholars can help us jump start some stalled and overspecialized conversations." Let us hope that this will work both ways. □

Robert Mikkelsen teaches at Ostfold College, Norway. Editorial consultants for "U.S. History Abroad" articles are Peter Boyle, University of Nottingham, England, and Wolfgang Helbig, Ruhr-Universität Bochum, Germany.

Lerner-Scott Prize Best Doctoral Dissertation

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

A dissertation must be completed during the period July 1, 1993 through June 30, 1994 to be eligible for the 1995 Lerner-Scott Prize. Each application must contain a letter of support from a faculty member at the degree-granting institution, along with an abstract, table of contents and sample chapter from the dissertation. One copy of each entry must be received by each member of the prize committee by November 1, 1994.

Finalists will be asked to submit a complete copy of the dissertation at a later date.

The winner of the prize will receive \$1,000 and a certificate. The prize will be presented at the 1995 Annual Meeting of the Organization of American Historians in Washington, DC, March 30 - April 2, 1995.

One copy of each entry should be mailed directly to:

Professor Jane S. DeHart, Committee Chair, Department of History, University of California, Santa Barbara, Santa Barbara, CA 93106

Professor Elsa Barkley Brown, Department of History, University of Michigan, Ann Arbor, MI 48109

Professor Ingrid Winther Scobie, Department of History and Government, Texas Woman's University, Denton, TX 76204. **August 20, 1994 - July 1, 1995:** Department of Modern History, University College Dublin, Belfield, Dublin 4, IRELAND (Send Air Mail)

All entries should be clearly labeled
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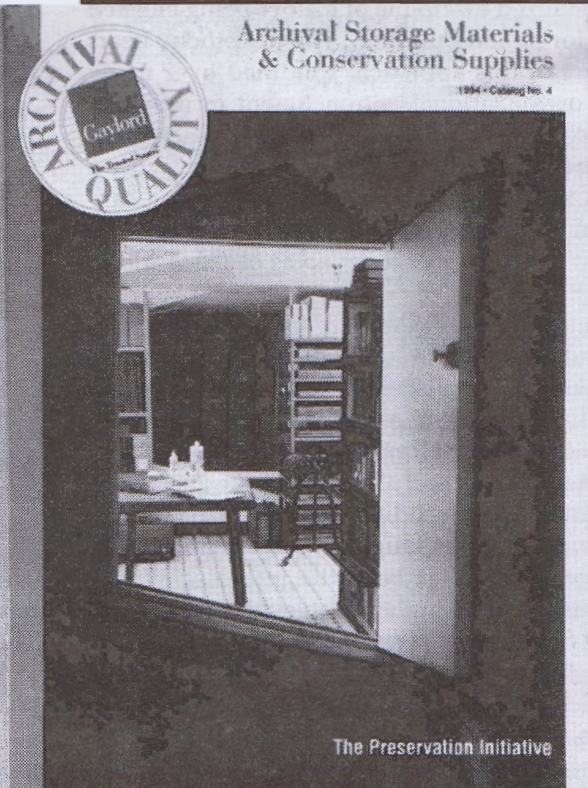
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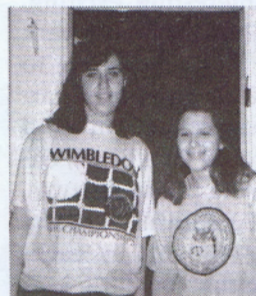


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Why Atlanta?

Lindsay Gottlieb and Amy Gordon



Gottlieb, Gordon

er suggested attending the conference with him.

Even on the flight to Atlanta we were unsure of what to expect, but the cab ride from the airport in Atlanta gave us our first indication. When the driver asked us what two kids were doing in Atlanta in the middle of April, we looked at each other and tried to explain that we thought it would be interesting to attend a conference for historians. He gave us a strange look as if to say, "That's just what I wanted to do when I was 16," and turned his attention back to the road. The woman behind the hotel's desk also asked us why we were there. Given the response we gave the cab driver, she told to tell us a story about attending a science conference when in high school and spending the whole time trying to meet boys. One glance around the lobby at our fellow conference attendees assured us that our time would be spent differently. Seeing no other kids around, we wondered if we actually belonged at the conference.

What stands out when telling others about our Atlanta experience was not the amazing history we learned, but the opportunity to speak with so many fascinating people. As we stood in the elevator on the way up to our room, our fears were assuaged. Almost everyone we met was willing to sit down and spend time telling us about his or her experiences and ask us what colleges we were looking at. A conversation with Michael Wreszin revealed that writing about history does not consist only of looking up facts. During his ten years researching the life of Dwight Macdonald, Mr. Wreszin showed a real passion for his work and became immersed in his subject's life, character, and lifestyle. He even began calling his wife "Dwight." Mr. Wreszin was never condescending toward us, and this conversation we expected to last a few minutes was so enthralling that it lasted more than an hour.

Another eye-opening conversation was with an inner-city school teacher. She told us of the difficulties she had encountered as a woman in a male-dominated college. Although we know that sexism does exist and is a problem, hearing first-hand experiences, rather than statistics, illustrated its effects on a real person. She made us aware of how lucky we are to have educational opportunities, and explained how she, as a woman, had had to work harder to achieve academic success. One example of the discrimination she faced occurred when she did much better than other students on a test but was harassed for ruining the curve. In another case a professor did not want her to take the final exam and complete his course. Her stories only made us appreciate more our opportunity to attend the conference.

As we were walking down the aisle of a crowded conference room, one particular name tag

caught our eye. "Oh my God. That's Alan Brinkley" we exclaimed as Mr. Brinkley turned to us looking as surprised as we were. While most people probably could not appreciate our excitement, meeting the man who wrote the textbook that we had practically slept with for the past seven months was like meeting a long-lost friend; we felt as if we knew him so well already. We immediately knew that our history class would be envious when they found out we had met our favorite history "celebrity."

Two other experiences stand out in our minds. Listening to Jimmy Carter speak was an honor and a once-in-a-lifetime event. In hearing his views on both past and current issues, we got a sense of his warm personal nature. His humor and charm allowed us to see that a president could possess human qualities in addition to political prowess. Although we felt we had gained enough from the convention solely by hearing Carter speak, our expectations were soon surpassed. Hearing Julian Bond and other prominent activists and historians speak at a roundtable discussion about civil rights entitled, "Where do we go from here," was unbelievable. Again we learned more than just pure facts. What really stood out was Julian Bond's answer to a question asking him to compare the atrocities of the holocaust and slavery. His eloquent response, that it would help no one to compare the two, illustrated his ability to portray both compassion and intelligence when dealing with a divisive issue. Both President Carter and Julian Bond, in addition to the entire experience of our trip to Atlanta, taught us lessons that will benefit us not only in our study of history, but in our lives. □

Lindsay Gottlieb and Amy Gordon are seniors at Scarsdale High School in Scarsdale, New York.

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mate, but as a profession we would benefit from a full discussion of the difficult issues involved in historic preservation. Do we commemorate Ellis Island as the gateway for immigration or as an ancient site sacred to Native Americans? Does it complicate the preservation of the Alamo to realize that it is also a historically significant Mexican mission? In Westmoreland, Virginia, less than two hours drive from the proposed theme park, stands a historic house, George Washington's birthplace, a National Parks Service historic site. This site, which most would see as historically significant, is an example of the complex nature of such designations. The historic house is actually a building constructed in 1932 using suspect specifications, substantially larger than the original house, in a different shape, facing in a different direction, on a different site. No matter what this building is in the public mind, in reality it is an inaccurate "replica" of a historic house, one guided by concerns for visitor comfort and a pleasing view of the surrounding countryside. The building's historic significance, like many of our revered sites, reflects the power of its supporters rather than its history.

That no powerful group lobbied to preserve the site of the nineteenth century slave pens near the White House has more to do with our discomfort with slave pens in such close proximity to the symbols of our democratic government than with the relative historical significance of that site. Historically significant inner city sites have been razed or paved over with no opposition from historians. There was no nationally organized opposition when the Sea Islands of South Carolina and Georgia, so important to southern and African-American history, were being taken over by luxury resorts. Who determines which history gets protected and which gets ignored? These questions are familiar ones to many historians, but shouldn't the entire profession, including specialists like National Park Service historians and archaeologists and the national historical preservation community, participate in a full discussion of these very complex issues?

The question of what kind of history will be used in public presentation is an equally important issue for the profession. We can only guess at Disney's final theme park product, but its past forays into history do not inspire confidence. "Song of the South" never rang true in my neighborhood, even in the 1950s. Currently the "American Adventure" at Disney's Epcot Center in Orlando informs visitors that the American story began with the coming of the Mayflower, and that American music before the Civil War was derived almost entirely from European music. This is an example of what one Disney spokesperson called "Disney Realism." Tens of thousands of visitors each day are educated by this "Disney Realism." What should be the role of historians when non-historians practice history for profit? We could attempt to stop the process, to ensure that only qualified historians are allowed to present history. But no one needs a license to exhibit history to the public and there is no law against

the presentation of fantasy disguised as history. Too often this history reinforces popularly-held misperceptions about our past; it miseducates the public. What then is our responsibility?

It is humbling to consider that our choices are extremely narrow. As the keepers of America's history, the protectors of its integrity, we have formidable power in our classrooms, museums, and perhaps with our readers, but these audiences are limited when compared to the number of Americans who learn their history from the mass media. We reach only a fraction of those who might learn their history from public presentations at a history theme park. Millions who will never hear our most brilliant lectures attend public historical presentations, too many of which are shockingly simplistic, hopelessly romanticized and dated. This is not simply of concern with Disney. Until recently docents

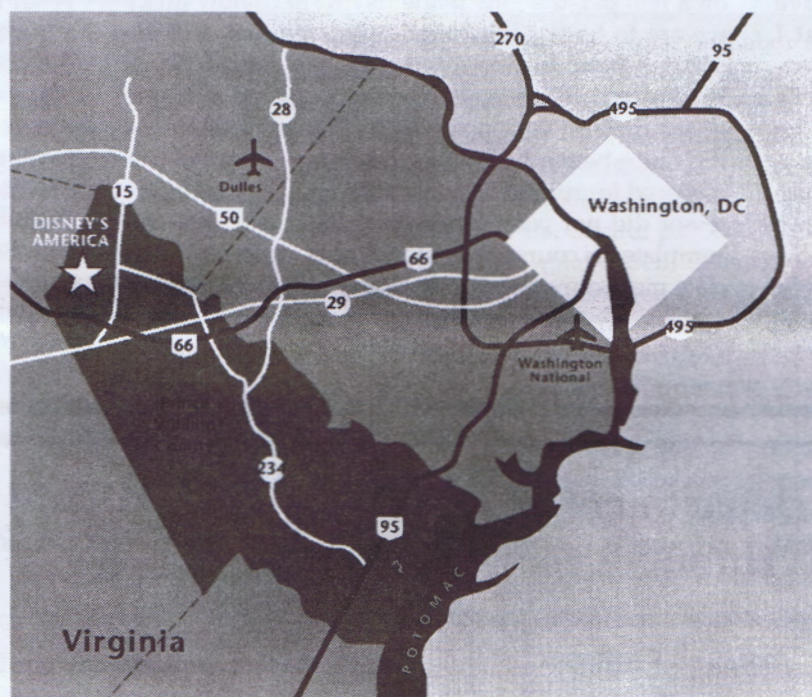
ful sign. If we have difficulty envisioning serious history as fun, can we see it as interesting, exciting, moving, and dramatic? Can a history theme park leave visitors with questions that send some to nearby archives, museums, historic sites, or libraries seeking answers? The theme park I have in mind would not be Disneyland. It would be a lively, engaging history center that sponsors public lectures, research laboratories, and public education workshops, which involve graduate students in teaching history methods to a public that has little idea of how historical information is produced. We must press for a sensitive and realistic history which treats people as actors who shaped important aspects of their society. Recently, Eric Foner helped Disney redesign the "Hall of Presidents" exhibit in the Magic Kingdom at Orlando, and anyone who knows what that exhibit used to be will recognize the improvement. It is now a truer depiction of the continuing struggle for liberty that began in the Revolutionary era. It includes the dynamic of race and gender and it is both dramatic and educational. Presentations can evoke a range of emotions, some sobering, some thought provoking, each educational in its own way. And for fun and entertainment, how about riding out a storm on a nineteenth century sailing vessel or taking the "A" train uptown to a recreated Savoy Ballroom? We need to stretch our imaginations beyond automatic and cynical responses. There are real possibilities here if only we can grasp them and important responsibilities if only we would assume them.

If Disney is going to do history, and they almost certainly will, somewhere, why not encourage them to use their considerable technology to do it well? Imagine scholarly history enhanced by visualization technologies. Fitted with visualization head gear and seated in a time capsule, visitors could move through centuries to understand ecological, change, migration patterns, the development of neighborhoods, and the growth and social impact of cities. This would be an experiment in public entertainment and education. There are potential dangers, but there are also exciting possibilities and opportunities unlike anything yet attempted. We will have to make choices as we do when we write textbooks or teach survey courses. The trick will be to get as much good history into the park as we can manage. We can not control projects that we are not funding, but as historians we do have the power of our expertise. If we refuse to be involved at the early stages of planning and development, what influence can we expect?

The prospect of the construction of the Disney history theme park and the others that may follow forces us to consider the complex issues of public history which are critically important for the future of our profession. We had better consider our options carefully and soon, for, as we know all too well, history proceeds with or without us. We may fail, but it would be a shame not to try. □

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James Oliver Horton is professor of history and American Studies at George Washington University and director of the Afro-American Communities Project at the Smithsonian's National Museum of American History.



Map provided by Disney's America.

at Monticello never uttered the word "slave." Visitors to Gettysburg would never know from the exhibit there that slavery was an issue in the Civil War or until recently that black troops played a key role. Many of these historic presentations have been improved in the last few years by the efforts of committed historical scholars.

As professional historians we have an obligation to influence the public presentation of history and to encourage and enable those who present history to the public to present an informed, serious history. For far too long public history has been the unappreciated stepchild of the discipline. The profession had generally neglected a broad constituency—the public outside the confines of our classrooms. We are at a critical juncture in the teaching of history. As universities experiment with classes taught by television and computer links, the classroom is no longer the only place, and some would say not even the best place, to teach. Strange as it seems, history could really become a popular public attraction.

At a time when only 20 percent of Americans complete undergraduate degrees, we should see the potential expansion of our student body as a hope-

Correspondence

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Haymarket is located about 35 miles west of Washington, DC. Disney's America would leapfrog the perimeter of the urban sprawl to plant a huge, ugly, edge city amid beautiful woods and farms and rolling hills. The proposed theme park itself would occupy only a small fraction of the 3,000-acre site at Haymarket. The remainder would sprout 2,500 (or more) housing units, at least 2 million square feet of commercial retail and office space, 1,300 hotel rooms, golf courses, and campgrounds. One can only imagine the amount of additional commercial development that would take place outside the Disney site. A trip to Anaheim or Orlando would help the imagination. Land prices in the Haymarket area have already spiked to several times their pre-Disney level. The theme park alone is expected to draw six million people annually, nearly all of whom would have to get there by automobile or tour bus, for there is no public transportation. The whole development would generate an additional 30,000 vehicles per day on roads that are now overburdened to the point of gridlock several hours each day. Disney's own traffic study (which scarcely overstates the case) envisages a doubling or trebling of traffic on I-66 and on state routes 29, 15, and 254.

If Disney's America is built, it will not only degrade the physical and historical environments in a large area, it will also virtually destroy Manassas National Battlefield Park five miles to the east. I-66 runs along the length of the park's southern boundary; Routes 29 and 234 (the historic Warrenton Pike and Sudley Road) run right through it. Traffic on these roads already places great stress on the park, making it dangerous for visitors to drive or bicycle park roads and for pedestrians walking the battlefield to cross the roads. Urban sprawl now envelops the park on its eastern and southern borders. Disney's America would surround the rest of it while the trebled traffic on Routes 29 and 234, according to the park superintendent, would "ruin" the park. The ambience necessary for the imagination to re-create and the mind to understand the battles in which thousands of men gave their lives in a war that shaped the destiny of the American people would be destroyed forever.

It does not have to happen. Protect Historic America hopes to persuade Disney to act as a responsible corporate citizen by locating Disney's America elsewhere. There are several possible sites closer to Washington with an infrastructure of hotels, public transportation, and other facilities already in place. To locate Disney's America at one of those sites would leave the hallowed ground of Manassas, Thoroughfare Gap, Aldie, Middleburg, Upperville, and other Civil War battlefields undisturbed. As Lincoln said at Gettysburg in 1863, we can say of these battlefields in 1994: "We cannot consecrate—we cannot hallow this ground. The brave men . . . who struggled here, have consecrated it, far above our poor power to add or detract." No, we cannot consecrate that ground. But we can desecrate it. It is for us the living to be dedicated to the task of preventing that desecration, so the world will not forget what they did there. □

James M. McPherson is president of the executive committee of Protect Historic America. He teaches at Princeton University.

Richard Moe

In the midst of some of the most beautiful and historic countryside in America, The Walt Disney Company plans to create a new city with 2 million square feet of commercial space, 2,300 homes, 1,300 hotel rooms, 2 golf courses, a campground, a waterpark and more—including, ironically, a history theme park. The fact that Disney could hardly have chosen a worse site has led the National Trust to put the Northern Virginia Piedmont atop its 1994 list of "America's 11 Most Endangered Historic Places."

Disney makes much of its commitment to "quality" development, but company spokesmen insist that what happens outside their property is not their responsibility. Any reasonable observer knows very well what will occur on the edges of the Disney property and on all the highways leading to it: sprawl, the poorly planned, land-consumptive, auto-ori-

gradual development that would otherwise occur. Disney's arrival will trigger an explosion of construction and congestion that will overwhelm local government's capacity to deal with it.

The greatest impact will be felt at Manassas National Battlefield Park, just four miles from the theme park site. Besides compromising the setting of the park by surrounding it with sprawl, the Disney project will bring gridlock to area roads. Disney's own projections show that traffic will almost triple on two highways that pass through the park. This traffic can be accommodated only by widening these roads or closing them and redirecting traffic onto other routes. Either approach will have a significant impact on the park. Many visitors experience the battlefield by driving through it on these roads, along which numerous memorials and interpretive markers are concentrated. Existing rights-of-way are fairly narrow, and any widening will almost certainly encroach on parkland and damage the integrity of nearby historic structures.

Manassas is one of seven battlefields—the others are Brandy Station, Bristoe Station, Chancellorsville, Mine Run, Cedar Creek, and The Wilderness—within an hour's drive of the Disney property that have been identified by the Civil War Sites Advisory Commission as in "critical need" of "coordinated nationwide action" if they are not to be lost.

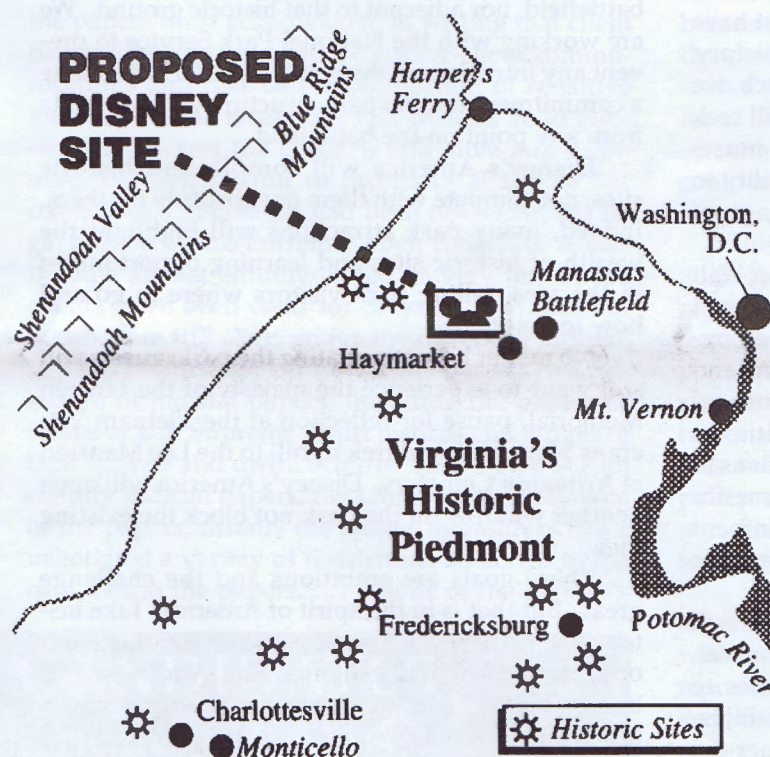
Also threatened are numerous properties listed in the National Register of Historic Places, almost 300 of which lie within an hour's drive of Disney's America. To cite a single example, projections of increased traffic will accelerate plans to widen Route 15 north of Haymarket. This widening and the sprawl that will accompany it will severely impact the Aldie Mill Historic District (a complex of early 19th-century structures), Oak Hill (final home of President James Monroe), and Oatlands Plantation (a museum property of the National Trust).

Finally, the Disney development will impact a number of significant archaeological sites. Disney's own archaeologists have identified more than two dozen Native American sites on the Disney property itself; similar sites elsewhere will be disturbed by the construction of new roads, shopping centers, and housing tracts.

We can at least be grateful that Disney's plans have brought historians, conservationists, and preservationists together in a unified front that, I hope, will set a precedent for the future. All of us agree that the site Disney has chosen is the wrong one.

Alternative locations elsewhere in northern Virginia could accommodate the park and are closer to existing development, more handy to labor pools, and serviced more efficiently by existing roads and mass transit. On another site, Disney can develop a successful attraction and preserve its reputation for creativity and quality, and northern Virginia can enjoy the tax revenues, jobs, and economic growth that its citizens want and deserve—all without destroying a unique historic environment. □

Richard Moe is President of the National Trust for Historic Preservation.



Map provided by Protect Historic America

ented development that has "uglified" so much of America.

Disney's America expects to draw 30,000 visitors a day. Gas-food-and-lodging facilities for these visitors will have to be built, along with houses, schools, sewers, and stores for the expected influx of workers and residents, and new and wider roads to accommodate tourists and employees driving to Disney's America, residents of Disney's housing tracts, workers in Disney's office complexes, shoppers in Disney's commercial areas, golfers on Disney's courses, and campers in Disney's campgrounds, plus the patrons and employees of the ancillary facilities that are sure to spring up.

All told, the development that will occur around the Disney site within 20 years—including land already zoned for development, Disney's America itself and the resulting sprawl—is expected to total 30 million square feet of commercial space, plus 50,000 dwelling units housing 125,000 residents.

Some argue that growth in the area is inevitable, even in the absence of the theme park. Perhaps so, but the sprawl spawned by Disney's America will be far more intensive and immediate than the

Peter Rummell

When Disney's America, the American heritage park we are designing, opens in northern Virginia, we will debut an exposition celebrating the spirit, inventiveness, richness, and diversity of the American people. The park will bring our country's vast tapestry of culture and heritage to life through the dreams, struggles, and accomplishments of her people, providing perspectives on the past, connections with the present, and a sense of the future.

We will explore America through interweaving of the countless stories of the real people and real events that continue to shape this nation. Employing all the tools available to us—filmmaking, animation, music, interactive media, live interpretation, art, and technology—we will bring the American experience to life in the three-dimensional forum of a park and help visitors imagine what it must have been like at certain moments in our nation's history.

Enthused by what they see, hear, and touch, we believe many visitors to Disney's America will seek to explore further—through books, through museums, through visits to historic sites. The ability to stir the spirit has always been the singular magic of Disney.

As Disney has on many projects, including Walt Disney World's Hall of Presidents and The Land and The Living Seas pavilions at EPCOT, the Disney creative team is assembling an advisory group and meeting with academicians, historians, museum curators, teachers, students, and other authorities to ensure thoughtful and responsible presentations at the park. Combining others' expertise on America with Disney's communication and entertainment skills will help us design a park which will provide a historically responsible portrait of America.

Like any presentation, Disney's America will have a point of view. Based on experts' counsel, the creative team has identified some themes to build on—America's persistent resistance to injustice, its ability to meet challenges and conquer the future, and the conviction that ordinary men and women can accomplish extraordinary things.

The park will not whitewash history or ignore the blemishes. But neither will we apologize for the belief that, even with America's mistakes, the American story is profoundly positive and uplifting.

In addition to telling America's story, Disney's America will do what it can to promote and protect the region's rich heritage.

Some critics allege that Disney's America will threaten the Virginia Piedmont, an area that, as defined by these critics, covers 8,700 square miles from Richmond to the south, Charlottesville to the west, and Harper's Ferry to the north. Frankly, it is hard to fathom how any single development could have such far-reaching effect.

Disney's America will not impact any historic site. It is seven miles from the entrance of the Manassas National Battlefield—neither on the battlefield, nor adjacent to that historic ground. We are working with the National Park Service to prevent any intrusion on the battlefield and have made a commitment that no park structure will be visible from any point on the battlefield.

Disney's America will complement historic sites, not compete with them or substitute for them. Indeed, many park attractions will highlight the wealth of historic sites and learning opportunities in the area, telling park visitors where to go and how to get there.

No matter how stimulating the park, guests will still want to experience the majesty of the Lincoln Memorial, pause for reflection at the Vietnam Veterans Memorial, and trek uphill to the Lee Mansion at Arlington Cemetery. Disney's America will open another window on the past, not block the existing view.

These goals are ambitious and the challenge great. But that is in the spirit of America. Like history itself, Disney's America will be moving, serious, humorous, and enlightening. And, yes, this being The Walt Disney Company, it will be entertaining as well. □

Peter Rummell is president of Disney Design and Development.

John Bodnar

The Walt Disney Company's proposal to build a history theme park and real estate development near Haymarket, Virginia, has started an angry debate over the public use of the American past. The entertainment corporation contends that its \$650 million investment will stimulate economic growth in the largely rural region near Washington, D.C., and draw more visitors to the region's Civil War battlefields. Opponents of the plan, led by notable historians in a group called "Protect Historic America," contend that the venture will only lead to the desecration of this sacred historic region and the trivialization of American history.

David McCullough, a prominent historian and television host, has emerged as a leading spokesman for Disney's adversaries. McCullough claims that the mission of his organization is to preserve "the national heritage in the Virginia Piedmont—from the Blue Ridge Mountains to the Manassas battlefield, from Harper's Ferry to Jefferson's Monticello." McCullough detests the idea of "bulldozing the land of Lee, Stonewall Jackson, Thomas Jefferson, James Monroe, the legions who fought and died there and the families who made that land their homes." He claims that this was the land of the "founding fathers," and of small towns, churches, fields, mountains and historic names such as Bull Run.

Controversy over heritage is emblematic of our times. Since World War II, the traditional interpreters of the American past—professional historians and government agencies—have encountered competition from the institutions of popular culture as well as from a growing disparity of viewpoints within professional historical circles themselves. Witness the recent celebration of the "discovery" of America by Christopher Columbus. Filmmakers, publishers, and scholars invested countless time and money in either celebrating or debunking the explorer and what he did. In a similar fashion Americans have attempted to construct a public memory of the Vietnam war through film more than they have through the study of history books. Thus, actor Sylvester Stallone confronts interpretations that we should not have entered Vietnam with stories of how American troops could have won if the government had fully supported them. Heritage and history do not come in tidy packages these days. The old textbook narrative of a great and progressive nation moving forward through time, overcoming disunity and bringing benefits to all no longer dominates the public understanding of our past. Historians, whose profession emerged in the service of that narrative, are now challenged at every turn.

But the controversy over the Disney park is more than an argument between authorities. Certainly the Disney company has an established record of sanitizing the American past. Walt Disney himself drew upon nostalgic memories of his hometown in creating ideas for a typical American "Main Street" in his parks. Disney parks have also presented mechanized figures of American presidents who have spoken to eager tourists in words that have softened some of the harsh aspects of United States history. Promises by corporate officials to adhere to accuracy in the proposed playground in Virginia might have some validity, but everyone—



Confederate entrenchments at Centreville after the battle of Bull Run.

including, I suspect, future tourists— understands that this is a business venture more than it is an attempt at faithfully recording the past.

But what are we to make of the statements of accomplished historians like David McCullough? His defense of a beautiful landscape and his conflation of the memories of Jefferson, Lee, and Stonewall Jackson are distortions in their own right. On the one hand the distinguished scholar idealizes the setting of the American past as one of pristine beauty that he does not want disturbed. In so doing he ignores the historic landscapes of, for instance, the Pennsylvania coal fields or South Chicago. Can anyone imagine "Protect Historic America" (or even Disney) mounting a crusade to preserve those regions? Yet, it was in just such locations that battles were also fought to sustain American democracy and economic justice. Although I can only speculate, McCullough's stance resembles a sort of soft critique of capitalism. In this case he sees the giant corporation and its appetite for profits as a threat to an idealized way of life. But he stops short of confronting Disney with the harsh language of class analysis: that it is contributing to rising inequality in American society by creating thousands of low-paying jobs.

More striking is his attempt to place leaders of a rebellion against the nation on the same plane with Jefferson. Lee especially has enjoyed a cultural revival since the late nineteenth century and is no longer treated as a rebel and a defender of the slave system—which he was. Southerners have argued that since General Lee told his soldiers to put down their arms after the Civil War, he demonstrated a desire to reunify the great nation and was a patriot at heart. In fact, McCullough's veneration of Civil War sites and leaders on both sides is very similar to an approach taken by government officials during the Civil War Centennial in the early 1960s. In an attempt to promote national unity and appease the white south, they honored soldiers on both sides and claimed that all the warriors were fighting for their ideals. It goes without saying that such an approach angered blacks who wanted to use the war's memory as a symbol of the need to press for civil rights rather than of men fighting for ideals. I am sure McCullough does not want to erase the racial dimensions of Civil War memory, but that is what his words do. In the contemporary contest over heritage, all sides are capable of creating and manipulating powerful and effective symbols to place the past in the service of the present. □

William Safire

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WASHINGTON. When word reached the nation's capital that the first major battle of the Civil War was to be fought at Bull Run, a little stream near Manassas, Va., all of social Washington packed luncheon baskets and turned out in buggies to witness it.

Hours later, they streamed back in panic. The rebels had won; the capital itself was in danger. That first battle of Bull Run, as well as Second Manassas later, sent a frisson of fear into the heart of the Union.

Fast-forward 13 decades.

A little band of well-credentialed historians, litigating greens, liberal columnists and self-protective

tudes of average families that Lyndon Johnson used to call "the pee-pul," then we have a war of taste worthy of the field near which it will be fought.

A theme park is a fantasy; no matter how frightening its plastic dinosaurs or appealing its Cinderellas, the park is an idealized world. The critics say that's O.K. when you're marketing Mickey Mouse, but wrong—worse than wrong, vulgar—when dealing with anything as sacrosanct as American history.

My colleague Russell Baker satirized the growing success of theme parks with his "theme family" living artificial lives in a theme town, all nice and fake. My colleague Frank Rich dissected the "larger struggle between theme-park America and authentic America."

Going overboard, The Washington Post's Jonathan Yardley foamingly denounced the conservatism opposed to the curtailment of theme parks as "a force for the diminution or elimination of barriers erected by government against the uncontrolled exercise of individual and institutional avarice."

Hold on, again. Historians fear that the theme-parkers, as they move past Fantasylands and into the real past, will deliberately falsify history. The professional historians worry that the wrong people are going to interpret—overdramatize, perhaps prettify—the reality of our past.

Those historians are right when they warn of the encroachment of any commercial enterprise on park lands set aside for reverential study of past wars, on the limited ground of protecting historic sites. But they are intellectually arrogant when trying to block the construction of a commercial project on the grounds that it might misinterpret the past.

I thought Oliver Stone, the film director, was wildly kooky in his film about J.F.K., claiming that the entire Government was involved in a vast conspiracy. I

happily derogate the film, as do most historians. But I would not join a movement to block his filming of his nutty interpretation, or in any way censor it. He's an artist expressing himself for fun and profit.

Faced with inauthenticity, historians should compete with what they believe is the way it really was. If they cannot persuade the developers to let them influence the portrayal of the past, then they are obliged to denounce fuzzy interpretations and to rebut the rewriting of history—and should their worst fears come true, to picket Disney's America.

But not to join the pretentious amalgam of self-appointed arbiters of culture, greenpeaceniks, local zoning lawyers and Virginia's fox-hunting set to stop its presentation.

Historians don't own history. Some say that the Alabamian who gave Stonewall Jackson his sobriquet was complaining that Jackson wouldn't charge. □



The Henry house on the Bull Run battlefield.

landowners have drawn together in paternalistic protection, rendering the principle of artistic expression weak and contemptible.

Wait; sometimes iconoclasm goes too far. *Artistic expression?* It's a commercial Disney theme park, a magnet for hot-dog stands and exhaust-belching traffic, ripping off the public for \$163 million in road-building costs just three miles from the hallowed ground where an Alabama officer shouted to his troops: "There stands Jackson like a stone wall—rally behind the Virginians!"

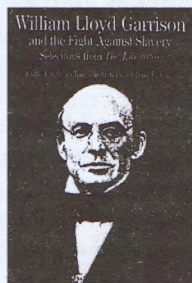
Yop. If Bull Run III is to be merely a battle between history-minded preservationists and profit-minded land developers, that's fine; environmental impact will compete with the benefit of thousands of new jobs and will result in a compromise balancing property rights with zoning powers.

But if it is to be a clash of cultures, with armies of elitists drawn up in vast array against the multi-

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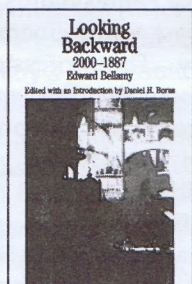


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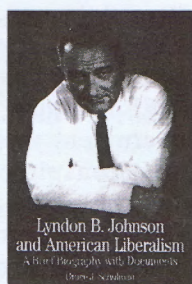


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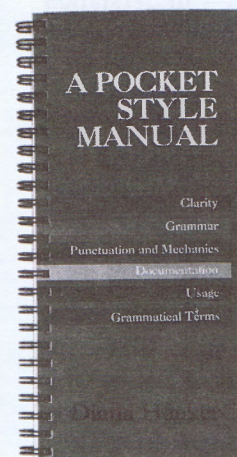
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Key: ⁽¹⁾ Not available Fall 1994-95; ⁽²⁾ Not available Spring 1994-95

Stephen E. Ambrose, University of New Orleans
Nixon
Eisenhower
Operation OVERLORD

Joyce Appleby, UCLA ⁽¹⁾
The Jefferson Legacy
History and Democratic Nationalism
Capitalism and the Constitution

Robert F. Berkhofer, Jr., UC, Santa Cruz
The Politics of Historical Interpretation
Narrative and the Structure of History
Multiculturalism and Multiple Viewpoints in Historical Practice: A Postmodern Problem

Patricia U. Bonomi, New York University ⁽¹⁾
The New England Primer as Cultural, Religious, and Political Artifact: A Slide Lecture
The Lord Cornbury Scandal: Truth and Fiction in Early American History

Alan Brinkley, Columbia University
The Posthumous Lives of John F. Kennedy
The Two World Wars and the Idea of the State
Robert Penn Warren, T. Harry Williams, and Huey Long

Dan T. Carter, Emory University ⁽¹⁾
George Wallace: Southern Politics—American Politics

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Changing Gender Roles from 1920 to the Present
From Roosevelt to Clinton: American Politics in the Past 50 Years

William Cheek, San Diego State University
The Art of Biography
The Most Biracially Integrated Community in 19th-Century America: Oberlin, Ohio
When Blacks Do Too Well, Whites Are Up To No Good: The Cincinnati Riot of 1841

Kathleen Nells Conzen, University of Chicago ⁽²⁾
Beyond the Pluralist Synthesis: Studying Ethnicity in American History
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Migration and the 19th-Century American City
Colonizers or Fillers-In: European Immigrants and Western Settlement

Nancy F. Cott, Yale University
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Marriage as a Public Institution
The Beginning of Women's Education

Roger Daniels, University of Cincinnati
Incarceration of the Japanese Americans
The Asian American Experience
American Immigration
American Immigration Policy

Cullom Davis, Sangamon State University
Sensory History: A Critical Look at a Cultural Trend
The Law Practice of Abraham Lincoln

Carl N. Degler, Stanford University ⁽¹⁾
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Multiculturalism and American History
The Uses and Limits of History
The Return of Biology to Social Thought
Franz Boas and the Attack on Racism

Jane S. DeHart, UC, Santa Barbara ⁽¹⁾
Gender and the Constitution
Women and Politics
The Uneasy Case for the First Amendment

Robert A. Divine, University of Texas at Austin
The Changing Image of Lyndon B. Johnson

Ellen Carol DuBois, UCLA
Votes for Women: An International Movement
A Vindication of Women's Rights: Emancipation in Historical Perspective
Generation of Power: Harriot Stanton Blatch and the Winning of Woman Suffrage

Sara M. Evans, University of Minnesota ⁽¹⁾
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Women's History and Public Policy: The Case of Comparable Worth

Eric Foner, Columbia University
19th-Century U.S. History Civil War and Reconstruction
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V. P. Franklin, Drexel University
African-American History
American and African-American Educational History
African-American Intellectual History

George M. Fredrickson, Stanford University
Black Ideologies and Movements in the U.S. and South Africa
Racism in Comparative Perspective

Lloyd C. Gardner, Rutgers University
Vietnam: The Origins of Involvement, 1945-56
Vietnam: Why It Was so Hard to Disengage
Vietnam: LBJ and the "Costs" of War
Nixon and Detente: The Failed Vision
Spheres of Influence: The Great Powers and the Partition of Europe, 1941-1945

John A. Garraty, Columbia University
Great Depression
U.S. Constitution
American National Biography

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

Jack P. Greene, Johns Hopkins University
Changing Models for Colonial History
The American Revolution as an Expression of a Radical Society

Ronald J. Grele, Columbia University
Oral History: Method and Theory
Oral History Workshops (beginners or intermediate)

Ramón A. Gutiérrez, UC, San Diego
Hispanic American History
Race and Sexuality in American History

Kermit L. Hall, The Ohio State University
The Warren Court in Historical Perspective
Law, Humanities, and History
The Power of Comparison in Teaching about the Constitution, the Law, and Rights

Louis R. Harlan, University of Maryland ⁽¹⁾
Twenty Years with Booker T. Washington
Historians and Social Studies Reform in the Schools
A Memoir of World War II

Neil Harris, University of Chicago
Public Art in America: An Historical Survey (with slides)
Shopping and Shopping Centers: An Architectural and Social Survey (with slides)

Andrea Hinding, University of Minnesota
Libraries
Women's History Sources
Nontraditional Uses of Archives

Darlene Clark Hine, Michigan State University ⁽²⁾
Afro-American History—20th-Century Black Politics
Black Women's History
Blacks in the Medical, Legal and Nursing Professions

Harold M. Hyman, Rice University
The Constitution's Bicentennial: Onward to a Tricentennial?
The Civil War and Reconstruction: Constructive Revolutions?
Civil Rights and Liberties in American History
"Ollie" North in the History of American Civil-Military Relationships
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Abraham Lincoln: Race Equality and the Prices of Reunion
Gun Control and Religious Freedom: Waco, Texas, 1993

Kenneth T. Jackson, Columbia University ⁽¹⁾
Historical Literacy: The Case for History in American Education
Metropolitan Sprawl in the United States: The Past and Future of Urban America
The Road to Hell: Good Intentions and the Decline of American Transportation

Michael Kammen, Cornell University ⁽¹⁾
Heritage and the Problem of Memory in American Culture
Transformations of American Popular Culture, 1920-1965: The Critics' Perspective

Stanley N. Katz, Princeton University
The Uneasy Case for Constitutional Equality
Can We Export the U.S. Constitution? The Historical Case for American Uniqueness

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Henry A. Wallace and the Agricultural Revolution
The Boeing Company and the Military-Metropolitan-Industrial Complex

J. Morgan Kousser, *California Institute of Technology*
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Minority Voting Rights and the Courts
Objectivity and History with a Purpose

Walter LaFeber, *Cornell University* ⁽²⁾
U.S. Diplomatic History

Ann Lane, *University of Virginia*
Women's History
Women's History in the Courtroom: The Case of *Sears Roebuck v. the EEOC*
Sex and the Professors: Should Colleges and Universities Ban Sexual Relations Between Students and Faculty?

Patricia Nelson Limerick, *University of Colorado*
Shifting Paradigms in Western American History
Troubled Land: Western American History and Landscape Photography
The Atomic West

Leon F. Litwack, *UC, Berkeley* ⁽¹⁾
"Hellhound on My Trail": Race Relations in the South, 1877-1920 (or Reconstruction to the Present)
On Becoming an Historian
To Look for America: From Hiroshima to Woodstock (an impressionistic visual examination of American society, with an introductory lecture on American society after 1945)
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Gloria L. Main, *University of Colorado*
Families in Colonial New England
Colonial Life Styles

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

John C. McWilliams, *Penn State University*
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Native Americans and The Bill of Rights
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Gary B. Nash, *UCLA* ⁽¹⁾
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Eric Rothschild, *Scarsdale High School*
Simulations: Stimulation for Scholarship in American History—A Workshop

Joan Shelley Rubin, *SUNY, Brockport* ⁽¹⁾
American Middlebrow Culture
Books and Readers in Modern America

Mary Ryan, *UC, Berkeley*
"A Laudable Pride in the Whole of Us": American City Halls as Sites of Public Life in the 19th Century
The Politics of the Streets in the 1870s
Class Meets Gender: San Francisco, 1877

Barbara Sicherman, *Trinity College*
Reading *Little Women*
The Education of Jane Addams

Kathryn Kish Sklar, *SUNY, Binghamton* ⁽²⁾
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James Morton Smith, *University of Delaware and the Henry Francis DuPont Winterthur Museum*
Madison, Jefferson, and the Bill of Rights

Raymond W. Smock, *Historian and Director, Office of the Historian of the U.S. House of Representatives*
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The Life of a Public Historian
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Arnold H. Taylor, *Howard University*
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American Family History
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Joseph F. Wall, *Grinnell College*
American History—Post Civil War
Industrialism: Particularly Andrew Carnegie, Alfred I. DuPont

Bertram Wyatt-Brown, *University of Florida*
Southern Literary Culture: Walker Percy and Family Traditions
Religious Development in the 19th-Century South
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Mary E. Young, *University of Rochester*
19th-Century American Social History, Especially U.S.-Indian Relations
U.S.-Indian Relations
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The following participants in the OAH Lectureship Program are **already booked** or **unavailable** during 1994-95. Please feel free to inquire about their topics and availability for 1995-96.

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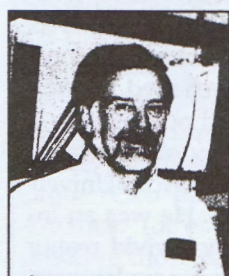
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News of the Organization

A Note from the President

Gary B. Nash



The theme I have chosen for the 1995 meeting of the OAH in Washington, D.C., is "Widening the Circle of History." This theme expresses my interests in contributing as your president to the vivacity, well-being, and importance of American history.

One way of widening the circle of American history is to build further on the efforts of my friend and predecessor Joyce Appleby to strengthen ties among American historians around the world. To this end, we have created a new committee, chaired by William H. Chafe, on internationalizing American history, and you will see some interesting developments in this area that they will be mapping out this summer.

A second initiative is to reach out to fellow historians and teachers at community colleges. The OAH includes only a pitifully small number of community college historians, and this ought to change. I am told that more than half of all American history instruction at post-secondary institutions is provided by community college faculty members; some of the most innovative teaching in history is conducted in the hundreds of community colleges; and a great deal of scholarship in American history is coming from the pens (or computers) of fellow historians in two-year colleges. With this in mind, we have at work a Community College Taskforce chaired by Nadine Hata, a historian at El Camino Community College in Torrance, California. I expect that Nadine's committee will bring forward a number of ways that the talents of community college historians can be engaged in the work of the OAH and ways that the OAH can reach out to them.

Another of my goals is to strengthen our ties with history teachers in the precollegiate schools. The OAH leadership has been committed to making stronger connections with these thousands of teachers who prepare students for collegiate education, who are pedagogues from whom we have so much to learn as history teachers in our own colleges and universities, and who themselves are contributors to the rich new reexamination of the American past. OAH members can expect to see a 1995 program, organized by Michael Frisch and his devoted Program Committee members, that has more to offer for teachers of history in the schools and more opportunities for college and university historians to see what these school teachers have to offer us. A related project is to forge an alliance with the World History Association in order to make our *OAH Magazine of History* (which we have never called the *Magazine of American History*) a quarterly publication that applies to world as well as United States history. Moving in this new direction, we can expect to see topical issues of the *Magazine* that entwine U.S. and world history—on topics that might range from immigration, to labor systems, to religion in history, to international relations and global politics, to family history, and so forth.

Still another aspect of widening the circle of history, in relation to history education in the schools, concerns the National Standards in U.S. and World History and the professional development of teachers in the schools projected by the U.S. Department of Education. The Goals 2000 act, signed by President Clinton last fall, places some emphasis on using national standards in various disciplines to raise the level of ability of all this nation's young people. By happenstance, I have been co-director of the History Standards Project during the time I have served the OAH as president-elect and president. The standards will be presented in Washington this October and they will then be available for some 16,000 school districts for voluntary use in curricular reform. This has the potential to engage OAH members in the largest attempt to address history education in the schools in many decades. If Congress passes even a portion of the \$700 million in the Goals 2000 act for fiscal 1994-95, there will be a large demand at the local school level for the professional development of school teachers through workshops, symposia, and extended seminars arranged with college and university historians across the country. Very substantial funds for deepening the knowledge and broadening the perspectives of history teachers in the schools is projected through the next few years.

My final goal in widening the circle of history is to build on OAH's deep interest in public history. In recent years, many of our members have been involved in exhibitions at historical societies and museums; media projects in film and television; the creation of electronic data bases; and government historical agencies at local, state, and federal levels. Giving emphasis to this, our 1995 meeting in Washington is being held jointly with the National Council for Public History. One new initiative that I am pursuing with great enthusiasm is forging an alliance with the National Park Service (NPS), now directed by Roger Kennedy, formerly the director of the Smithsonian's National Museum of American History (now directed by one of our members, Spencer Crew). We are in the process of writing a memorandum of agreement with NPS under which particular projects can be devised. These projects will provide OAH members with marvelous opportunities to help shape consciousness of our past among millions of American and overseas visitors who visit NPS's 366 parks and sites. Possible projects include: 1) team visits to NPS sites for appraisals of how history is presented and may be rethought; 2) involvement of historians in media and interpretive projects now underway at NPS sites such as Harper's Ferry; 3) conferences and lecture series that will involve historians in Director Kennedy's agenda to promote the humanities in the National Park System and provide opportunities for the exchange of historians between the NPS and school, college, and university historians; and 4) stimulate scholarly research in the parks and sites, possibly by commissioning an OAH-sponsored book on research needs and opportunities in the National Park System.

All of the above-mentioned ways in which the OAH can widen the circle of history build upon tire-

less efforts of hundreds of you who are reading this statement. I invite your further participation, believing that most of us these days recognize that historians at colleges and universities of this country are deeply concerned with, and genuinely energized by, doing history "on the streets" as well as in the classrooms and lecture halls. I promise that your Program Committee has constructed a rich OAH program for Washington, D.C., in 1995—a program that will have a variety of unconventional formats including hands-on workshops devoted to new forms of teaching and public involvement in connecting historical issues to community life and many off-site (that is, **not** in the hotel) panels at Washington institutions and venues that are public and private, large and small. □

Recruiting Minorities into the Historical Profession: A Persistent Need

Nearly a decade ago the OAH Executive Board created an *ad hoc* committee to investigate the status of minorities in the historical profession. The committee, which was chaired by Nell Painter and included Eric Foner and Darlene Clark Hine, analyzed existing data, conducted a survey, and made a set of recommendations to the board. Chief among its concerns was the small number of minority historians pursuing advanced degrees in history.

Since the committee made its report little progress has been made in recruiting minorities into the historical profession. Annual studies conducted by the National Research Council, for example, show that during the period 1988 to 1992 minorities (categorized as American Indian, Asian, Black and Hispanic) as a percentage of American historians have ranged from 6.5 to 8.9, while the **total** number for these years combined is less than 100.

	1988	1989	1990	1991	1992
U. S. Citizens and Permanent Residents Earning Doctorates in American History	199	193	201	236	255
Minority Citizens and Permanent Residents Earning Doctorates in American History	13	15	17	21	17
Minorities as percentage of American History Doctorates	6.5	7.7	8.5	8.9	6.7

Seeing little prospect for increasing the flow of minorities into the graduate education pipeline, the OAH Executive Board in 1990 approved the comprehensive "Program for Recruiting Minorities into the Historical Profession" (see November 1990 *OAH Newsletter*), which included measures to address this concern at all levels of education. Attempts to obtain outside support were met initially with questions from funding agencies about the OAH's own financial commitment. This prompted the board to consider carefully what we might do using our own resources, including the Fund for American History, even as efforts to obtain outside funding continue. □

News of the Organization (continued)

Minority Initiatives Underway

During the past half-dozen years the OAH has taken several steps to address the need for diversity within the profession so that it more nearly reflects the demography of the nation as a whole. In 1988, the OAH created a permanent Committee on the Status of Minority History and Minority Historians. Since 1992 that committee has raised more than \$10,000 to match a challenge grant offered by the Executive Board to endow the Huggins-Quarles Awards, which enable minority graduate students at the dissertation stage of their doctoral programs to travel to research collections. The first three awards were announced in 1994. For the past several years the board also has made available small amounts of funding to encourage minority graduate students to participate in the Annual Meeting Program. The committee's current project is the compilation of the *Directory of Minority Historians*, expected to be published later this year.

Now the OAH has joined forces with Indiana University to co-sponsor a national fellowship competition for beginning minority graduate students in American history. OAH-IU fellows, who will receive tuition and support for five years, will be chosen by a joint committee drawn from the IU History Department and the organization's Committee on the Status of Minority History and Minority Historians. During the course of their graduate programs, fellows will complete coursework and qualifying exams and make substantial progress on their dissertations. During this time they also will serve two years as an intern with an OAH publication or committee and a third as an associate instructor at Indiana University.

Both OAH and the IU History Department are committed to publicizing the competition as widely as possible and making available to other interested graduate departments names of finalists and/or promising candidates.

The first application deadline is January 15, 1995. Interviews for finalists will be scheduled at the OAH Business Office and Indiana University for mid-February, with notification of the award soon thereafter. For further information contact James Madison, Chair, Department of History, Indiana University, Bloomington, IN 47405-6624. □

OAH Newsletter Editorial Board Appointed

At the April 1994 meeting in Atlanta, the OAH Executive Board voted unanimously to appoint an editorial board to the *OAH Newsletter*. It will advise the *Newsletter* production team, form basic policy for the *Newsletter's* operation, help guide content matters, and explore new ideas and direction for the *Newsletter*.

Appointed for a four-year assignment are: Al Camarillo, Stanford University; Douglas Greenberg, Chicago Historical Society; Alice Kessler-Harris, Rutgers University; and John Patrick, ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University. They will hold their first meeting in September 1994. The board welcomes your input for the *OAH Newsletter*. □

Journal of American History Review Underway

An *ad hoc* committee of the Organization of American Historians evaluates the *Journal of American History* and its editor every five years. The committee that has been appointed to conduct the evaluation solicits the views of individual OAH members about the *Journal* and its current editor. Letters may be addressed to either member of the committee. To be most useful, such communications should be in hand by December 1, 1994.

Write to Ronald J. Grele, Oral History Research Office, Box 20, Butler Library, Columbia University, New York, NY 10027 or Joan M. Jensen, History Department, New Mexico State University, Las Cruces, NM 88003. □

In Recognition of Student Achievement

The OAH would like to thank the following history departments that purchased gift memberships in the organization for the students listed:

Department of History University of South Dakota

Daryl Besco, Rob Galler, Jama Graves, Michelle Kortan, Mark Kluthe, Cindie Landrum, Deidre McPheeters, Jed Parry, Greg Iatenberg, Hope Stallings, Jeffrey Walz, Scott White, and Steve Williamson.

Department of History Bradley University

Erin Duffy

For more information about gift memberships in the organization, write to the Director of Member Services, OAH, 112 North Bryan Street, Bloomington, IN 47408; (812) 855-7311; e-mail oah@indiana.edu. □

OAH Downsizes Membership Computing

In a process that began in late 1993, the OAH has successfully moved its member database from the Indiana University mainframe system to the in-house PC-based local area network (LAN). The membership department continues to work long hours debugging and customizing this new multiuser database system. When fully operational later this summer, the new database system will allow OAH staff to better serve the members by providing instant access to member records; reduce the organization's dependency on external computing systems; reduce the organization's overall computing costs; provide more accurate data on the membership; and improve the quality of member services. As we continue refining the system, we appreciate your continued patience and apologize for any inconvenience this conversion has caused. □

Obituary

William Lloyd Fox

William Lloyd Fox, professor of history emeritus at Montgomery College and a long-time member of the OAH, died on February 21, 1993, at the age of 71.

Born in Cleveland, Ohio, on June 26, 1921, Bill was graduated from Case Western University and from George Washington University, where, writing his dissertation under Wood Gray, he received his Ph.D. degree. In addition to teaching at Montgomery College, where he twice chaired the history department, Bill also lectured or taught as a visiting professor at the University of Maryland, George Washington University, American University, and Frostburg State College. He was an inspiring teacher who made history a vivid reality for his students, many of whom are now lawyers, physicians, teachers, and government officials who remember him fondly. One of his students, Lynn Waters, he married.

Bill coedited with Richard Walsh, *Maryland: A History, 1632-1970* (1974). He also coedited with R. A. Fisher, *J. Franklin Jameson: A Tribute* (1965). It was fitting that, as one who played a role in the development of Montgomery College, he also wrote its history, *Montgomery College: Maryland's First Community College, 1946-1970* (1970). His *Dandy of Johns Hopkins* (1984), a biography of a famous neurosurgeon, was a product of Bill's special interest in the history of medicine—an appropriate subject for the son of a physician. He was an authority on the origins of the Pure Food and Drug Act, having done his dissertation on Harvey W. Wiley, the father of the act and about whom he had many stories that he never tired of relating. At the time of his death he had drafted the greater part of a Masonic history he was writing under contract. Now his eldest son, and namesake, also a historian, is completing it.

In addition to the OAH, Bill maintained membership in a number of other professional organizations, including the American Association of University Professors in which he played an active role. He spoke out against the bias he saw in historical organizations against historians teaching in community colleges. Knowing that there could be no academic freedom without tenure, he also spoke out late in his life against the attacks on tenure that had become so common. Also among the professional activities to which he gave of himself so unstintingly was his service on a number of accreditation teams.

Despite his long years in the academy, Bill had a continuing interest in public history and spent his last years as a public historian. Moreover, he was for years a regular attendee at that unique Washington institution, the D.C. Historians' Luncheon, which brings both public and academic historians together in an informal social gathering twice every year. Following in the footsteps of Wood Gray, Bill, unaided, kept it going for a full decade. Afterward, until his death, he played the leading role on a sponsoring committee.

Bill is survived by his wife Lynn, three children, two grandchildren, a sister, and countless friends and colleagues, all of whom miss him greatly. □

Submitted by Paul J. Scheips, U.S. Army Center of Military History, retired.

Correspondence

To the Editor:

I heartily commend the work of Dean Hall and the *Ad hoc* Committee on Access to Lawyers' Files. This work can reap a significant resource area for all historians, and particularly, legal historians.

Court files of old cases are frequently lost, mangled, incomplete, and rarely reflect what really has taken place. My experience has been that the attorneys that handled the case will provide a much more valuable resource in terms of the preparation of the case, the arguments involved and trial strategy.

My book, *Red Scare In Court, New York v. The International Workers Order* could not have been written without the cooperation and files of the attorneys representing the state and the defendant. The firm of Cahill, Gordon & Reindel of New York released all of their use. This was a first for them, and thereafter, they donated the files to the IWO archives maintained at Cornell University, so that future scholars could have the benefit of this material. One of the lead defense attorneys, Arthur Kinoy, professor of law at Rutgers, gave me his files on the case.

The case moved through the courts between 1950-1953, and thus was earlier than the 50-year limitation suggested in the recommended guidelines proposed by the committee. In these files was not only a complete record of the documentation of the case, but also court exhibits that were used, correspondence, research done, and internal memoranda, which discussed witnesses, problems and trial strategy.

This generally unappreciated and unexplored resource can indeed be of utmost value in understanding those issues that became the basis for a major piece of litigation in our legal history.

Arthur J. Sabin

The John Marshall Law School

To the Editor:

I am dismayed at the *Ad hoc* Committee on Access to Lawyers' Files' recommended guidelines (May issue of the *Newsletter*) and even more dismayed to see that the OAH had endorsed these guidelines. The guidelines provide that absent client permission legal files will be closed for 50 years after the end of litigation or 50 years after the death of the client, whichever may be longer.

...

I am the acquisitions officer for obtaining 20th century political papers for the Manuscript Division of the Library of Congress. A number of the collections with which I deal contain lawyers' files.

Examples of reduced access to existing papers: . . .

The rich collection of legal files in the Joseph Rauh Papers dealing with civil rights, civil liberties, labor law, and other matters has been open to researchers since Mr. Rauh gave them to the Library. The only restriction he imposed was that users of the papers must acknowledge in writing that client files might contain sensitive lawyer-client communications and that before publication of sensitive information the researcher will make a good faith effort to contact the client, if still alive and locatable, for permission to publish. If the *ad hoc* committee's guidelines had been operative, the legal section of this currently open collection would become almost entirely closed as very few of the clients have been dead for 50 years, a significant number are still alive, and many cannot be located.

The Manuscript Division also houses a rich collection of judicial papers, including the papers of scores of U.S. Supreme Court justices and judges of U.S. appeals and district courts. In the case of 20th century judicial papers, the Library and the donors of the papers, usually the judges themselves, have negotiated a variety of restrictions on access to the case files in the papers. . . . None of the Library's

judicial papers have restrictions on access as severe as the lifetime plus 50 years rule proposed by the *ad hoc* committee. . . .

Discouraging obtaining new legal collections and encouraging longer closure of other types of papers: When negotiating the donation of modern papers, donors often ask for closure of the papers for a period. I have been asked by potential donors to have papers closed for their lifetime plus an additional thirty, forty, 50, and, in one case, seventy-five years. Our policy is to refuse such requests, holding that such lengthy closures are unreasonable. I explain to donors that the Library of Congress is engaged in promoting research and that the task requires that papers must be open reasonably soon . . .

...

Our present policy would be to refuse acceptance of legal papers that adhered to the standard proposed by the *ad hoc* committee, that of closure for the life of the client plus an additional 50 years, because such a restriction is unreasonably long. In the case of many legal files with clients still alive, such a policy would mean papers would be closed for at least 50 and upwards of sixty, seventy, eighty or even more years. I do not see how the Library could justify providing free warehousing for such a lengthy period while denying research access. . . .

The most damaging result of the committee's guidelines, however, will result if they become accepted as a standard practice. They will encourage longer restrictions on other types of personal papers. As I noted, donors often have requested restrictions lengthier than the Library thinks reasonable. . . . [but]. . . have been willing to acquiesce to our less restrictive standard because it is a policy uniformly applied and only rarely can donors find an alternative repository willing to agree to more restrictive conditions.

. . . Inevitably, widespread acceptance of the *ad hoc* committee's guidelines of lifetime plus 50 years will encourage donors to demand and manuscript repositories, including the Library of Congress, to acquiesce to similar restriction on other types of papers. The results will be the much less access to sensitive 20th century historical papers. History would very much be the loser from this result.

I cannot but note that the same issue of the *Newsletter* promoting the lifetime plus 50 years guideline also has a story related to the long campaign of historians and others to win acceptance of a reasonable limit to restriction on access to security classified material. Let us hope that those in the government who are fighting the proposed 25-year rule as insufficiently restrictive do not learn that the OAH has endorsed a lifetime plus 50-year rule for legal files. It will be difficult to explain how historians want the nation's deepest security secrets opened after twenty-five years, without regard to embarrassment to any living person, but endorse closing lawyers' legal files for a lifetime plus 50 years.

All historians interested in acquisition of modern historical documents and their opening to research as quickly as possible ought to firmly oppose the *ad hoc* committee's guidelines and the OAH should reconsider its endorsement of the lifetime plus 50-year rule.

John E. Haynes
Library of Congress

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Capitol Commentary

Page Putnam Miller, Director
National Coordinating Committee for the Promotion of History

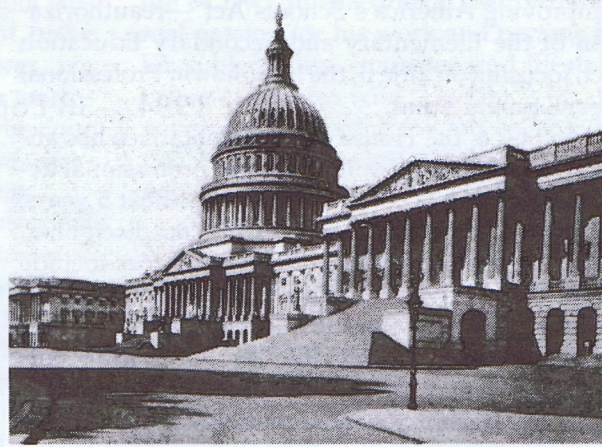
President Clinton Announces Nominee for NEH Advisory Council

After months of delay President Clinton finally announced on June 17 ten nominees for the National Council on the Humanities, a twenty-six member body that advises the Chairman of the National Endowment for the Humanities (NEH) on policies, programs, procedures, as well as grant applications. On July 1 the Senate acted swiftly and confirmed these nominees for six-year terms as members of the National Council on the Humanities.

For a number of years the Council has included many critics of new fields of scholarship. Sheldon Hackney, appointed last year by President Clinton to head NEH, has frequently had a tense relationship with the current council and will undoubtedly welcome the introduction of some new members and the departure of others. Eleven Reagan nominees whose terms expired well over a year ago have continued to serve while awaiting the nomination and confirmation of their replacements.

Although the White House had hoped to announce eleven nominees, one of the pending nominees accepted another position in the Administration and a replacement for that vacancy has not yet been selected. To avoid further delays, only a slate of ten was forwarded to the Senate Committee on Labor and Human Resources. The ten nominees are: John D'Arms, a professor of classical studies who is currently vice-provost for academic affairs and dean of the Rackham School of Graduate Studies at the University of Michigan; Darryl J. Gless, professor of English and associate dean for general education at the University of North Carolina at Chapel Hill; Ramón A. Gutiérrez, professor of history and director of the Center for the Study of Race and Ethnicity at the University of California at San Diego; Charles Patrick Henry, associate professor of political science and African-American studies at the University of California at Berkeley; Thomas C. Holt, professor of history at the University of Chicago and president of the American Historical Association; Martha C. Howell, professor of history at Columbia University and director of the university's Institute for Research on Women and Gender; Nicolas Kanellos, professor of Hispanic and classical languages at the University of Houston; Bev Lindsey, director of the Department of Arkansas Heritage; Robert I. Rotberg, a research associate at the Harvard Institute for Internal Development; and Harold K. Skramstad, Jr., president of the Henry Ford Museum and Greenfield Village.

The next quarterly meeting of the National Humanities Council will be held on August 3, and the new members will be participating in this meeting.



Selection of U.S. Archivist

In May the White House seemed close to making a decision on the selection of a U.S. Archivist. It appeared that the two top contenders for the position were Richard Kohn, former Chief of the Office of Air Force History and currently Professor of History at the University of North Carolina at Chapel Hill, and John Melton Cooper, Professor of History at the University of Wisconsin at Madison and formally Chair of the department. However, as has been the case repeatedly since the search for a new Archivist began in March 1993, the process has stalled. There is little possibility now for a selection to be made, necessary background checks conducted, a confirmation hearing held, and a vote by the Senate prior to the adjournment of the 103rd Congress. Trudy Huskamp Peterson, the Deputy Archivist, is now beginning her eighteenth month as Acting Archivist.

National Park Service

This past spring a humanities committee of the National Park System Advisory Board issued a report titled "Humanities and the National Parks: Adapting to Change." Roger Kennedy, the Director of the NPS, urged the formation of this committee, and steps are now underway to begin to implement some of the report's recommendations. One of the cornerstones of the report is a call for increased interaction with scholars and specialists outside the NPS. The report recommends that professional associations establish committees that can facilitate and institutionalize collaboration between scholars and the National Park Service. During the past two months representatives of the Organization of American Historians have been meeting with National Park Service staff on this initiative.

Work is also progressing on the implementation of legislation passed in 1990 that mandated revision of the National Park Service's thematic framework of American history and prehistory. Although the legislation had required that the revision be completed eighteen months after enactment, it has now been almost four years since the law was passed.

Last year the National Park Service entered into a cooperative agreement with the Organization of American Historians to work together on this revision. The National Coordinating Committee for the Promotion of History served in a coordinating capacity on this project which last October produced a draft report. Roger Kennedy, the Director of the National Park Service, has called the draft document produced by the team of interdisciplinary scholars a "healthy, logical, and inevitable departure." The scholars participating in the project sought in the revision to incorporate the most recent scholarship and to provide a fresh perspective for considering America's diverse past and its relationship to historic sites and interpretive programs. The National Park Service has indicated that a final report on the revision will soon be forwarded to Congress.

Update on Declassification

The Task Force designated in April, 1993, by President Clinton to oversee the revision of the 1982 Reagan Executive Order 12356 is now considering revisions to their third draft. The Organization of American Historians, as well as the NCC and other historical organizations, supported many provisions in the third draft that would have promoted greater openness. The most commendable aspect of the March draft was the provision that "within four years from the date of the issuance of this Order, all classified information more than 25 years old shall be automatically declassified whether or not it has been reviewed." A grace period of four years is provided by the March draft to give agencies an opportunity to identify records over 25 years old that would cause harm if released. However, some key agencies have voiced strong objections to this draft, stating that it goes too far too fast.

Two other developments also point to the reluctance of agency leaders to support new declassification procedures. One is the recently released annual report of the Information Security Oversight Office (ISOO), which notes that during fiscal 1993 there has been a 30 percent decrease in declassification activity and a 1 percent increase in classification activity. It is clear from this report that many more pages in the last fiscal year were classified than were declassified. A second discouraging development is the difficulty the Administration is facing in getting agency cooperation for the declassification of 21 million pages of World War II and older material. President Clinton's intentions for announcing the opening of these documents as part of the D-Day commemorations were thwarted by agency resistance. But action on these older records may come some time this summer.

The National History Education Network

Christine L. Compston, Director

The Network

The National History Education Network (NHEN) is a coalition of 33 organizations as well as individuals committed to strengthening history education in the schools. NHEN brings together educators and historians across the professional and political spectrums, from learned societies to organizations for teachers and public historians, from the advocates of a history-centered curriculum to the champions of the interdisciplinary approach of social studies. It serves as both a clearinghouse for information related to the teaching of history and as an advocate for improved history education at the primary and secondary levels.

OAH is a founding member of the network and holds a seat on its policy board. Membership in NHEN is open to any group or individual who shares the commitment to strengthening history education in the schools. Organizational members set the network's policy and oversee its operations. Individual membership (\$25 per year) entitles one to receive mailings and participate in network activities. For application materials or additional information about NHEN or the History Teaching Alliance (HTA), please contact Christine L. Compston, Director, HTA/NHEN, Department of History, University of Tulsa, 600 South College Avenue, Tulsa, Oklahoma 74104-3189, (918) 631-2349. Electronic mail: hist_clc@vax1.utulsa.edu.

Eisenhower Professional Development Fund

NHEN has continued to track the progress of "Improving America's Schools Act"—reauthorization of the Elementary and Secondary Education Act, focusing on Title II, the Eisenhower Professional Development Fund.

In H.R.6, the House of Representatives has authorized up to \$800 million for the professional development of teachers for each of the next 5 years; money would be available for all the core disciplines, including history. The House version does include some vague language—calling for a "maintenance of effort" for mathematics and science—that suggests a desire to preserve the level of funding currently provided for professional development in those two disciplines (\$250 million).

In S.1513, the Senate Committee on Labor and Human Resources has endorsed comparable levels of funding for professional development but has stipulated that the first \$250 million and 10 percent of appropriations above \$250 million be "protected" for math and science. The Senate is expected to vote on the bill July 18. If the Senate passes S.1513, a joint committee will be established to work out a compromise version. This conference stage will be critical, for the resulting document will be sent to the House and Senate for a vote without opportunity to amend the final bill.

Since appropriations may differ radically from authorizations, the network has also followed the progress of education legislation in the respective committees. The House Appropriations Committee linked the Eisenhower Professional Development Fund with the Innovative Strategies program (formerly Chapter II Block Grant, which provided "flexible funding" for programs designed to improve "school effectiveness") and allocated \$667.5 million for the two programs together. On June 29, the House passed the Labor, Health and Human Services, and Education Appropriations for fiscal 1995 (H.R.4606) by a vote of 339-89. The specific allocation of funds between the Eisenhower and Innovative Strategies programs will not be determined until Congress completes reauthorization of the Elementary and Secondary Education Act.

In the meantime, the Senate Appropriations Committee is expected to mark up its bill this month. Letters in support of funding professional development for teachers in all the core disciplines should be sent to the following committee members. Democrats: Robert C. Byrd, Chair, WV; Daniel K. Inouye, HI; Ernest F. Hollings, SC; J. Bennett Johnston, LA; Patrick J. Leahy, VT; Jim Sasser, TN; Dennis DeConcini, AZ; Dale L. Bumpers, AR; Frank R. Lautenberg, NJ; Tom Harkin, IA; Barbara A. Mikulski, MD; Harry M. Reid, NV; Bob Kerrey, NE; Herb Kohl, WI; Patty Murray, WA; and Dianne Feinstein, CA. Republicans: Mark O. Hatfield, OR; Ted Stevens, AK; Thad Cochran, MS; Alfonse D'Amato, NY; Arlen Specter, PA; Pete V. Domenici, NM; Don Nickles, OK; Phil Gramm, TX; Christopher S. Bond, MO; Slade Gorton, WA; Mitch McConnell, KY; Connie Mack, FL; and Conrad Burns, MT.

The final version of the 1995 budget, which will determine the actual appropriations for professional development, will come before Congress in late September or early October.

State Networks

Although federal legislation has attracted much attention over the past several months, state education policies and legislation are also critical. The voluntary national history content standards (authorized by "Goals 2000") and proposed national social studies curriculum standards already are being used by some states as they design the K-12 curriculum, establish basic requirements in the social studies, and develop new methods of assessment. Nevertheless, the quality and character of curriculum requirements vary considerably from state to state.

The network has begun to identify individuals in a few states who can help us track educational reform and, where appropriate, play a role in shaping policies that will affect the teaching of history. Because each of the states establishes its own educational policy, creating a system for monitoring state action is essential if the network is to participate in a meaningful way in the reform movement.

Social Studies Survey

In collaboration with the Social Studies Development Center, the network has mailed a survey to the 50 state social studies coordinators. The survey explores three areas relating to history education: teacher certification, graduation, and curriculum and content requirements. The results will be published and distributed next spring to state coordinators, network members, and others concerned with history education in grades K-12.

Directory and Resource Guide

A directory and resource guide for NHEN will be available in mid-July. We plan to distribute this directory at conferences and meetings throughout the coming year □

Missouri Humanities Council



The Missouri Humanities Council requests applications from humanities scholars interested in participating in *Missouri Chautauqua*, a traveling scholar-in-residence program for Missouri communities. Applicants may apply to portray one of the following historic figures: William Jennings Bryan, Elizabeth Cady Stanton, W.E.B. DuBois, Rabbi Isaac Wise and Andrew Carnegie. Stipend range: \$3,500-\$4,500 plus travel expenses. Application deadline: September 15, 1994. For application guidelines, contact Christine Reilly, Executive Director, Missouri Humanities Council, 911 Washington Avenue, Suite 215, St. Louis, MO 63101-1208 or phone (314) 621-7705.

News for the Profession

JFK Review Board

Kermit L. Hall

After initiating a search that produced more than 400 applications, the John F. Kennedy Assassination Records Review Board named David G. Marwell as its executive director on July 12 at its second public meeting. Marwell brings a wealth of experience in records management and criminal and historical research. He holds a Ph.D. in history from the State University of New York at Binghamton and served as chief of investigative research, Office of Special Investigations, U.S. Department of Justice from 1980 to 1988. Since that time he has been the director of the Berlin Document Center.

The JFK records review board was created on April 11 when Associate Justice Ruth Bader Ginsburg swore in its five members. A day later the new board, an independent agency created by Congress to provide full disclosure to records relating to the assassination of President Kennedy, held its first public meeting. Its members elected John R. Tunheim, the chief deputy attorney general of Minnesota, chairperson. The board's other members are Henry Graff (history, Columbia University), William Joyce (rare books, Princeton), Anna K. Nelson (history, American University), and Kermit L. Hall. The board heard an extended discussion of the progress made by federal agencies in releasing materials under the JFK act. Steve Tilley, the archivist in charge of the JFK Collection at the National Archives, reported on the major issues the board will confront over the next three years, particularly the postponement of disclosure of records held by the FBI and the CIA.

Because the JFK board is a true independent agency with full subpoena powers rather than an advisory or fact-finding commission, it hopes to secure adequate funding from a fiscally-concerned Congress that hesitates to support any new board or commission. In any case, it has secured space on Indiana Avenue, close to the old National Archives Building. By early 1995 the board will hire an investigative and research staff of approximately 25 persons.

The board needs to define what constitutes an "assassination record, considering its statutory mandate for its members to provide such a definition. In September it will hold public hearings throughout the nation soliciting from scholars and researchers their views. The board is also interested in hearing from individuals, either in these public hearings or privately, about records and materials relating to the assassination that have not yet been identified under the statute. OAH members can communicate about these matters by writing to Professor Kermit L. Hall, Dean, College of Humanities, The Ohio State University, 186 University Hall, 230 North Oval Mall, Columbus, Ohio 43210. □

Dean Kermit Hall is the former chair of the OAH Ad hoc Committee on Access to Lawyers' Files.

American Studies Collections

Joyce Appleby

This past April the U.S. Congress seized a rare opportunity to build strong relations with college

students around the world when it appropriated 2 million dollars to fund 16 collections of American Studies materials at college libraries abroad. The project, which began with a resolution at the 1990 OAH Annual Meeting, was carried through Congress by Representative Howard Berman of California, chairman of the House Subcommittee on International Operations. More than 50 members of the OAH wrote to their representatives and senators urging support for the program. Citing the leadership of the OAH, the legislation adumbrates an 8-year program in which some 65 collections will be placed abroad, principally outside of Western Europe and Japan.

Congress responded to the argument that undergraduate work in American Studies, when supported by scholarly libraries, would promote a higher level of understanding of the United States well beyond the superficial information gleaned from the popular press. Congress recognized the opportunity to forge a strong link with the educated men and women of the next generation. Testifying before the House Subcommittee in March of 1993, OAH past president Joyce Appleby expressed the hope that such scholarly libraries could be for the 1990s what the Fulbright Exchanges were for the 1950s.

The American Studies collections will be selected and administered through the Division for the Study of the United States of the United States Information Agency (USIA). (In the United States Information and Educational Exchange Act of 1948, USIA was assigned the responsibility for providing "assistance to schools, libraries, and community centers abroad. . . in keeping with the free democratic principles and the established foreign policy of the United States.") Heading this USIA division is Judith Siegel, who has worked closely with the OAH. A pilot collection has been established this year at Eotvos Lorand University in Budapest, an institution which inaugurated an American Studies major in 1990.

Committees of scholars in American history, government, economics, sociology, and communication studies have developed a list of core books for the American Studies Collections. The collections also will carry subscriptions to 15 learned journals, among them the *Journal of American History*, and include a literature list, the entire New American Library, as well as some primary material. The core collection will be updated annually under the direction of the ACLS, and host universities may request additions to the collection in fields of special importance to them.

Only those universities with an American Studies curriculum already in place will be candidates for one of the collections. Cooperation of a host university will be an important criterion for selection, along with the vitality and extent of the teaching program on American topics. Negotiations between the USIA and the host institution will establish the location and space allocation for the collection, its protection, the terms of access for students, the professional standing of the support staff, as well as the details for responsibility of maintaining the collection after the start-up period of five years has ended. Anyone with recommendations

for host universities can send them to Ms. Siegel at USIA, 301 4th St., NW, Washington, D.C. 20547. □

Joyce Appleby, professor of history at the University of California, Los Angeles, is OAH Past President and former chair of the OAH Ad hoc Committee on International Initiatives.

Advocacy in the Classroom

In the spring of 1993 the OAH received an invitation from the Modern Language Association to discuss the possibility of a multidisciplinary conference on the role of advocacy in the classroom. Our executive board responded with interest, and we began a series of planning meetings with the American Association of University Professors, the American Council of Learned Societies, and 12 other associations. Executive Secretary Arnita Jones and Past President Lawrence Levine have represented OAH in these discussions.

The conference will be held June 2-4, 1995, in Pittsburgh. Invitations are now being extended to speakers for four plenary sessions focusing on contemporary debates about advocacy, the historical context of advocacy and academic freedom in higher education, as well as conceptual and ethical dimensions of classroom advocacy. Proposals are also invited for papers and other kinds of presentations on the following topics: 1) Defining and ethical issues: What do we mean by the terms *advocacy*, *proselytizing*, and *political* in connection with the curriculum and the classroom? What counts as advocacy? Under what conditions is advocacy acceptable or pedagogically effective? What does the academic ethos require of teachers? 2) The history of advocacy in the college classroom: Are the problems academics now face different from those earlier generations experienced? 3) Reflections on the events and debates of the 1980s and early 1990s: What can we learn from them? How have these events and debates affected students and classroom practices? How have these events and debates affected colleges and universities? 4) The role of professional standards like those developed by the American Association of University Professors: What do these standards assume about the classroom behavior of faculty members? Should existing standards be refined or modified? 5) Does advocacy in the classroom have a role in achieving the goals of higher education? 6) What political and social assumptions underlie positions on advocacy in the classroom?

Proposals and abstracts (1-page) should be written for readers from a variety of disciplines, accompanied by 2-3 page c.v., and sent (four copies please) by November 1, 1994, to the Advocacy Conference, Cooper Station Post Office, P.O. Box #775, New York, NY 10276.

Sponsoring organizations include: American Academy of Religion, American Anthropological Association, American Association of University Professors, American Council of Learned Societies, American Society for Aesthetics, American Sociological Association, American Studies Association, Association of American Geographers, Association of American Law Schools, College Art Association, Middle East Studies Association, Modern Language Association of America, and the OAH.

News for the Profession

Recent Trends in the Academic Job Market

Hard times have arrived in the job market for the humanities and social sciences in general, but the downturn for historians has come most recently. By comparing the number of academic positions advertised in a selection of newsletters and bulletins each academic year, Bettina Huber, of the Modern Language Association, has traced the contractions of the academic job market in several disciplines. She has found that decreased job availability in each occurred during different years and, most importantly, that the slump may be slowing across the board.

The tables below, which Huber created, reveal a decline in the number of jobs advertised occurring a year earlier in English and foreign languages (1988-89) than in sociology, political science, and art and art history (1989-90). The slump in history is most recent, not having appeared until 1990-91. Yet the subsequent deterioration in the history job market has been sharp, matching the severity of decline in political science and art and art history. (See Table 1.)

The most recent figures indicate that the downturn in the academic job market may be bottoming out. Although the number of positions advertised in English, foreign languages, and art and art history continued to decline during 1992-93, the downturn was more modest than in the preceding two to three years. (See Table 2.) A similar pattern is evident in history, where the number of positions advertised in fall 1993 is modestly lower than in fall 1992. Both political science and sociology experienced increases in the number of positions advertised during the most recent period, with sociology showing a greater gain than political science. Overall, the cumulative downturn has been greatest in the two language fields—where the market continues to deteriorate, albeit more modestly, in 1993-94—and least pronounced in sociology.

Table 1.
Percent Decline Between Peak Year
and 1991-92 or Fall 1992

English	-38.5%
Foreign languages	-35.7%
Art & art history	-27.8%
History	-27.4%
Political Science	-26.8%
Sociology	-11.4%

History and political science figures are drawn from the number of positions advertised in the AHA and APSA job bulletins during the first four months of each academic year. English and foreign language figures are from the number of positions advertised in the quarterly issues of the *Job Information List*. Art and art history figures are drawn from the six issues of *CAA Careers* appearing each academic year. Sociology figures represent the number of positions advertised in the monthly *Employment Bulletin* during each academic year. □

Table 2.
Positions Advertised in Association Job Listings By Discipline and Year

Year	English	Foreign Languages	History	Sociology	Political Science	Art & Art History
1982-83	1,354	1,248	268	444		
1985-86	1,734	1,484	448	587		
1986-87	1,807	1,765	492	702		
(% change)	(+ 4.2)	(+18.9)	(+ 9.8)	(+19.6)		
1987-88	2,053	1,918	635	759		
(% change)	(+13.6)	(+8.7)	(+29.1)	(+ 8.1)		
1988-89	2,146	1,955	733	843		1,374
(% change)	(+ 4.5)	(+ 1.9)	(+15.4)	(+11.1)		
1989-90	1,916	1,638	759	844	1,150	1,499
(% change)	(-10.7)	(-16.2)	(+ 3.5)	(+ 0.1)		(+ 9.1)
1990-91	1,567	1,531	849	794	1,051	1,324
(% change)	(-18.2)	(- 6.5)	(+11.9)	(- 5.9)	(- 8.6)	(-11.7)
1991-92	1,319	1,256	769	748	866	1,082
(% change)	(-18.8)	(-18.0)	(- 9.4)	(- 5.8)	(-17.6)	(-18.3)
1992-93	1,188	1,127	616	840	842	1,002
(% change)	(- 9.9)	(-10.3)	(-19.9)	(+12.3)	(- 2.8)	(- 7.4)
1993-94			599		860	
(% change)			(- 2.8)		(+ 2.1)	

NEH-State Humanities Councils Partnership

Under Sheldon Hackney's leadership, the National Endowment for the Humanities (NEH) has created a new body to promote cooperation between itself and the humanities council in each state. In Hackney's words, this is an effort "to engage significantly increased numbers of Americans in the humanities." On April 11 and 12 the Consultative Group on the NEH-State Councils Partnership met for the first time to discuss building upon the strengths of its members and improving opportunities for communication and collaboration among them. On May 3, Chairman Hackney announced the following changes as initial steps toward these goals:

1. State councils will now be eligible to apply for grants from the NEH Division of Public Programs, since the state councils and the Division share the mission of "enhancing public understanding and appreciation of the humanities." This change allows councils to compete for another source of NEH funds. As NEH opens up other divisions for the state councils in the future, it also will encourage them to look for new federal, state, and private funding outside of the endowment.

2. Public Humanities Projects guidelines distributed by the Division of Public Programs will be revised to invite innovative and experimental grant applications. Their emphasis will be on underserved communities and new formats for public humanities projects.

3. NEH will place a cap of \$750,000 on the amount of money allocated for the Exemplary Awards Program, due to growing pressures on the availability of funds and the doubtfulness of increased help from Congress.

4. The Division of State Programs' chairs, executive directors, and orientation meetings will not continue in their present form, but will be conducted in connection with the annual national meeting or at the time of the Jefferson Lecture. Some small public humanities meetings will be held, however, to bring together leaders and representatives from state councils and other institutions in order to focus on critical programming issues.

5. While continuing the search for the best way to join the state humanities councils in the "national conversation" on American pluralism, NEH will provide an additional \$10,000 to each council to use for "the conversation." □

Directory of Federal Historical Programs and Activities

More than 1500 individuals at work in nearly 100 organizations are indexed in the fifth edition (April 1994) of the *Directory of Federal Historical Programs and Activities*. Sponsored jointly by the Society for History in the Federal Government, the American Historical Association, and the National Coordinating Committee for the Promotion of History, this publication provides an overview of and access to the historical activity taking place in the federal government. "Federal Historical Programs," the first main section of the *Directory*, provides mailing addresses and telephone numbers for historical offices within executive, judicial, and legislative agencies. "Federal Historical Resources," the second main section, covers those agencies whose primary mission is to preserve and provide access to historical materials. Copies are available for a fee from the Society for History in the Federal Government, Box 14139 Benjamin Franklin Station, Washington, DC 20044. □

CALL FOR PAPERS

1996 OAH Annual Meeting • Chicago Illinois

Robert Penn Warren has remarked that being an American "is a matter of an idea—and history is the image of that idea." President-elect Michael Kammen and the Program Committee have designated "History, Memory, and Identity" as the theme for the annual meeting that will be held in Chicago, March 28-31, 1996. This theme provides an opportunity to explore the ways in which Americans of diverse regional, ethnic, racial, gender, and religious identities have defined themselves in relation to their society and the world at large. It provides us with a point of departure for examining the relationships Americans have forged between individual identity, collective memory, and national history.

Participants in the convention will be able to explore the many ways in which Americans have contested meanings that have been attached to "History, Memory, and Identity." Questions that can be addressed in this regard include: To what degree have constructions of the past provided a basis for social cohesion? How much have they had a policing function, serving as a means by which to impose an illusory consensus? How have invocations of the past been used as strategies for resisting change or, conversely, for achieving innovation? Why has the past been such a contested terrain—in the academy and beyond? How have individual and national identity shaped American politics and public policy? To what extent has a sense of national identity influenced the global role of the United States and the perceptions Americans have held about other peoples?

The Program Committee invites proposals from individuals and organizations that consider all these issues from a variety of perspectives: social, economic, cultural, political and diplomatic. We also welcome proposals with a comparative dimension. And we, of course, invite general submissions in all areas, subjects, and periods of American history.

The Program Committee is committed to the belief that Clio's house has many rooms. We would like all of them represented at the meeting. Although we encourage proposals for entire sessions, the Program Committee will seek to match single-paper proposals and to place them on the program. Sessions concerned with teaching at all levels are especially welcomed. OAH policy encourages sessions in which participants represent the full diversity of the organization's membership.

The Program Committee has complete authority for accepting proposals from individuals and organizations. Proposals accepted from organizations will be listed in the Annual Meeting Program as co-sponsored.

Each proposal must be accompanied by a.) a cover sheet that includes the title of the session, panel, and/or workshop; and complete names, institutional affiliations, addresses, and telephone numbers for all proposers, presenters, chairs and/or commentators; and b.) an abstract no longer than 500 words which describes the session's subject, methodology, and significance; a prospectus of no more than 250 words for each paper; and a single-page vita for each participant. Co-chairs of the Program Committee are Michael J. Hogan and Mary Kelley. Five full copies of each proposal must be submitted no later than **January 15, 1995**, to: 1996 Program Proposals, Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47408-4199. Neither faxes nor electronic mail can be accepted.

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 of the OAH.

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. 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.

Professional Opportunities

United States Department of the Interior

Chief Historian. The National Park Service invites applications for the position of Chief Historian. The chief historian is the senior professional program manager of the National Park Service responsible for the historical activities associated with the research, management, interpretation, and use of historic resources in or being considered for inclusion in the National Park System. Position is expected to be filled at the GS-15 level; current salary \$69,427. For application instructions, call the National Park Service Personnel Office at (202) 208-6288. For additional information, call Rowland Bowers at (202) 343-9596. The NPS is an equal opportunity, affirmative action employer.

Louisville Seminary

Louisville Presbyterian Theological Seminary is seeking a faculty member in church history since the Reformation. Applicants should have a Ph.D. Applications from women and racial/ethnic candidates are especially encouraged. This person will have the opportunity to teach students enrolled in M.Div., M.A., Th.M., and D.Min. degree programs. Candidates should have a strong interest in preparing people for the Christian ministry. Rank and tenure are negotiable on the basis of experience; appointment will begin in the fall of 1995. Louisville seminary follows E.E.O. guidelines and affirmative action procedures. Send dossiers and a list of at least three references to President John M. Mulder, 1044 Alta Vista Road, Louisville, KY 40205-1798. Deadline is **November 1, 1994**.

College of Charleston

Archivist: The Avery Research Center for African American History and Culture of the College of Charleston seeks a professional archivist to oversee the organization, development, and day-to-day operations of its archives and library. The Avery Research Center, established eight years ago, functions to preserve and make public the heritage of the African Americans of the Low Country of South

Carolina. The archivist works closely with the center's director, other staff and community members to identify and acquire collections. The archivist supervises one full-time assistant, graduate and undergraduate students, interns and volunteers. Required: Three years archival experience or masters level training in library or archival science; a subject master's degree with a concentration in African-American history. Deadline is **September 1, 1994**. Send resume and three references to Dr. Marvin Dulaney, Director, Avery Research Center, College of Charleston, 66 George Street, Charleston, SC 29424. EOE/AA.

University of Connecticut

Head, Department of History, effective September 1, 1995. The candidate should be an historian with a distinguished record of scholarship and teaching, and broad departmental and university service. Field is open, although the department would prefer to appoint an historian working in American or European history since 1600. Responsibilities include the coordination of an outstanding and dynamic department of 39 faculty (31 at Storrs and 8 at the regional campuses); further development and enhancement of the research and teaching programs of a diverse graduate curriculum at both the doctoral and master's levels; and strengthening of the undergraduate curriculum. Rank is at the senior level. Salary is negotiable. Screening will begin immediately. Send letter of interest, curriculum vitae, and names and addresses of at least three references to: Paul B. Goodwin, Associate Dean and Chair, Search committee, University of Connecticut, History Department, U-98, 241 Glenbrook Rd., Storrs, CT 06269-2098. EOE/AA (Search #4A393).

Harvard University

The Department of the History of Science at Harvard invites applications to fill a position of assistant professor of the history of medicine to begin July 1, 1995. Applications will be considered from candidates whose own research focuses on any area or period of the history of medicine. Candidates should be prepared to teach in the department's undergraduate and graduate programs. Initial appointment will be for three years, and may be renewed for another three years on recommendation of the department faculty. Candidates will be expected to complete the doctoral degree by September 1995. Initial application materials should be received by **October 1, 1994**, and should include a curriculum vitae and the names of appropriate references. These may be sent to: Professor Allan M. Brandt, Chair, Search Committee, Department of the History of Science, Science Center 235, Harvard University, Cambridge, MA 02138. We particularly invite the applications of women and minority candidates.

Occidental College

Occidental College's History Department invites

applications for a full-time, tenure track assistant professorship in United States history since 1877. Candidates should have broad background to teach general and topical courses as well as team-taught introductory surveys in our Cultural Studies Program. Candidates with a specialization in one of the following areas are encouraged to apply: Latino/a history; African-American history; post-World War II period; or the West/borderlands. We offer flexible scheduling, internal grant opportunities, liberal leave policy, reduced course load the first year, and competitive salary and benefits. Ph.D. by end of 1995. Teaching experience preferred. Send application, c.v., and three letters of reference by **November 1, 1994**, to Professor Lynn Dumenil, Co-Chair, U.S. History Search Committee, Department of History, Occidental College, Los Angeles, CA 90041-3341. AA/EOC.

Awards, Grants, and Fellowships

The United States Holocaust Research Institute announces fellowships for researchers drawing directly on the resources of the United States Holocaust museum to link contemporary issues in medical ethics with the lessons of the Holocaust. Fellowships are for a maximum of six months and \$10,000. Awards will be announced on an ongoing basis. Write to Medical Ethics and the Holocaust, United States Holocaust Research Institute, c/o Office of the President, New York Academy of Medicine, 1216 Fifth Avenue, New York, NY 10029.

Researchers in national politics, government, or related topics, especially in the 1970s, can apply for travel grants of up to \$2,000 for use at the Gerald R. Ford Library collections. The next deadline is **September 15, 1994**. Contact William H. McNitt, Gerald R. Ford Library, 1000 Beal Avenue, Ann Arbor, MI 48109; (313) 741-2218; fax (313) 741-2341.

The Woodrow Wilson Center for International Scholars awards approximately 35 residential fellowships each year for advanced research in the humanities and social sciences. Applicants from any country and a wide variety of backgrounds who have a doctorate or equivalent professional accomplishments are welcome. Typical fellowships are for an academic year, and stipends, not to exceed \$59,000, are determined on the principle of no gain/no loss in terms of previous year's salary. Deadline is **October 1, 1994**. Contact the Fellowships Office, Woodrow Wilson Center, 1000 Jefferson Drive S.W., SI MRC 022, Washington, DC 20560; (202) 357-2841.

The Pew Program in Religion and American History, Yale University, announces fellowships and

research grants for historians entering the post-secondary teaching profession whose scholarship stresses interrelationships between religion and American history from 1600 to 1980. 1995-96 awards for graduate students completing dissertations include six \$5,000 fellowships for summer 1995 and eight one-year fellowships of \$12,000; fellowships for faculty members completing first books include six one-year fellowships of \$32,000. **October 14, 1994** is the application deadline for 1995-96 awards. Contact the Pew Program in Religion and American History, Yale University, P.O. Box 208287 Yale Station, New Haven, CT 06520-8287.

The John W. Hartman Center for Sales, Advertising, and Marketing History Special Collections Library at Duke University is offering four or more grants of up to \$750 available to graduate students, faculty, and independent scholars (working on non-profit projects) who wish to use the resources of the center. Applications for 1994-1995 awards must be postmarked by **October 15, 1994**. Contact Ms. Ellen Gartrell, Director, John W. Hartman Center, Special Collections Library, Duke University, Box 90185, Durham, NC 27708-0185; (919) 660-5836; fax (919) 684-2855; e-mail egg@mail.lib.duke.edu.

The National Humanities Center awards academic-year fellowships (a few may be for a single semester) for advanced study in history and other humanities. Applicants must have a doctorate or equivalent professional accomplishments and may be from any nation. Stipends depend upon need. Write to the Fellowship Program, National Humanities Center, PO Box 12256, Research Triangle Park, NC 27709-2256. Submit the center's form, supported by a c.v., a 1000-word project proposal, and three letters of recommendation. Deadline is **October 15, 1994**.

The Louisville Institute for the Study of Protestantism and American Culture will award up to 10 Summer Stipend Fellowships in 1995 to support post-doctoral research projects on American Protestantism. Stipends are \$8,000 plus expense reimbursement up to \$1,500. Deadline is **November 1, 1994**. Contact Dr. James W. Lewis, Executive Director, Louisville Institute for the Study of Protestantism and American Culture, 1044 Alta Vista Road, Louisville, KY 40205; (502) 895-3411 ext. 487.

The Stanford Humanities Center offers up to six external fellowships for 1995-96 in the following categories: 1) senior fellowships for well-established scholars; 2) junior fellowships for scholars who at the time of application are at least 3 years beyond receipt of the Ph.D. and normally no more than 10. Contact the Stanford Humanities Center, Mariposa House, Stanford University, Stanford, CA 94305-8630; (415) 723-3052; fax (415) 723-1895. Deadline for applications is **November 15, 1994**.

The American Antiquarian Society (AAS) will award a number of short and long-term Visiting Research Fellowships during the year June 1, 1995 - May 31, 1996. These include the *AAS-National Endowment for the Humanities Fellowships* - for six to twelve months of support for research on any subject on which the Society has strong holdings; *Kate B. and Hall J. Peterson Fellowships* - for one to three months support for research on any subject for which the Society has strong holdings; *AAS-American Society for Eighteenth-Century Studies Fellowships* - for one to two months residence by persons working in any area of American eighteenth-century studies; *Stephen Botein Fellowships* - for up to two months' residence by persons working in the history of the book in American culture. AAS is inaugurating a new program of visiting fellowships for creative and performing artists, writers, filmmakers, and journalists whose research objectives are to produce works dealing with pre-twentieth-century American history designed for the general public rather than academic/educational communities. All applications are due by **November 17, 1994**. Contact John B. Hench, Director of Research and Publication, 185 Salisbury Street, Worcester, MA 01609-1634; (508) 755-5221.

The Louisville Institute for the Study of Protestantism and American Culture will award up to 10 doctoral dissertation fellowships in 1995 to support research on American Protestantism. Applicants must be candidates for the Ph.D. or Th.D. degree at a graduate school in North America who expect to complete the dissertation during the award year. Fellowships include a stipend of \$12,000. Deadline is **December 1, 1994**. Contact Dr. James W. Lewis, Executive Director, Louisville Institute for the Study of Protestantism and American Culture, 1044 Alta Vista Road, Louisville, KY 40205; (502) 895-3411 ext. 487.

The Society for French Historical Studies and the Institut Français de Washington jointly award the Gilbert Chinard prize (\$1,000) for distinguished scholarly books on themes shared by France and North, Central, and South America published by Canadian or American authors. Historical studies in any area or period are acceptable, including critical editions of significant source materials. Deadline for the 1994 award is **December 14, 1994**. Three copies of each book or manuscript in page-proof should be sent to Prof. Irwin M. Wall, Chair, Chinard Prize Committee, Department of History, 4110 Library South, University of California at Riverside, Riverside, CA 92521; (909) 787-5401 or 787-4314.

The Rockefeller Archive Center invites applications for its program of Grants for Travel and Research for 1995. Grants of up to \$1,000 for U.S. and Canadian researchers and up to \$2,000 for researchers from abroad typically are given for graduate-level or post-doctoral scholars requiring the use of the Rockefeller collections. The deadline for applications is **December 31, 1994**. Contact Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Avenue, North Tarrytown, NY 10591-1598.

The John Carter Brown Library will award approximately 15 short and long-term research fellowships for the year June 1, 1995-May 31, 1996. Short-term awards are for two to four months with a stipend of \$1,000 per month; long-term awards, funded by NEH, are for six months with stipend of approximately \$2,600 per month. The library's holdings are concentrated on the history of the Western Hemisphere during the colonial period and cover all aspects of European relations with the New World; they emphasize the European discovery, exploration, settlement, and development of the Americas. Deadline for fellowships during the 1995-96 year is **January 15, 1995**. Contact the Director, John Carter Brown Library, Box 1894, Providence, RI 02912; (401) 863-2725.

The Beinecke Rare Book and Manuscript Library offers short-term fellowships to support visiting scholars from outside the greater New Haven area pursuing post-doctoral or equivalent research in the Beinecke's collections. Fellowships must be taken up between September 1995 and May 1996. Applicants are asked to submit a resume and a brief research proposal to the Director, Beinecke Library, P.O. Box 208240, New Haven, CT 06520-8240. Deadline for applications is **January 15, 1995**.

The Pennsylvania Historical and Museum Commission invites applications for its 1995-1996 scholars-in-residence program. The program aims to promote the interpretation of Pennsylvania history, to encourage research drawing upon the Commission's archival and artifactual resources, and to develop collegial relationships between scholars and the commission's staff. Contact the Division of History, Pennsylvania Historical and Museum Commission, Box 1026, Harrisburg, PA 17108; (717) 787-3034. The deadline is **January 20, 1995**.

The Quaker Collection of Haverford College announces the availability of three \$1500 fellowships for one month of research using Quaker Collection

materials to study a topic that explores the connections and relationships between various ways of expressing religious belief in the world. Application deadline is **February 1, 1995**. Contact Emma Jones Lapsansky, Curator, Quaker Collection, Haverford College, Haverford, PA 19041.

The James Madison Memorial Fellowship Foundation makes awards to in-service secondary school teachers of American history, American government, and social studies in grades 7-12, as well as to graduating or graduated collegians who wish to become secondary school teachers of these same subjects. The \$24,000 award covers costs 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. The deadline for applications for the 1995 competition is **March 1, 1995**. Contact the James Madison Fellowship Program, P.O. Box 4030, Iowa City, IA 52243-4030; (800) 525-6928; fax (319) 337-1204; e-mail: Recogprog@ACT-ACT4-PO.act.org.

The Oral History Association announces the inauguration of an awards program to recognize outstanding work in oral history in several categories. In 1995 and subsequent odd-numbered years, awards will be made for a book that draws upon oral history in a significant way; for a nonprint format production that makes significant use of oral history to interpret a historical subject; and to a precollegiate teacher who has made exemplary use of oral history in the classroom. In 1996 and subsequent even-numbered years, awards will be made for a published article or essay that either uses oral history to advance an important historical interpretation or addresses significant theoretical or methodological issues; for a completed oral history project that has significant scholarly value; and to a college or university professor who has made outstanding use of oral history in the classroom. Contact Jan Dodson Barnhart, Executive Secretary, Oral History Association, Box 3968, Albuquerque, NM 87190-3968. Deadline for submissions for the three 1995 awards is **April 1, 1995**.

The Society for Historians of the Gilded Age and Progressive Era (SHGAPE) announces the second biennial competition for the best published article treating any aspect of U.S. history in the period 1865-1917. The article must have appeared in journals dated 1993-1994. Eligibility is open to any graduate student, individual with a doctorate awarded after 1985, or scholar who has not yet published a book. Send letter addressing the author's eligibility along with three copies of the article by **December 1, 1995**, to Prof. Ruth Crocker, Chair, SHGAPE Article Prize Committee, Department of History, 7030 Haley Center, Auburn University, Auburn, AL 36849-5207.

The American Philosophical Society makes grants of up to \$5,000 toward the cost of scholarly research in all areas, particularly that which is likely to culminate in publications. Applicants should have held the doctorate for at least one year. Foreign nationals applying from abroad must state precisely what objects of research, only available in the United States, need to be consulted. Written requests for forms must indicate eligibility, specify the area of research, and state the proposed use of grant funds. Telephone requests for forms cannot be honored. Contact the Committee on Research, American Philosophical Society, 104 S. 5th Street - or - 150 S. Independence Mall East, Philadelphia, PA 19106-3387. (No deadline given.)

The United States Institute of Peace offers fellowships to support practitioners and scholars working on projects concerning the sources and nature of international conflict. The institute expects to award 12 fellowships for 1995-1996. Contact the United States Institute of Peace, Jennings Randolph Program for International Peace, 1550 M Street NW, Suite 700F, Washington, DC 20005-1708; (202) 429-3886; fax (202) 429-6063. (No deadline given.)

The University of Michigan's School of Education has two fully-funded graduate assistantships available for a one-year master's degree program in history/social studies education. Applicants must have at least two years secondary teaching experience. Experience or interest in urban education is preferred. Contact the Office of Student Services, Room 1033, School of Education, University of Michigan, 610 East University, Ann Arbor, MI 48109-1259. (No deadline given.)

Activities of Members

Notices submitted for "Announcements" should be typed, double-spaced, and brief. Include only information basic to the announcement's purpose. Send to the Managing Editor, OAH Newsletter, 112 North Bryan Street, Bloomington, IN 47408; fax

(812) 855-0696; e-mail oah@indiana.edu. Deadlines are **January 1** for the February issue; **April 1** for May; **July 1** for August; and **October 1** for November. All copy is subject to editing.

Casey N. Blake, Indiana University, received a Woodrow Wilson Fellowship for his work, "The Politics of Public Art in Twentieth-Century America."

Rafael Medoff, Ohio State University, was named to the Advisory Committee of the Columbus Holocaust Video Project, in association with the Ohio Council on Holocaust Education.

R. Douglas Hurt, Iowa State University, has been appointed editor of *Agricultural History* by the Agricultural History Society.

Roger Daniels, University of Cincinnati, was appointed as the Charles Phelps Taft Professor of History.

Gary Kulik, formerly of the Smithsonian Institution's National Museum of American History, has been appointed Director of the Library at Winterthur Museum in Winterthur, Delaware.

The following OAH members were awarded fellowships by the Library Company of Philadelphia: George W. Boudreau, Indiana University; Ernest Freeberg, Emory University; Maurice Jackson, Georgetown University; Daniel P. Kilbride, University of Florida; and Merril D. Smith, Temple University.

Martha Hodes, New York University, has been awarded a National Endowment for the Humanities Fellowship for University Teachers and an American Council of Learned Societies Fellowship for 1994-1995.

Lawrence D. Cress, formerly of the University of Tulsa, was named Dean of the College of Liberal Arts at Willamette University in Salem, Oregon.

Allen Rudolph, Los Gatos High School in Los Gatos, California, was awarded a James Madison Memorial Fellowship.

Kermit L. Hall, formerly Dean of the Henry Kendall College of Arts and Sciences at the University of Tulsa, has become Dean of the College of Humanities at Ohio State University.

Wilson D. Miscamble, University of Notre Dame, was awarded the 1994 Truman Book Award for his *George F. Kennan and the Making of American Foreign Policy, 1947-1950*.

Arthur S. Link, George Henry Davis '86 Professor of American History, Emeritus, Princeton University and Director and Editor of the Papers of Woodrow Wilson received the Thomas Jefferson Medal at the Annual Meeting of the American Philosophical Society.

Jeffrey A. Drobney, West Virginia University, was awarded the Arthur W. Thompson Memorial Prize in Florida History for his article, "Where Palm and Pine Are Blowing: Convicts Labor in the North Florida Turpentine Industry."

The Woodrow Wilson National Fellowship Foundation awarded Andrew W. Mellon Fellowships in Humanistic Studies for 1994 to the following OAH members: Sharon Braslaw, University of Michigan; Caroline Fox, Princeton University; Risa Goluboff, Harvard University; Aisha Karim, University of Michigan; Andrew Lakoff, University of California at Berkeley; Shafali Lai, University of Chicago; Tracie Matysik, University of Washington; Michael Miller, Brown University; Erin Moran, University of Chicago; Samuel Moyn, Washington University; Natalie Nenadic, Stanford University; Joshua Rosenzweig, Swarthmore College; Ethan Shagan, Brown University; and Andrew Siegel, Yale University.

The Woodrow Wilson National Fellowship Foundation awarded Charlotte W. Newcombe Dissertation Fellowships for 1994 to Uta G. Poiger, Brown University, and Victoria W. Wolcott, University of Michigan.

The following OAH members were given awards by the Society for History in the Federal Government for 1994: Shelley L. Davis, The President's Award; Richard G. Hewlett, The Franklin Delano Roosevelt Prize; John W. Johnson, The Thomas Jefferson Prize; David A. Langbart, The Thomas Jefferson Prize; Judy Barrett Litoff, The James Madison Prize; and Roger R. Trask, The President's Award.

Allen C. Guelzo, Eastern College, was awarded the 1993 Albert C. Outler Prize by the American Society of Church History for his new book, *For the Union of Evangelical Christendom: The Irony of the Reformed Episcopalians, 1873-1930*.

The American Philosophical Society Library awarded 1994-1995 Mellon Resident Research Fellowships to the following members: George W. Boudreau, Indiana University; Catherine J. Lavender-Teliha, University of Colorado; Peter C. Mancall, University of Kansas; Jeffrey Mullins, John Hopkins University; Stephen P. Rice, Yale University; Mart A. Stewart, Western Washington University; and Christian Warren, Brandeis University.

The New York State Archives and Records Administration (SARA) announces that Bruce Dearstyne has been appointed as an Acting Codirector of SARA.

Gerald Baldasty, University of Washington, has won the tenth annual Covert Award in Mass Communication History.

Nancy Bernkopf Tucker, University of Florida at Gainesville, received a Woodrow Wilson award for her dissertation on "America and the Search for China's Place in the World: the Strategic, Economic and Cultural Dimensions of Chinese-American Interaction, 1953-66."

Douglas R. Egerton, Le Moyne College, was awarded by the Society for Historians of the Early American Republic its Annual Book Prize for his book, *Gabriel's Rebellion: The Virginia Slave Conspiracies of 1800 and 1802*.

A fellowship in historical editing, jointly funded by the NHPRC and The Andrew W. Mellon Foundation, was awarded to Laura Graham, University of Rochester, for 10 months at the *Adams Papers*, Massachusetts Historical Society.

The Louisville Institute for the Study of Protestantism and American Culture awarded Summer Stipend Awards to the following OAH members: Elizabeth & Ken Fones-Wolf, West Virginia University; Mark Hulsether, University of Tennessee; and Laurie F. Maffly-Kipp, University of South Carolina.

The Louisville Institute for the study of Protestantism and American Culture awarded Dissertation Fellowship Awards to the following OAH members: Andrew S. Chancey, University of Florida; D. Scott Cormode, Yale University; Jessica Ivy Elfenbein, University of Delaware; Bonnie Sue Lewis, University of Washington; and Adele Oltman, Columbia University.

John Carter Brown Library Research Fellowships were awarded to the following OAH members: Eric Hinderaker, University of Utah; Edward L. Widmer, Harvard University; and Sergei Zhuk, Dnepropetrovsk State University.

Calls for Papers

The 7th North American Fur Trade Conference will be held May 24-28, 1995, in Halifax, Nova Scotia. Papers are invited from fields on topics of the North American fur trade and related areas. Send a 1-page abstract with title, name of author, and institutional affiliation (if appropriate) by **August 31, 1994**. Contact Barry Moody and Bill Wicken, Gorsebrook Research Institute for Atlantic Canada Studies, Saint Mary's University, Halifax, Nova Scotia, Canada B3H 3C3; (902) 420-5668; fax (902) 420-5530; e-mail BWicken@Husky1.StMarys.CA.

The Institute for Massachusetts Studies will hold a symposium on the history of politics in Massachusetts. Papers for the symposium will be published in book form. Send submissions to the Symposium on the History of Politics in Mass., c/o Institute for Massachusetts Studies, Westfield State College, Westfield, MA 01086. Deadline is **September 15, 1994**.

The University of Colorado at Boulder will hold a conference called "Looking at Life: Rethinking America's Favorite Magazine, 1936-1972." Papers are invited that consider how Life magazine shaped American culture from 1936-1972. Submit a 2-page abstract and c.v. by **September 15, 1994**, to Erika Doss, Director, American Studies Program, c/o Department of Fine Arts, CB 318, University of Colorado, Boulder, CO 80309-0318; (303) 492-4483; fax (303) 492-4886; e-mail doss@spot.colorado.edu.

The American Association of University Women is coordinating a symposium on gender issues in education to be held June 22-25, 1995, and is seeking single paper, complete session, or panel proposals for its symposium. Contact AAUW, 111 Sixteenth St. N.W., #5188, Washington, D.C. 20036-4873; (202) 785-7759. Deadline is **September 20, 1994**.

The University of Wisconsin Centers will sponsor

a conference April 21-22, 1995, on "The Nature and Foundation of the Introductory History Course," to be held at the UW Center-Waukesha. Papers may address course content, core curriculum methods, expectations, teaching resources, or the relationship between general education and the history major. Send proposals for papers or sessions to Robert B. McNulty, UW Center-Waukesha, 1500 University Drive, Waukesha, WI 53188-2799. Deadline is **October 20, 1994**.

The Pennsylvania Historical Association requests proposals for its annual meeting to be held October 13-14, 1994, at Bucknell University. Papers, panels, roundtables or workshops on the history of the Mid-Atlantic region and/or Pennsylvania are needed, including presentations of work that makes imaginative use of nontraditional sources, such as material culture and oral history. Send a one-page proposal and short c.v. to Dr. Jean R. Soderlund, Department of History, Lehigh University, 9 W. Packer Avenue, Bethlehem, PA 18015-3081. Deadline is **October 1, 1994**.

The Canadian Mormon Studies Association, John Whitmer Historical Association, and the Mormon History Association will hold a joint meeting at Queen's University in Kingston, Ontario, June 20-25, 1995. The internationalization of the Mormon movement is the theme. Submit by **October 1, 1994**, the title, abstract of 100 words or less, and brief description of the of paper's significance to Jessie L. Embry, Program Chair, CMSA, JWHA, MHA Conference, Charles Redd Center, 4069 HBL, BYU, Provo, UT 84602.

The North American Society for Sport History will hold its 23rd annual conference in Long Beach, CA, May 26-29, 1995. Session and paper proposals/abstracts should be sent for review by **October 15, 1994**, to Nancy L. Struna, Department of Kinesiology, University of Maryland, College Park, MD 20742-2611.

Those involved in researching, writing, or publishing legal history are invited to present or discuss their work at the District of Columbia Bar's Continuing Legal Education Program in Legal History, **October 20-22, 1994**, in Washington, D.C. It is held simultaneously with the annual convention of the American Society for Legal History. Contact Ed Terrar, 15405 Short Ridge Dr., Silver Spring, MD 20906; (301) 598-5427.

The Center for the History of Business, Technology, and Society at the Hagley Museum and Library solicits paper proposals for its conference, "Industrial Modernism: Factory Architecture, Engineering, and Workers' Housing," to be held April 21-22, 1995. Papers placing the topic in its broader cultural, economic, or political context are especially encouraged. Send one-page abstract and c.v. by **October 21, 1994**, to Dr. Roger Horowitz, Associate Director, CHBTS, Hagley Museum and Library, Box 3630, Wilmington, DE 19807; fax (302) 658-0568; e-mail rh@strauss.udel.edu.

The College of William and Mary and several other organizations will host an interdisciplinary conference on the theme "Hume and 18th-Century America." Paper proposals must be accompanied by a brief abstract, postmarked by **November 1, 1994**, and sent in triplicate to Professor Dorothy Coleman, Department of Philosophy, College of William and Mary, Williamsburg, VA 23187; e-mail dpcole@mail.wm.edu.

The 1995 annual meeting of the Society for Military History, "War Termination and Transitions to New Eras," will be held May 11-14, 1995, in Gettysburg, PA. Submit one-page abstracts of paper or panel proposals to Mr. David A. Keough, SMH 1995 Meeting, U.S. Army Military History Institute, Carlisle Barracks, PA, 17013-5008; (717) 245-3189; e-mail keoughd@carlisle-emh2.army.mil. Deadline is **November 1, 1994**.

The Ohio Academy of History seeks papers and panels from all fields of history for its annual spring conference April 21-22, 1995, at Otterbein College in Westerville, OH. Send abstracts by **November 15, 1994**, to Larry D. Wilcox, Department of History, University of Toledo, OH 43606; (419) 537-2845; fax (419) 537-4539.

The Western Association of Women Historians is hosting its 26th annual conference in Pacific Grove, CA, on June 2-4, 1995. Proposals for panels are welcome on any historical subject, time period, or region. Send proposals by **November 30, 1994**, to Dr. Jacqueline Braitman, 23250 Mariano St, Woodland Hills, CA 94702.

The Rural Studies Section of the Western Social Science Association will be held in Oakland, CA, April 26-29, 1995. Proposals for papers, panels, and sessions dealing with rural related topics are welcome. A one-page prospectus and a brief c.v. should be sent by **December 1, 1994**, to Mark Friedberger, Department of History, Texas Tech University, Box 41013, Lubbock, TX 79409-1013; (806) 742-3744; fax (806) 742-1060; e-mail JWMAR@TTACS.TTU.EDU.

The Society of Historians of American Foreign Relations calls for papers for its 21st Annual Conference at the U.S. Naval Academy, Annapolis, MD, June 21-24, 1995. A broad range of topics in international history and foreign policy are welcome. Submit a one-page abstract and c.v. to Professor Robert D. Schulzinger, Chair, SHAFR Program Committee, History Department, CB 234, University of Colorado, Boulder, CO 80309-0234; fax (303) 492-1868; e-mail schulzin@spot.COLORADO.EDU. Deadline is **December 1, 1994**.

The Western Social Science Association calls for papers for its 37th annual meeting to be held at Oakland, CA, April 26-29, 1995. Proposals should be sent by **December 2, 1994**, to Benjamin D. Rhodes, Department of History, University of Wisconsin-Whitewater, Whitewater, WI 53190. They should include an abstract of the presentation and a brief c.v. Moderators and discussants are also needed.

The 1995 annual meeting of the Oral History Association will be held on October 19-22 in Milwaukee, WI. "Reflections on Relationships in Oral History Research" is the theme. OHA invites scholars and practitioners from a variety of disciplines and fields to submit by **December 15, 1994**, proposals for individual papers, panels, round tables, workshops, and entire sessions. Contact Prof. Michael A. Gordon, Department of History, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201; (414) 229-4314; fax (414) 229-6827; e-mail mgordon@csd4.csd.uwm.edu; or Professor Gwen Etter-Lewis, Dept. of English, Western Michigan University, Kalamazoo, MI 49008-5092; (616) 387-2629; fax (616) 387-3999; e-mail etter_lewis@wmich.edu.

The 35th Winterthur Conference, to be held October 5-7, 1995, will be held in Winterthur, DE. The conference organizers invite proposals for papers on the U.S. luxury consumer market between 1840 and 1940. Proposals of not more than 500 words must be postmarked by **December 30, 1994**, and should be sent to Patricia D. Elliott, Office of Advanced Studies, Winterthur Museum, Garden, and Library, Winterthur, DE 19735.

The Ninth Biennial Southern Labor Studies Conference will meet at the University of Texas at Austin for four days during October 1995. The program reflects the theme, "Labor Before and After Free Trade," although papers are invited on all aspects of North American and Latin American labor studies. Proposals for sessions and individual papers are requested by **December 31, 1994**. Contact Jonathan C. Brown, Institute of Latin American Studies, The University of Texas at Austin, Austin, TX 78712; (512) 471-5551; fax (512) 471-3090.

The Economic and Business Historical Society will hold its 20th annual meeting in Boulder, CO, April 27-29, 1995. Members and nonmembers are invited to submit papers, offer their services as session chairs or discussants and/or make program suggestions. Send correspondence, abstracts (two pages), and papers to Prof. Ann Carlos, EBHS President and Program chair, Department of Economics, University of Colorado, Boulder, CO 80309; fax (303) 492-8960. The deadline for abstracts is **January 15, 1995**; for papers, **March 1, 1995**.

The 10th Berkshire Conference on the History of Women, "Complicating Categories: Women, Gender, and Difference," will be held on June 7-9, 1995, at the University of North Carolina in Chapel Hill. Submit proposals in triplicate, postmarked by **February 1, 1995**, to Evelyn Brooks Higginbotham, Afro-American Studies Department, Harvard University, 1430 Massachusetts Ave., Cambridge, MA 02138.

The Louisiana Historical Association announces the 1994 competition for the best graduate level unpublished, article-length essay based on original research on Louisiana or a related topic. Applicants must be enrolled in an accredited M.A. or Ph.D. program. The award will be a cash prize to be presented at the annual meeting of the LHA, March 16-18, 1995. Deadline for papers written in calendar 1994 is **February 1, 1995**. Essays should be submitted in triplicate to Dr. Arthur W. Bergeron, Jr., 3921 Willow Bay Drive, Baton Rouge, LA 70809.

The Cuba History Institute and the Center of Cuban Workers invite scholars and professionals from the United States to participate in the International Scientific Workshop dedicated to the 105th anniversary of the First of May. It will take place in Havana, Cuba, April 17-19, 1995. Its theme, "For a Better World," focuses on the beginnings and development of the workers' movement. Proposals should be sent by **February 1995** to Dr. C. H. Luis Hipolito Serrano Perez, Secretario Comite Organizador, Instituto de Historia de Cuba, Palacio Aldama, Amistad No. 510, entre Reina y Estrella, Ciudad de La Habana, Cuba; e-mail (Internet) historia@ceniai.igc.org or (Bitnet) cdp@ceniai.uu.net. uunet.net/historia.

The Communal Studies Association will conduct its 22nd annual Communal Studies Conference in Estero, FL, October 12-14, 1995. Papers and session proposals on the theme "Communal Cosmologies: Visions, Beliefs and Practices," with 300 word abstracts and short personal vitas, should be sent by **March 15, 1995**, to the program chair, Dr. Lyn Rainard, Tidewater Community College, 1428 Cedar Road, Chesapeake, VA 23320-7199; (804) 549-5226; fax (804) 549-5173.

The Center for Great Plains Studies is now accepting paper proposals for its 20th Annual Interdisciplinary Symposium, to be held April 4-6, 1996. The conference theme is "Politics and Culture of the Great Plains." Submit proposals of 150-200 words plus a brief resume to Great Plains Studies, University of Nebraska-Lincoln, 1213 Oldfather Hall, Lincoln, NE 68588-0314; (402) 472-3082; e-mail prc@unlinfo.unl.edu. Deadline is **July 1, 1995**.

The Millennial Prophecy Report is accepting material on millennialism and ideas of global transformation. The publication is a monthly newsletter of primary source material, specializing in prophetic ephemera. Only abstracts with a definite publication date and a 250-word limit will be published. Make submissions at least two months in advance of publication by e-mail to Ted Daniels at 7111.12@compuserve.com, or send submissions to Millennial Prophecy Report, P.O. Box 34021, Philadelphia, PA 19101-4021; (215) 662-5677; fax (215) 386-6306.

Atlanta History: A Journal of Georgia and the South pays for articles and book reviews. Articles must make a scholarly contribution and appeal to a serious lay readership. Researched pieces, oral histories, interviews, notes on documents, and photo essays welcome on Atlanta, the region, and Georgia. Send SASE for inquiries and submission details to Publications, Atlanta History Center, 130 West Paces Ferry Road, Atlanta, GA 30305-1366.

The National Social Science Association is now accepting proposals for its national conference, November 2-4, 1994, in New Orleans, LA. Send or fax proposals, along with a twenty-five word abstract, to NSSA New Orleans Meeting, 2020 Hills Lake Dr., El Cajon, CA 92020-1018; (619) 448-4709; fax (619) 258-7636. (No deadline given.)

Meetings and Conferences

The California Historical Society and the California Council for the Promotion of History's annual conference will be held on **September 15-18, 1994**, in San Diego, CA. This year's theme is "California History through Places and Things." Contact the California Historical Society, 2099 Pacific Avenue, San Francisco, CA 94109; (415) 567-1848; fax (415) 567-2394.

A meeting for archivists, scholars, and members of institutions who are presently working with or are contemplating working with the personal papers of a member of Congress will be held **September 16-17, 1994**, in Portland, ME. Contact the Margaret Chase Smith Library, P.O. Box 366, Skowhegan, ME 04976; (207) 474-7133.

The 54th AASLH Annual Meeting, "Thriving on Change: Redefining the Field of State and Local History," will be held **September 29-October 1, 1994**, in Omaha, NE. The keynote speakers are Joy Hakim, author of *A History of US*, a 10-volume history of the United States for children, and George F. MacDonald, executive director of the Canadian Museum of Civilization. Contact the AASLH, 530 Church Street, Suite 600, Nashville, TN 37219; (402) 346-7600.

The 34th annual Winterthur Conference, "Perceptions of a Past: Private Collections; Public Collections," will be held on **October 6-8, 1994**. Contact Advanced Studies, the Winterthur, Winterthur, DE 19735; (302) 888-4600 or (800) 448-3883.

The Society for the History of Technology will hold its annual meeting in Lowell, MA, on **October 6-9, 1994**. Its theme is "Business History and the History of Technology." Contact Ed Pershey, Tsongas Industrial History Center, Boott Cotton Mills Museum, 400 Foot of John Street, Lowell, MA 01852; (508) 970-5080; fax (508) 970-5085; e-mail pershey@woods.ulowell.edu.

The Conference on Faith and History will hold its biennial fall meeting on **October 7-8, 1994**, at Messiah College in Grantham, PA. The theme is "Religion in Its Social Context." Contact Richard V. Pierard, Department of History, Indiana State University, Terre Haute, IN, 47809.

The Goose Creek Association of northern Virginia will sponsor a symposium on the life and military career of Colonel John S. Mosby, the "Gray Ghost

of the Confederacy," on **October 8, 1994**, in Middleburg, VA. Contact The Goose Creek Association, P.O. Box 1178, Middleburg, VA 22117; (703) 687-3073.

The 1994 Annual Meeting of the National Institute for the Conservation of Cultural Property will be held on **October 17-18, 1994**, in Washington, D.C. Contact the National Institute for the Conservation of Cultural Property, 3299 K Street, NW, Suite 602, Washington, DC 20007; (202) 625-1495; fax (202) 625-1485.

The 34th annual Western History Association conference will be held **October 20-23, 1994**, in Albuquerque, NM. David McCullough, Pulitzer-Prize-winning author of *Truman* will be the guest speaker at the annual banquet. Non-members may request a copy of the program by writing the Western History Association, University of NM, 1080 Mesa Vista Hall, Albuquerque, NM 87131-1181; (505) 277-5234; fax (505) 277-6023.

The National Conference of Independent Scholars will hold its second conference, "Independent Scholars: Finding an Audience," **October 21-23, 1994**, at Mills College, Oakland, CA. For registration information write to NCIS, P.O. Box 5743, Berkeley, CA 94705; or call Joanne Lafler at (510) 547-1791.

The National Trust for Historic Preservation is sponsoring a one-day conference for historic sites staff called "The View from the Kitchen: Interpreting the Lives of Domestic Workers in the 19th and Early 20th Centuries." It will be held on **October 25, 1994**, in Boston, MA. Contact The National Trust for Historic Preservation, (202) 673-4151.

Connecticut College is sponsoring a symposium examining the Civil Rights Movement and the Civil Rights Act of 1964 on **November 4-6, 1994**. Contact Louise S. Brown at (203) 439-2610 or by e-mail at lsbro@conncoll.edu.

The American Association for Higher Education's Fifth National Conference on School/College Collaboration, "Unfinished Business: Organizing for Student Success K-16," will be held at the Grand Hyatt Hotel in Washington, DC, on **November 17-20, 1994**. Contact Carol Stoel or Grace Moy, Education Trust, American Association for Higher Education, One Dupont Circle, NW, Suite 360, Washington, DC 20036-1110.

The Institute of Early American History and Culture, the Newberry Library's D'Arcy McNickle Center for the History of the American Indian, and The Historic New Orleans Collection will sponsor a conference entitled "Crucibles of Cultures: North American Frontiers, 1750-1820," on **November 18-20, 1994**, at The Historic New Orleans Collection. Contact Fredrika J. Teute, IEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781.

"African Americans and Their Great Plains Experience," an interdisciplinary symposium sponsored by the Center for Great Plains Studies at the University of Nebraska-Lincoln, will be held **February 23-25, 1995**, in Lincoln, NE. The registration deadline is **January 15, 1995**. Contact Phil Coleman-Hull, Center for Great Plains Studies, University of Nebraska-Lincoln, 1213 Oldfather Hall, Lincoln, NE 68588-0314; (402) 472-3802; e-mail prc@unlinfo.unl.edu.

The Institute for the Study of American Evangelicals is hosting a conference entitled "The Engagement With Science," an examination of the broad involvement of evangelical Christians with the natural, physical, and social sciences since the Enlightenment. The conference will be held **March 30 - April 1, 1995**, at Wheaton College in Wheaton, IL. Contact the ISAE, Wheaton College, Wheaton IL 60187; (708) 752-5437.

The Belgium Luxembourg American Studies Association announces its bi-annual conference, "Images of America: Through the European Looking Glass," **May 5-7, 1995**, in Brussels. Eighteen scholars will explore European perceptions of America in an interdisciplinary manner, drawing upon literary, historical, cinematographic, oral, and musical sources. Contact Prof. William L. Chew III, Center for American Studies, Bd. de l'Empereur, 4, B-1000 Brussels, Belgium; telephone 32-2-519-55-21; fax 32-2-519-55-22.

The Washington Seminar on American History and Culture is an unaffiliated, self-supporting, post-doctoral seminar that meets monthly, **October-May**, to discuss works-in-progress and completed scholarship. Papers are circulated in advance, and \$15 contributions are required for membership. Historians residing in and visiting the Washington area in 1994-1995 are encouraged to join and to notify the seminar director of their interest in presenting papers. Contact James M. Banner, Jr., James Madison Memorial Fellowship Foundation, Suite 303, 2000 K Street, NW, Washington, DC 20006-1809.



INSTITUTE POSTDOCTORAL FELLOWSHIP 1995-1997

The Institute of Early American History and Culture will award a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 1995. The principal criterion for selection is that the candidate's dissertation or other research project have significant potential for publication as a distinguished, book-length contribution to scholarship. Applicants may not have previously published a book and must have met all requirements for the doctorate before commencing the fellowship. A significant portion of the dissertation or other research project must be submitted with the application. The Institute holds first claim on publishing the completed manuscript. The Institute's field of interest encompasses all aspects of the lives of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

The fellowship is not restricted to scholars who have just completed or are completing their dissertations. Those who have attained the Ph.D. and begun careers are also encouraged to apply; efforts will be made to accommodate academic and other leave schedules. Previous applicants are welcome to reapply.

Fellows devote most of their time to research and writing, work closely with members of the editorial staff, and participate in colloquia and other scholarly activities of the Institute. In addition to a beginning stipend of \$29,000, the fellowship provides office, research, and computer facilities as well as some funds for travel to conferences and research centers. Fellows hold concurrent appointment as assistant professor in the appropriate department at the College of William and Mary and teach a total of six semester hours during the two-year term. Institute fellows also have the option of spending a summer at the Huntington Library on a full grant within five years of their residency in Williamsburg.

For the calendar year 1996 the fellow will be supported principally by the National Endowment for the Humanities through its program of fellowships at Centers for Advanced Study. During that year he or she will be designated both an NEH and an Institute fellow.

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

Further information and application forms may be obtained from the Director, IEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. Application deadline is November 1, 1994.

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Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award

The Mary K. Bonsteel Tachau award is an annual award given to recognize the contributions made by pre-collegiate teachers to improve history education. The award, to be given for activities which enhance the intellectual development of other history teachers and/or students, memorializes the career of the late Mark K. Bonsteel Tachau, University of Louisville, and especially her path-breaking efforts to build bridges between university and pre-collegiate history teachers.

The successful candidate will receive a certificate, a cash award of \$1,000, a one-year OAH membership, and a one-year subscription to the OAH *Magazine of History*. If the winner is an OAH member, the award will include a one-year renewal of membership in the awardee's usual membership category. Finally, the winner's school will receive a plaque suitable for permanent public display.

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

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

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

Nomination Procedure: Candidates may be nominated by any person familiar with the nominee's professional accomplishments or standing. Nominators shall submit to the OAH award committee a two-page letter indicating why the teacher merits the Tachau Pre-Collegiate Teaching Award. All entries should be clearly labeled, "1995 Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award" and should be mailed directly to each of the following committee members: Dr. James F. Adomanis, Committee Chair, Social Studies Specialist, Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, MD 21401; Professor Sandra Van Burkleo, Department of History, Wayne State University, 3094 Faculty-Administration Building, Detroit, MI 48202; Ms. Kathleen Kean, Nicolet High School, 6701 North Jean Nicolet Road, Glendale, WI 53217

Deadline for Nominations: December 1, 1994

Pew Program in Religion and American History

1995-1996 Fellowships

The Pew Program in Religion and American History, established at Yale University through a generous grant from The Pew Charitable Trusts, administers a national fellowship competition for historians entering the college and university teaching profession whose scholarship stresses inter-relationships between religion and American history in any era and region from 1600 to 1980.

- 6 \$5000 Ph.D. dissertation summer fellowships
- 8 \$12,000 Ph.D. dissertation fellowships
- 6 \$32,000 faculty fellowships

Fellowships are available to graduate students completing Ph.D. dissertations and faculty members completing first books. Fellows will attend a conference at Yale in the spring of 1996; fellows are not required to reside at Yale during their fellowship term. 1995-1996 application deadline is October 14, 1994. For information and applications write:

Pew Program in Religion and American History
Yale University
P. O. Box 208287
New Haven CT 06520-8287
e-mail: pew_yale@quickmail.cis.yale.edu

OAH
NEWSLETTER
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