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OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

Volume 19, Number 3 / August 1991

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And Reports of the Executive Secretary and OAH Committees



Photo Courtesy Kansas City Star
President Truman giving a history lesson in his Library office.

THE FUND FOR AMERICAN HISTORY

AN ENDOWMENT CAMPAIGN OF THE ORGANIZATION OF AMERICAN HISTORIANS

The Fund at Work

In 1988, when OAH began making plans to create The Fund for American History, its leaders envisioned a three-year campaign to raise funds for an endowment that would support new initiatives and ongoing projects in the areas of historical inquiry, teaching, and professional development. As of the summer of 1991, mid-way through this effort, contributions to The Fund from all sources total \$392,972. Our goal now is to end this campaign in 1992 with a total of \$500,000.

Initially we employed several strategies in our fund-raising:

- personal solicitations of \$1000 donations from senior historians and members of the Executive Board;
- letters, with telephone follow-up where possible, to 1300 long-standing members of the Organization;
- information on Bequests, provided to our long-time and emeritus members, along with a request to think about remembering the OAH in their wills;
- informal contacts, through authors, with major publishers of historical works and textbooks;
- and, a general mailing to all 9000 individual members of the Organization.

Earlier this year we had great success with using The Fund as a vehicle for a challenge grant to the Committee on the Status of Women to raise funds for an annual prize honoring the best dissertation. Named for former OAH Presidents Gerda Lerner and Ann Scott this first targeted fund-raising effort through The Fund exceeded its goals. A similar effort will be launched this fall to support a proposed new set of dissertation travel awards in honor of Nathan Huggins and Benjamin Quarles. An auction benefitting The Fund held in conjunction with the 1991 Annual Meeting in Louisville generated both income and high visibility not only among our members but also with publishers and other historical institutions.

We are now nearing the time when interest on The Fund will begin to be used to support these targeted projects and other outreach efforts envisioned by its founders. Accordingly, the Executive Board has begun making plans to establish a committee that would oversee Fund disbursements and expects to have a mechanism for applications and awards in place by early next year. As always, the Board will be happy to hear from members about appropriate activities the Organization ought to pursue. ■



International Scholars Available

With its international theme, the 1992 Annual Meeting next spring in Chicago will present an unprecedented opportunity for scholars of American history in the United States and abroad to learn more about each other's work. We expect more than 60 historians from Brazil, Pakistan, South Korea, Poland, Bulgaria, Morocco, India, New Zealand, Australia, Kenya, Mexico, China, Hong Kong, Japan, Israel, the United Kingdom and Western Europe to participate in the program. In an effort to share this intellectual bounty with a wider audience the OAH has asked its special visitors whether they might be interested in extending their stay by a few days or weeks in order to lecture and/or teach in this country. They responded with great enthusiasm, offering to share their research on subjects ranging from "The Image of the United States in China" to "Hitler's Perception of FDR and the American People" to "Jefferson in Paris" to "Anti-imperialism: American Expansionism and Its Critics at the Turn of the Century."

Many of the international visitors are interested in giving a lecture either immediately prior to or after the April 2-5, 1992 OAH Annual Meeting. Host institutions will be asked to pay round trip transportation from Chicago as well as meals and lodging expenses while the visitor is on campus, and, if possible, provide an honorarium. Some foreign scholars are interested in a teaching or research appointment during the spring semester. For a list of scholars, their areas of teaching expertise, lecture topics and available dates write Sharon Cahill, OAH, 112 North Bryan Street, Bloomington, IN 47408. ■

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Photo Courtesy The Harry S. Truman Library
The Harry S. Truman Library Research Room

The Harry S. Truman Library's Student Research Program

by Raymond H. Geselbracht

I suspect that every historian feels that primary documents should be introduced into the teaching of history at the earliest point possible in a student's career. Historians, and archivists too, understand that documents carry within themselves what survives of the reality of the past, and that they are fundamentally exciting and moving. If a student can be brought to this understanding and be made to feel the excitement and poignancy of primary documents, then the professor or teacher may hope that that student will be forever educated out of the assumption that history is a stretch of tedium that exists in a text book.

The archives staff of the Harry S. Truman Library has begun a new program whose purpose is to bring the papers of Harry S. Truman and other holdings of the library to as many middle school, high school and undergraduate college students as we can reach. The program was only begun last February. The early signs are encouraging.

This program has several qualities that give it a chance to succeed. For one thing, it does not grow out of an attempt to be innovative. It is rather a response to something that has existed for many years at the library, and which the archives staff recognizes as having the potential to grow. Several teachers and professors from high schools and colleges in the region around Kansas City have been bringing their students to the library for several years to do research. Barstow School, Winnetonka High School and Shawnee Mission West High School, for example, send students every year. A class from the University of Kansas has come out each of the last three years, and a class from Northern Iowa University has come two of the last three years, staying each time for two days.

When I have walked through the research room to watch students reading and taking notes from Truman's papers, I have felt that something very good was happening, that the students were experiencing an intellectual self-reliance that is too rare in high school and even college education. I think all of the archivists have felt this way when working with student researchers. But we were all aware, too, of problems that arose when we tried to work with students. For one thing, fifteen or twenty students coming at one time to do research creates a very difficult burden of work for the archivists. Another problem is trying to assure that a room full of inexperienced researchers will not damage the documents or misfile them. An historian and longtime friend of the library who watched a large class going at their research with all their young energy gasped, "They're putting their gum on the documents!"

A student may simply walk into the research room and pull the thousand or so pages that we have photocopied . . . from the shelf and go to work.

The new program, then, grew out of problems like these. It was not the result of an attempt to innovate. Neither did it represent an attempt to create some kind of artificial exercise or game. Nothing like this ever entered anyone's head on the archives staff. All our thoughts were to save ourselves work, to protect the documents, and to make it possible to invite many more students to the library than previously.

The result of all this thinking has been the creation of the first fourteen topics in what we call our Student Research File—or "B File" (for beginners). The Student Research File is composed of files of photocopied documents on topics that the archives staff feels will be interesting to students. Our first fourteen topics include "The Decision to Drop the Atomic Bomb on Japan"; "Establishing the Marshall Plan, 1947-48"; "The Central Intelligence Agency: Its Founding and the Dispute over its Mission, 1945-54"; "The United States Recognition of Israel"; "The Desegregation of the Armed Forces"; and "Running from Behind: Truman's Strategy for the 1948 Presidential Campaign." The archives staff in each instance has identified what it regards as the basic or most important documents on a given topic and then has selected the best 500 to 1000 pages for photocopying. Two or three topics are slightly less than 500 pages, and one crept over our 1000 page maximum. We hope eventually to create fifty topics, a number that we feel will enable us to handle any size school group that wants to come to the research room. The photocopying expenses, which have been substantial, have been paid so far by the Harry S. Truman Library Institute, a private foundation whose main purpose is to support the library's programs.

The Student Research File is being created with the intention of preserving as much of the historian's normal research process as possible, but at the same time permitting large numbers of students to have the experience of conducting sufficient research to write good papers for their classes. The individual files in the Student Research File are designed to direct students to good topics, without giving them any in-

American History Abroad:

North American History in the USSR before *Perestroika* and Today

by Vadim Koleneko

In the Soviet Union there has always been considerable interest in American history. In almost every university, there are scholars specializing in the history of the USA. Nevertheless as in any other such activity in the Soviet Union, scholarly research in North American history from the very beginning has been concentrated in Moscow and Leningrad. In those cities are the biggest libraries in the country. They have the largest mass of sources and literature on the history of the USA, including materials from even the pre-revolutionary period in Russia. Here also are situated the main archives which are necessary for specialists on the history of Russian- and Soviet-American relations. As a result of the severe centralization of everything in the USSR, these cities have the largest number of historians, who are educated in historical faculties of the universities and institutes in the two capitals.

Research work in the history of the USA, leaving aside teaching, is conducted mainly in the Institute of General History at the Academy of Sciences of the USSR, where the Department of the History of the USA is headed by the well-known Americanist N. N. Bolkhovitinov. Some 25 specialists work in different periods and problems of American history, including three on the history of Canada. Since 1971, the department has published *Annual Studies of America*, the only periodical in the USSR specializing in American and Canadian history. Articles on American history are occasionally published in the leading historical journals, *Modern and Contemporary History* and *Questions of History*. The interdisciplinary *Problems of Americanistics* has been published since 1978 by the Historical Faculty at Moscow University, which was established as a research group on the history of the USA.

Individual scholars in other Institutes of the Academy of Sciences of the USSR are also concerned with the history of the USA. The Institute of the USA and Canada, however, has a political rather than an historical purpose. In Soviet historical science, the boundaries have not been defined at which the subject of history ends and where the sphere of study of other disciplines begins. This naturally arouses certain misunderstandings, and most candidates and doctors of science in the history of the USA are not historians but scholars studying current policies, economy, and ideologies of the USA.

Another characteristic is the significant emphasis on history since 1917, and even since 1945. The majority of work is on the foreign policy of the USA. Lewis Hanke has said that although "Soviet contribu-

tions on U.S. history varied, the majority of them have been devoted to the period after World War II, and they emphasize particularly foreign policy." Such works put into the shade the less numerous but more professionally written books and articles on the history of the USA in the 18th and 19th centuries. One can only establish a full and true impression of the achievements of Soviet Americanist historians on the basis of this latter work.

History in general, and American history in particular, is ambivalent. The good and the bad, the kind and the evil, the hero and the anti-hero, confront one another with varying success.

An important contribution has been the publication of a four-volume *History of the USA* (1983-87). The first two volumes review American history from the English colonies in the 17th century to the end of the First World War. The third and fourth volumes are respectively devoted to modern history before and after 1945. The concluding volume will comprise the basic course in the history of the USA for Soviet students and teachers. It is less successful in structure and interpretation of the post-1945 period. This is understandable, of course, considering the time in which it was prepared. There are erroneous, conjectural, unobjective, and even unjust explanations of the policy of the USA in recent times. One is inevitably reminded of the comment by Jacques Maritain, who saw "as unjust both the European and Asiatic refusal to recognize the good intentions of this country."

Such was the recent past. Have conditions in the study of teaching of the history of the USA in the USSR changed in the last five years? Undoubtedly they have, but this is a slow process and it is difficult for people immediately to reject dogmas and definitions convenient in the past. History in general, and American history in particular, is ambivalent. The good and the bad, the kind and the evil, the hero and the anti-hero, confront one another with varying success. The struggle for the establishment of a genuinely democratic society is in fact the foundation of the history of the USA. Are the outstanding statesmen of the American people guilty if their noble ideas and good intentions are not always and not every-

where correctly understood, and therefore could not be realized to the fullest extent? In Soviet historiography in the period of stagnation, the quasi-total study of the USA led to a twisted view, as if the USA were a unitary police state. And yet, regionalism played an essential role in the whole course of American history, which is evident from the very name of the country. It is not accidental that there has arisen recently an interest among Soviet historians in the history of some of the original regions of the USA.

In the period of *perestroika*, need has arisen for a new assessment of such basic legal documents in American history as the Constitution and the Bill of Rights. The problems in the establishment of a law-governed state in the USA occupied an important place in the work on the International Conference of Historians of America in Moscow in March 1991. However good and attractive the American experience may be, it should not be forgotten that foreign history is not studied to copy it blindly. The achievements of a foreign civilization provide a way to cultural enrichment and entente, to understanding between peoples. History has never been, and could not be, an applied science. The well-known American smile would be difficult to relate to the confusion of the *perestroika* period on Moscow streets and in the Russian countryside. It is appropriate to remember the view of F. M. Dostoevsky, which is so relevant for contemporary reality: "So that's the kind of thing that happens to reforms when the ground has not been properly laid for them, and if in addition they have merely been copied from foreign institutions nothing but harm results."

Nevertheless, interest in American history is developing in the Soviet Union. The number of students is growing significantly. Documentary sources have become accessible, including the fundamental series of publications of American sources and rich historical periodicals. Changes have also touched the conservative and centralized Soviet archives. There is still a long road of basic reforms before Soviet archives become as convenient and accessible to every citizen of the USSR, not to speak of Soviet and foreign historians, as already for a long time the comparable institutions of the USA and Canada have been. ■

Vadim Koleneko teaches in the Institute of General History, Academy of Sciences of the USSR, Moscow.

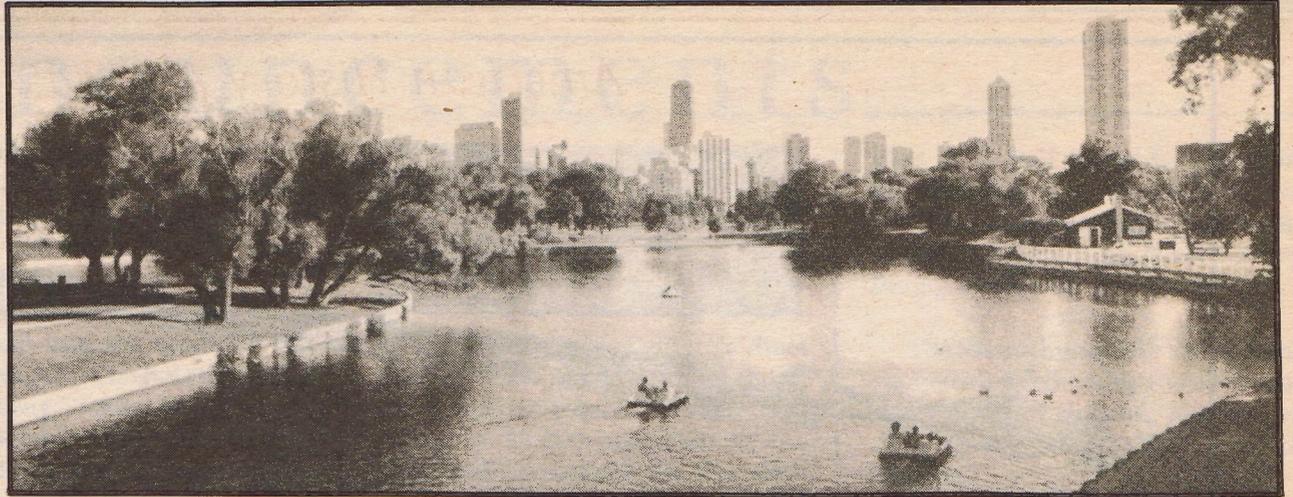
Editorial consultants for "American History Abroad" are Peter Boyle, University of Nottingham, England, and Wolfgang Helbich, Ruhr-Universität Bochum, Germany.

Chicago and the 1992 Annual Meeting

by Kathleen Conzen

Chicago a century after the World's Columbian Exhibition remains Chicago. Historians who choose to visit for the OAH meeting in April 1992—after the chills of a Chicago winter have blown away—will find the familiar broad-shouldered, blue-collared, wheeling-and-dealing and politicking behemoth that sits at the nation's core. No longer either Nature's Metropolis or Hog Butcher to the World, Chicago still makes the nation's machinery, trades its wheat and pork bellies, and moves its goods and services. Visitors will find as well a major tourist destination—a lakefront of surpassing elegance, a century-old tradition of architectural innovation, an accessible array of cultural institutions, a vibrant music and theater scene, a diversity of great restaurants, and some of the most loyal sports fans of any city in the country. They will find too that Chicago remains the bellwether and laboratory of American social and urban change that it has always been, perhaps the most-studied city in the nation, grappling now with severe problems of industrial reorientation, educational deficiencies, and ever-present racial division. Yet Chicago still draws massive flows of new immigrants, experiments with radically new forms of school governance, is rebuilding one of America's last functioning downtowns, and retains its preoccupation with politics as the city's premier spectator sport.

The Palmer House Hotel, a glittering Beaux-Arts style building and convention headquarters, contrasts with the exciting new post-modern Harold Washington Library Center nearby. The hotel is in the heart



Photographer, Ron Schramm; Courtesy Chicago Convention and Tourism Bureau, Inc.
Lincoln Park Lagoon, Near North Side in the background

of downtown, a block from Michigan Avenue, Grant Park along Lake Michigan, and the Art Institute. Not far distant is Helmut Jahn's controversial State of Illinois Building, which has adapted the symbolic dome of the American public building into its entire space. North Michigan Avenue, with its elegant shops and restaurants, is an easy walk away. The gentrifying neighborhoods of the North Side, the blues clubs of the South Side, the airy spaciousness of the new Comiskey Park and the vine-covered ambience of venerable Wrigley Field (opening dates for the 1992 season are not yet set—stay tuned for further information) are easily reached by bus or elevated train.

For those who have not visited Chicago in a while, the Art Institute has a new wing, and the Terra Museum of American Art has joined the Museum of Contemporary Art on the Near North Side. The Shedd Aquarium has recently opened a spectacular new Oceanarium on the lakefront, and the Field Museum

of Natural History continues at the cutting edge of innovative exhibitions (and controversy) with its South Sea Islands galleries. The Chicago Historical Society's probing exhibits on the Constitution and the Civil War will be musts for visiting historians, and for those willing to venture farther afield, there is the National Park Service's new Illinois and Michigan Historic Canal Corridor, extending from the heart of the city some seventy miles to the south and west, that represents a new effort to join federal and local efforts in regional historical interpretation and economic development. Chicago, precisely because it remains Chicago, remains a city constantly changing and always worth exploring. The city can be as much a part of the OAH program as the program itself. ■

Kathleen Conzen is chair of the 1992 convention publicity committee and associate professor of history at the University of Chicago.

ALEXANDER HAMILTON

REPORT ON THE SUBJECT OF MANUFACTURES

The Origins of Industrialization in the United States

FRIDAY, NOVEMBER 8, 1991

The Hagley Museum and Library announces a conference to commemorate the bicentennial of the publication of Hamilton's Report.

FEATURING: Jacob E. Cooke, editor of the Papers of Alexander Hamilton; Otis Graham, Jr., author of *Losing Time: The Industrial Policy Debate*; Philip Scranton; and representatives of the Office of Technology Assessment and the National Association of Manufacturers. The conference will be held at the Hagley Museum and Library, Wilmington, Delaware.

 For information, contact the Center for the History of Business, Technology, and Society • Hagley Museum and Library • P.O. Box 3630 Wilmington, Delaware 19807 • (302) 658-2400, ext. 244, weekdays.

OAH Chicago-Area Foreign Scholars Sponsors

CALL FOR VOLUNTEERS

With generous support from the John D. and Catherine T. MacArthur Foundation, approximately 40 foreign scholars will participate in the 1992 annual meeting of the OAH in Chicago, April 2-5. This initiative affirms the commitment of the OAH to broaden its scope internationally.

Volunteers from metropolitan Chicago are requested to host each scholar during the convention. Responsibilities will include: (i) greeting visitor at airport; (ii) transporting to convention hotel; (iii) responding to questions about the Chicago area and the United States; and (iv) attending special convention reception honoring foreign scholars and their Chicago-area sponsors.

Chicago-area historians interested in serving as a sponsor for an individual foreign scholar should write to:

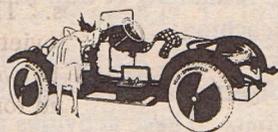
Professor Michael H. Ebner
c/o Department of History
Lake Forest College
555 N. Sheridan Road
Lake Forest, IL 60045-2399
FAX 708-234-6487

Individual members of the OAH electing to serve as a Chicago-area sponsor for a foreign scholar will incur no financial obligation.

OAH Chicago-Area Foreign Scholars Sponsors Committee: David Buisseret, Newberry Library • Perry R. Duis, University of Illinois at Chicago • Michael H. Ebner/Chair, Lake Forest College • Neil Harris, University of Chicago • Susan E. Hirsch, Loyola Univ. • Ann Durkin Keating, North Central College • Russell Lewis, Chicago Historical Society • Paula Pfeffer, Mundelein College • Barbara M. Posadas, Northern Illinois University • June Sochen, Northeastern Illinois University • and Robert Weibe, Northwestern University.

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Photo Courtesy the National Museum of American History, Smithsonian Institution
 Brass bed warmer, American (?), Catalog number 311,502

"Uncle Silas he had a noble brass warming-pan which he thought considerable of, because it belonged to one of his ancestors with a long wooden handle that come over from England with William the Conqueror in the Mayflower. . . ."
 —from Mark Twain, *The Adventures of Huckleberry Finn*

"Relicts" and Good Legible Labels

by Steven Lubar

Museums and universities should work together to increase historical knowledge and disseminate it among a wider public. Both have much to gain, for their capabilities and audiences are complementary.

~ One area of collaboration might be joint research projects to understand artifacts. An artifact reflects the culture which made and used it, but it rarely speaks for itself. Mark Twain remembered a visit to New Orleans:

[W]e saw . . . a fine oil-painting representing Stonewall Jackson's last interview with General Lee. Both men are on horseback. Jackson has just ridden up, and is accosting Lee. The picture is very valuable, on account of the portraits, which are authentic. But, like many another historical picture, it means nothing without its label. And one label will fit as well as another:—

- First interview between Lee and Jackson*
- Last interview between Lee and Jackson*
- Jackson Introducing Himself to Lee*
- Jackson Accepting Lee's Invitation to Dinner*
- Jackson Declining Lee's Invitation to Dinner—
with Thanks*
- Jackson Apologizing for a Heavy Defeat*
- Jackson Reporting a Great Victory*
- Jackson Asking Lee for a Match.*

It tells one story, and a sufficient one; for it says quite plainly and satisfactorily, "Here are Lee and Jackson together." The artist would have made it tell that this is Lee and Jackson's last interview if he could have done it. But he couldn't, for there wasn't anyway to do it. A good legible label is usually worth, for informa-

tion, a ton of significant attitude and expression in a historical picture.

Labels depend on research, and the history museum and the university have different research styles, though a common goal. They are both in the business of interpreting historical evidence—that is, of deciding whether Jackson is meeting Lee for the first time, the last time, or to ask him for a match. To answer the question—to understand history—museum and university research together is better than either independently.

Unless we have done our
 homework—read the history—we
 cannot expect to know the artifact's
 language, let alone expect to
 understand it.

Objects must be investigated, questioned, examined, corroborated or disproved. They must be made to release that piece of the past they contain. John Kouwenhoven argued that "direct sensory awareness of such vernacular objects provide an important kind of knowledge about American culture." But "direct sensory awareness" of historical artifacts generally tells us more about today's culture than that of the past. Unless we have done our homework—read the history—we cannot expect to know the artifact's language, let alone expect to understand it. The museum historian, like any historian, must ask the right questions and learn the artifact's language to understand the answers. One need only eavesdrop on museum visitors' comments to see the misunderstandings that can result from undertaking to learn from

"direct sensory experience."

Differences in museum and university styles of research create possibilities for cooperation to understand an artifact's meaning and significance. Museum research is more likely to be oriented towards objects. Intimate association with artifacts gives museum people advantages over university-based historians. Curators start off with the assumption that we can learn from objects. By looking at them, and working with them, they acquire an understanding of how they were used, how they work, and what it would be like to use them and work with them. When object-based research is joined with document-based research of the university historian, we can better understand the past.

Museums' and universities' models of research differ in another way, too. One can draw an analogy between the university's well-known synergy of teaching/research, and what should be a synergy of exhibitions and artifacts/research. Teaching and research are complementary activities: a professor's re-exposure to the basics of a field, and the questioning of those basics by unindoctrinated students enhances research; and the rethinking of new information and ideas enhances teaching.

An analogous principle applies to museum work. Curators collect objects, answer the public's questions, and develop exhibits. These activities suggest many of the same sort of questions as arise in teaching. They encourage one to rethink basics, and to synthesize data into ideas. The curator is confronted with questions from artifacts; the professor, with questions from students. The curator has to make sense out of history to organize exhibits creatively and expand his

A View from the Periphery

by Ian Tyrrell

Foreign members of the OAH will surely welcome the priorities of our new president on the internationalization of American historical scholarship [*OAH Newsletter*, May 1991, p. 5]. From my antipodean perspective, an irony cannot pass comment, however. Professor Appleby has at times been a trenchant critic of American exceptionalism, yet she perpetuates the illusion that "the United States may be unique in the world for the attention that is given in its colleges and universities to the study of the history of other countries." This, she explains, may be seen as a product of a "colonial past with its cultural orientation towards the venerable civilizations of the Old World." She echoes Michael Kammen [*The Past Before Us*, p. 26] who reported in 1980 "the claim" that "a higher percentage of historians who are Americans teach or research the history of other nations than is true of historians in any other culture."

These assertions of American uniqueness in the attention to other cultures are incorrect, and they illustrate the difficulties Professor Appleby and others face in their genuine attempts to broaden American perspectives. In Australia, it is uncommon for historians of Australian history to make up more than 25-30 percent of all staff; student numbers enrolled in first year Australian history in my university are outnumbered by those in European and Asian history. When I was a student at another major Australian university in the 1960s, very little attention at all was given to Australian history. A survey of courses and departmental priorities in New Zealand and Canada would probably show a similar pattern.

Professor Appleby might be able to salvage her comment if she could show that the U.S. was more cosmopolitan in its historical perspectives than other major nations or "great powers." This would make a useful research project for someone. In the meantime, the central point remains: the U.S. is not unique, at least in relation to settlement colonies of the former British empire. In these cases a "colonial past" has indeed structured perceptions and scholarly priorities. But is this true of the U.S.?

I would suggest that it is not only the European

heritage and colonial past that have shaped American priorities, but also the global reach of American interests and power in the twentieth century. It would be interesting to know how much of international studies has been stimulated through "areas studies" programs and projects that have had political priorities (e.g., Soviet studies). The rise and fall of South-East Asian studies in the United States is instructive of the connection between (transitory) political interests and academic scholarship.

Not only [have] the European heritage and colonial past . . . shaped American priorities, but also the global reach of American interests and power.

Professor Appleby and others who laudably try to internationalize American history must first acknowledge this political context. Otherwise they construct a new international historiography on a flimsy foundation. They also face, if they do not genuinely engage the perspectives of other historiographies, a good deal of resentment among the historians of other countries. I have had a few grizzly comments expressed to me by colleagues in different universities in this country: viz—"When Americans talk of global perspective, they really mean a western or an American one, a kind of scholarly hegemony approximating to the so-called new world order."

When Professor Appleby talks of "a body of scholarship of unrivaled richness," she activates this resentment, not so much among Americanists like myself but among other historians abroad who have duty and interest to protect their own brand of cultural particularism. I do not know how Americanists in the United States can convey the "unrivaled richness" of American historiography to those abroad whose own covert agenda involves resisting the internationalization of scholarship. Perhaps the reform process requires a greater engagement with the historiographies of other historical traditions, perhaps more interaction

with non-Americanists teaching in the United States.

The reformers of American historical practice, whom I support, must also realize a second problem: that overseas study of the United States is a useful move, but not on its own a convincing answer to the problems facing American historiography in its attempts to take stock of the changing international order. Again, take the Australian case. Most Americanists in this country are American trained, or alternatively they work within perspectives and traditions laid down by generations of American historical scholarship. These traditions are formidable in empirical terms. They cannot simply be dismissed, and changing them from outside is difficult.

The main original contribution to American history that can be made by outsiders is in the area of comparative or even trans-national historiography. This requires American historians to make a more revolutionary move themselves: to consider their own history in relation to trans-national movements, ideologies, and processes. This would not involve abandoning study of the American nation as it has evolved, but it does require American historians to think of nationality in more historically contingent terms.

But more than this, an "internationalizing of the study of America" requires American historians to be more reflective on the relationship between their historiography and the historical culture within which American history operates nationally and internationally. The study of the methods and assumptions of historians under the rubric of historiography once flourished in the United States. It must be revived, but as the study of the politics and practice of history. As part of this theoretical reorientation, the comparative study of how history is produced and practiced would lay to rest the myth that the U.S. has produced a uniquely cosmopolitan historical culture. ■

Ian Tyrrell teaches in the School of History at the University of New South Wales, Sydney, Australia.

Call for Papers

1993 Annual Meeting, Anaheim, California—*The Development of American Culture*

"Picture to yourself . . . if you can," Alexis de Tocqueville wrote to a friend, "a society which comprises all the nations of the world . . . people differing from one another in language, in beliefs, in opinions; in a word a society possessing no roots, no memories, no prejudices, no routine, no common ideas, no national character . . . What is the connecting link between these so different elements. How are they welded into one people?" It was, and remains, an important and provocative question. How *did* such a heterogeneous aggregation of peoples produce a culture or cultures that the world has come to recognize as "American"? What were the patterns and processes of creation, interaction, diffusion, and influence? What determined which cultural elements became part of the larger cultural stream and which remained more purely local? The 1993 Annual Meeting will focus particularly on the development of American cul-

ture in all periods of our history. This subject embraces all historical fields—economic, political, diplomatic, military, legal—as well as social, cultural, and intellectual history.

As always, we invite colleagues to propose papers and sessions in all areas and on all subjects of the colonial and national history of the United States and its peoples. We also invite our members to think innovatively about alternatives to the traditional format of two or three papers presented orally, followed by one or two formal oral comments. We plan to devote some of the sessions at the 1993 meeting to the exploration of other possible formats and modes of presentation and discussion—for example, roundtables on work in progress, preregistered sessions with papers circulated in advance, workshops on broad historiographic and interpretive questions, and seminars on newly published work. The submis-

sion of entire sessions is strongly encouraged, but single papers will be considered. OAH policy discourages gender-segregated sessions and encourages the inclusion of participants representing the full diversity of the organization's membership.

Each proposal should include the following: an abstract of not longer than 500 words which states the subject, methodology, and significance of the proposed session; a prospectus of no longer than 500 words for each proposed paper; a one- to two-page recent vita for each participant. For non-traditional sessions, equivalent descriptive material should be provided. Five full copies of each session proposal must be submitted no later than March 1, 1992 to the co-chairs of the program committee: Barbara Melosh and Roy Rosenzweig, Dept. of History, George Mason University, Fairfax, VA 22030-4444. ■

The Organization of American Historians Announces the Lerner-Scott Prize

Starting in 1991, the Lerner-Scott Prize will be awarded annually 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.

The deadline for submissions is October 1 for a dissertation completed during the previous academic year (July 1-June 20). 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



Anne Firor Scott



Gerda Lerner

chapter from the dissertation. Finalists will be asked to submit a complete copy of the dissertation at a later time.

The winner of the prize will receive \$1000 and a certificate. The award will be presented at the Annual Meeting of the OAH, Chicago, Illinois, April 1992.

For complete information regarding the Lerner-Scott Prize or any of the other OAH awards and prizes, please contact: Committee Coordinator, OAH, 112 N. Bryan St., Bloomington, IN 47408-4199. ■

A Letter from OAH President Joyce Appleby

As many members of the OAH realize, the executive board and the *Journal of American History* are working hard to strengthen ties with American historians outside the United States. The MacArthur Foundation very generously gave us \$25,000 to help bring foreign Americanists to the 1992 annual meeting in Chicago. In the call for papers, the program committee co-chairs Maeva Marcus and Alan Brinkley issued an invitation to them to submit papers. This invitation was carried, with the help of the U.S.I.A., to American studies organizations around the globe. This initial outreach effort has been well rewarded. There will be over 40 foreign Americanists on the program, most in integrated sessions with Americans.

Elsewhere in this issue, Michael Ebner calls for Chicago-area OAH members to serve as hosts for scholars from overseas at the annual meeting, April 2-5. We would welcome suggestions for how best to take advantage of this opportunity to learn about the study of American history abroad.

At the April business meeting of the OAH, initial steps were taken for another international effort. The following resolution was passed.

Whereas historical writing on the United States and its colonial origins represents one of the richest bodies of scholarship in our country.

Whereas the study of different national histories contributes to the understanding and tolerance essential to a humane and peaceful world.

Whereas many countries around the globe cannot afford to maintain extensive scholarly libraries.

Be it resolved that the Organization of American Historians will initiate an effort to establish collections of published works in American history at universities in those countries where such resources are not now widely available.

Be it further resolved that the establishment of American history collections will be accompanied by efforts to increase the accessibility of educational resources abroad.

Be it further resolved that the establishment of American history collections will be coordinated with the promotion of the highest standards of library management.

Around the world, interest in American history and American studies runs high. Countries outside of

Western Europe and Japan have inadequate funds for libraries; the need for American history collections is urgent.

During a trip to Czechoslovakia and Hungary this spring, I spoke with scholars in American history and literature. In Hungary I was able to attend a conference on the future of American studies in Hungary's four major universities. The consensus in both countries was that the next five years will be critical for higher education. Reflecting the venerable problems of Mitteleuropa, the scholars I spoke to expressed their hope that the changes in communication since 1939 make it possible now for their countries to have a variety of links with the outside world. Moreover, American history and literature are enormously popular subjects with their students.

Here is an extraordinary opportunity to influence the education of a new generation and to do it through gifted and dedicated university teachers who have already made their commitment to the study of American literature and history. They find in the United States a body of historical scholarship with contemporary relevance, especially the recent research on political culture, ethnicity, the structuring of gender, and the social dynamics of economic development—all subjects of great interest to the generation facing the twenty-first century.

Establishing American history collections in foreign universities will require a major commitment from a foundation or Congress, but members of the OAH can help right now by sending books and copies of learned journals to one of the two institutions listed below:

c/o Dr. Zoltan Kovacs
Head, Department of American Studies
ELTE
Ajtosi Durer sor 19-21
1146 Budapest
Hungary

c/o Professor J. Polisensky
Philosophy Faculty
Charles University
Ovocny TRH 5
Prague 1, Czechoslovakia

The 1992 Annual Meeting Program

A distinctly cosmopolitan flavor will mark the program for the 1992 OAH convention. In keeping with the theme of the meeting—the commemoration of the 500th anniversary of the joining of the Old and New Worlds—the convention program will incorporate the scholarship on America by a significant number of historians from other nations. Approximately fifty scholars from Europe, Asia, Africa, and Latin America will present their work in a wide variety of fields, adding an exciting international dimension to the annual meeting. Their papers, as well as those of the U.S. historians who will join them in the various sessions, cover many topics of special interest in this quinquennial year.

The program contains panels on immigration to America, the experience of Native Americans in the post-Columbian age, the role of the United States in international relations (including a stellar panel on the end of the Cold War as history), and the passage of political and constitutional ideas between the Old World and the New. Sessions will explore the meaning of 1492 from different perspectives, beginning with a keynote address by William H. McNeill, one of several senior historians featured on the program. A major exhibit at the Newberry Library on 1492, as well as screenings of a selection of recent documentary films involving the efforts of historians will provide further reasons to be in Chicago in April 1992.

For more detailed information on the program see the next *OAH Newsletter*. ■

Candidates for 1992

The Nominating Board announces the following candidates for the 1992 election. Biographical information on each candidate and the 1992 election ballot will be sent to U.S. members with the 1992 Annual Meeting Program. Foreign members will receive this information in a separate mailing. Candidates are listed in pairs for both the Executive and Nominating Boards. You will be asked to vote for one candidate from each pair.

President Elect
Eric Foner

Executive Board
(Paired)
Albert Camarillo
Mario Garcia

Deborah Gray White
Thomas Holt

Al Young
Neil Harris

Nominating Board
(Paired)
Earl Lewis
Margaret Washington

Spencer Crew
Linda Shopes

Allan Brandt
Mary Rothschild

National Achievement Tests

National tests in other industrialized countries set high standards for academic achievement, while the United States has no equivalent exam, said National Endowment for the Humanities (NEH) Chairman Lynne V. Cheney in a recently released report.

National Tests: What Other Countries Expect Their Students to Know presents excerpts from achievement tests given to secondary school students in France, Germany, Great Britain, Japan and the European Community schools. *National Tests* reveals that students in other industrialized nations must answer detailed questions on history and other humanities subjects.

In Germany, for example, students are asked to describe the role and significance of Robespierre in the French Revolution. Japanese students must be able to identify European thinkers such as Euclid, Ptolemy, Bacon, Newton and Locke. British stu-

dents are asked to write an essay arguing whether Woodrow Wilson was "unbelievably naive" or "a dogged man of principle."

"One of the most important points implicit in the tests . . . is the degree to which other nations have identified the humanities as a source of strength," Cheney said in the introduction to *National Tests*.

The major U.S. examinations for college entrance, the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT), measure aptitude rather than achievement. Unlike aptitude tests, achievement tests convey the idea that mastery of school subjects is important and makes students accountable for what they have learned, according to Cheney. A national system of tests, she said, would also make it possible to compare one school's performance with that of other schools across the country. ■

Library of Congress Requires Photo ID

All Library of Congress patrons are now required to show a photo identification to use materials in all the Library's public reading rooms. The photo identification must show the researcher's name and address.

For their convenience, patrons using the Library's collections will be issued a Library of Congress User Card, which will be accepted in all reading rooms.

The purpose of the program is to enhance security of and facilitate patron use of the Library's collections.

Patrons will be required to show their photo identification each time they request items from the collections, but they will not be required to enter their full name and address on each request slip if they have a User Card, just the card number which is unique to each researcher. Due to the nature of certain collections, additional procedures and conditions for use may prevail in some of the Library's reading rooms.

Patrons who do not have valid photo identification may be granted access to the Library collections according to each reading room's policies and procedures, but they will not be issued a User Card without showing a photo identification.

Future benefits of the User Card may include automated ordering of materials through the online bibliographic databases and facilitating the use of the Library's photocopying equipment. The longer term goal is to implement a centralized collections access system which would facilitate researchers' use of multiple reading rooms. ■

National Archives Announces New Fees

The National Archives has announced a new fee schedule for reproduction of records. The fees, which became effective March 1, are based on extensive analysis of reproduction expenses incurred by the National Archives.

The year-long study assessed the methods and standards used by the National Archives for setting fees and developed a revised fee schedule, based on timed-work measurement techniques and other methodologies. The fee for electrostatic copies, made for

a researcher by a staff member, has been reduced from 35 cents to 25 cents. Microfilm-to-paper self-service copies (up to 11" x 17") has also been reduced to 25 cents per copy. The reductions are made possible by calculating cost recovery on the fee schedule as a whole, rather than on an item-by-item basis.

Duplication of microfilm has also been reduced by several cents per foot to 30 cents for 16mm and 35mm positive and direct duplicates. ■

From the National Archives



Wayne State University

Associate or Full Professor
Detroit or Michigan History and Politics

The College of Urban, Labor, and Metropolitan Affairs (CULMA) is seeking a scholar to teach and conduct research focused on the history or politics of the Detroit metropolitan area or on Michigan history or politics. While previous work on Detroit or Michigan is desirable, it is not essential. Persons from a range of scholarly disciplines who have interests in these areas are encouraged to apply.

The successful candidate will contribute to the development and teaching of courses focusing on Detroit metropolitan area politics and Detroit history, Michigan state government and politics, and Michigan history. Teaching responsibilities will be consistent with the expectation that the candidate pursue an active research program in the areas indicated above. A willingness to promote utilization and further development of existing archival, library, and other databases on Detroit and Michigan history and politics at Wayne State is also highly desirable.

The College of Urban, Labor, and Metropolitan Affairs was recently established to enhance the University's urban mission in research,

service and teaching. Among the units of the College, whose resources are especially relevant to this position, are the Walter P. Reuther Library of Labor and Urban Affairs and the Center for Urban Studies. Wayne State is one of three major comprehensive research universities in Michigan. It enrolls more than 33,000 students—including nearly 13,000 graduate and professional students—in more than 175 fields. Its main campus is located in the University/Cultural Center District of midtown Detroit.

The position will be filled at the tenured associate or full professor level. Tenure may be granted in an appropriate disciplinary department or within CULMA itself. Salary for this position is negotiable, but will be nationally competitive and commensurate with experience and qualifications. Although it is hoped that the successful candidate can assume the position by January 1, 1992, the position will remain open until filled. Applications from women and minority candidates are strongly encouraged.

Applicants should send a letter of interest, curriculum vitae, and the names, addresses, and phone numbers of four references to:

Professor Richard C. Elling, Chair
Michigan/Detroit History and Politics Search Committee
Department of Political Science
2040 Faculty/Administration Building
Wayne State University
Detroit, Michigan 48202

Wayne State University is an affirmative action, equal opportunity employer.

Capitol Commentary

FY'92 Appropriations

The Administration recommended for the National Archives \$152 million, a \$14 million increase over the FY'91 appropriation of \$138 million. This recommendation earmarked \$4 million for the National Historical Publications and Records Commission (NHPRC), which is currently operating on a budget of \$5.25 million. On June 18 the House of Representatives passed legislation which included \$152 million, the President's request, for the National Archives, but earmarked \$5.4 million for the NHPRC. The Senate Appropriations Committee has recommended \$154 million for the National Archives with \$6 million specified for NHPRC. The Senate recognized the already tight budget of the National Archives and added \$2 million to the President's request to cover the additional amount needed to increase the NHPRC appropriation from \$4 million to \$6 million.

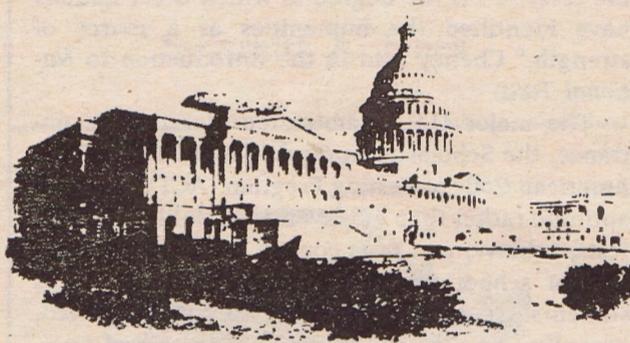
On June 25 the House of Representatives approved a budget of \$178 million, the President's request, for the National Endowment for the Humanities for FY'92. This represents an \$8 million increase over the current budget. The House, however, did earmark funds differently from the Administration's recommendations, increasing the allocations for media grants, the Office of Preservation, and State Humanities Councils and reducing funds for challenge grants, educational programs, and administration. The House also introduced a new dissertation fellowship program. "In recognition of the need to increase support for prospective humanities doctorates," House Report 102-116 states "the Committee has provided \$1,000,000 to initiate a dissertation fellowships program." It is estimated that with this appropriation NEH could award approximately fifty grants to assist humanities doctoral candidates to complete their degrees.

The House also voted on the historic preservation budget and recommended the Administration's request, \$29.2 million for state programs and \$5.7 million for the National Trust, the same amounts as for FY'91.

Legislation on *Foreign Relations* Series and Declassification

Last fall the Senate passed a bill which would give statutory authority to the State Department's *Foreign Relations of the United States* historical documentary series, would place it on the 30-year time-table, would give statutory authority to advisory committee of outside scholars, and would establish a policy of systematic declassification for all but the most sensitive 30-year-old State Department records. Instead of introducing this legislation in the 102nd Congress as a stand-alone bill, leadership in the House and Senate have incorporated it as a section of the State Department Authorization Act for FY'92 and '93. On May 15 the House passed H.R. 1415, which included a section on the *Foreign Relations* series that is a diluted version of the bill passed by the Senate last fall. While H.R. 1415 would put the series on a 30-year time-table and mandates that other agencies cooperate with the State Department's Historical Office in the preparation of the volumes, it significantly undermines the role of the professional associations in the selection of advisory committee members. And at the prodding of the White House, the House bill gives the President special privilege to claim the withholding of

Page Putnam Miller



information from the series and calls for a study on declassification rather than instituting a new systematic declassification policy for 30-year-old records.

On June 11 the Senate Foreign Relations Committee recommended in S. 1433, the Senate's State Department Authorization bill, much stronger language than the House bill. S. 1433 insures review of the *Foreign Relations* series by nonpartisan outside scholars representing the major professional associations and includes provisions for the establishment of a systematic declassification policy for records over 30 years old, with several exemptions for the continued classification of the most sensitive records.

A vote in the Senate on S. 1433 is expected in late summer or early September, following which a House/Senate Conference Committee will work out the compromise language.

Copyright Legislation on Fair Use of Unpublished Material Introduced

On May 9 Senator Paul Simon introduced S. 1035 which would direct the courts to apply the full fair-use analysis to all copyrighted works, both published and unpublished. As Chair of the Judiciary Committee Subcommittee on the Constitution, Simon has recognized the need for a balanced approach under the fair-use clause of the Copyright Act of 1976, section 107. "By enacting that clause," Simon stated in his floor statement, "Congress in effect ratified a doctrine that the courts have long recognized: that there can be limited fair use of copyrighted material for purposes such as scholarship or news reporting without infringing on the author's copyright." Simon was joined by Senators Leahy, Hatch, DeConcini and Kennedy in introducing S. 1035, which is the product of months of negotiations between the scholars, authors, publishers, and the computer industry. On May 30 William J. Hughes, the Chair of the House Subcommittee on Intellectual Property and Judicial Administration, introduced H.R. 2372, a bill to amend the Copyright Act which includes a section that would clarify the "fair use" of unpublished copyrighted material.

National Historic Landmark Theme Studies

On May 7 the House passed H.R. 1143, the Labor History Landmark Theme Study Act and H.R. 904, the African American History Landmark Theme Study Act. Both call for the study to be carried out by the National Park Service in a cooperation agreement with one or more scholarly organizations. The Senate

passed both bills on June 25 making only one change. The House provisions calling for completion of the study "Not later than 3 years after the date of enactment" were changed by the Senate to read "The theme study shall be completed not later than 3 years after the date funds are made available for such study."

The Women's History Landmark Project, a joint undertaking of the National Park Service, the Organization of American Historians, and the National Coordinating Committee for the Promotion of History, put forward its first group of nomination forms for National Historic Landmark status at the spring meeting of the National Park Service's Advisory Board. Of the 23 nominations considered, the Advisory Board advanced with a unanimous recommendation 14 of the nominations and deferred decisions on nine others until the next meeting in October, 1991. Of the deferred properties, three were postponed pending a resolution regarding the Department of the Interior's policy of nominating apartment buildings, and one was postponed pending a discussion of exceptions to the 50-year rule. The remaining nominations were deferred for technical reasons, such as needed corrections in the notification procedure. Despite the fact that the National Historic Landmarks Program is over 25 years old, only about three percent of the approximately two thousand National Historic Landmarks focus on women. The purpose of the Women's History Landmark Project is to increase public awareness and appreciation of women's history by identifying significant sites in women's history and preparing nomination forms for consideration for National Historic Landmark status. In seeking to develop a list of sites that bring into accurate perspective the role of women, the project staff began with the existing National Historic Landmarks, National Historic Sites, and National Parks that commemorate women's experiences. Working from this list, the project then considered sites that filled in the gaps. The goal was to recognize major leaders, events, and movements that had been omitted and to present a more inclusive picture of women's past. If you have suggestions of properties that should be considered in this project, please contact: Page Putnam Miller, NCC, 400 A St., S.E., Washington, DC 20003.

National Archives Publishes "Researcher Bulletin"

Several months ago the National Archives began publication of a quarterly "Researcher Bulletin" to inform the public of developments relating to the move of records to the new Archives II facility in College Park, Maryland. The bulletin also includes information about the division of record groups between the downtown Washington building and Archives II as well as the divisions between the Washington office and the regional archives. Other news for researchers planning to work in the records of the National Archives, such as the names and telephone numbers of archival specialists, is also in the bulletin. For free copies, contact the Textual Reference Division (NRR), National Archives, Washington, DC 20408.

Page Putnam Miller is director of the National Coordinating Committee for the Promotion of History.

1991-92 OAH Lectureship Program

The following is the list of OAH Lecturers for the coming academic year and the topics on which they would like to speak. The specific topic will be agreed upon in advance by the lecturer and his or her host. The lectureship fee of \$750 per lecture is paid directly to the Organization of American Historians, and the host institution pays the lecturer's travel and lodging.

The money raised from this project enables the Organization of American Historians to function more effectively on behalf of the historical profession. Contributions will be acknowledged in the

August, 1992, OAH Newsletter when we publish the list of people who gave lectures for the OAH during the 1991-92 academic year and the institutions at which they spoke.

For additional information or to make arrangements for a lecture for your department or institution, please contact Sharon Caughill, Lectureship Coordinator, Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47408, phone: (812) 855-7345. Available speakers and topics are:

- Key:**
¹NOT available Semester I
²NOT available Semester II
³NOT available Academic Year 1991-92
⁴Already Scheduled 1991-92
- Stephen E. Ambrose, University of New Orleans**³
 Nixon
 Eisenhower
 Operation OVERLORD
- Robert F. Berkhofer, Jr., University of California at Santa Cruz**¹
 A Changing American Past
 Narrative and the Structure of History
 Bias and Objectivity in Historical Practice
- Barton J. Bernstein, Stanford University**
 Hiroshima and Nagasaki Reconsidered: The "Decision" to Drop the A-Bomb
 The Cuban Missile Crisis
 The Arms Race: Missed Opportunities?
 The Road to Watergate and Beyond
 The Korean War Reconsidered
 The H-Bomb Decision
 The Quest for the Artificial Heart
- David Brody, University of California-Davis**³
 In Dubious Regard: The Historical Roots of Labor's Standing as an American Institution
 Work and Time during Early American Industrialism
 Topics in American Labor History
- Clayborne Carson, Stanford University**
 Martin Luther King, Jr.: Understanding the Man and the Movement
 The Student Nonviolent Coordinating Committee and the Quest for Black Power
 Malcolm X: The FBI File
- Dan T. Carter, Emory University**
 George Wallace: Southern Politics—American Politics
 From George Wallace to Jimmy Carter: The Dialectic of Southern Politics
- William H. Chafe, Duke University**⁴
 Contemporary Feminism and Civil Rights
 Changing Gender Roles from 1920 to the Present
 From Roosevelt to Reagan: American Politics in the Past 50 Years
- Kathleen Neils Condon, University of Chicago**
 Immigration and Rural America
 The Invention of Ethnicity in Nineteenth-Century America
 Folk Piety and Lay Power in Immigrant Catholicism: A German Example
- Pete Daniel, Smithsonian Institution, National Museum of American History**¹
 The Transformation of Southern Agriculture
 World War II and the South
- Roger Daniels, University of Cincinnati**²
 Relocation of the Japanese Americans
 The Asian American Experience
 American Immigration and Immigration Policy since 1924
- Cullom Davis, Sangamon State University**⁴
 Sensory History: A Critical Look at a Cultural Trend
 The Law Practice of Abraham Lincoln
- Alexander DeConde, University of California-Santa Barbara**³
 American Diplomatic and Political History
 Aspects of Ethnic History
 War, Revolution, and Communal Violence
- Carl N. Degler, Stanford University**⁴
 The Family as Force in American History
 Women, Work, and Family
 The Uses and Limits of History
 The Return of Biology to Social Thought
 Franz Bogs and the Attack on Racism
- Jane S. De Hart, University of North Carolina-Chapel Hill**³
 Gender and the Constitution
 Women and Politics
 Patronage of the Arts and the First Amendment
- Robert A. Divine, University of Texas at Austin**
 The Changing Image of Lyndon B. Johnson
 The End of the Cold War?
 Oil and American Diplomacy
- Sara M. Evans, University of Minnesota**
 Women and Public Life in America
 Women's History and Public Policy: The Case of Comparable Worth
- Eric Foner, Columbia University**
 Nineteenth-Century U.S. History
 Civil War and Reconstruction
- V. P. Franklin, Drexel University**
 African-American History
 American and African-American Educational History
 African-American Intellectual History
- George M. Fredrickson, Stanford University**
 Reform, Revolution, and Black Liberation: The U.S. and South Africa
 Comparing Black Ideologies and Movements in the U.S. and South Africa
 Racism in Comparative Historical Perspective
- Frank Freidel, Harvard University and University of Washington (Emeritus)**
 Franklin D. Roosevelt
- 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
- John A. Garraty, Columbia University**¹
 Great Depression
 U. S. Constitution
 American National Biography
- Paul M. Gaston, University of Virginia**
 The Two Souths: Freedom Struggles in South Africa and the American South
 "Sitting in" in the Sixties: An Historian's Memoirs
- James Gilbert, University of Maryland, College Park**
 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
 Making Sense out of the 1950s
- Linda Gordon, University of Wisconsin**
 History and Politics of Family Violence
 Birth Control and Abortion: A Long Historical View
 Caring for Strangers: Male and Female, Black and White Visions of Welfare
- Kermit Hall, University of Florida**
 Kaboom? The American Law Explosion in Comparative and Historical Perspective
 The Good Intentions of Dubious History: The Supreme Court and the Bill of Rights
 Quarrelling with Ourselves: The Social and Legal History of Affirmative Action
- Louis R. Harlan, University of Maryland, College Park**
 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**³
 Public Art in America: An Historical Survey (with slides)
 Shopping and Shopping Centers: An Architectural and Social Survey (with slides)
- Samuel P. Hays, University of Pittsburgh**
 Environmental Politics in the United States since World War II
 Theory in American History
 The New Deal: Fifty Years Later
- John Higham, The Johns Hopkins University**³
 From Indian Princess to Statue of Liberty: The Evolution of American National Symbols
- Andrea Hinding, University of Minnesota Libraries**
 Women's History Sources
 Women's History and Feminism
 Memory and the Value of Archives
- Darlene Clark Hine, Michigan State University**³
 Afro-American History—Twentieth-Century Black Politics
 Black Women's History
 Blacks in the Medical, Legal and Nursing Professions
- Joan Hoff, Indiana University**²
 U. S. Twentieth-Century Diplomatic and Political History
 Modern Presidency
 Women and the Constitution
- Thomas C. Holt, University of Chicago**³
 Knowledge is Power: The History of Black Education
 Slaves into Free Men: Slavery Emancipation in Comparative Perspective
 The ABC's of Race: Asians, Blacks, and Chicanos in American Life and Thought
- Harold M. Hyman, Rice University**⁴
 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
 Flag Burning and the First Amendment
 Abraham Lincoln: Race Equality and the Prices of Reunion
- 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 Trumpet Shall Sound: Death and the Cemetery in American Culture
- Joan M. Jensen, New Mexico State University**³
 Immigrant Women
 Rural Women
 Internal Security Policies
- Michael Kammen, Cornell University**²
 The Transformation of Tradition in American Culture
 Heritage and the Problem of Memory in American Culture
- Stanley N. Katz, Princeton University**²
 The Uneasy Case for Constitutional Equality
 The Federal Bill of Rights and Bills of Rights in the States
- Robert Kelley, University of California-Santa Barbara**³
 The History of Public Policy: The Nature and the Teaching of this New Sub-Discipline
 Taming the Sacramento: American Political Culture, the Environment, and the Making of Public Policy
 American Political Culture in the Gilded Age and in the Age of Reagan: A Comparison
 Political Culture and the Judicial Mind
- Linda K. Kerber, University of Chicago**³
 The Roots of Modern American Feminism
 History Will Do It No Justice: Women and the Reinterpretation of the American Revolution
 The Case of the Broken Baseball Bat: Women and Jury Service
- Alice Kessler-Harris, Rutgers University**³
 Equality and Difference: Historical Perspective on a Contemporary Problem
 Women and the Labor Movement
 Gendered Interventions: Rethinking Issues of Social Policy
- Richard S. Kirkendall, University of Washington-Seattle**
 Harry Truman, Henry Wallace and the Beginnings of the Cold War
- J. Morgan Kousser, California Institute of Technology**
 The Reception of the Turner Thesis
 The Voting Rights Act and the Two Reconstructions
 Anti-Hispanic Gerrymandering in Los Angeles County, 1959-81
- Walter LaFeber, Cornell University**³
 U. S. Diplomatic History
 U. S.-Central American Relations
- Gerda Lerner, University of Wisconsin-Madison**
 Women's History
 Women's Education
 Feminist Theory
 African-American Women
- Lawrence W. Levine, University of California-Berkeley**
 The Folklore of Industrial Society: Popular Culture and the American People
 The Meaning of America: Frank Capra and the Politics of Culture
 Man and Superman: Individualism, Success, and Organization in Depression America
- Leon F. Litwack, University of California-Berkeley**³
 On Becoming a Historian of the African American Experience
 Growing Up Black in the New South
 "Hellhound on My Trail": Race Relations in the South, 1877-1920 (or Reconstruction to the Present)
 To Look for America: From Hiroshima to Woodstock (an impressionistic visual examination of American society, with an introductory lecture on American society after 1945)
- Gloria L. Main, University of Colorado-Boulder**
 Families in Colonial New England
 Colonial Life Styles
- August Meier, Kent State University**
 Recent Scholarship on the History of the Civil Rights Movement, or Recent Trends in Civil Rights Historiography
 Styles of Black Leadership in the Twentieth Century: From W.E.B. Du Bois to Malcolm X and Martin Luther King, Jr.
 The Making of Black History: From Carter G. Woodson to John Hope Franklin
- David Montgomery, Yale University**¹
 Workers, Democracy and the Free Market in Nineteenth-Century America
 Workers in the United States and Europe in the Aftermath of World War I
- Paul L. Murphy, University of Minnesota-Minneapolis**
 The Bill of Rights at 200 Years
 The Modern History of the First Amendment: Religion, Speech, Press, Assembly
 The Majority and "Discrete and Insular Minorities": The Supreme Court Sets Its Role
- Robert K. Murray, Pennsylvania State University**²
 Who's #1-Evaluating American Presidents
- John M. Murrin, Princeton University**
 Fundamental Values, the Founding Fathers, and the Constitution
 War and Society in America from Jamestown to Desert Storm
 American Political Culture and the Rise of Professional Baseball and College Football
 The Problem of Corruption in Post-Revolutionary America
- Gary B. Nash, University of California at Los Angeles**³
 Rethinking Why the Founding Fathers Did Not Abolish Slavery
 Is There a Crisis in the New Social History?
 Freedom by Degrees: The Abolition of Slavery in Pennsylvania
- Donald G. Nieman, Clemson University**
 African-Americans and the Constitutional Order in the Nineteenth Century
 Civil Rights in a Conservative Age, 1969 to the Present
- Mary Beth Norton, Cornell University**³
 Gender and Society in Seventeenth-Century America
- Nell Irvin Painter, Princeton University**³
 Fear and Conflict in the United States in the Late Nineteenth Century
 Afro-American History in Two Kinds of Time
- James T. Patterson, Brown University**
 Poverty and Welfare in Modern America
 Cancer and Cancerphobia in Modern America
- Lewis Perry, Vanderbilt University**
 American Culture, 1820s to 1860s
 Antislavery and Reform Movements
 American Intellectual History (specific topics vary from year to year)
- Edward Pessen, City University of New York**
 The Jacksonian Era: A New Interpretation
 America's Cold War Policy: Dubious Justifications, Appalling Implementation, Disastrous Consequences
 Our Retreat from the Constitutional War Power: The Reasons Why
 The Great Popular Songs of the 1920s and 1930s and Their Composers
 The Strange American Amalgam: Increasingly Democratic Politics, Increasingly Inegalitarian Society
 Black Jazz and the King of Swing: African-American Influences on the Great Benny Goodman Band of the Late 1930s
- Keith Ian Polakoff, California State University-Long Beach**
 Political Parties in American History
- Robert V. Remini, University of Illinois-Chicago**
 Jacksonian America
 Early National Period
- Dorothy Ross, The Johns Hopkins University**¹
 The Ideology of American Exceptionalism
- Eric Rothchild, Scarsdale High School**
 Simulations: Stimulation for Scholarship in American History—A Workshop
- Mary Ryan, University of California, Berkeley**
 "A Laudable Pride in the Whole of Us": American City Halls as Sites of Public Life in the Nineteenth Century
- The Politics of the Streets in the 1870s**
 Class Meets Gender: San Francisco, 1877
- Anne Firor Scott, Duke University**⁴
 Ladies of the Club: Unlikely Revolutionaries
 The Progressive Movement as a Woman's Movement
 The Age of the Common Man and the Uncommon Woman
- Barbara Sicherman, Trinity College**
 Gender and the Culture of Reading in Victorian and Progressive America
 Reading and the Construction of the Self: M. Carey Thomas and Jane Addams
 Women and Social Reform: The Progressive Generation
- Kathryn Kish Sklar, State University of New York-Binghamton**³
 The Political Culture of American Women in the Progressive Era
 The Political Culture of Antebellum American Women
 Women in American Social Science, 1850-1900
- James Morton Smith, University of Delaware and Director Emeritus, The Henry Francis DuPont Winterthur Museum**
 Madison, Jefferson, and the Bill of Rights: A Bicentennial Lecture, 1991-92
 1. September 25, 1991, 202nd anniversary of Congress' enactment of the Bill of Rights, which Madison wrote.
 2. December 15, 1991, the Bicentennial of ratification by the states.
 3. March 1, 1992, the Bicentennial date of notification by Secretary of State Jefferson that the Bill of Rights had been ratified.
- Carroll Smith-Rosenberg, University of Pennsylvania**¹
 Constituting the New American: Political Rhetoric and the Popular Press in the New Nation
 Red Men, White Women and the Birth of the Nation
 Wide-Eyed in the Battlefield: Eroticism and the Politics of Sexuality in Progressive America
- Raymond W. Smock, Historian and Director, Office of the Historian of the U. S. House of Representatives**
 The U. S. Congress: A New Frontier for Historians
 The Life of a Public Historian
 Preserving the Nation's Memory
- Arnold H. Taylor, Howard University**³
 The Involvement of Black Americans in American Foreign Policy
 Human Rights in Anglo-American Diplomacy
 The Evolution of America's Narcotics Diplomacy
- David Thelen, Indiana University**
 Modern Consumer Movements and the Drive to Control Production in Twentieth-Century America
 Toward a Map of History-Making in American Culture
 Popular Response to the Iran-Contra Hearings in the Summer of 1987
- George B. Tindall, University of North Carolina-Chapel Hill**⁴
 U. S. History
 History of the South Since Reconstruction
 Edgar A. Toppin, Virginia State University
 Afro-American History
 Civil War and Reconstruction
 Twentieth-Century United States
- Allen W. Trelease, University of North Carolina-Greensboro**
 The Reconstruction Era, Particularly in the South
 The Civil War Era, Other than Military
 Southern History, Particularly Nineteenth Century
- Maris A. Vinovskis, University of Michigan**
 American Family History
 Adolescent Pregnancy
 History of Education
- Joseph F. Wall, Grinnell College**
 American History—Post-Civil War Industrialism: Particularly Andrew Carnegie, Alfred I. du Pont
- Bertram Wyatt-Brown, University of Florida**³
 Southern Literary Culture: Walker Percy and Family Traditions
 Religious Development in the Nineteenth-Century South
 Honor and the American Revolution
 Mary E. Young, University of Rochester
 Nineteenth-Century American Social History, Especially U. S.-Indian Relations
 U. S.-Indian Relations
 Cherokee Indians

Report of the Executive Secretary

by Arnita A. Jones

When the Mississippi Valley Historical Association was organized in 1907, its founders were primarily representatives from the larger historical societies of the Midwest. The association soon expanded to include professors of history from the region and beyond, so that long before its name was officially changed to the Organization of American Historians in 1965, the MVHA had become the primary national organization for scholars interested in American history. That process of evolution has continued during the past year. In January of 1991 we implemented a new membership for teachers of American history. Open to history teachers at any level, this new category was established to serve those in the nation's secondary schools and now includes 229 members. OAH currently has a total membership of 8,890 individuals and 3,029 institutions, a gain of 188 members since the end of 1990.

We also expect organizational growth and diversification as a result of two related international initiatives: the development of an international program for the Chicago annual meeting in 1992 and a commitment on the part of the *Journal of American History* to include the work of scholars of American history abroad. The latter will involve both regularly reviewing books and articles by foreign scholars and creating an international network of scholars to encourage submission of articles from overseas.

In order to serve adequately the organization's increasingly diverse membership, staff and officers need to have reliable information. In 1990 we revised the membership renewal forms to include demographic and professional information about individual members and earlier this year conducted a *Newsletter* readership survey. It is our hope that by developing a better membership database and by learning about our constituency's needs, we can utilize our resources more effectively. [For reports on the *Newsletter* survey and the membership database see p. 16.] Because our colleagues in other social science and humanities fields share similar concerns, we have begun—through the American Council of Learned Societies, the National Humanities Alliance, and the National Coordinating Committee for the Promotion of History—a cooperative effort to encourage the National Endowment for the Humanities and other federal agencies to collect regular and comprehensive information on humanities scholars and scholarship. We have also made the organization's membership list available to the National Historical Publications and Records Commission for its Historical Documents Study, a survey investigating historians' current research methods and needs. Such studies are important because, without the information they can provide, history and other humanities disciplines often get short shrift from policymakers in both private and public institutions when resources are allocated.

Our annual meeting in Louisville was, as expected, smaller than last year's in Washington but, with nearly two thousand registrants, a substantial success nonetheless. We are appreciative of the hospitality extended by the Filson Club and the University of Louisville and want to offer a special thanks to the

Local Publicity Committee, which worked particularly hard to develop contacts with the media and community college system. The latter group also recruited several capable and energetic graduate students to assist with "Just for the Fund of It," an auction benefiting the Fund for American History. We are grateful for the continuing support of the ninety-two publishers and other exhibitors, without whose participation the annual meeting would be much diminished. Several innovations of this past year—a welcome breakfast on Friday morning, a Saturday evening presentation by Pulitzer Prize-winning author Toni Morrison, as well as a Thursday evening plenary session featuring civil rights leader Julian Bond—proved to be very popular. We are pleased to acknowledge the University of Pennsylvania for its financial support of the Morrison session and the Kentucky Humanities Council for subsidizing our eighth Focus on Teaching program. Armstead Robinson and the Program Committee and the hard-working OAH staff are also due a special thanks.



We continue to enjoy a fruitful cooperative relationship with the AHA and the National Council for the Social Studies in co-sponsoring the History Teaching Alliance. This year, with a special grant from the Pew Charitable Trusts via the Bill of Rights Education Collaborative, the HTA has been able to support twelve new projects bringing together historians in higher and precollegiate education. We continue our efforts at raising funds to match a \$225,000 challenge grant to the HTA from the National Endowment for the Humanities. The dedication and hard work of Jane Landers, HTA executive director for the past three years, has been deeply appreciated, and we wish her well as she begins an NEH fellowship. We enthusiastically welcome Anthony Beninati to the position and look forward to the new perspective he brings from his experience in business and in community-college and secondary-school teaching. We value particularly the financial and institutional support of the University of Florida which has made possible the high quality of the History Teaching Alliance program.

With the AHA and more than two dozen other organizations committed to improving history education, we have been able to launch a new National History Education Network. An outgrowth of OAH and AHA past-President Louis Harlan's informal meetings of interested groups, the network will serve as an advocacy center and a clearinghouse for information about policies and activities which strengthen history education in the schools. By autumn we expect to announce a host institution and the appointment of a director.

The *Magazine of History* remains the cornerstone of our efforts to improve history education. As directed by the executive board, the office in Bloomington has explored the possibility of a co-sponsorship arrangement with one or more organizations as a pre-

liminary step to establishing a permanent editorial home for the publication. We are particularly pleased to cooperate with National History Day in distributing the Spring 1991 issue. Focused on the Columbian quincentenary, the theme for the 1991-1992 National History Day, this next issue of the *Magazine* will contain a supplement for teachers interested in involving their students in the contest and is expected to have a distribution considerably larger than usual. We are indebted to Douglas Foard, Bernard Hirschhorn, Alan Marcus, and Thomas Isern, who have served as guest editors the past year. As the *Magazine* moves into a new phase of development, we have recently reconstituted its Advisory Board. A special thanks goes to James F. Adomanis, Marjorie Bingham, George T. Blakey, George Burson, Terrie Epstein, Mary A. Giunta, Paul Dennis Hoffman, Clair W. Keller, William J. McCracken, Howard Mehlinger, Frederick W. Pfister, and Deborah Welch, who have guided its development during these critical early years.

The OAH continues to be a major supporter of the National Coordinating Committee for the Promotion of History, which represents the historical profession in Washington. For two years we have been engaged with NCC in a joint project to identify historic sites important in the history of American women. This effort recently received a third year of funding from the National Park Service's National Landmark Commission. Adequate support for the National Archives and the National Historical Publications and Records Commission has also been a priority for NCC, along with new legislation aimed at alleviating problems with the State Department's *Foreign Relations* series and proposed amendments to the Copyright Act, the Freedom of Information Act, and the Ethics Reform Act.

Our recent effort to secure support for several projects aimed at recruiting minorities into the historical profession has not met with success [See *OAH Newsletter*, November 1990, p. 11]. Private and public foundations are currently interested in guiding minority students into business and science, but they also suggest that a stronger commitment on the part of the organization would be more likely to generate enthusiasm on their part for encouraging students to pursue history careers. With that in mind, at its recent meeting in April, the executive board acted favorably on a request from the Committee on the Status of Minority Historians and Minority History to implement a new "travel to collections" grant for minority graduate students. This program will be funded by a challenge grant to the committee, which will solicit matching contributions. Efforts to find outside funding for other projects to encourage minority historians will continue.

Finally, I would like to thank the numerous people who regularly volunteer their time on behalf of the organization, particularly our seventeen board members and also our 137 prize and service committee members. I want to recognize as well the permanent staff, graduate assistant, and student interns who maintain the Bloomington headquarters. When operations run smoothly, their work is not always visible, but it is vital to the health and vitality of the organization. ■

Reports of OAH Committees

Award and Prize Committees

Avery O. Craven Award

The 1990-91 Craven award competition attracted 31 entries from 17 publishers. All of these were received by the October 1st deadline. The committee (Jean Baker, Loren Schweninger, and Tom Holt) did not solicit additional entries. Each member submitted an unranked list of their top five candidates; we then conferred by conference call to determine the committee's final selection. Of the 31 submissions, 15 dealt primarily with the prewar period, ten with the war, and six with the post-war Reconstruction. There were a number of interesting efforts at broad synthetic judgment, but in our collective opinion the best of these was Grace Palladino's monograph on labor and politics in a northern community during and after the Civil War, *Another Civil War: Labor, Capital and the State in the Anthracite Regions of Pennsylvania*.

Thomas C. Holt, Chair

Frederick Jackson Turner Award

The committee received 23 submissions by the deadline and one later, which the chair ruled ineligible. Several publishers submitted multiple entries despite specific instructions in the flyer that only one entry per publisher would be considered. Calls to the publishers brought about a reduction of submissions to an eligible list of 17 books. After reading all the books, committee members faxed to each other an unranked list of four or five books. A week later each member selected from this short list a ranked list of two books and a statement of why the top choice was selected, and sent this by fax to the others. Two days later we tried a conference call but had a technological failure, so we resorted to two-person calls. Two agreed on the top entry and the other committee member acquiesced. Committee members Albert L. Hurtado, Carol F. Karlsen, and Louis R.

Harlan met the deadline and made thoughtful contributions to the judgment. The committee solicited no additional entries. At least half of the books were of high quality. The procedure we used seemed to guarantee independent judgment by each committee member.

Louis R. Harlan, Chair

James A. Rawley Prize

Twenty-seven books were submitted for the Rawley Prize. About half a dozen were identified at an early stage as serious contenders. Committee members—George M. Fredrickson, Julius Lester, and Mario T. Garcia—communicated by letter and telephone until a consensus emerged on the winner. Our general impression was that this was a strong field and that three or four of the books would have brought credit to the prize. The winner was Douglas Monroy's *Thrown Among Strangers*.

George M. Fredrickson, Chair

Binkley- Stephenson Award

The committee, charged with considering all articles appearing in the *Journal of American History* in 1990, engaged in preliminary consultation by mail and completed its deliberations by conference call. We quickly narrowed the field of candidates to three, and then agreed to give the award to W. Jeffrey Bolster for his article, "To Feel like a Man": Black Seamen in the Northern States, 1800-1860." Committee members were Peter Kolchin, Genna Rae McNeil, and James Turner.

Peter Kolchin, Chair

Ray Allen Billington Prize

The Ray Allen Billington Prize Committee received forty-eight sub-

missions. Though the committee considered requesting one or two specific additional books, they decided against doing so.

Because the committee was geographically dispersed, most of its deliberations were conducted via phone (innumerable conversations, I might add). Two of the committee members (Edmunds and Gressley) met at the Western History Association Conference in Reno in October, 1990.

The main recommendation the committee has for the future concerns the number and appropriateness of the submissions. The committee strongly felt that many titles submitted did not have relevance under the guidelines of the prize. The committee suggests that each press be limited to one or possibly two entries (perhaps one for each year). Furthermore, it recommends that no galley or manuscript submissions be allowed.

On a personal note, I would like to add that this was one of the most congenial and hard-working committees I have ever served on in any professional organization. Professors Edmunds and Kessell were extremely co-operative, gracious and diligent.

Gene M. Gressley, Chair

ABC-Clio America: History and Life Award

The ABC-Clio *America: History and Life* Award Committee considered thirty-four entries, none of which was solicited, and conducted its deliberations by mail. Committee members announced their general satisfaction with the quality of submissions, and the work ran smoothly. To facilitate the process, members considered that the OAH clarify policy and terms of the committee's charge in several areas such as the definition of "journal literature" and limiting any individual or organization to a single nomination. Members: T. J. Davis, Toby L. Ditz, Yasuhide Kawashima, Donald G. Nieman, Peter S. Quimby (ex officio), and Deborah Gray White.

T. J. Davis, Chair

Merle Curti Award

We received over 220 entries; about sixty percent we solicited, which meant that I looked in all available places for notices of germane books and even to professional meetings to recruit books. The leading university presses know exactly what the prize is, but the smaller ones do not, and the commercial publishers are as various as would be imagined. I made several genre cuts for the committee; members could veto my rankings. There was substantial agreement, but we required a face-to-face meeting to winnow down a penultimate list of twenty. We used weighted voting with a short list of five, and emerged with two winners in final ballot.

We strongly recommend solicitation of books. Many of the strongest books were ones we solicited.

There should be some kind of reimbursement for expenses for telephone and travel. The burdens of the committee are incredible. This is not to complain, but to suggest that future members be apprised of the costs and see if they can get some institutional support.

Hamilton Cravens, Chair

Erik Barnouw Award

The winner of the Erik Barnouw Award for 1991 was *Eyes on the Prize II: America at the Racial Crossroads, 1965 to 1985*, produced by Henry Hampton. The Committee reviewed nineteen films submitted for consideration, including three series. Each committee member viewed the entire list of nominees. After a telephone conference, *Eyes on the Prize II* emerged as the unanimous choice—an absorbing, remarkably lucid, and authoritative series which captured with extraordinary power the range of black activism and the depths of black disenchantment in a critical period in the history of race relations in the United States.

Leon F. Litwack, Chair

Louis Pelzer Memorial Award

The committee for 1990-91 consisted of David Thelen, Arnaldo De Leon, Clayton R. Koppes, Susan M. Reverby, and Hanes Walton, Jr. The committee read and evaluated 28 manuscripts submitted for the Louis Pelzer Memorial Award, an award

presented to a graduate student for the best essay in American history. The prize of \$500, a medal and publication of the essay in the *Journal of American History* was awarded for 1991 to Jodi Vandenberg-Daves of the University of Minnesota for her article entitled "Pursuing a Partnership between the Sexes: The Debate over Programs for Women and Girls in the Young Men's Christian Association, 1914-1933." Arnaldo De Leon leaves the committee this year and David Blight of Amherst College

becomes the newest member of the committee.

David Thelen, Chair

Elliott Rudwick Prize

The Elliott Rudwick Prize Committee, consisting of James D. Anderson, Steven F. Lawson, and Darlene Clark Hine, received 65 books from 33 presses. During a particularly

long telephone conference call, we discussed the submissions and narrowed the field to three books. Two weeks later, on January 25, 1991, our discussions resulted in the unanimous selection of Robin Kelley's *Hammer and Hoe: Alabama Communists During the Great Depression*. Kelley's unique, well-written, insightful, and meticulously researched study deepens our understanding of rural black and white radicalism in the South.

Darlene Clark Hine, Chair

Service Committees

Public History

The Public History Committee supported a number of initiatives of interest and concern to public historians and to the OAH during 1990-1991.

The committee encouraged initiatives for public history conferences, including recommending to the OAH Executive Board the organization's sponsorship, and a planning grant, for a 1992 symposium on "Public History: Past, Present, and Future," being developed by Britt Storey, incoming president of the National Council for Public History.

The committee supported initiatives underway (and endorsed by the OAH as a whole) to: speed the declassification of federal documents; revise the thematic framework used by the National Park Service to guide its historic preservation programs; and revise ethics legislation prohibiting federal workers, including historians, from accepting honoraria for speaking and writing on their own time in their fields of expertise.

The committee discussed efforts to develop a public history assessment program, but did not ask the OAH to administer such an effort, believing the organization would not want to involve its executive offices in assisting the outside review of graduate programs.

The committee once again expressed its strong view to the board that the OAH should reconsider its relationship with Indiana University if the search for a new executive director did not result in an appointment this spring. The committee believes that the position, while a public history position involving policy development, management and administration, and the bringing of history to broad constituencies, is being held captive of the Indiana History Department: its needs of the moment in terms of field of expertise and experience, its requirements for teaching undergraduate and graduate students, and its qualifications for academic tenure. These require-

ments discriminate against public historians and prevent the organization from attracting a wide range of suitable candidates. The organization has broadened in scope and function beyond what it was when the relationship with Indiana was created; all organizations of more than 3,000 members in the American Council of Learned Societies have full-time executive directors except the OAH. Therefore the committee urged upon the board a comprehensive review of the position if the present search does not yield an appointment.

Richard H. Kohn, Chair

1991 Convention Publicity

The Convention Publicity Committee for the 1991 meeting in Louisville, Kentucky, was made up of Carl Ryant, Peggy Cummins, Nelson Dawson, Judi Jennings, James C. Klotter, Carl E. Kramer, Tom Owen, Theda Perdue, Bruce Tyler, and Mike Zalampas. The committee prepared the copy for the convention supplement to the *OAH Newsletter*, which included information about Louisville, the surrounding areas of Kentucky, and southern Indiana. Included were materials on Louisville restaurants, museums and other historical research facilities, and general points of interest.

The committee sent news releases to local newspapers, radio stations, and television stations, as well as publicized the convention through local universities, colleges, and community colleges, and through the public and private elementary and secondary schools in the area.

The committee also aided in securing donations for the auction and helped provide the auctioneer and assistants during the auction. It also arranged with the Filson Club to host a reception there for all who attended the convention and with the Uni-

versity of Louisville to host a reception at its faculty club in honor of President Mary Frances Berry for officers and committee members of the OAH as well as members of the Louisville community.

In addition, the committee made a special effort to interest teachers in attending the meeting. The committee also publicized the meeting throughout the local community, particularly the local Black community, stressing that OAH meetings were open to all who were interested.

Carl Ryant, Chair

Status of Women in the Historical Profession

The committee successfully completed its efforts to establish the Lerner-Scott prize in women's history. To be awarded for the first time in 1992, the prize is named for Gerda Lerner and Anne Firor Scott, both pioneers in women's history and past presidents of the organization. The prize of \$1,000 will be awarded annually for the best doctoral dissertation in U.S. women's history.

The OAH Executive Board approved our request to establish the prize and offered a challenge grant of \$7,500, with an equal amount to be raised by the committee. The response to our initiative was overwhelming. In very short order, 130 individuals contributed \$10,000. We wish to thank contributors for their generosity as well as all those who helped us achieve our goal.

The board also approved the committee's recommendations that, whenever possible, panels at annual meetings include members of both sexes, and that employers either engage suites to conduct interviews or take advantage of the Organization's offer to assist smaller institutions in arranging common interviewing space.

The committee organized two sessions at the Louisville meeting: the women's breakfast, where the speaker was Anne Braden, a journalist active in the Southern civil rights movement; and a workshop on Employment Challenges for Historians in the Nineties. Workshop topics were institutional and demographical frameworks for affirmative action, balancing family and work, recruiting black female historians, and the gendered dimensions of success.

The committee recommended to the board that it establish an "equity alert" to examine the ways in which academic institutions handle layoffs during the current fiscal crisis. We are particularly concerned about the treatment of women and minorities.

Other committee members for 1990-91 are Jean Baker, Joan Jensen, Marilyn Nickels, and Brenda Stevenson. We wish to thank OAH treasurer Cullom Davis, acting executive secretary Arnita Jones, and staff members Sheri Sherrill, Sharon Caughill, and Kara Hamm for assistance.

Barbara Sichertman, Chair

Ad Hoc Committee on the Bicentennial of the Bill of Rights

The chair reported on the successful conclusion of its project to publish a book of specially commissioned essays on teaching the history of the Bill of Rights. He presented a copy of *By and For the People: Constitutional Rights in American History*, edited by Kermit L. Hall, to president-elect Joyce Appleby. The book sells for \$10 and contains essays by leading American historians.

Many historians from the Bicentennial of the Bill of Rights Speakers Bureau have given speeches in various parts of the country. Sandra VanBurkleo organized the project for the committee.

Michael Les Benedict and Kermit L. Hall organized 14 sessions on Bill-of-Rights history for the Louisville convention, including two well-attended Focus-on-Teaching-Day panels.

The committee proposes creation of a Mary K. B. Tachau teaching award to recognize an outstanding high school social studies teacher, particularly but not necessarily one in the area of Constitution and Bill of Rights studies. Initial funding might come from royalties from *By and For the People*.

We propose a new committee, the Mary K. B. Tachau Memorial Teaching Award Committee, to arrange funding, establish selection criteria, and publicize the award. We suggest that this ad hoc committee become the new award committee.

Paul L. Murphy, Chair

Status of Minority Historians and Minority History

Members of the Committee on the Status of Minority Historians and Minority History are pleased to announce plans for a travel to collections grant for graduate students of color. This summer the committee will begin fund-raising for the Nathan Huggins-Benjamin Quarles Travel to Collections Grant. With the support of matching funds from the OAH Executive Board, the committee hopes to raise enough money to call for applications in 1992. Within the next few years, the committee also plans to inaugurate a dissertation prize for graduate students of color.

The committee continues to explore the possibility of history summer workshops for undergraduates interested in pursuing an advanced degree. Rather than reinventing the wheel, the committee hopes to develop a closer linkage between the OAH and institutions which sponsor summer research programs for minority students. Through a combination of

foundation and university support, the OAH could sponsor an intensive history component as part of an annual summer program. Distinguished historians could lead discussions, give presentations, and serve as mentors. This project will also facilitate the filming of a recruitment video. UCLA has expressed an interest and committed resources toward this project.

It has been a pleasure and a privilege to serve on this committee with Herbert Hoover, Gary Okihiro, George Sanchez, Arnold Taylor, and Margaret Washington. I appreciate their insight, vision and hard work. I also thank past president Mary Berry for her encouragement and Arnita Jones for her tireless efforts on the committee's behalf.

Vicki L. Ruiz, Chair

Access to Documents and Open Information

The committee discussed ways of letting members know about the move from Archives I to Archives II. We also discussed other Archives-user issues involving times that regional branches are open, and the move of the New York branch from Bayonne, NJ, to downtown New York City. Four representatives of the National Archives met with the committee. Part of the discussion focused on the creation of a column in the *OAH Newsletter*. This column could report on various user issues at the National Archives in Washington, the regional archives, and the presidential libraries. We would like to see a regular column that would be a "user's guide to the archives." It would indicate such things as times, availability of parking, on-site photocopying rules, availability of restaurants, public transportation, the type of identification needed. After these columns are published they could be printed as a small OAH pamphlet.

The committee also suggested

that the *OAH Newsletter* solicit similar information from the various state archives and major private libraries. We believe the OAH should work closer with NAGARA on other issues.

Finally, the committee proposed that the president appoint an ad hoc committee to begin discussion with the American Bar Association on the problem of access to lawyers' files. Such files have important research potential for all aspects of history, but are also subject to rules of professional conduct. The ABA has never taken a position on when a file might become historical, and therefore available for use by scholars. Nor has the ABA taken a position on what to do with files that lawyers might wish to donate to libraries. The committee recommends forming an ad hoc committee to begin low key discussions of this issue.

Paul Finkelman, Chair

Teaching

The Committee on Teaching has been involved in a number of activities over the past year. The chair attended the OAH Executive Board meeting in New Orleans in November, 1990, and asked the board to take up the unresolved issue of creating slots on various committees to be filled by precollegiate teachers. The board decided not to create slots or guaranteed spaces for precollegiate teachers but to encourage the president-elect to appoint teachers to the following OAH committees: Teaching, Status of Women in the Historical Profession, Status of Minority Historians and Minority History, and Program. At the annual meeting in Louisville in May, 1991, the chair spoke with Larry Levine, president-elect, about the importance of appointing precollegiate teachers to committees. He expressed an interest in appointing teachers to committees; the chair will send the president-elect resumes of interested teachers.

At the November meeting, the chair also asked the board to address the issue of multiculturalism and the

precollegiate history curriculum because two or three prominent historians had written widely publicized editorials on the topic. The board formed a subcommittee to write a statement on multiculturalism; the statement was approved and published in the February, 1991, *OAH Newsletter*.

At the OAH annual meeting in Louisville, the committee sponsored four sessions, co-sponsored one Focus-on-Teaching-Day session, and sponsored a luncheon on Saturday.

At the board meeting on Sunday morning, the committee presented two resolutions. The first proposed that advisory board members of the *Magazine of History*—the majority of whom are secondary teachers—review proposals for a university-based editor and have final approval over the board's selection. The OAH president will consult with members of the executive committee to determine the process by which an editor for the magazine will be selected. The chair urged that the executive committee include the *Magazine of History* advisory board in the decision making.

At the Louisville meeting, the committee began working on an award for an outstanding precollegiate history teacher. Subsequently, the chair learned the Ad Hoc Committee on the Bicentennial of the Bill of Rights proposed a teaching award, in memory of Mary Kay Tachau. The committee recommended that precollegiate teachers establish the criteria for a teaching award and comprise the majority of members on the award committee. The president recommended the Committee on Teaching and the Ad Hoc Committee on the Bicentennial of the Bill of Rights collaborate on writing the proposal for the award.

Finally, the chair would like to thank Arnita Jones, acting executive secretary, and Gary Nash, executive board liaison, for their many efforts throughout the years on behalf of the interests of precollegiate teachers and teaching. Committee members: Bonny Cochran, Kenneth T. Jackson, Gary Nash, and Shirleen Sisney.

Terrie L. Epstein, Chair

OAH Lectureship Program 1990-91

The following scholars delivered lectures at the institutions indicated below during the academic year 1990-91 (August 1, 1990, to August 1, 1991) and donated the proceeds to the Organization of American Historians. The OAH thanks them for their generosity.

Stephen Ambrose
Saint Mary College
Leavenworth, KS

Clayborne Carson
Santa Rosa Junior
College
Santa Rosa, CA

William Chafe
Georgia State University
Atlanta, GA

Pete Daniel
Kentucky Wesleyan College
Owensboro, KY

Carl Degler
Memphis State University
Memphis, TN

Robert Divine
Margaret Chase Smith
Library Center
Skowhegan, ME

George Fredrickson
Utah State University
Logan, UT

Frank Freidel
Stonehill College
North Easton, MA

Paul Gaston
Western Maryland College
Westminster, MD

Darlene Clark Hine
Cornell College
Mount Vernon, IA

Joan Hoff
Rochester Institute of Technology
Rochester, NY



Thomas Holt
PennAg Industries
Association Convention
State College, PA

Joan Jensen
Coker College
Hartsville, SC

Stanley Katz
Northeast Missouri State
University
Kirksville, MO
and
University of Arkansas
Monticello, AR

Leon Litwack
Earlham College
Richmond, IN

Gloria Main
Five College Seminar
in Social History
Smith College

Paul Murphy
University of South Florida
St. Petersburg, FL

John Murrin
Olivet College
Olivet, MI

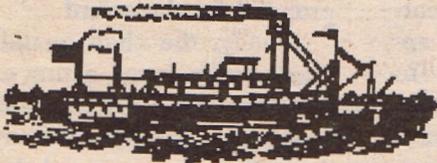
About OAH: Returns from Two Surveys

by Arnita A. Jones

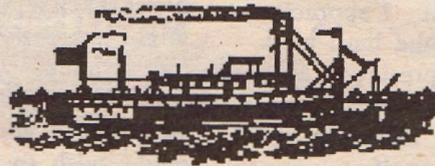
Also involved in the collection and analysis of this data were Sharon Caughill, Ginger Foutz, Kara Hamm, Howard McMains, Jane Railsback, and Michael Regoli.

Who are the members of the Organization of American Historians? What do we know about their demographic characteristics, their professional interests and needs? What do they expect from the OAH? To improve services to its own members and to provide better information to planners in government, higher education and other institutions, OAH has recently begun to develop a more comprehensive membership database. In 1990 we revised renewal forms to begin collecting information about the nature and location of employment and level of education. Basic demographic questions (gender and race) as well as a list of topical and chronological research interests were already included in the renewal form. As of the end of 1990 about half of our members had provided at least some of the requested data on the new form.

For a number of reasons—the growing diversity of our members, the new teacher membership, opportunities presented by new publication processes—OAH is considering changes in the scope and format of the *Newsletter*. A reader survey was included with the February edition of the *Newsletter*, and we were pleased to receive a response of approximately ten per cent.



Selected information from the membership database and the readership survey is presented below. While the data can add substantially to our knowledge of OAH members it must be interpreted with caution. Neither survey is based on a representative sample; thus we cannot make assumptions about those members who did not respond. For example, 793 or 16.42% [see Table 2] of those who provided information about race/ethnic background identified themselves as minorities, but we should not assume that 16.42% of our entire membership would so identify themselves. On the other hand, we can say for certain that no fewer than 793 or 9.14% of 8680 individual members (1990 year-end total) were minorities. This latter percentage compares interestingly with recent data from the National Research Council which, on the basis of a scientifically de-



signed sample survey of the doctoral population, estimates that 3.9% of American historians are minorities [1989 Profile, (Washington, DC, 1991), p. 6].

We have most complete information on gender, since over the years 8652 of our 8680 members have provided us with this information [see Table 1]. We can thus report with assurance that slightly more than one quarter of our members are women, a substantially larger percentage than that for the PhD population of American historians as a whole, which is 15.5% [1989 Profile, p. 6].

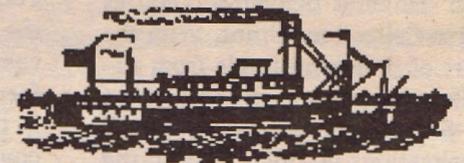
How closely can the OAH membership be identified with professors of history in higher education who hold the doctorate? Evidence here is more elusive, but we can begin to flesh out some answers. 1861 of the 4231 members responding to the question about educational level indicate that they do not hold the doctorate [see Table 3]. However, our membership records indicate that at the end of 1990 we had 1363 student members; presumably many of those are included in the figure of 1861 noted above. We may reasonably conjecture, however, that at least some respondents included among the 1861 non-doctorate holders were not students and that at least some students were among the 4449 members who chose not to provide an answer to this question. NRC data indicates that there are approximately 10,000 doctorates in American history in the current labor force (all doctorates awarded from 1946 to 1988) [1989 Profile, p. 6]. These figures suggest that OAH has an opportunity to recruit a substantial number of American history PhDs who are not now members. It also suggests that at least several hundred of our non-student members do not hold the research degree. Are we adequately serving their needs and interests?

The renewal forms asked members to list their profession and in Table 5 we have grouped their responses into four broad categories. Of those responding to this question, slightly more than half work in higher education institutions of one kind or another, with the largest group identifying themselves as full professors. The latter fact should not be surprising in view of the many studies recently available which detail the aging of the professoriate. That our membership rolls contain at least 682 graduate students is gratifying, but not surprising; more interesting is that 245 students identified themselves as undergraduates. We need to learn more about the

1095 public historians and other respondents identified in Table 5, at least 12.61% of our total membership, who do not work in higher education institutions.

Despite obvious limitations, the revised renewal form has elicited information which enables us to get a better picture of the constituency of the OAH. OAH members could bring this picture into sharper focus by taking the time to answer the questions on the renewal form. In the coming months we will continue seeking ways to improve our membership data by consulting and cooperating with other learned societies and professional associations.

When we surveyed readers about the *Newsletter*, we found that roughly four out of five [see Tables 5 and 6] liked the present quarterly format and current size. Only three of 936 respondents said they never read the *Newsletter*, whereas 86% said they always did [see Table 7]. Of course, those members who never or rarely read the *Newsletter* are unlikely to have read and returned the survey, so we interpret these encouraging statistics with caution! More than half of members responding said they saved all or a part of it while another 14% said they passed it on to colleagues [see Table 8].



Because we have considered increasing the frequency of publication of the *Newsletter*, we were most interested to learn that half of the respondents would like to see six or eight issues per year [see Table 9]. In general, respondents expressed some clear preferences for areas in need of increased coverage, specifically historiography, teaching and professional issues [see Table 10].

When we analyzed the database from the survey to determine if we could connect preferences with location of employment we found, not surprisingly, that those in junior and senior high schools expressed a high preference for increased attention to teaching (88% compared to 55% overall) while those in public history agencies were most likely to want increased coverage of public history (74% versus 28% overall) and archives/information management (47% versus 27% overall). For some replies—increased coverage of historiography, for example, or foreign scholarship on American history—there was general consensus about the level of interest among different areas of employment.

We are listening. We will be pleased to hear from members with specific ideas for expanded coverage in those areas where members expressed clear interest. ■

The survey included an open-ended question inviting respondents to write in comments. Our members, a feisty lot, did just that. We are listening to those too, and thought readers might find the following sample of interest:

"Let's get back to history instead of all of the advocacy issues and trying to save the world! This should be a professional organization, not an advocacy platform!"

"I especially like professional & advocacy articles—and those on teaching."

"Less focus on those in academia. Remember the rest of us."

"Why so much public history? Enough, already!!!!"

"I've enjoyed all the articles on women and minorities."

"There is too [expletive deleted] WOMEN'S ADVOCACY in the Newsletter. The thing smacks more of a radical feminist advocacy sheet than a general interest newsletter catering to all fields and specializations within American history!"

"The one about recruiting minority students into history profession—this is an important issue & could be expanded on."

"Four issues/year is probably OK, but I hate the tabloid format. I would much prefer more issues w/somewhat less content per issue in an 8 1/2 x 11 format such as Perspectives."

"Would much prefer a magazine format w/better picture quality."

"I like the Newsletter as it is."

"The tabloid format is terrible. It is too large to handle, dirty to the touch, easily tattered, and impossible to file. Appropriate for the National Enquirer, maybe, but not for the OAH."

"The size is perfect, only the frequency need be changed to please me."

"I prefer the AHA Perspectives format. My apartment bldg. custodian throws the OAH Newsletter away with the junk mail because it looks like the grocery ads."

"I like format."

"Shrink the print—save some paper."

"You have a nice mix of articles/essays now. The variety is what's attractive. Don't try to specialize, please, though a few less of the sillier feminist pieces would be a relief."

"There seems a 'timeliness' to articles in the Newsletter that I appreciate. I have shared many articles with colleagues & administrators outside the discipline."

"You've published many excellent articles."

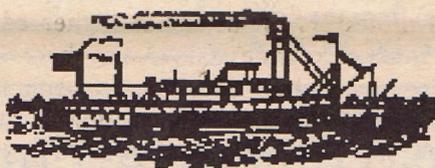
"I generally read first (and enjoy most) the articles written by women historians, either about the field of women's history or the status of women in the historical profession."

"It seems that we are giving such topics as social history, oral history & public history so much attention that we have failed to give proper & adequate attention to political & economic, legal & foreign affairs topics."

"You have an excellent publication. Don't change a thing."

"The proper function of the Newsletter is, in my view, very modest; it already consumes more dues money than can be justified. Simplify, simplify!"

And finally, advice we particularly intend to heed: "Nearly all articles in the Newsletter are engaging and useful. Do not even consider expansion unless it is certain that the level of quality, without any increase in member costs, will be maintained."



At the end of 1990, individual membership in the OAH totaled 8680. The totals below represent the number of individual respondents to each question.

Table 1: Membership by Gender

Female	2226	26%
Male	6426	74%
Total	8652	

Table 2: Membership by Race/Ethnic Group

Caucasian	3887	80%
Minority	793	16%
African American	493	10%
American Indian	40	1%
Asian-American	35	1%
Latin American	225	4%
Other	149	3%
Total	4829	

Table 3: Membership by Highest Educational Level

PhD	2370	56%
ABD	606	14%
MA	777	18%
BA	321	8%
High School	61	1%
Other	96	2%
Total	4231	

Table 4: Membership by Profession

Higher Education	2555	53%
Professor	984	
Associate Professor	425	
Assistant Professor	322	
Lecturer	233	
Two-yr/Comm. College	32	
Administration	67	
Historian	492	
Student	929	19%
Graduate	682	
College	245	
High School	2	
K-12	299	6%
Teacher	279	
Administrator	20	
Other	1039	22%
Historian	373	
Archivist	133	
Business/General	72	
Editor	68	
Librarian	64	
Archivist/Curator	58	
Writer/Author	54	
Government/General	44	
Law	41	
Military	30	
Religion	21	
Medicine	19	
Historical Society	13	
Business/Research	16	
Government/Historian	15	
Independent Scholar	11	
Journalist	7	
Total	4822	

Table 5: Do you like the OAH Newsletter's present quarterly format?

Yes	730	79%
No	196	21%
Total	926	

Table 6: The current size (usually 24 pages) of the OAH Newsletter is

Adequate	743	80%
Too large	91	10%
Too small	92	10%
Total	933	

Table 7: Do you read the OAH Newsletter?

Always	807	86%
Sometimes	126	13%
Never	3	
Total	936	

Table 8: After reading the OAH Newsletter, do you:

Archive	231	24%
Clip articles	283	29%
Share with colleagues	131	14%
Dispose of it	300	31%
Put aside without reading	4	
Other	12	1%
Total	961	

Table 9: I would like to see the following frequency of publication:

No change, four issues	457	50%
Six issues per year	312	46%
Eight issues per year	146	16%
Total	915	

Table 10: Would you like to see coverage of the following in the OAH Newsletter:

	Increase	Remain the Same	Decrease	Total
Historiography	538 60%	278 31%	76 9%	892
Teaching	479 55%	331 38%	66 7%	876
Professional Issues	447 52%	377 44%	30 4%	854
Foreign Scholarship on				
American History	325 39%	382 46%	128 15%	835
Films	295 35%	418 49%	134 15%	847
Public History	233 28%	472 56%	140 16%	845
Advocacy Issues	229 28%	426 51%	175 21%	830
Archives/Information Management	229 27%	481 58%	125 15%	835
Historic Preservation	161 19%	500 60%	176 21%	837

Marcus Cunliffe Memorial Fund

The death of Marcus Cunliffe in 1990 deprived the historical profession of one of its most admirable members. His many friends in the United Kingdom have come together to establish a fund in his name, under the auspices of the British Association for American Studies and with the support of the Cunliffe family. The fund will make annual grants to help graduate students from the United Kingdom pursue research in the United States. Should any reader wish to contribute, he or she can send a check to the Association's Treasurer, Dr. Colin Bonwick, Department of American Studies, University of Keele, ST5 5BG, England. ■

Materials Sought

For "Kings of the Hill," a documentary about the Negro Leagues and the changing role of sport in black America, the producers seek home movies or still photos of blacks playing baseball in the Negro Leagues or on the sandlots. Contact Rob Ruck, 1221 Denniston Street, Pittsburgh, PA 15217; (412) 422-7962.

For a national exhibition of language diversity in America, the MLA is looking for print materials and for objects which incorporate, refer to, or derive from language-related issues. Of interest, too, are "sound objects." The scope is all language groups and periods. Contact Deborah Gardner, MLA, 10 Astor Place, New York, NYU 10003; (212) 614-6319. ■

Microfilm to Digital Imagery

A new report to the Commission on Preservation and Access from Yale University explores the feasibility of a project to study the means, costs and benefits of converting large quantities of preserved library materials from microfilm to digital images. The 41-page report, *From Microfilm to Digital Imagery*, was developed under contract to the commission by Donald J. Waters, Yale University Library.

Waters identifies requirements for a major, multi-year project to convert microfilmed texts to digital images, to provide both intra- and inter-institutional access to the stored images, and to investigate the broader implications for enhanced intellectual access to digitized scholarly materials. The report includes a vision statement, a model of incremental investment, a description of system architecture, and a detailed plan of work for the larger project.

Copies are available, while supplies last, for \$5.00 (U.S. funds) from the Commission, 1785 Massachusetts Ave., N.W., Suite 313, Washington, DC 20036. ■

A Guidebook to Resources for teachers of the Columbian Encounter

With the support of the National Endowment for the Humanities, the Hermon Dunlap Smith Center for the History of Cartography at the Newberry Library is undertaking to produce *A Guidebook to Resources for teachers of the Columbian Encounter*. It will be ready by the summer of 1992 for teachers planning courses around this theme. The guidebook will have four parts; the first two involve an examination of European and Indian societies on the eve of the encounter, the third concerns the instruments of contact, such as maps, ships, and guns, and the final part deals with the literary and artistic images which each society formed and retained of the other.

For each of these four sections we have identified a qualified scholar to annotate the material that we shall collect, using in the first place the work commissioned by the NEH, and then working outwards to other projects. Readers wishing to suggest works for inclusion in the checklist should write to:

David Buisseret
The Newberry Library
60 W. Walton
Chicago, Illinois 60610.

THE WINTERTHUR LIBRARY

Invites applications for . . .

NEH Fellowships: Scholars pursuing advanced research are eligible to apply with stipends up to \$30,000 for six to twelve months' work.

Winterthur Fellowships: Available to academic, museum, and independent scholars and to support dissertation research from one to six months with stipends ranging from \$1,000 to \$2,000 per month.

Located near Wilmington, Delaware, Winterthur is a center for advanced study in America's artistic, cultural, social, and intellectual history.

Resources include a library of approximately half a million imprints, manuscripts, visual materials, and printed ephemera supporting interdisciplinary study of American life into the early twentieth century and a museum collection of 89,000 objects made or used in America up to 1860.

Scholars live in the Research Fellows Residence on the grounds at Winterthur. They have 24-hour access to the library's circulating collections and circulation privileges at the nearby Morris Library of the University of Delaware.

Former fellows have included academics, curators, and doctoral students in the following fields:

- | | |
|--------------------------------|--------------------------|
| Advertising | Family Life |
| Anthropology | Folklife |
| Archaeology | Folklore |
| Architectural History | Food Ways |
| Art History | Historic Preservation |
| Celebrations and Holidays | Material Culture |
| Children's Literature and Toys | Preindustrial Technology |
| Consumerism | Travel History |
| Decorative Arts | Urban Studies |
| | Women's History |

Application deadline for the 1992/93 academic year is

December 1, 1991. For an

application packet, please write to:

Katharine Martinez
Research Fellowship Program
Winterthur Library
Winterthur DE 19735
(302) 888-4649

Announcements

Professional Opportunities

"Professional Opportunity" announcements should represent an equal opportunity employer.

Charges are \$50 for 100 words or less; \$75 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, OAH, 112 N. Bryan St., Bloomington, IN 47408-4199. 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.

Harvard University

Andrew W. Mellon Faculty Fellowships in the Humanities. For non-tenured, experienced junior scholars who have completed, at the time of appointment, at least two years post-doctoral teaching as college or university faculty in the humanities, usually as assistant professors. Special consideration given to candidates who have not recently had access to the resources of a major research university. Ph.D. required and received prior to June 30, 1990.

Theme: Taking into consideration the growing interest in the study of women's and African American lives, as well as the long tradition of scholarly interest in biography and autobiography, the theme for 1992-1993 will be "The Writing of Biography." Applications are encouraged from scholars in the humanities who are writing biographies or working on biography as a genre.

One year appointment, July 1992-July 1993, with limited teaching duties, departmental affiliation, opportunity to develop scholarly research. Annual salary \$32,000. Applications due November 1, 1991. Awards announced February 1, 1992. For particulars and application procedures write: Dr. Richard M. Hunt, Program Director, Harvard University Mellon Faculty Fellowships, Lamont Library 202, Cambridge, MA 02138.

Arizona State University (Advance Advertising) Public History. Arizona State University seeks an Assistant or Associate Professor,

tenure track, beginning August 1992 (pending final budgetary approval) to help direct the Public History Program. Candidate will teach courses in preservation and CRM, supervise student projects and direct masters and doctoral studies. Administrative duties include recruiting and advising students, directing public programs, supervising internships, and cooperating with faculty in anthropology, architecture, and fine arts. Ph.D. in history or American studies with evidence of applied research activity and public history experience required.

Send c.v., letter describing expertise and accomplishments that suggest likely success in fulfilling the requirements of this position, samples of public history work, and names of at least three references to: Public History Search Committee, Department of History, Arizona State University, Tempe, AZ 85287-2501; (602)965-4188. Application deadline: 15 September 1991 and every Tuesday thereafter until filled. AA/EOE

The Amistad Research Center/Tulane University

Executive Director/History Professor. The Amistad Research Center, a manuscripts library, collects papers of families and individuals, records of organizations and institutions that document American ethnic history, race relations, civil rights, and the African diaspora.

Responsibilities: executive director will provide leadership, develop programs, and coordinate all activities, including budgeting and fundraising, development and implementation of collection program, and supervision of archival and manuscript collections, making them accessible for research use. Also part-time, tenure-track position in the Tulane University History Department—rank negotiable.

Qualifications: Ph.D. in American history, knowledge of ethnic history and archival procedures, administrative experience, ability to develop both fundraising and collection enhancement essential. Experience with computer-based library systems highly desirable. Salary: Commensurate with qualifications and experience, minimum \$50,000. Comprehensive benefits package. Applications reviewed beginning September 1 for employment January 1, 1992. Send letter of application, c.v., and three references to Dr. George A. Owens, Chairperson, Search Committee, The Amistad Research Center, Tilton Memorial Hall, Tulane University, New Orleans, LA 70118.

Activities of Members

Forrest G. Wood, California State University, Bakersfield, is the recipient of the 1991 Anisfield-Wolf Book Award of \$2,000 presented by the Cleveland Foundation for *The Arrogance of Faith: Christianity and Race in America from the Colonial Era to the Twentieth Century*.

Gerda Lerner, former OAH president, has retired from the University of Wisconsin, Madison.

The North Caroliniana Society has awarded Archie K. Davis Fellowships to the following OAH members for 1991-92: Glenda E. Gilmore, University of North Carolina, Charlotte; Alex Lichtenstein, Florida International University; Steven F. Miller, University of Maryland; Jane H. and William H. Pease, College of Charleston; and Jim Sumner, North Carolina Division of Archives and History.

Steven M. Avella has been awarded the Ogden Prize for his article "Samuel Stritch and Milwaukee Catholicism, 1830-1940," judged the best article published in *Milwaukee History* for 1990.

The following OAH members have been awarded fellowships to work in the field of American history and culture at the American Antiquarian Society: Claudia L. Bushman, Columbia University; Cornelia H. Dayton, University of California, Irvine; Alice E. Fahs, New York University; Ronald P. Formisano, University of Florida; Stephen Nissenbaum, University of Massachusetts, Amherst; Gregory H. Nobles, Georgia Tech University; Nell Irvin Painter, Princeton University; and Billy G. Smith, Montana State University.

Trudi J. Abel, Rutgers University, and Patricia West, SUNY Binghamton, received 1991 Spencer Dissertation-Year Fellowships from the Woodrow Wilson National Fellowship Foundation for research related to education.

Michael J. Devine, Springfield, Illinois, is the new director of the University of Wyoming American Heritage Center. He has been the state historian and executive director of the Illinois State Historical Society.

Wayne A. Wiegand, University of Wisconsin-Madison, has received the

1991 G. K. Hall Award for outstanding contribution to library literature for "An Active Instrument for Propaganda": *The American Public Library During World War I*.

The Massachusetts Historical Society awarded fellowships to John Anthony Scott, of Holland, MA, and to Peter H. Argersinger, University of Maryland.

The American Institute of the History of Pharmacy awarded grants to Caroline J. Acker, University of California, and Thomas J. Wolfe, University of Wisconsin-Madison.

John Harley Warner, Yale University, received the William H. Welch Medal for *The Therapeutic Perspective: Medical Practice, Knowledge, and Identity in America, 1820-1885*.

David Paul Nord, Indiana University, won the Covert Award in Mass Communication History for his essay "Teleology and News: The Religious Roots of American Journalism, 1630-1730," published in the *Journal of American History*.

Joseph Frazier Wall, Grinnell College, received the Rembert W. Patrick Memorial Book Award for *Alfred I. du Pont: The Man and His Family*.

James A. Schnur, graduate student at the University of South Florida, received the LeRoy Collins Prize from the Florida Historical Society for an outstanding essay in Florida history.

Nancy R. Jaicks and William R. Sutton, graduate students at Columbia and University of Illinois, received Charlotte Newcombe Doctoral Dissertation Fellowships.

Timothy R. Mahoney, University of Nebraska, has received a National Endowment for the Humanities Fellowship.

Jean H. Baker, Goucher College, and Michael Grossberg, Case Western Reserve University, have received NEH/Lloyd Lewis Fellowships.

Lisa Emmerich, California State University at Chico, received a D'Arcy McNickle Center for the History of the American Indian Documentary Workshop Fellowship.

Three members have received Newberry Library Short-Term Fellowships: Ronald P. Formisano, University of Florida, Barbara Loomis, San

Francisco State University, and Stuart McConnell, Pitzer College.

Thomas Dublin, State University of New York at Binghamton, and Walter Licht, University of Pennsylvania, have received a research grant from the National Endowment for the Humanities.

Henry E. Hampton was inducted into the Academy of Distinguished Bostonians.

Reginald Stuart, Mount Saint Vincent University, received the 1990 Albert B. Corey Prize in Canadian-American relations for *United States Expansionism and British North America, 1775-1871*.

Radcliffe College's Arthur and Elizabeth Schlesinger Library on the History of Women in America has awarded grants to: Amy L. Bentley, University of Pennsylvania, Karen Erdevig Gedge, Yale University, and Carolyn Goldstein, University of Delaware.

Michael Wala, Universität Erlangen-Nürnberg, was awarded an American Studies Fellowship by the American Council of Learned Societies.

The Rockefeller Archive Center awarded grants for 1991 to Caroline J. Acker, University of California, San Francisco; Edward D. Berkowitz, George Washington University; Fred W. Beuttler, University of Chicago; and Carolyn Goldstein, University of Delaware.

Harold Seymour received the North American Society for Sport History's 1990 Book Award Prize for *Baseball: The People's Game*.

Calls for Papers

Notices submitted for "Announcements" should be no more than 75 words and typed in double space. Include only information basic to the announcement's purpose. All copy is subject to editing.

Send to Editor, *OAH Newsletter*, 112 N. Bryan St., Bloomington, IN 47408-4199. Deadlines are December 15 for the February issue; March 15 for May; June 15 for August; and September 15 for November.

The Salem Conference seeks papers for "Perspectives on Witchcraft: Rethinking the Seventeenth-Century New England Experience," to be held

June 19-21, 1992. The deadline is **September 1, 1991**. Please send inquiries to Anne Farnam, Essex Institute, 132 Essex Street, Salem, MA 01970.

Paper proposals regarding all areas of Louisiana history are requested for the LHA convention, March 19-21, 1992. For information contact Matthew Schott, University of Southwestern Louisiana, Department of History, P.O. Box 42531, Lafayette, LA 70504; (318) 231-6900. The deadline is **September 1, 1991**.

The annual Business History Conference calls for papers dealing with "The History of Business and Public Policy." For further information contact K. Austin Kerr, Department of History, 230 W. 17th Ave., Ohio State University, Columbus, OH 43210. The deadline is **September 10, 1991**.

The Sonneck Society for American Music calls for papers concerning any aspect of American music for its February 12-16, 1992 conference at Louisiana State University. Proposals should include five copies of 1-2 pages in length, plus a 1-paragraph summary for the program booklet. Deadline is **September 15, 1991**. For information, contact J. Bunker Clark, Music Department, University of Kansas, Lawrence, KS 66045-2279.

The Pennsylvania Historical Association invites proposals for papers in all fields of American history with some relationship to Pennsylvania history for its annual meeting to be held October 22-23, 1992. For further information write to Robert M. Blackson, Department of History, Kutztown University, Kutztown, PA 19530-0730. The deadline is **September 27, 1991**.

The Southwest Historical Association and the Southwestern Social Science Association will hold a conference in Austin, TX, March 18-21, 1992. Proposals for papers or sessions in U.S. history should be sent to Janet Schmelzer, Department of Social Sciences, Tarleton State University, Stephenville, TX 76402. Deadline is **October 1, 1991**.

The Ohio Academy of History will hold its spring meeting April 10-11, 1992, at Wright State University. Paper and panel proposals in all fields of history are welcome. Deadline is **October 15, 1991**. For information, contact Keith L. Bryant, Department of History, University of Akron, Akron OH 44325-1902; (216) 972-7006.

The American Association for the History of Medicine invites papers on

the history of medicine for its 1992 annual meeting. For information contact Steven J. Peitzman, Medical College of Pennsylvania, 3300 Henry Avenue, Philadelphia, PA 19129. The deadline is **October 15, 1991**.

The Holocaust/Genocide Resource Center of Rider College calls for papers for its conference "Voices: Institutional and Individual Responses to the Holocaust." For information, contact Dominick A. Iorio, School of Liberal Arts and Science, Rider College, 2083 Lawrenceville Road, Lawrenceville, NJ 08648; (609) 896-5155. Deadline is **October 15, 1991**.

The Missouri Valley History Conference welcomes papers for its annual meeting, March 12-14, 1992. The deadline for submissions is **November 1, 1991**. For information, contact William C. Pratt, MVHC Coordinator, University of Nebraska at Omaha, Omaha, NE 68182.

The North American Society for Sport History calls for papers for its annual convention, May 22-26, 1992. For information write to Joan Paul, Department of Human Performance and Sport Studies, University of Tennessee, Knoxville, TN 37996-2700. The deadline is **November 15, 1991**.

The Society for Historians of American Foreign Relations invites proposals for papers, sessions, and panel discussions for its annual conference to be held June 18-21, 1992. Send one-page abstracts and one-page vitae by **November 15, 1991**, to David L. Anderson, Department of History & Political Science, University of Indianapolis, 1400 E. Hanna Ave., Indianapolis, IN 46227-3697.

Youngstown State University invites papers for a conference on "The Thirties: History, Literature, and Culture," May 1-2, 1992. Papers may examine issues, texts and artifacts of the 1930s in Britain and America. Send 1-page, double-spaced abstracts and panel proposals to Martin Berger, Department of History, Youngstown State University, Youngstown, OH 44555-3415; (216) 742-5012. Deadline is **November 25, 1991**.

The New Mexico Women's Studies Conference will be held March 27-28, 1992, at Eastern New Mexico University, Portales, NM. Submit 2-page abstracts by **December 1, 1991**. Contact Linda Moore, Sta. #19, Eastern New Mexico University, Portales, NM 88130; (505) 562-2401.

The National Archives-Southeast Region will co-sponsor a symposium on "World War II: The Homefront in the South," May 1, 1992. The plan-

ning committee invites papers. The deadline is **December 1, 1991**. For information contact Dave Hilkert, National Archives-Southeast Region, 1557 St. Joseph Avenue, East Point, GA 30344; (404) 763-7477.

The American Studies Section of the Western Social Science Association invites proposals for papers on all aspects of American studies for the 1992 meeting to be held April 22-25. The deadline is **December 1, 1991**. For information contact James W. Galloway, TWU Library, P.O.B. 23715, TWU Station, Texas Woman's University, Denton, TX 76204-1715; (817) 898-3700.

The University of Notre Dame Press and the Cushwa Center for the Study of American Catholicism sponsor the series "The Irish in America." To be eligible for publication, book-length manuscripts must examine some aspect of the Irish experience in the United States. Deadline is **December 15, 1991**. Send resume and two copies of the manuscript to Jay P. Dolan, Cushwa Center, 614 Hesburgh Library, University of Notre Dame, Notre Dame, IN 46556.

The Pacific Coast Branch of the AHA will hold its 1992 conference August 15-18. Papers and session proposals on all subjects are welcome, especially those dealing with issues of work, class, and labor history. Contact James Gregory or Susan Glenn, Program Committee Co-chairs, Department of History, University of California, Berkeley, CA 94720. The deadline is **January 15, 1992**.

The Berkshire Conference on the History of Women, "Transformations: Women, Gender, Power," will be held June 11-13, 1993. Submit papers in triplicate by **February 1, 1992**. Send papers on U.S. topics to Elaine Abelson, New School for Social Research, Eugene Lang College, 65 West 11th Street, New York, NY 10011. Send papers on non-U.S. topics to Margaret Hunt, Amherst College, 2254, P.O. Box 5000, Amherst, MA 01002-5000.

The American Studies Association calls for papers relating to "Exploration/Exploitation: The Americas" for its meeting November 4-8, 1992. For information, contact 1992 Program Committee, c/o American Studies Association, 2140 Taliaferro Hall, University of Maryland, College Park, MD 20742; (301) 405-1364. **No deadline given.**

The Kansas Institute for Peace and Conflict Resolution will sponsor a conference, "Toward Nonviolence in American History," April 10-12, 1992. Paper proposals are invited on

nonviolence, pacifism, and peace movements and American life. For information, contact James C. Juhnke, Department of History, Bethel College, North Newton, KS 67117. **No deadline given.**

The Race and Ethnic Relations Series of Sage Publications seeks theoretically grounded, empirical research papers for anthology projects. Papers should not exceed 25 pages including notes. For detailed information, contact John H. Stanfield II, Sage Race and Ethnic Relations Series Editor, Department of Sociology, College of William and Mary, Williamsburg, VA 23185. **No deadline given.**

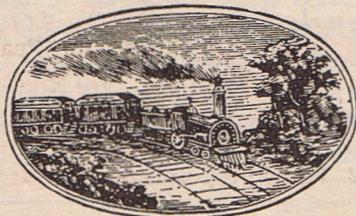
The Comparative Frontier Studies Committee of the University of Oklahoma will sponsor a symposium on "Ethnogenesis: A Frontier Phenomenon," March 7, 1992. Papers are requested from scholars studying the emergence of new ethnicities in a frontier context. For information, contact David H. Miller, Department of History, University of Oklahoma, Norman, OK 73019. **No deadline given.**

Atlanta History: A Journal of Georgia and the South seeks manuscripts dealing with Atlanta, Georgia, the Civil War, and southern history. For information, contact Bradley R. Rice, *Atlanta History*, Atlanta Historical Society, 3101 Andrews Drive, Atlanta, GA 30305. **No deadline given.**

Garland Publishing seeks monographs and conference papers on American legal and American constitutional history. Send inquiries to Harold Hyman, History Department, Rice University, Houston, TX 72251-1892. **No deadline given.**

The New England Historical Association calls for papers for its spring conference, April 25, 1992. For information, contact Peter Holloran, NEHA Executive Secretary, Pine Manor College, Chestnut Hill, MA 02167. **No deadline given.**

Greenwood Press's Studies in Historiography, focusing on all fields and periods of historiography, welcomes biographies, essays, and papers for consideration. For information, contact John David Smith, Department of History, North Carolina State University, Raleigh, NC 27695-8108. **No deadline given.**



Grants, Fellowships and Awards

The Society for American City and Regional Planning History offers prize awards for best book, article, dissertation, and student essay in the area of American city and regional planning history. Criteria, awards, and **deadlines vary**. For details, contact the Society at 3655 Darbyshire Dr., Hilliard, OH 43026-2534; (614) 876-2170.

The Gerald R. Ford Foundation offers grants for research in collections at the Gerald R. Ford Library. The deadline is **September 15, 1991**. For grant application and more information, contact David Horrocks, Gerald Ford Library, 1000 Beal Avenue, Ann Arbor, MI 48109; (313) 668-2218.

The California Bar Association's Committee on the History of Law and the Ninth Judicial Circuit Historical Society are sponsoring an award for the best article on California legal history. For information, contact Philip L. Merkel, Western State University College of Law, 23 Pasteur, Irvine, CA 92718; (714) 753-9100. The deadline is **October 1, 1991**.

The Committee on Scholarly Communication with the People's Republic of China announces its 1992-93 National Program for Advanced Study and Research in China, which supports scholars and advanced graduate students to visit China, and Chinese scholars to visit the United States. Application deadline is **October 12, 1991**, for the research graduate program, and **November 23, 1991**, for Chinese fellowships. For information, contact the CSCPRC, National Academy of Sciences, 2101 Constitution Ave., Washington, DC 20418.

The Columbia Society of Fellows in the Humanities offers post-doctoral fellowships for academic year 1992-1993. Fellows must have received a Ph.D. between January 1, 1985, and July 1, 1992. Stipend will be \$32,500, one half for independent research and one half for teaching. For an application, contact Director, Society of Fellows in the Humanities, Box 100 Central Mail Room, Columbia University, New York, NY 10027. Deadline is **October 15, 1991**.

The Interpretive Research Program of the National Endowment for the Humanities welcomes applications for multi-year research projects involving topics within the humani-

ties. Awards range from \$10,000 to \$150,000 for up to three years. The deadline is **October 15, 1991**, for projects beginning no earlier than June, 1992. For application materials contact Interpretive Research Program, Room 318, Division of Research Programs, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506; (202) 786-0210.

The National Humanities Center offers 35-40 residential fellowships for advanced study in various liberal arts fields. Applicants must hold a doctorate or have equivalent professional accomplishment. For application material, contact Fellowship Program, National Humanities Center, P.O. Box 12256, Research Triangle Park, NC 27709-2256. Deadline is **October 15, 1991**.

The United States Institute of Peace offers three types of fellowships for research into the nature of international conflict. The deadlines are **October 15, 1991**, and **November 15, 1991**. For complete information, contact Jennings Randolph Program for International Peace, United States Institute of Peace, 1550 M Street, N.W., Suite 700, Washington, DC 20005-1708; (202) 457-1706.

The Smithsonian Institution Libraries Dibner Library Resident Scholar Program offers two short-term study grants for 1992 with stipends of \$1500 per month for one to three months. Deadline is **November 1, 1991**. For application materials, write to Resident Scholar Program, Smithsonian Institution Libraries, NHB 24mz, Washington, DC 20560; (202) 357-3054.

The Society for Military History is taking nominations for three prizes. Send all books, nominations, and information requests to D'Ann Campbell, Dept. of History, Indiana University, Bloomington, IN 47405. Deadline is **November 1, 1991**.

The Henry Luce Foundation will award a maximum of ten \$15,000 doctoral dissertation grants in areas pertinent to America's visual arts for a non-renewable one-year term. For information, write to Fellowship Office, American Council of Learned Societies, 228 East 45th Street, New York, NY 10017-3398. The deadline is **November 15, 1991**.

The Royal Ontario Museum will award the Veronika Gervers Research Fellowship in Textile and Costume History for up to \$9,000 CAN. For information, contact Chair, Veronika Gervers Memorial Fellowship, Textile Department, Royal Ontario Museum, 100 Queen's Park, Toronto, Ontario, Canada M5S 2C6; (416) 586-5790. The deadline is **November 15, 1991**.

The Stanford Humanities Center offers fellowships for postdoctoral scholars and teachers in the humanities. The deadline is **November 15, 1991**. Further information may be obtained from the Fellowship Program, Stanford Humanities Center, Mariposa House, Stanford University, Stanford, CA 94305-8630.

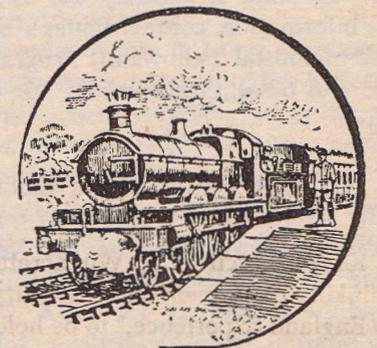
The Organ Historical Society offers grants up to \$1000 for use of its collection. Application information may be obtained from John Ogasapian, Durgin Hall, University of Lowell, Lowell, MA 01854; (508) 433-5784. Deadline is **December 1, 1991**.

The Winterthur Library will award fellowships to research America's artistic, cultural, intellectual, and social history. The deadline is **December 1, 1991**. For information, contact Katharine Martinez, Winterthur Research Fellowship Program, The Winterthur Library, Winterthur, DE 19735; (302) 888-4649.

The German Historical Institute and the American Institute for Contemporary German Studies offer research fellowships for historians and political scientists. The deadline is **December 1, 1991**. For information, contact Director, German Historical Institute, 1607 New Hampshire Ave., N.W., Washington DC, 20009; (202) 387-3355.

The Social Science Research Council offers fellowships and grants for research on the urban underclass. For information contact Social Science Research Council, Research on the Urban Underclass, 605 Third Avenue, New York, NY 10158; (212) 661-0280. The deadline is **December 10, 1991**.

The Woodrow Wilson National Fellowship Foundation will award forty Charlotte W. Newcombe Dissertation Year Fellowships. The awards support dissertations studying ethical or religious values in all fields. For information write to Newcombe Dissertation Fellowships, Woodrow Wilson National Fellowship Foundation, P.O. Box 642, Princeton, NJ 08542. The deadline is **December 13, 1991**.



The Irish American Cultural Institute announces a visiting fellowship in Irish studies at University College Galway for the 1992-93 academic year. The deadline is **December 31, 1991**. For information, write to James Rogers, Director of Operations, Irish American Cultural Institute, 2114 Summit Avenue, University of St. Thomas (5026), St. Paul MN 55105-1096.

The University of Michigan's Research and Training Program on Poverty, the Underclass and Public Policy offers fellowships to American minority scholars. The deadline is **January 10, 1992**. For information, contact the Program on Poverty, the Underclass and Public Policy, School of Social Work, 1065 Frieze Building, University of Michigan, Ann Arbor, MI 48109-1285.

The American Antiquarian Society offers a variety of fellowships for work in the field of American history and culture through 1876 at the library of the AAS. Deadline is **January 15, 1992**. For information contact John B. Hench, Director of Research and Publication, AAS, 185 Salisbury Street, Worcester, MA 01609-1634; (508) 755-5221.

The Center for Historic Preservation at Mary Washington College seeks nominations for the Historic Preservation Book Awards for 1992. The deadline is **January 15, 1992**. For information contact Chair, Historic Preservation Book Awards Committee, Center for Historic Preservation, Mary Washington College, Fredericksburg, VA 22401-5358.

The Anne S. K. Brown Military Collection offers three short-term fellowships which must be taken up during 1992. For information, write to Curator, Anne S. K. Brown Military Collection, Box A, Brown University Library, Providence, RI 02912. The deadline is **January 15, 1992**.

The James Madison Memorial Fellowship Foundation awards fellowships to high school teachers of American history and social studies and to graduates who wish to become secondary school teachers. The deadline is **January 15, 1992**. For information, contact James Madison Memorial Fellowship Program, P.O. Box 6304, Princeton, NJ 08541-6304.

The John Carter Brown Library will award short- and long-term research fellowships for the year June 1, 1992-May 31, 1993. The deadline is **January 15, 1992**. For information, write to Director, John

Carter Brown Library, Box 1894, Providence, RI 02912.

The Department of History at the University of Texas at Arlington announces the 1992 Webb-Smith Essay Competition, a \$500 award for the best essay of 10,000 words or less on the topic "English Law and the American Experience." Deadline is **February 1, 1992**. For information, contact the Walter Prescott Webb Memorial Lectures Committee, Department of History, Box 19529, University of Texas at Arlington, Arlington, TX 76019.

The North Caroliniana Society awards Archie K. Davis Fellowships to scholars conducting research in documentary resources of North Carolina history and culture. For information, contact H. G. Jones, North Caroliniana Society, UNC Campus Box 3930, Chapel Hill, NC 27599-3930. Deadline is **March 1, 1992**.

Meetings and Conferences

The Central Pennsylvania Consortium will sponsor a conference on James Buchanan and his presidency **September 20-21, 1991**, in Lancaster and Carlisle, PA. For information, contact David Stameshkin, President's Office, Franklin and Marshall College, P.O. Box 3003, Lancaster, PA 17604; (717) 291-3871.

"Race, Class, and Ethnicity in World War II," a symposium commemorating the war, will be held at SUNY at Brockport, **September 21, 1991**. For information; contact Lynn H. Parsons, Project Director, Department of History, SUNY College at Brockport, Brockport, NY 14420; (716) 395-2377.

The Winterthur Conference, **October 3-5, 1991**, will explore historical archaeology and the study of American culture. For information, contact the Advanced Studies Division, Winterthur, Winterthur, DE 19735; (302) 888-4649.

Sponsored by the New York State Council on the Humanities and Cornell University, "More Than Glorified Housekeeping: Rethinking Women and Home Economics in the Twentieth Century" will be held at Cornell **October 4-5, 1991**. Contact Lucy Bergstrom, Conference Coordinator, G95 MVR, College of Human Ecology, Cornell University, Ithaca, NY 14853-4401, for registration information.

"Jews and the Encounter with the New World, 1492-1992," a series of five programs in observance of the Columbus Quincentenary, will take place at the University of Michigan from **October 1991 through December 1992**. For information, contact Judith Elkin, Frankel Center for Judaic Studies, University of Michigan, 206 Angell Hall, Ann Arbor, MI 48109; (313) 763-5857.

The Oral History Association will hold its annual meeting **October 10-13, 1991**. For information, contact Jay Haymand, Utah State Historical Society, 300 Rio Grande, Salt Lake City, UT 84101; (801) 583-1466.

"The American Home Front during World War II" will be held **October 18-20, 1991** at Indiana University, Bloomington. For registration information contact Indiana University Conference Bureau, IMU L-9, Bloomington, IN 47405; (812) 855-6449.

The American Studies Association will hold its annual meeting, "The Question of Rights," **October 31-November 3, 1991**. For information, contact Office of the Executive Director, American Studies Association, 2140 Taliaferro Hall, University of Maryland, College Park, MD 20742; (301) 405-1364.

Mystic Seaport Museum will sponsor its annual symposium on Southern New England Maritime History, **November 2, 1991**. Five topics of maritime interest will be presented. For information contact William N. Peterson, Curator of Collections, Mystic Seaport Museum, Mystic, CT 06355-0990.

The fall meeting of the Mid-Atlantic Regional Archives Conference will be held **November 7-9, 1991**, in Roanoke, VA. The conference theme is "Business, Industry, and Labor Ar-

chives." For information contact John Straw, Virginia Tech, University Libraries, Special Collections Department, P.O. Box 90001, Blacksburg, VA 24063-9001; (703) 231-9214.

The Conference on American Planning History will be held in Richmond, Virginia, **November 7-10, 1991**. To participate, contact The Society for American City and Regional Planning History, 3655 Darbyshire Dr., Hilliard, OH 43026; (614) 876-2170.

"America's Vietnam War", the Tenth Mississippi State University Presidential Forum on Turning Points in History, **November 19-20, 1991**, will explore the U.S. conduct of the war, the role of the media, and domestic dissent. For information, contact Lorenzo Crowell, Department of History, Mississippi State University, Mississippi State, MS 39762; (601) 325-7080.

The Washington Seminar on American History and Culture meets monthly from October through May to discuss works-in-progress and completed scholarship. \$15 contributions are required for membership. For information contact James M. Banner, Jr., James Madison Memorial Fellowship Foundation, Suite 303, 2000 K Street, N.W., Washington, DC 20006; (202) 653-8700.

Free one-day workshops featuring hands-on training in the use of computer database management for historical cataloging and research are offered by the University of Southern California and the Los Angeles City Historical Society. The workshops are held on the **last Saturday of each month**, except for holidays. For information contact David L. Clark, History Computerization Project, 24851 Piuma Road, Malibu, CA 90265; (818) 888-9371.

Future OAH Annual Meetings

Chicago
April 2-5, 1992

Atlanta
April 14-17, 1994

Anaheim
April 15-18, 1993

Washington
March 30-April 2, 1995

clip and save

Student Research Program

From *Geselbracht* Page 3
structions about their conclusions, and to give them significant bodies of documents that are only as overwhelming as they should be. A student should be able to get his or her research done well enough in the half-day or day that they usually have for their work. And although the historian's file-selection and document-sifting work is considerably reduced for the students using the "B File", the important work of analysis and synthesis remains intact.

The "B File" has the advantage over the Truman Library's original manuscript holdings of being filed in the research room itself. A student may simply walk into the research room and pull the thousand or so pages that we have photocopied, for example, on "President Truman's Dismissal of General Douglas MacArthur" from the shelf and go to work. This allows even short research visits to be fruitful, and allows students easily to make use of the research room's limited Saturday service.

One surprise for the archivists during the "B File's" short life is the way that teachers have been taking to it. I don't think any of the archi-

vists anticipated this. When I have told teachers about the "B File" their interest has been immediate and eager. They typically ask for a list of available topics, and their students show up some days or weeks later with their topics selected from the list. None of the archivists, I think, understood how difficult it is for teachers to pick workable topics for fifteen or twenty or even thirty students.

I will indulge the prejudice that a visit to the Truman Library is an important part of a student's research experience.

There are potentials in the Student Research Program that the Truman Library archivists cannot yet fully grasp. We know, of course, that we have a lot of work to do in the next two or three years to bring the total number of "B File" topics up to fifty. We also have plans to make a color brochure about the "B File" that we can use to advertise our program, and we intend to go to

Kansas City area schools to talk to students and teachers about it and to invite them to the library. We are thinking too of asking a foundation to provide small grants to students and teachers in areas within a day's drive from the library to come for a full day's research. Beyond these few ideas, our thoughts and plans become vague. I have already been asked questions about putting the files into smaller packages that can be copied and sent to teachers for use in their classrooms. I am not sure this will work. Maybe it will, but for the moment I will indulge the prejudice that a visit to the Truman Library is an important part of a student's research experience. Harry Truman, after all, worked here for many years, and his affection for his library was very great. I always hope that some good click will occur in students' heads just from being in the library. I do, though, believe that every presidential library could do the same things we're doing, and many other manuscript repositories that have the will as well. Maybe this will prove the best way of expanding the Student Research Program beyond the Truman Library.

The Student Research File is an

We hope eventually to create fifty topics, a number that we feel will enable us to handle any size school group that wants to come to the research room.

easy thing for the Harry S. Truman Library to launch into. The archivists know that two very important people want them to do it. Archivist of the United States Don Wilson never misses an opportunity to encourage us to make our holdings a part of the lives of all American people. Harry S. Truman himself made very clear during the ten years that he worked at his library that he was devoted, and wanted his library devoted, to teaching the nation's young people about "the greatest government in the history of the world." ■

Raymond H. Geselbracht is supervisory archivist at the Harry S. Truman Library in Independence, Missouri.

A Good Legible Label

From *Lubar* Page 6
or her collections; the professor has to organize his or her classes.

Because there are differences in the sort of research that comes out of the two communities of historians, there are opportunities for cooperation. Historiography has much to gain from the synergy of these two approaches. The evidence of objects, and the questions that arise from exhibits and collecting, can broaden academics' understanding of history.

The evidence of objects, and the questions that arise from exhibits and collecting, can broaden academics' understanding of history.

Audience—both more people and different people—is another realm where the university can gain from

the museum. The academic historian, it has been suggested, has pretty much given up on the general public. But the public retains a great deal of interest in history: enormous numbers attend museums, visit Disneyland, watch historical dramas on TV, or pay to remodel their house in "Williamsburg" or "Victorian" style. Americans hunger for what they think of as history. Museum and academic historians should work together to feed the American public the nourishing food of real history, not the junk food of nostalgia.

Museums can sell history's health food because they have something real. To return to Mark Twain, this time *The Adventures of Huckleberry Finn*:

Uncle Silas he had a noble brass warming-pan which he thought considerable of, because it belonged to one of his ancestors with a long wooden handle that come over from

England with William the Conqueror in the Mayflower or one of them early ships and was hid away up garret with a lot of other old pots and things that was valuable, not on account of being of any account, because they warn't, but on account of them being relicts.

Americans hunger for what they think of as history. Museum and academic historians should work together to feed the American public.

Museums have the "relicts," and even if they are valuable "not on account of being any account" they are valuable none the less. "Relicts" give museums the audience that universities have neglected. There is a certain truth in artifacts, a truth that movies, television, and Disney-

land cannot approach. "Relicts" are what make museums special.

Museums and universities working together can supply both the "relicts," and the good solid research—Twain's "good legible label." Together, they can expand the sources of history, ask new questions of those sources, and teach the public something about history. Museums and universities are starting to work together, the museum increasingly appreciating the importance of research, the university beginning to believe that objects have something important to say, and that the museum audience is worth reaching. Together, museums and universities can enrich the historical discourse for both historians and the general public. ■

Steven Lubar is Curator of Engineering and Industry at the Smithsonian's National Museum of American History, Washington.

Allocation of Records between Archives I and II

In 1989 NARA officials, after consultation with researchers and historical and other organizations, made preliminary decisions on the allocation of records between the new building and Archives I. Categories of records that will be in Archives I include Congressional and Supreme Court records; genealogical records; Bureau of Indian Affairs and

other records related to the American Indian; Navy and pre-World War II Army records; and some small miscellaneous record groups.

All other record groups, civilian and military, and all special media records, such as motion and still pictures, electronic records, cartographic records and aerial photography, will be moved to

Archives II. Microfilm copies of textual records will be located with the original records.

NARA will also have a telephone recording or hot-line to provide up-to-date information through the entire move of records. ■

From "Archives II Researcher Bulletin"

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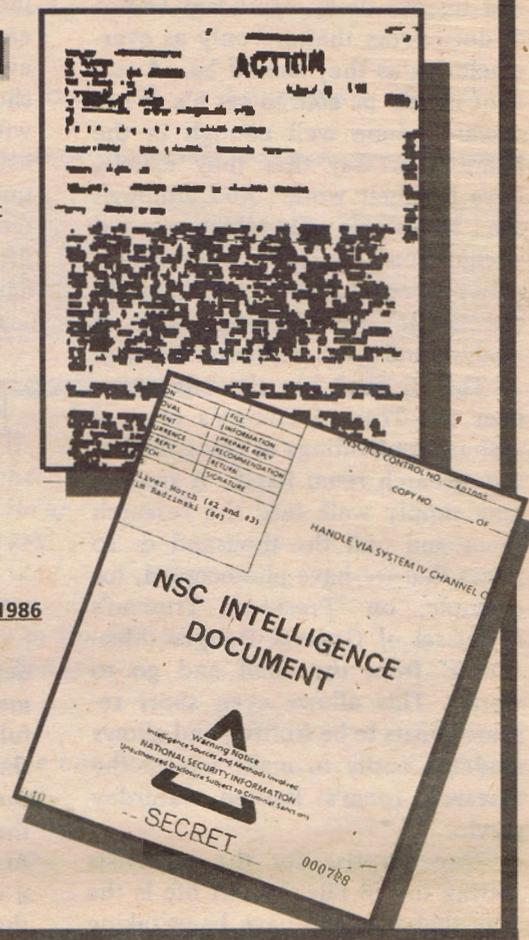
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OAH NEWSLETTER

Organization of American Historians

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 - growth of the white ethnic middle class
 - the American "underclass"
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