NEH Targeted by House Republicans for Cuts

The House Republicans’ “Contract With America” recommends major reductions for the National Endowment for the Arts (NEA) and the National Endowment for the Humanities (NEH). Some members of Congress have called for the elimination of the endowments. Scott A. Hodge of the Heritage Foundation has called for zero funding and recommends that the endowments be private, non-profit institutions raising money for the projects they wish to fund.

When Congress established the endowments in 1965 it recognized that humanistic studies should be a national priority and deserved federal support. This year with a budget of $177 million, NEH has supported a wide range of programs that promote the best of teaching, research, and public programming in the humanities. The agency was funded in fiscal 1994 and fiscal 1995 with authorization when such legislation failed in the 103rd Congress. It is doubtful that the new Congress will allow appropriations to be made without authorization legislation. Thus, without reauthorization, NEH may cease to exist after September 1995. While the American electorate did, on November 8, endorse the broad concept of change, it is not clear whether the public or the majority of the members of Congress supports the major cuts in NEH proposed by the “Contract With America.”

On January 4 Representative Sidney Yates introduced H.R.100, a bill to authorize appropriations for fiscal 1996 and 1997 for the National Foundation on the Arts and Humanities Act of 1965. There probably will be several bills on the endowments introduced in this Congress. On January 24 the Senate Labor and Human Resources Committee, chaired by Nancy Kassebaum (R-KS), plans to hold a hearing on the NEA with Jane Alexander, chair of NEA, as the only witness. In February the Education, Arts and Humanities Subcommittee, chaired by Senator James Jeffords (R-VT), will hold a hearing on NEH.

The House Economic and Educational Opportunities Committee, chaired by Representative William Goodling (R-PA), will play a key role in deciding the future of the endowments since it has responsibility for the reauthorization legislation in the House. The subcommittee responsible for NEA and NEH is the new Subcommittee on Early Childhood, Youth and Families, chaired by Representative Duke Cunningham (R-CA).

Historians have been very active in recent months in explaining to members of Congress the importance of NEH. The American Historical Association and the National Coordinating Committee for the Promotion of History have passed resolutions urging Congress to move quickly to reauthorize and provide adequate funding for NEH. [The NCC resolution is reprinted on page 5.]

Confusion at the House Historian’s Office

Confusion reigned at the Office of the House Historian in December and January as plans for the future of the office seemed to change weekly. On December 1 the House Republican Transition Team, headed by Representative Jim Nussle (R-IA), announced a major reorganization plan for the non-legislative offices of the House of Representatives. The proposal included the staff of the Office of the Historian among the 1500 non-legislative House employees who were told that their jobs may end on January 4. The transition team recommended that the historical function of the House of Representatives be transferred to the Library of Congress. At the end of December, Raymond W. Smock, the Historian of the House of Representatives, and the other four members of his staff lost their jobs as part of the Republicans’ new economy measures.

For over a decade, under the leadership of Raymond Smock, who was chosen in a national search in 1983 by a bipartisan search committee, the Office of the Historian has fostered research on the history of the House of Representatives. Its responsibilities have...
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<td>Under $20,000</td>
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<td>$55 - $350 - Dual (receive one copy of JAH) Select</td>
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<td>$60 - $400 - Life Membership (be may be in two installments)</td>
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- $40,000 - $49,999: $50 for second member.
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- $100,000+: $120 for second member.

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**OAH NEWSLETTER**

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NEWS FOR THE PROFESSION

ENOLA GAY Controversy Continues

Smithsonian Secretary I. Michael Heyman announced on January 30 that the controversial Enola Gay exhibit, slated to open at the National Air and Space Museum in May, would be scuttled back to include only the bomber’s fuselage and a video interview with its crew. The Smithsonian Board of Regents voted to eliminate the rest of the exhibit and its 600-page script due to mounting pressure from veterans’ groups and members of Congress. Secretary Heyman said the museum had erred in planning an exhibit focused on debate and analysis of the event to coincide with the 50th anniversary of the end of World War II, saying “frankly, we did not give enough thought to the intense feelings such analysis would evoke.”

Three days prior to the decision, OAH President Gary Nash, Past-President Eric Foner, and President-Elect Michael Kammen wrote to the Board of Regents to express their concern “about the profoundly dangerous precedent of censoring a museum exhibition in response to political pressures from special interest groups.” Their letter continued as follows:

“Such a precedent is likely to invite subsequent attempts to cancel other exhibitions at the Smithsonian Institution.

Moreover, the attendant publicity if this exhibit is cancelled will send a chilling message to museum administrator and curators throughout the United States because the Smithsonian is the most visible and most public of all American museum complexes. Doing so would send the explicit message that controversial subjects cannot be examined openly as a part of our democratic civic life. More specifically, it would send the message that certain aspects of our history are ‘too hot to handle,’ so susceptible to contested points of view that they must be excluded from the public mind. Differences of opinion about the study of the past have long been an inescapable part of the social and cultural process. We cannot hide that from the public.

‘History museums should not be confined only to exhibitions about subjects for which a perfect consensus exists.’

Martin Sherwin, a member of the Enola Gay exhibit’s advisory committee, and Kai Bird, both historians, gathered 62 signatures in an open letter to Secretary Heyman in November similarly urging more public discussion. Their letter condemned the current script’s historical omissions and was co-signed by numerous historians. Stating that the current script “utterly fails” to “portray history in the proper context of the times,” as directed by Senate resolution, the letter describes the revisions done under outside pressure as “HISTORICAL CLEANING.” The letter continued:

“It is unconsionable, first, that as a result of pressures from outside the museum, the exhibit will no longer attempt to present a balanced range of the historical scholarship on this issue; second, that a large body of important archival evidence on the Hiroshima decision will not even be mentioned; and third, that the exhibit will contain assertions of fact which have long been challenged by careful historical scholarship.”

Even after five revisions, the Smithsonian’s script for its Enola Gay exhibit continued to meet with intense criticism in December and January. Representatives Peter I. Blute (R-MA), Sam Johnson (R-TX), and Stephen E. Buyer (R-IN) demanded that the planned exhibit be cancelled and called for Martin Harwit, the director of the museum, to be fired. They also threatened to hold oversight hearings on the Smithsonian’s funding. On January 19, Johnson declared that “Dr. Harwit has tarnished the name of the Air and Space Museum and presented an exhibit that is historically inaccurate and not in line with the thinking of most Americans.” The Washington Post quoted Representative Blute as saying: “We think there are some very troubling questions in regard to the Smithsonian, not just with this Enola Gay exhibit but over the past 10 years or so, getting into areas of revisionist history and political correctness. There are a lot of questions that need to be answered.”

On January 24, 1995, these three were joined by 78 other members of Congress (69 Republicans and 12 Democrats) in sending a letter to Smithsonian Secretary Heyman that called for Mr. Harwit to be fired, the exhibit to be cancelled, and oversight hearings to be held. Majority Leader Bob Dole (KS-R) also called for hearings in the Senate.

The latest round of congressional criticism followed a recent change made to the exhibit’s script. Barton Bernstein, professor of history at Stanford University and a member of the exhibit’s advisory committee, recently persuaded Air and Space Museum director Harwit that the estimate of 229,000 potential casualties for an invasion of Japan was vastly inflated, and the number was lowered to 63,000. The revised figure outraged American Legion officials, who, after consultation, had approved the script in October. The Legion then called for the exhibit’s cancellation and for President Clinton to get involved. The New York Times quoted William M. Detweiler, national commander of the Legion, as saying, “over the past two months, it has become clear that the Air and Space Museum was committed to the negative message and intended to present it no matter what, or who, they offended.”

Another group involved in the long-running debate, Physicians for Social Responsibility, had urged that the Enola Gay exhibit be allowed to run. The group charged that “the American Legion has pushed wide historical truths in an effort to maintain its sanitized version of history.”

Professors Kai Bird and Martin Sherwin have formed the Historians’ Committee for Open Debate on Hiroshima, a group that will call for a national series of discussions about the controversial exhibit. The group plans to publicize, network, and support teach-ins, conferences, lectures, and other events around the country.

An Update on National History Standards

The National History Standards continue to be the focus of news reports and, more recently, Congressional debate. (See Newsday, December 19, 1994; and the Chronicle of Higher Education, 6 January 1995, for articles by OAH officers Eric Foner and Armita Jones.)

On January 9, 1995, thirteen past presidents of OAH and AHA circulated a letter to fellow historians urging them to defend the values and validity of the scholarship represented in the national standards by expressing their views to local newspapers and to Congress.

On January 19, the United States Senate enacted by a vote of 99 to 1 a resolution calling on the National Education Goals Panel (NEGP) and the National Education Standards and Improvement Council (NESIC), which President Clinton has not yet appointed, to disapprove the National History Standards developed under the supervision of the National Center for History in the Schools. This resolution also read that “if the Department of Education, the National Endowment for the Humanities, or any other Federal agency provides funds for the development of the standards, the recipient of such funds should have a decent respect for the contributions of western civilization, and United States history, ideas, and institutions, to the increase of freedom and prosperity around the world.”

Also on January 19 Sheldon Hackney, Chairman of the NEH, issued the following statement:

“It is completely inappropriate for the NEH to dictate, endorse or dissent from any of the model national standards being produced by various groups. Our role was to assist financially in the nonpartisan process of developing some of those guidelines for further public discussion, review, and ultimately decision by state and local school authorities. I must say, in the case of the History Standards, the way some people have politicized the discussion is a real disservice to the nation, the discussion has become more of a ‘drive-by debate’ than a thoughtful consideration. School reform is much too important to be made a hostage in the culture wars.”

Standards were also canvassed at a January 24, 1995, hearing of the House Appropriations Subcommittee on Interior and Related Agencies. In her testimony on the National Endowment for the Humanities, former Chair Lynne V. Cheney responded to a question on the history standards by saying that at this time the study of history in higher education is such that she did not believe that any national group of historians would be able to promulgate standards that the committee would accept.
Office once again is preparing a list of possible candidates, perhaps including some who were under consideration at an earlier time as well as those recently interviewed. The National Archives is the federal agency with primary responsibility for preserving the nation's records, and the historical and archival professions have been urging that a nonpartisan and respected professional be nominated for this important position.

Copyright and "Fair Use" in the Electronic Environment

A series of hearings and conferences have followed the release last July by Ron Brown, Secretary of Commerce, of the report "Intellectual Property and the National Information Infrastructure: A Report of the Working Group on Intellectual Property Rights." Bruce A. Lehman, Assistant Secretary of Commerce and Commissioner of Patents and Trademarks, chaired this working group. The report recommends change in United States copyright law to provide greater protection for copyrighted information that could be accessed electronically. While Lehman has described the possible changes as modest, many in the library and scholarly communities perceive a broadening of owners' rights and a narrowing of researchers' interests. Since many scholars are both researchers and authors, and since professional associations publish as well as support research, historians have an interest in both making information accessible and protecting the rights of creators and owners of material. Transferring many of the principles of fair use in the paper-based environment to the electronic environment, however, is not easy.

As a result of the debate about the recommendations of the report, Bruce Lehman hosted a conference in September specifically to address the topics of educational and library "fair use" issues in the National Information Infrastructure (NII). The goal of the conference was to begin work on the development of guidelines on the use of copyrighted works in the digital networked environment.

Participating organizations in the conference presented brief statements identifying more than 20 issues of concern. The NCC statement focused on two issues—strengthening the provisions of the copyright law to allow preservation activities that use new technologies and clarifying the appropriate use of new digital technologies by interlibrary loan programs.

Copying for preservation purposes is allowed under the Copyright Law, Public Law 94-553. Section 108(c) of this law states: "The right of reproduction under this section applies to a copy or phonorecord of a published work duplicated in facsimile form solely for the purpose of replacement of a copy or phonorecord that is damaged, deteriorating, lost or stolen, if the library or archives has, after a reasonable effort, determined that an unused replacement cannot be obtained at a fair price." The law also specifies in Section 10-8 that the reproduction should be limited to "no more than one copy." Although microfilm is still the primary medium for preservation, technology is changing and many are foreseeing a time when preservation could be enhanced greatly by digital scanning and other new technologies. The NCC and others support changes to the preservation sections of the Copyright Act to address better the preservation needs of libraries and archives.

Also in Section 108 of the Copyright Law there are provisions that provide the legal underpinnings for what is now a very extensive system of interlibrary loans. The law states: "Provided, that nothing in this clause prevents a library or archives from participating in interlibrary arrangements that do not have, as their purpose or effect, that the library or archives receiving such copies or phonorecordings for distribution does so in such aggregate quantities as to substitute for a subscription to or purchase of such work." Interlibrary loan makes a significant contribution to scholarly research; for historians it is an invaluable tool for gaining access to rare material. Preservation and increasing travel costs, historians would often have to omit material from their inquiry if they did not have the option of using interlibrary loan. The NCC has urged that any new guidelines should take into consideration the role of new technologies in assisting libraries in servicing out-of-print material.

The September meeting in which participants discussed the broad concerns surrounding copyright and "fair use" in the electronic environment made clear that guidelines could not be quickly written. Thus, the Patent and Trademark Office sponsored a follow-up meeting on December 2.

In response to the library and research communities' call for changes to accommodate use of computer technologies in preservation and interlibrary loan activities, representatives of the publishing community raised reservations about use of digital technology for both of these activities. Publishers asserted that once material is in an electronic format it may be easily distributed, and the authors' rights to royalty income are endangered. Thus, the Patent and Trademark Office did not have the option of using interlibrary loan. The NCC has urged that any new guidelines should take into consideration the role of new technologies in assisting libraries in servicing out-of-print material.

The NCC's statement focused on two issues—strengthening the provisions of the copyright law to allow preservation activities that use new technologies and clarifying the appropriate use of new digital technologies by interlibrary loan programs.

President Issues Bulk Declassification Order to Open WWII and Other Military Records

Although the Clinton task force working on a major overhaul of the executive order that determines classification and declassification policy has not yet produced a revised order, the President did sign in November Executive Order 12937 titled "Declassification of Selected Records Within the National Archives of the United States." On De-
RESOLUTION OF SUPPORT FOR THE NATIONAL ENDOWMENT FOR THE HUMANITIES

Whereas, the strength of our nation and the quality of our civic life is rooted in the arts and humanities, which provide a deeper understanding of life and of society; and

Whereas, the National Endowment for the Humanities has developed an impressive record of fostering an enhanced understanding of American identity and history and, thus, enriching citizen participation in public affairs; and

Whereas, the National Endowment for the Humanities is currently the principal source of support for scholars working on independent research and study programs, and National Endowment for the Humanities fellowships, summer stipends, and seminars for teachers have provided significant stimulation to the study of the humanities; and

Whereas, unlike most private funding sources, the National Endowment for the Humanities supports scholars working on long-term collaborative research such as bibliographies, dictionaries, lexicons, and translations; and

Whereas, the National Endowment for the Humanities State Councils supplement, strengthen, and extend local resources and talent by providing public programs and by promoting partnerships among libraries, museums, universities, schools, and historical societies; and

Whereas, National Endowment for the Humanities funding of public programs has been critical in the exciting expansion of what is sometimes referred to as "the parallel schools"—a burgeoning array of museum exhibits, films, interpreted sites, and public programs of all kinds;

Therefore, the National Coordinating Committee for the Promotion of History urges the Congress to pass with necessary speed reauthorization legislation for the National Endowment for the Humanities and to provide adequate appropriations for it to undertake its important task of supporting the humanities, a vital ingredient in fortifying our unique heritage.

Passed by the National Policy Board of the National Coordinating Committee for the Promotion of History, 6 January 1995.

Page Putnam Miller is Director of the National Coordinating Committee for the Promotion of History.
In short, it would appear that our profession is far richer, far more diverse in its activity, and probably far more engaged with the public than one might think if we were to look at only the ranking system of official rewards. The marriage vows that we took as young academics in graduate school seem unable to contain the larger relationships we are entering as functioning scholars. We can point to many academic leaders, and more than a few in leadership positions in the OAH, whose own professional lives model this diversity without one whit of damage to their integrity as scholars of significance in our discipline. The truth is they would have a hard time segregating their role as "research scholar" from everything else they do. If this is true, trying to capture and then grade what it is that is professionally significant is something of a sham if we use the old triad that ghettoizes "scholarship" from "service." If there is a falsity in stretching the definition of scholarship, then it is also disingenuous to deny scholarship's breadth.

Colleges and universities, which are the first to be blamed for the academic reward structure, will point to learned societies like the OAH and the AHA as the real culprits, which will in turn exclaim that they are really rather guiltless because there are dynamics at work in higher education they cannot control. Both are right; spending much time on issues of causation is probably less useful than looking at what each can do. In my own opinion, learned societies are important in the whole equation of rewards. Their leadership constitutes the closest thing we have to an official leadership of the separate disciplines. There is an undeniable responsibility for organizations like OAH and AHA to create forums where questions central to our professional life can be discussed.

We have arrived at the next step. Let us accept the AHA's offer and develop a system of peer-driven documentation and evaluation that will allow us to hunt the trail of scholarship to its lair, whether that lair be a museum exhibit, a film, a conference paper, a journal article or book, a series of public presentations, interpretation of an historical site, policy development, or the creation of new fields of scholarship.

There are other good reasons to act now. The more that our publics know about us, the more they will come to share our values for our craft and help support the practitioners, the higher education institutions, museums, historical societies, and similar institutions that share our mission. In a day when the proposed National History Standards could founder due to nothing more than the power of a few to parody them, when the National Endowment for the Humanities could collapse for want of public or Congressional understanding of its real value and record, when so many public and private educational institutions will see their support chipped away, we need more than ever to respect the dignity and the pragmatism of an academy that is engaged with its publics. It is in the profession's interest, and in society's interest, we engage history.

Not all historians want, or need, to talk to the public. Some should be discouraged. But those who do want to practice their craft with a wider audience should be encouraged to do so because of the good that can come of it. I do not believe there is anything inconsistent with this wish and the insistence that scholarship be at the core of service if it is to be officially rewarded.

Jami S. Zainalbin is president of the Federation of State Humanities Councils in Arlington, Virginia.

REDEFINING SCHOLARSHIP:

SOME PROBLEMS

Lynn Hudson Parsons, Joan Shelley Rubin, and Owen S. Ireland

The recent report of the AHA's ad hoc Committee on Redefining Scholarly Work is a well-intentioned document that, alas, falls short of its mark. Not only that, but the report's recommendations, if followed, could well exacerbate the problem it is intended to redress.

The report addresses, in part, concerns of public historians who see the traditional definition of scholarship as an obstacle to recruiting academic historians as colleagues on projects such as museum exhibits, and who feel that their work is demeaned by the existing standards. Understandably, they would like to see their efforts rewarded and the doors opened to more fruitful collaborations with acade.me.

The report also speaks to the populist convictions of some taxpayers, legislators, and alumni who too many of the resources of our colleges and universities are tilted toward research and away from teaching. Yet, like other populists, this may be accompanied by a tinge of anti-intellectualism, and so must be approached with some caution.

We do not deny that there exists in most disciplines, history certainly included, an elite whose "narrow individual and institutional priorities," to quote from the report, are "at odds with the broader interests of the faculty and with the varied needs of colleges and universities today.

Ernest Boyer was certainly on target when he wrote that while academia pays "lip service to the triology of teaching, research, and service...when it comes to making judgments about professional performance, the three are rarely assigned equal merit."

Nevertheless, the question is how best to confront and correct the situation. It is not in our opinion, by "redefining" scholarship. It is not by following Professor Rice's dictum that scholarship may consist of teaching "pedagogical content knowledge and discipline-specific educational theory." It is not by adopting the notion that scholarship be redefined to include "student mentoring/advising," or the "development of courses, curricula, visual materials and teaching materials," or the "administration and management of historical organizations and institutions." The AHA committee's well-intentioned effort to avoid issuing a single prescription for its diverse memberships results in equating virtually every intellectual endeavor with "scholarship." Teaching and service have disappeared. Thus, the name of preserving Boyer's trilogy, we are asked to destroy it.
This will particularly threaten those of us in the smaller comprehensive public and private colleges, positioned as we are between the community college model of large classes and little research and the university model of little teaching and much research. Here is probably where the trilogy is taken most seriously, regardless of what may be the case elsewhere.

Most of us work hard to maintain our scholarly interests on a national level while investing our energies in our students and our institutions. We are involved in research and writing because we enjoy the satisfaction we derive from these activities and because they connect us to the heart of the profession. We have no interest in seeing them diluted in favor of the admittedly more imaginative definitions of scholarship proposed by the report.

On the contrary, we have much to lose. The prestigious research universities will not be affected by the report. Elsewhere, however, research and writing inevitably will be diminished in importance. There will be reduced incentive for administrators to allocate resources to college libraries and laboratories beyond their teaching functions, and with teaching now defined as “scholarship,” course loads and class sizes will continue to increase. The line between the academic elite and the academic proletariat will thus be sharpened, not blurred. We doubt very much if this is what the authors of the report had in mind.

For those of us who strive to transmit to our students a model of academic excellence, who do what we can to stay on the cutting edge of the discipline, this prospect is highly demoralizing. The solution lies not in redefining scholarship but in redefining academic worth. If we value revising course syllabi and advising students, such responsibilities should be reaped because they contribute to teaching. If we value public programming or the successful management of institutions, they too should be reaped, because they are contributions both to teaching and public service. But we gain nothing by combining and confusing these valuable but quite different contributions and pronouncing them “scholarship.”

For academics in general, and historians in particular, the manipulation of language to serve a pre-determined end is always risky business. We need to recall the lesson of the old rhetorical question attributed—probably apocryphally—to Abraham Lincoln: If you call a dog’s tail a leg, how many legs does a dog have? The answer, of course, is four. Calling a tail a leg does not make it one. □

Lynn Hudson Parsons, Joan Shelley Rubin, and Owen S. Ireland, are associate professors of history at the State University College of New York at Brockport.

REGULAR READERS OF THE OAH NEWSLETTER WILL NOTICE THAT WE HAVE MADE A NUMBER OF CHANGES IN ITS FORM AND CONTENT IN RECENT EDITIONS. THIS TENDENCY CONTINUES THAT TREND, WITH THE INCLUSION OF CONNECTIONS AND A NEW WAY OF REPORTING EXECUTIVE BOARD DELIBERATIONS AND DECISIONS. INFORMAL RESPONSE FROM MEMBERS HAS BEEN QUITE FAVORABLE, AND SOMETIME DURING THE COMING YEAR WE WILL SOLICIT YOUR REFLECTIONS ON THESE AND FUTURE DEVELOPMENTS IN A MORE STRUCTURED MANNER. BUT WE ARE PLEASED TO HAVE YOUR COMMENTS—AND IDEAS ABOUT TOPICS AND PROBLEMS WE OUGHT TO COVER—AT ANY TIME.

Another way in which the Newsletter has evolved is in its increased coverage of advocacy concerns. This issue is no exception, and the placement of Page Miller’s NCC column on the front page was no accident. American historians have a substantial stake in the legislative agenda of the 104th Congress, for it seriously threatens federal funding of agencies and programs that support historical research and scholarship, especially the National Endowment for the Humanities, whose vital existence has been called into question. The National Archives, the National Historical Publications and Records Commission, and the Library of Congress, all seriously underfunded for years, now face cuts that threaten essential services. And conservative critics of the history standards developed at UCLA with federal funding have launched attacks on the U.S. Department of Education’s Goals 2000 Program, which offers the best hope we have in reforming precollegiate history education.

Nor are the problems entirely with the new Congress. Federal historical offices in agencies and cabinet-level departments are far less visible, but Clinton administration initiatives to downsize and reinvent government have resulted in the loss of the historical office in the Department of Agriculture, the oldest in the federal government. The President’s failure to name an Archivist, two years after the resignation of incumbent Don Wilson, exacerbates continuing management and morale problems at that important institution. Other historical agencies are also threatened.

American historians also have a responsibility to speak out on behalf of those programs that provide historical programming for the public. For example, the National Park Service, which hosted 47 million visitors at its historic sites last year, is targeted now by some legislators for privatization. The Smithsonian Institution was threatened as well at that important institution. Advocacy does not come naturally or easily to many. I have vivid personal memories of how, when I served briefly as the first NCC coordinator some 18 years ago, lobbying was considered undignified, inappropriate, not quite the sort of thing we do. But threats to NEH, the National Archives, and the National Historical Publications and Records Commission in the early 1980s galvanized many of our members into action and, as a profession, we began to learn how to speak up. And, we made a difference. NEH and NHPRC were not dismantled. The National Archives did gain its independence, with authorizing legislation mandating a professional, not a political, appointment to head the agency.

The challenges we face this spring are even greater. We have sent one special mailing to all history departments and will continue to alert our members directly about advocacy issues. In addition to NCC, of which OAH was a founder, we also participate in the National Humanities Alliance and the National History Education Network. We have established an electronic network for history department chairs and another for those concerned about history education reform. (For more information, send e-mail to oah@indiana.edu.)

The OAH, as a nonprofit, 501(C)(3) organization, is allowed to spend probably no more than 5% of income on direct lobbying activities. Our efforts do not approach this amount, and we are careful to stay within IRS guidelines. Historians employed by the federal government may not engage in advocacy activities with respect to federal policies and legislation; those on the payroll of state government are not so constrained.

I urge all of our members to think seriously about the concerns discussed in this issue of the Newsletter. Consider how they will impact your work and that of your institution; resolve to make this known to your Senators and Representatives by mail, telephone, or in person. The need for letters and other contacts may be particularly acute in the next few weeks, and we plan to call some of you who live in key Congressional districts directly.

Finally, the Annual Meeting in Washington this year provides an excellent opportunity for our members to make a call on Capitol Hill. We will have materials available—at the convention and before—that will provide necessary information. Those interested should ask at registration or contact the OAH office (1-800-653-7311 or e-mail at meeting@oah.indiana.edu) prior to the meeting. I look forward to seeing you in Washington.

EXECUTIVE BOARD ACTIONS

October 1994

• Approved a motion authorizing a trial period of cooperation with the World History Association on the OAH Magazine of History. Subsequent conversations between representatives of the OAH and WHA centered on possible co-sponsorship of a special issue of the Magazine. At its next meeting the Magazine of History Advisory Board will discuss ways in which an international component may be institutionalized in the publication.

• Allotted $10,000 for Connections for 1995 as one-time allocation from The Fund for American History.

• Decided that the question of whether or not to pair candidates for Executive Board elections should be returned to the Nominating Board for further deliberation.

• Voted to adopt a statement on non-discrimination in selection of OAH Annual Meeting sites:

NEWS OF THE ORGANIZATION

From the Executive Secretary

ARNITA A. JONES

OAH NEWSLETTER, February 1995 • 7
“The OAH shall be guided in its selection of cities as Annual Meeting sites, as well as in the conduct of the Annual Meeting itself, by the principle of non-discriminatory treatment of all OAH members and participants.”

- Voted to rescind the recommendation contained in the 1992 Report of the Committee to Assess the Office of the Executive Secretary that the Executive Board meet in Bloomington at least once every three years.
- Voted to adopt two recommendations by Gale Peterson contained in the Treasurer’s Report:
  1) Authorized the Treasurer and the Executive Secretary to make a transfer from the OAH Trust Fund to the Operating Fund, if necessary, to cover a 1994 deficit.
  2) Approved the budget for a six-month fiscal year from January 1 to June 30, 1995, which was authorized by the Executive Board at its April, 1994, meeting. Future fiscal years will run from July 1 to June 30, coinciding with the fiscal year of Indiana University, our host institution.
- Discussed revisions of the OAH Code of Ethics on Sexual Harassment proposed by the Committee on the Status of Women in the Historical Profession, and voted to return the revised statement to the committee for further deliberation.
- Voted unanimously to reaffirm endorsement of the report of the Ad Hoc Committee on Access to Lawyers’ Files. However, the Board specifically excluded from this endorsement the 50-year closure rule advocated in the April, 1994, report of the Ad Hoc Committee on Access to Lawyers’ Files and declined to adopt any alternative closure rule. Instead the Board recommends that the National Joint Task Force on Access to Lawyer’s Files, which will hold its initial meeting at the OAH Annual Meeting in Washington next April, undertake to devise a closure rule that would be acceptable to lawyers groups, historians, records managers, and archivists.
- Voted unanimously to rescind the rule that publishers may submit only one entry per year for the Frederick Jackson Turner Prize.

Historians Rights and Responsibilities

At its Fall meeting the Executive Board considered a number of issues that relate to the professional practice of history in various institutions. The following resolutions and actions resulted from those discussions:

**Freedom to Teach, Freedom of Expression, and Freedom to Learn in an Academic Environment**

The Organization of American Historians issues this Statement of Principles on behalf of freedom of expression, for all, freedom for faculty members to teach effectively and unimpeded, and freedom for all students to hear diverse and even unpopular views without intimidation, censorship, or coercive action detrimental to an open educational process.

The academic setting—whether it be a classroom accessible only to enrolled students, or an open forum to which the general public is invited—is a special place with a distinctive ambience intended for the unimpeded dissemination and exchange of information and ideas.

Any threat to diminish such unimpeded freedom of intellectual exchange is a threat to the very existence of the university and all that for which it stands. It is the responsibility of administrators, faculty members, and students to do everything in their power to maintain and perpetuate that freedom. It is also the obligation of guests in an assembled audience at any college or university to respect such freedom to the fullest.

The OAH believes that universities and groups within the academic community have a right to invite speakers of diverse points of view, no matter how unpopular they may be or seem to some members of the university community.

The OAH believes that students have a right to express their views vigorously in all ways guaranteed to citizens under the United States Constitution. The OAH believes that students have a right, even a responsibility to express their views in response to a member of their own faculty or in response to a visitor to their institution. Independent and critical thought are at the very core of the academic process and a vital educational environment. Educational institutions have a responsibility to create an environment that encourages students’ participating in the free exchange of ideas.

The OAH also affirms that classrooms in an educational institution require particular sensitivity to freedom of teaching and learning as well as freedom of expression. Teachers and students must be able to listen as well as speak without fear of intimidation and disruption. The right of an individual to speak must be tempered by the right of other individuals to speak and the right of students who wish to hear the faculty explain their views about subjects on which they have particular expertise.

When a college or university makes itself an open forum and invites the general public to attend a presentation by a faculty member, a visiting scholar or public person, it does so for an educational purpose. Persons who attend such an event are required to conduct themselves with all due consideration for freedom of expression and freedom to learn. Speakers and teachers need to be aware of how language may, in certain circumstances, have the effect of intimidating or harassing listeners and thereby interfere with the free exchange of ideas. Standards of mutual respect are required so that ideas can be conveyed and received without impediment. Therefore, it is the responsibility of the college or university administration and faculty to maintain and secure an environment congenial to freedom of expression and learning. It is also a responsibility of the collegiate faculty to help maintain such an environment by explaining fully and clearly the importance of freedom of expression for all and freedom to learn in a civil atmosphere conducive to the open exchange of information and ideas. Therefore, intimidation, harassment, and threats to the physical safety of individuals—teachers, students, and guests—as well as incitements to violence, cannot be tolerated at colleges and universities.

Freedom of expression and freedom to teach and learn are the very essence of a healthy educational process. The OAH cherishes that process. It calls upon its members, and upon university faculties generally, to protest and oppose intrusions upon or violation of that process.

In formulating this statement the OAH Executive Board intended to augment similar statements that already exist at many institutions. The OAH Newsletter welcomes correspondence from individuals who wish to share accounts of occurrences relevant to the principles set forth above.

Resolution on the Smithsonian Institution’s Enola Gay Exhibit

The Organization of American Historians condemns threats by members of Congress to penalize the Smithsonian Institution because of the controversial exhibition on World War II and the dropping of the atomic bomb. The OAH further deplores the removal of historical documents and revisions of interpretations of history for reasons outside the professional procedures and criteria by which museum exhibitions are created.

Resolution on Rights, Responsibilities, and Professional Autonomy of American Museums

In view of recent attacks on the independence and integrity of American museums and historical societies and the freedom of historical interpretation of museum curators, the OAH wishes to join with other professional associations in drafting a Statement of Rights, Responsibilities, and Professional Autonomy of American Museums.

Towards this end, the Executive Board authorizes the President and Executive Secretary to approach other relevant professional associations and institutions with a view to assembling a task force that would draft such a code.

The draft of such a code or statement might be circulated among professional associations and other relevant institutions for discussion and revised with a view to its ultimate endorsement by associations and museums.

At the Chicago meeting of the American Historical Association the OAH convened an informal group of historians interested in pursuing this effort, is a result OAH will organize an invitational session at the OAH Annual Meeting to define issues around which program papers will be written, and to form a conference of historians from museums, historical societies, and academic institutions.

Organization Explores Expanded Advocacy Activities

At its October, 1994 meeting, the OAH Executive Board voted unanimously to endorse the following proposal presented by AT Young for expanding history advocacy activities by OAH members:

That the OAH Office, under the direction of the Executive Secretary, embark on a long-range program to expand the efforts of OAH members on behalf of historical interests as affected by decisions within the legislative and executive branches of federal government.

That we expand our efforts:
- to publicize legislation, appropriations bills,
Scholarly Exchanges with Cuba

The OAH has long supported the principle of free academic exchange and intellectual cooperation across national boundaries. As barriers obstructing such exchanges have fallen in recent years, we have been encouraged by the collaborative ventures in historical research and inquiry that have resulted. Such recent trends make all the more anomalous the continued effort—recently accelerated—to impede such scholarly exchanges with Cuba, a country only 90 miles from our shores, with whom American historians have had a long tradition of cooperation. It is against that background that the OAH Executive Board at its meeting of October 22, 1994, passed the following resolution:

The Organization of American Historians notes with alarm recent U.S. government measures, as announced by the Office of Foreign Assets Control of the Department of the Treasury in August, 1994, that place obstacles before historians whose research materials are located in Cuba, whose research projects depend upon study in Cuba, and whose scholarship is enriched through partnership with Cuban historians and travel within a different culture.

The new restrictions on travel to Cuba prevent free historical inquiry:

- First, the new requirement that an individual engaged in "professional research" must apply for a specific license on a case-by-case basis through an overworked and sluggish bureaucracy will make it extremely difficult for historians to select research topics with any certainty that they can be researched, plan research schedules, and meet fellowship deadlines.

- Second, the new regulations unduly restrict the activities of researchers fortunate enough to receive a specific license, for these regulations require "a full work schedule in Cuba" and a prohibition against "free time." Banned, it seems, are visits to historical sites and interactions with the Cuban people that provide scholars with an understanding of a different culture. One can imagine a worst case: Watching U.S. government officials monitoring the hourly activities of U.S.-based historians while they are in Cuba.

- Third, the new regulations specifically prohibit "study visits to Cuba in connection with pre-college or undergraduate college course work." This prohibition on the travel of undergraduates for study in Cuba severely undermines the rights that educational institutions and their students have long claimed as essential to freedom of thought.

- Fourth, also specifically outlawed in the new measures are "general study tours," "student class field trips," and "research for personal satisfaction only." Historians who wish to enhance their scholarship and teaching through a comparative approach, who wish to explore potential research topics through travel to Cuba, or who seek to study Spanish in Cuba may face insurmountable obstacles. The Department of the Treasury directive, dated August 23 and published in the Federal Register (August 30) reads: "A professor of history interested in traveling to Cuba for the principal purpose of learning or practicing Spanish or attending general purpose lectures devoted to Cuban culture and contemporary life would not qualify for a specific license."

The OAH urges the Clinton administration to lift these menacing travel restrictions and to return to the general licensing of professional researchers and students for travel to Cuba.

In the same spirit, the OAH also urges the administration to relax the United States economic embargo to permit the shipment of basic supplies needed so desperately by Cuban scholars of U.S. history, including the paper vital to the publication of journals and books that advance the study of the past.

This resolution was forwarded to Secretary of State Warren Christopher and Secretary of the Treasury Lloyd Bentsen. Committee member Tom Paterson reports that there are indications the Clinton Administration is willing to reconsider this policy. The OAH International Committee urges members and other organizations to make their views known to the White House.

OAH Joins Court
Case on Electronic Records

PAGE PUTNAM MILLER

In December OAH and the American Historical Association joined the American Library Association, Public Citizen, the Center for National Security Studies, the National Security Archive, journalist Scott Armstrong, and researcher Eddie Becker in a suit to block the implementation of an agreement made in 1993 between the former U.S. Archivist Don W. Wilson and President George Bush. In the early hours of January 20, 1997, just prior to Clinton's inauguration, Bush and Wilson signed a Memorandum of Agreement concerning the custody and control of the computer backup

ELLIS W. HAWLEY PRIZE
Nearing Goal

At its October, 1994 meeting, the OAH Executive Board voted unanimously to approve language for a prize in honor of Ellis W. Hawley for historical work described as follows:

"The Ellis Hawley Prize is awarded annually for the best book-length historical study of the political economy, politics, or institutions of the United States, in its domestic or international affairs, from the Civil War to the present. The prize of $300 is given in honor of Ellis W. Hawley, Emeritus Professor of History, University of Iowa, an outstanding historian of these subjects. Eligible works shall include book-length historical studies, written in English, published during a given calendar year. The deadline for receipt of entries is October 1. Final page proofs may be used for books published after October 1 and before January 1 of the following year. If a final page proof is submitted, a bound copy of the entry must be submitted no later than January 7 of the year in which the award is given. Dissertations completed by October 1 are also eligible."

Best known for his pathbreaking books, The New Deal and the Problem of Monopoly and The Great War and the Search for a Modern Order, Professor Hawley has, for three decades, set a model for scholarship in this area. The prize will offer added stimulus to such work and call attention to the best of it.

Members attending the 1994 Annual Business Meeting will be asked to vote on establishing the prize, which will not be awarded until sufficient funds have been raised to endow the award. Guy Alchon on behalf of the Hawley Prize Organizing Committee reports encouraging progress on fund-raising for the prize. Members wishing to make donations should contact Guy Alchon, Department of History, 401 John Ewing Hall, University of Delaware, Newark, DE 19716-2547.
tapes that were the subject of the court order in Armstrong v. Executive Office of the President, frequently referred to as the PROFS case. The Archivist agreed that the National Archives would take physical custody of the approximately 5,000 backup tapes of the Reagan and Bush administrations and that the National Archives staff would take the initial steps in segregating the presidential and federal information. The memorandum states that no third parties, except those with lawful subpoenas, will be allowed access to this information until the material is segregated. Instead of using the term "presidential records," the agreement states repeatedly that "George Bush shall retain exclusive legal control of all presidential information, and all derivative information in whatever form, contained on the materials."

This distinction between federal and presidential records has important access implications. Federal records, created by agencies of the federal government, are subject to freedom of information Act requests. However, if federal records were to be segregated, the criteria for classification would be applied to them subject to the criteria for classification specified in Executive Order 12356. Presidents retain claims of privilege, and exercise considerable control over access to presidential records. The Presidential Records Act, which went into effect in 1981, states that five years after a President leaves office, presidential records are subject to Freedom of Information Act requests. Again requests are subject to protection of national security concerns by the Executive Order. The act also provides that twelve years after a President leaves office all but the most sensitive material is to be made available. However, there are currently more legal provisions for judicial review of FOIA requests than for Presidential records.

The "Bush-Wilson Agreement" contains specific privileges for the former President not included in the Presidential Records Act. It creates a process of segregating federal and presidential material that would take decades to complete, and diminishes the authority of the National Archives. Thus, plaintiffs ask that the court enjoin former Archivist Trudy Huskamp Peterson from implementing the "Bush-Wilson Agreement" because it violates current laws, especially the 1978 Presidential Records Act. Soon after signing this agreement which gave Bush "exclusive legal control" over the records created by the chief of staff and senior presidential assistants, Wilson resigned from his position as U.S. Archivist and became the director of the Bush Center in Houston.

The Presidential Records Act was enacted in response to former President Nixon's efforts, just prior to his resignation from the position, to control access to the records of his administration. The purpose of the act is to prevent Presidents from entering into private arrangements that would impede preservation and access to records of their administration.

The National Park Service and OAH: Building a Partnership

During the past five years, the National Park Service and OAH have collaborated on several exciting projects. Beginning in 1989 the History Division signed a cooperative agreement with OAH and the National Coordinating Committee for the Promotion of History to prepare a women's history National Historic Landmark theme study. Under the direction of Page Putnam Miller, the project led to the designation of over 50 historic sites related to the history of women and culminated in Miller's edited volume, Reclaiming the Past: Landmarks of Women's History (Bloomington: Indiana University Press, 1992). In 1993, the History Division reached out to the OAH asking for assistance in recontextualizing its thematic framework for history. The resulting workgroup, consisting almost exclusively of scholars from outside the NPS and chaired, once again, by Page Miller (with generous support from Jim Gardner and Bruce Craig), completely revised the existing framework and brought the Service's outline for history in line with current scholarship. Recognizing the benefits that come from working closely with the Service's academic partners, Director Roger G. Kennedy, in late 1992, directed the NPS Advisory Board to create a humanities subcommittee that would make recommendations for improving the Service's history program. Chaired by Professor James O. Horton (George Washington University), the committee consisted of Frederick Hoxie, Raymond Aronsaft, Lois Horton, Laurence Glasco, Alan Kraut, Marie Tyler-McGraw, and Holly Robinson and an equal number of NPS historians and archaeologists. Written in February and adopted by the Advisory Board in March 1993, Humanities and the National Parks: Adapting to Change identifies ways to strengthen the environment for education within NPS. Its recommendations are designed to improve the quality of NPS research and scholarship in the parks, encourage the professional development of its people, and help the Service reach a national audience more effectively.

Specifically, the committee recognized the Service's long established responsibilities of preservation, research, and education. "The NPS must educate the public, nourish scholarly research, and preserve the integrity of historic, archeological, and other cultural properties," the committee wrote, "so they may continue to inform future generations."

While the report suggests numerous ways in which the Park Service can improve its interpretive products, it also suggests that the public's understanding of history, it specifically recommends that formal relationships be established between the Service and professional organizations. With this suggestion in mind, I asked Executive Secretary Arnita Jones whether or not an informal meeting could be arranged during the Atlanta OAH conference to explore the possibility of a formal agreement. The resulting gathering concluded with the decision by incoming President Gary Nash to draft an agreement for consideration by both the OAH and the National Park Service. Crafted largely during a meeting in Washington in June, the agreement was approved unanimously by the OAH Executive Board in October and signed by the Director of the National Park Service on October 27.

The agreement, which will remain in effect for five years, creates opportunities for OAH members to join with NPS historians, planners, and educators (interpreters), in shaping the historical presentations experienced by millions of park visitors annually. The possibilities for interaction between the two organizations are almost limitless considering that the present number of national park units now stands at 366. In addition, NPS has ten regional offices and two design centers as well as its central office in Washington, D.C. The intent of the new agreement is to enrich the quality of education provided throughout the National Park System while at the same time creating opportunities for OAH scholars and NPS historians, planners, and educators to share experiences, knowledge, skills. Through this agreement NPS educators will sharpen their knowledge of American historiography, and OAH members will expand their knowledge and experience in presenting history to the public in very public settings.

Specific activities suggested include participation on planning teams for park and interpretive programs, a procedure employed in the restoration of the Statue of Liberty and Ellis Island during the early 1980s. NPS established a history committee to advise the Statue of Liberty/Ellis Island Foundation and the Service in the formulation of the interpretive program for the two islands. Comprised of respected immigration and ethnic historians from around the country and chaired by Rudolph J. Vecoli (University of Minnesota), the committee reviewed numerous drafts of the exhibits and the Charles Guggenheim film and commented liberally. The committee's depth of knowledge and thoughtful suggestions clearly shaped the interpretive products now on display. (For Michael Wallace's assessment of the process and the product see his review of the Ellis Island Immigration Museum in the Journal of American History, 78 (December 1991): 1023-1032.)

Participation on reviews of park interpretive programs is another activity envisioned by the agreement. Because of the press of day-to-day interaction with the public, Park Service historians rarely have time to step back and assess the overall quality and currency of the historical message being presented. To ensure that park education programs are informed by current scholarship, OAH historians could make park visits and assess the quality of the history presented in ranger presentations, interpretive exhibits, films, and bookstore offerings.

And finally, the sharing of research results, educational materials and techniques, interpretations, and different perspectives can be facilitated through symposia, conferences, and workshops. These gatherings could be for the general public or specifically for the benefit of NPS employees. Initial plans are underway to hold a one-day symposium on President U.S. Grant later this spring in New York City. (Grant's Tomb is on the upper west side near Columbia University. And, yes, Grant is interred there!) NPS is embarking on a course of self-renewal and realignment, of reaching out to friends and professional associates to collaborate on projects designed to present to visitors exciting images of the past that are provoking and challenging and stimulating as well as informative. New national park areas like Brown v. Board of Education at the Monroe Elementary School in Topeka, Kansas, and the Underground Railroad (in yet to be determined locations), have benefited from the advice of scholars of the Civil Rights Era and will challenge visitors to expand their understanding of these important events.
The OAH-NPS agreement is not the final step, but a first step, one of many the Service will take in coming months and years to ensure the best use of its parks as classrooms and laboratories in assisting the public with its exploration of the American experience.

Dwight T. Pitcaithley is Chief of Cultural Resource Services for the National Capital Region of the National Park Service

**JAH Reviewed by Indiana University**

A three-person faculty committee representing Indiana University's College of Arts and Sciences concluded its recent review of the *Journal of American History* with praise and the recommendation that the university continue its support for the journal office and staff members. Periodically the university reconsiders the nature and extent of that support. College of Arts and Sciences Dean Dean Morton Lowengrub stated that "We intend to continue to support the *JAH* at the level we have been doing in the past. It is clear that it is an excellent journal enhancing both the field and, of course, the reputation of our history department. By every account, Dave Thelen has been a superb editor, and we are convinced our investment is a wise one."

**The Fund for American History at Work**

The Fund for American History was created in 1988 as a special endowment to support new initiatives that the OAH could not undertake from its regular operating budget. Through individual and corporate gifts, operating surpluses, and special activities the fund reached approximately one-half million dollars by 1992. At that point the Executive Board designated the organization’s Budget Review Committee as the initial screening body for allocating fund interest income for specific projects. Final decisions are made by the full Executive Board.

So far, fund income has been used to support three projects. The first of these, *Connections*, is an international clearinghouse for exchanges among scholars of American history and culture. A joint effort with the American Studies Association and a growing number of other organizations, *Connections* began print and electronic publication in 1994. Beginning with this issue, *Connections* will be a regular feature of the *OAH Newsletter*.

The Fund for American History also supports the *ad hoc* Task Force on Community Colleges. OAH currently has only a few members from this important segment of higher education in which many historians teach large numbers of often untraditional students. The task force began its work by surveying community college history faculty about the conditions of their work and their professional needs as teachers and scholars. Preliminary analyses of data from this effort will be ready to report at the Annual Meeting in April.

The OAH/Indiana University Minority Fellowship will also benefit from the fund. This national competition, for a five-year package of fellowship, internship, and teaching assistantship support, to be used for graduate study in history at Indiana University, was launched in 1994. With the selection process now nearing completion, we look forward to announcing the first winner in March. We intend to make the information on finalists available to other graduate departments interested in recruiting minority students.

**Focus on University-School Collaborations**

The theme of the 1994 OAH Annual Meeting’s Focus on Teaching Day was university-school collaboration in history. Six diverse perspectives of historians and teachers working together were presented. In an effort to publicize these particular efforts and encourage others to share their experiences, the members of the OAH Committee on Teaching decided to launch this column. As a member of one of the participating panels, I agreed to edit this endeavor. The following description highlights a national project sponsored by the American Council of Learned Societies and was submitted by Michael Holzman, an Associate Executive of ACLS. If you have a collaboration you want to share, please send a description of it to me through OAH to be included in future newsletters. In this way we hope to encourage greater professional interaction between the personnel of schools and universities thereby enhancing the quality of history instruction. —Rita G. Koman

During the past few years, the American Council of Learned Societies (ACLS), based in New York City, has begun to extend its traditional work with scholars at the post-secondary level to aid in improving humanities scholarship, teaching, and learning in the schools. Our approach to this has been firmly rooted in our historic role with regard to scholarly research and in a particular strength of the relationship between scholarship and teaching in colleges and universities. Post-secondary teachers generally are expected to keep abreast of their fields and to revise their courses and materials accordingly. In our initial project for elementary and secondary schools, we have worked to make this expectation of the teacher’s role, as a link between scholarship and curriculum, practical in public schools. We believe that educators in elementary and secondary schools should also have the skills, attitudes, and opportunities available to educators in the post-secondary sector. With this in mind we have been working with teachers who wish to enhance their subject-area expertise while producing curricular materials for themselves and others.

The central vehicle for this project is collaboration between schools and universities. This initial ACLS Elementary and Secondary Schools Teacher Curriculum Development Project, now in its second year of actual work with teachers, schools, and universities, can be described as follows:

- Familiarizes teachers with current research and methodologies in the humanities;
- Encourages their development as teachers who have "the habit of scholarship";
- Supports their creation of curricular materials based on their studies; and,
- Disseminates those materials and supports its teacher-fellows as facilitators of similar efforts by their colleagues.

The mechanics of the project are rather complicated but essentially involve a process in which school districts solicit proposals from teams of teachers, which, if selected, send one of their number to the local ACLS workshop. The teacher-fellow, released from teaching for approximately three-quarters of his/her time, joins other teacher-fellows in exploring the resources of the university. Given its broad intentions, the project varies enormously from place to place. Its essence, however, is a system of workshops at university campuses, where teachers from public schools become familiar with contemporary objects of scholarly study and methods by which those studies take place. They learn how to remain in touch with those matters and how to put their colleagues in touch with them also. The ACLS workshops provide teachers with an opportunity for reflection on their practice and their subjects. Most importantly, the experience of scholarship is central to the design of each workshop. It is the content focus of this project that we believe has best taken advantage of the specific resources of ACLS as we have gained experience working with the public schools.

There are ACLS collaboratives housed at Harvard, the University of Minnesota, the University of Colorado, and the University of California campuses at Los Angeles and San Diego. Sites at the University of Wisconsin-Milwaukee and the University of British Columbia were added for the 1994-95 academic year, our last year of funding under our current grants. The collaboratives involved teachers from a broad range of districts: the Brookline and Cambridge districts in Massachusetts; the Minneapolis Public Schools; the Boulder Valley, Cherry Creek, Denver, and Weld school districts in Colorado; the Los Angeles and San Diego districts; the Milwaukee school system; and a set of districts in British Columbia. We will have reached approximately 100 teachers directly—giving each the equivalent of a sabbatical year—and about 400 teachers working with them, by the end of this phase of our work with schools. Beyond these groups, there are extensive local dissemination efforts in many of the collaborating districts, and we are working with The New Press to publish humanities curricular units developed by our teachers. Core funding for this project has been generously provided by the Pew Charitable Trusts, the DeWitt Wallace Reader’s Digest Fund, and an anonymous donor.

**New Publication from OAH Minority Committee**

A new publication, the 1995 OAH Directory of Minority Historians, is available from the OAH Committee on the Status of Minority Historians and Minority History. The 93-page booklet lists 350 historians of self-defined minority racial/ethnic background. Participating historians are primarily university, four-year, and two-year college professors. Approximately one-fourth are elementary-, middle-, or secondary-school teachers and teachers of other kinds. The directory includes ABD graduate students, and others employed in historical occupations. Entries include an address, telephone and fax numbers, e-mail address, academic degrees, publications, honors or awards, work experience, association or committee membership, and research and teaching interests. The directory is thoroughly indexed alphabetically and by race/ethnicity, principal employment, and research/teaching interests. Copies are available for $7.00 from the OAH.
CONNECTIONS
To reduce printing and distributing costs, CONNECTIONS will now become a regular insert in the OAH Newsletter instead of being distributed with the JAH. CONNECTIONS is designed to serve as a global forum in which students, scholars, and teachers can present their needs, interests, and offerings and learn about those of their colleagues. Evolving from conversations among and efforts by scholars from around the world to internationalize the study of American history and culture, CONNECTIONS advances these endeavors by nurturing existing relationships among scholars and creating new opportunities for person-to-person contacts among individuals throughout the world.

All postings for CONNECTIONS should be sent directly to the editor, Michael Schreiner. Individuals who wish to respond to a posting should contact the individual who listed the opportunity directly. Comments should be sent to Michael Schreiner, OAH, 112 N. Bryan St., Bloomington, IN 47408-4199.

Developing American Studies Programs Abroad
WILLIAM H. CHAFE
The International Committee of the OAH is pleased to make the following announcement. The Salzburg Seminar’s Center for the Study of American Culture and Language is establishing an International American Studies and Language Faculty (International Faculty of IASLF) to complement its seminars, conferences, and workshops and to assist in the development of American studies and language programs. The IASLF will include United States and European practitioners who indicate a willingness to offer their time and skills (without compensation) to assist colleagues and institutions interested in developing new programs, courses, curricula, or materials through an on-site consulting program. It will provide a means for self-help in developing American studies or language-related activities in countries where new interests and opportunities exist. The Salzburg Center will pay for travel and expenses.

The IASLF will bring together teams of educators who will make on-site visits to institutions that are attempting to build programs for the study of American culture and/or the teaching of English as a foreign language. Visits may include elementary and secondary schools as well as universities and ministries of education. Typically, a visit will take approximately one week, including travel. Faculty members will address issues of content, pedagogy, materials, structure, and funding. If you would like to volunteer, please send your vita to Ronald D. Clifton, Director of American Studies, Schloss Leopoldskron, Box 129, A-5010, Salzburg, Austria.

William H. Chafe is Chair of the OAH International Committee and is professor of history at Duke University.

DIRECTORY OF EUROPEAN HISTORIANS OF NORTH AMERICA

More than 300 European professional historians of the American past appear in the 1994 Directory of European Historians of North America. Persons listed meet at least two of the following three criteria: Ph.D., publications in the field of North American history, and professional employment.

Information about each scholar includes address, academic degrees, teaching, research in progress, and publications. This is the third revised edition of the directory, and it is the work of OAH members Willi Paul Adams, Freie Universität Berlin, and Wolfgang J. Helbich, Ruhr-Universität Bochum. It is published by the John F. Kennedy Institute for North American Studies, Freie Universität Berlin, and is sponsored by the OAH. Copies are available as $6.00 from the OAH.

Conference on Advocacy in the Classroom
OAH, 14 other scholarly organizations, and the University of Pittsburgh are co-sponsoring an interdisciplinary conference this summer entitled, “The Role of Advocacy in the Classroom.” Three plenary sessions and a number of small group meetings will address the historical, legal, and ethical dimensions of advocacy in teaching and research.

Some of the key issues and questions include the following: 1) definitional and ethical issues; 2) the history of advocacy in the college classroom; 3) Reflections on the events and debates of the 1980s; 4) issues arising from scholarship, institutional mission, and pedagogical situations; 5) the political and social assumptions underlying different positions on advocacy in the classroom; and, 6) the role of professional standards like those developed by the American Association of University Professors.

The conference will be held June 2-4, 1995, at the Pittsburgh Hilton and Towers (412/391-4600). Registration is $100 ($50 for students). For more information, contact Karen Bagnall, Advocacy Conference, P.O. Box 775, Cooper Station, New York, NY 10276; (212) 614-6315.

CORRESPONDENCE

In mutually supporting articles in your November 1994 issue, Alfred F. Young and John R. Dichtl, respectively an officer and a staff member of the Association, used the Newsletter to advocate, in Young’s words, a “Bill of Rights to protect freedom of interpretation” by museum officials and to guard against what Dichtl described as “political interference in . . . curatorial process.”

If any of the individuals whom Young and Dichtl seek to protect are successful in publishing a book or an article offering their interpretation of an event, I shall be among the first to defend their First Amendment freedom to do so. I will not, however, insist that a publisher accept such a book or article and charge censorship or a violation of rights should it refuse to publish, which seems relevant to the exhibits (“The West as America” and “The Last Act”) Young and Dichtl use to make their case.

For both exhibits, the role of publisher is played by the Smithsonian and, ultimately, by Congressional and Executive officials who represent the taxpayers. Seen in that context, the authors seem to obligate taxpayers to support, without objection, the presentation of whatever interpretation an official in a public museum would like to present. That is nonsense, and they should recognize it as such.

A piece of public law is also relevant to “The Last Act,” which seems to have begun life as a display critical of the atomic bomb, those who dropped it, and those who ordered it to be done for their alleged role in carrying on—quoting from an early draft of the exhibit’s script—a “racist . . . war of vengeance” against Japanese intent only on “defending their unique culture against Western imperialism” and, perhaps worse, initiating the Cold War. That law, Title 20, U.S. Code 80a, reads as follows:

The Smithsonian Institution shall commemorate and display the contributions made by the military forces of the Nation toward creating, developing and maintaining a free, peaceful and independent society and culture in the United States. The valor and sacrificial service of the men and women of the Armed Forces shall be portrayed as an inspiration to the present and future generations of America.

By the evidence of Dichtl’s own article, early versions of the Enola Gay exhibit failed to meet that test. If a historian or curator cannot work under the limitations imposed by their sponsors, he or she should either seek a change in the U. S. Code or, failing that, look for other employment. Go find a private museum willing to spend money to promote the interpretation rather than demand that the public do so while regarding any objection on its part as “political interference.”

In short, if you take the king’s shilling you must do the king’s work—and have the dignity not whine about it.

Sincerely,
James L. Abrahamson
Pittsboro, North Carolina

Alfred F. Young’s call for “curatorial freedom” in the November 1994 OAH Newsletter sounds fine in the abstract, but only in the abstract. What would he think of a taxpayer-funded museum exhibit which was flagrantly racist? Nobody has any right to grab public money and use it to promote an exhibit rather than demand that the public do so while regarding any objection on its part as “political interference.”
for our current problems. A modest beginning might be an effort to restore the canons of scholarship which prevailed before our present age of ideology.

Sincerely,
Nelson L. Dawson
Louisville, Kentucky

Henry Harrison Simms, Professor of History Emeritus, The Ohio State University, died at the age of 98 on September 23, 1994. Professor Simms retired from Ohio State in 1966 after serving on the faculty for 37 years.

Professor Simms, a native of Orange, Virginia, was a graduate of the College of William and Mary, where he was Phi Beta Kappa and the recipient of medals as best debater and best orator. He served briefly in the army during World War I and afterward was principally connected with the Callas High School in Atlanta, Georgia, where he took a master’s degree at the University of Virginia.

After teaching at Fishburne Military School, Washington and Lee, and the University of Virginia, he earned his Ph.D. from Columbia University in 1929 before joining the faculty at Ohio State. During World War II, he served as Head of the Training Division of the Army Air Force Historical Division and wrote two books concerning Air Force technical training.

Professor Simms was considered one of the outstanding figures in Southern United States history. Among the books he produced (in addition to articles) were The Life of John Taylor: The Story of a Brilliant Leader in the Early Virginia State Rights School (1932), Life of Robert M. T. Hunter: A Study in Sectionalism and Secession (1935), A Decade of Section Controversy, 1851-1861 (1942), Ohio Politics on the Eve of Conflict (1961), and Emotion at High Tide: Abolition as a Controversial Factor, 1830-1845 (1960).

Many colleagues believed that Professor Simms never reconciled himself to a career north of the Mason-Dixon line. Nevertheless, he was a well-liked and admired teacher and mentor at Ohio State. He brought a balanced approach to the study of a theme marked by complexities and controversial developments. Harold Grimm, a longtime chair of the department, once wrote, “Henry Simms is one of the best teachers I have ever known... Certainly no one else in the department has won such genuine affection on the part of our students as he.” Professor Simms directed the dissertations of more than twenty Ph.D.s, all of whom impacted intellectual and educational endeavors in a variety of ways. His students included the pioneer African-American historians, Helen Edmonds and Earle E. Thorpe, initiating a tradition at Lincoln University of Pennsylvania.

Professor Simms also held visiting appointments at several universities, including South Carolina, Virginia, and Southern California. He never married. After his retirement he was a visiting professor at the University of Louisville for a few years. He continued living in Louisville until recently, then, following a fall, he went to a nursing home in Virginia near his family and his birthplace in Orange.

—John Burnham
The Ohio State University

Philip S. Foner

Philip S. Foner, professor emeritus of history at Lincoln University of Pennsylvania, died at 83 in Philadelphia on December 13, 1994. A pioneering Marxist scholar, Foner was among the most prolific U.S. historians writing in the twentieth century. He wrote or edited more than 100 books. Long denied an academic position because of anticommunism, Foner nonetheless made major contributions to the study of trade unions, African Americans, women, and the working class generally.

The son of Russian Jewish immigrants, Foner was born in Manhattan’s Lower East Side and grew up in Brooklyn. He completed his doctorate in history under Allan Nevins at Columbia, writing a dissertation that was to become Business and Slavery, his first book. In 1932, he began teaching history at City College in New York, from which he had earned his undergraduate degree. Nine years later he was among 30 City College faculty members to lose their jobs because of investigations by the New York legislature’s Rapp-Coudert Committee into Communist activities in education. Foner, who continued to focus upon labor institutions in harmony with the traditions of his youth, had an influential two-volume edited collection of Tom Paine’s collected writings, one of several multivolume documentary collections to appear under his editorship. His five-volume collection on Frederick Douglass’s life and writings and his eight-volume (with Ronald Lewis) documentary history of the black worker were

CONTINUES ON NEXT PAGE
especially noteworthy in his regard. His edited and co-edited collections of writings by Mark Twain, Mother Jones, W.E.B. DuBois, Jack London, Paul Robeson, and others, suggest the wide range of his scholarship, as does his multivolume study of Cuban-US relations.

The fine obituary of Foner in the Philadelphia Inquirer carried a headline identifying him as a "casualty of the 'Red Scare.'" His many achievements, including honors from the Labor Research Association, the New York Labor History Association, AS-CAP, and (with his brothers) the Tom Paine Award from the National Emergency Civil Liberties Committee, suggest that such an identification is oversimplified. So, too, do his frequent appearances before labor audiences, at home and abroad, and his striking ability to initiate research in areas that were increasingly to occupy other scholars, including books on African-American labor, women and unionism, labor and religion and working class music. Nonetheless, it remains true that Foner made these advances while largely cut off from sustained scholarly exchange with graduate students and colleagues. He was thus a double victim of the Red Scare, first from the political controllers of higher education and from 1940 until 1967 and more enduringly from his isolation from other historians, particularly from the scholars of the new labor history. He received, in contrast to the British Communist historians, too little credit, too little collegiality, and too little serious criticism from the historical profession.

—Hyman Berman and David Roediger
University of Minnesota

NEIL A. McNALL

Neil A. McNall, professor emeritus of American History at the Pennsylvania State University and a thirty-year member of OAH, died December 9, 1994. He was born July 26, 1913 in Fairfield, Vermont. His bachelor's and master's degrees were earned at the University of Vermont, his doctorate in American history at Cornell University, where he studied under Professor Paul Wallace Gates. After teaching for three years at Westminster College in New Wilmington, Pennsylvania, and two years at New York College for Teachers in Albany, he joined the faculty at Penn State in 1947. There he taught 32 years before retiring in 1979. Among his contributions was the introduction of courses in Agricultural History and Western History. His An Agricultural History of the Genesee Valley, 1790-1860 received special commendation from, and was sponsored for publication by, the Albert I. Beveridge Memorial Fund in 1952. Other publications included articles which he published in New York History and Business History Review. A long-time member of the Pennsylvania Historical Association, McNall served as that organization's business secretary from 1979 until 1985. He also was archivist of the Central Pennsylvania Methodist Conference from 1979 until 1991.

The initial impact of his tall, rugged frame, dark eyes, and gruff voice could be formidable. Once that exterior was penetrated, however, colleagues, students, and acquaintances alike quickly discovered a friendly nature, persistent humor, phenomenal memory, and a penchant for coining puns and composing doggerel verse. In addition to his wife Kathryn ("Kay"), daughter Jessica, son Lyndon, and two grandsons, he is survived by his colleagues in the profession and hundreds of students.

—Gerald G. Eggert, The Pennsylvania State University, University Park

National History Standards

WORLD HISTORY - GRADES 5-12
This book has been developed to address the National Educational Goals adopted by the nation's 50 governors in 1989 and incorporated into the Goals 2000: Educate America Act, passed by Congress and signed by President Clinton in March 1994. It presents a global approach to World History and will help students of widely varying backgrounds gain a richer understanding of past civilizations, inter-connections among peoples, and world-scale patterns of change. By studying historical understandings and thinking skills, the standards will help students become inquiring, active learners with an expanding appreciation of the relevance of the past to human conditions around the world today. Absorbing learning activities arranged by grade level accompany each World History standard. A final chapter points teachers to an array of World History teaching resources—media collections, visual resources, reference materials, and primary document collections and source kits.

HISTORY - GRADES K-4
The National Standards in History for K-4 provide a rich resource for teachers in developing and extending their social studies programs. Building upon children's immediate interests in the "here and now," these standards reach out in space and back in time to explore the history of children's families and of the men, women, and children of many ethnic, racial, religious, and cultural backgrounds who have contributed to the development of children's own community, their state, nation, and the world.

Experienced teachers of young children have developed the many lively examples of these standards, specific to grades K-2 and 3-4. Rich in literature, writing and research activities, civic learnings, and investigations into historical geography of their communities and state, these standards provide imaginative ideas for unifying classroom instruction in history with instruction in geography, civics, economics, science, literature, and the arts.
We would like to acknowledge and thank publicly the following individuals who made contributions to the Organization of American Historians during the period December 22, 1993 to December 15, 1994.

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**The Lincoln Prize at Gettysburg College**
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The 1994 Lincoln Prize is awarded to *Free at Last: A Documentary History of Slavery, Freedom, and the Civil War* edited by Ira Berlin, Barbara J. Fields, Steven F. Miller, Joseph P. Reidy, and Leslie S. Rowland. The book, described by Eric Foner in *The New York Times Book Review* as "this generation's most significant encounter with the American past," was awarded $40,000 and a bronze copy of an Augustus St. Gaudens' Lincoln.

Reid Mitchell's *The Vacant Chair*, "a thought-provoking work filled with insights that will generate fruitful discussion about the meaning of war for some time" and "an outstanding example of what is at times called 'the new military history'" was also honored and received $10,000.

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

Chairman of the Board of Trustees: Gabor S. Boritt
1994 Jury: Carl Degler (chair), Jean Baker, and Emory Thomas

Founded in 1991, previous winners of the Lincoln Prize were Ken Burns; Charles Royster and William McFeely; Kenneth Stampp and Albert Castel. Earlier juries included Carl Degler, David Herbert Donald, James McPherson, Charles Royster, Emory Thomas, and Tom Wicker.

Publisher: The New Press

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Professional Opportunities

The Stonewall Jackson House

Stonewall Jackson House and Washington and Lee University announce the 1995 graduate fellowships for summer work in American History, Museum Studies, Material Culture and Architectural History at Stonewall Jackson House, Lex., tenurable positions will be awarded to Ph.D. candidates in American history or related disciplines. The deadline for applying is March 15, 1995.

Long Island University

Latin America/Caribbean/Africa. Long Island University's Department of History, with the assistance of an extraordinary diverse student body, seeks (1) a Latin American/Caribbean specialist, and (2) a candidate for a terminal Master's degree program. The position is a joint appointment in two departments. The salary is competitive; normal teaching load is 9 credits. Review begins immediately and will continue until the position is filled. Inquiries and applications should be sent to: Chair, Search Committee, Department of History, Broadcast Campus, University Plaza, Brooklyn NY 11201 or (718) 585-7000. Please indicate the position you are applying for.

Texas Woman's University

History Department seeks a new tenure-track Professor, tenure track beginning in fall, 1995. Ph.D. in history required. Teaching responsibilities are typically 2 courses per semester, including U.S. survey and advanced and graduate courses. Research is essential at both the undergraduate and graduate levels as well as involvement in departmental and institutional service. Preference will be given to those individuals whose academic background or professional credentials include interest in women's history. Submit letter of application, vita, samples of scholarly work, and names of three references. Screening begins February 1, 1995. Texas Woman's University is a state-supported, co-educational, public institution, and a member of the Texas Women's University System. Applications should be sent to: Professor Dorothy M. Miller, Research Dept., Minnesota Historical Society, St. Paul, MN 55101.

Smith College

Department of History - 20th Century History. Smith College seeks an entry-level Assistant Professor in 20th century American History. This is a one-year replacement position for 1995-96. The review of applications will begin on March 20, 1995. Applications may be submitted until the position is filled. Submit letter of application, curriculum vitae, official transcripts and three letters of reference to: Professor R. Jackson Wilson, Chair, Search Committee, Department of History, Wright Hall, Smith College, Northampton, MA 01063. An Affirmative Action/Equal Opportunity Institution. Women and minorities are encouraged to apply.

University of New Hampshire

Modern American History. The Department of History, University of New Hampshire seeks a non-tenure track lecturer or assistant professor for the fall, 1995 semester. The position is a full-time, 9-month term available. Contact Professor A. Ll. Miller, Search Committee, Department of History, University of New Hampshire, Durham, NH 03824-3324, before March 15, 1995.

Activities of Members

Gustfer Peck was awarded the Bryan Spann Memorial Book Award in 1995 for his book, "Padrones and Protest: 'Old' Ranchers and Their 'New' Immigrants in Bingham, Utah, 1905-1912."

George T. Blakey, Indiana University East, Richmond, has won the Emma Lou and Gayle T. Thombs Award for his article, "Battling the Great Depression on Stage in Indiana."

Sally M. Miller, University of the Pacific, has received the annual Missouri History Book Award from the State Historical Society of Missouri for her book, From Prison to Prison: The Life of Social Activist Kate Richard O'Hare (Univ. of Missouri Press, 1993).

William S. Pretzer, curator and educational program director at the Fort Worth History Center, is the 1995 recipient of the National Council for Geographic Education Award for the best book published in 1993-94, "Sorting Out the American Frontier: Fort Worth, Texas, and its Neighbors" (Univ. of North Carolina at Chapel Hill). This book was published with the assistance of the American Historical Association and the Advisory Council of the National Council for Geographic Education.

The Urban History Association has awarded the following prizes: best dissertation in urban history, without geographic restriction, completed in 1993, to Mrs. W. Haschke, postdoctoral fellow at Emory University, for "Sewer City: Atlanta from Gem City to Southern Capital and Its Neighbors" (Univ. of North Carolina at Chapel Hill). This book is a work of urban history written by a woman. The chair of the search committee: letter of application, three letters of recommendation, and a curriculum vitae are required. Applications must be postmarked no later than April 15, 1995.

Francis M. Carroll, St. John's College, University of Manitoba, is the 1995 recipient of the Sir John Franklin Award for the best book in North American History. The award will be announced at the annual meeting of the American Historical Association in New Orleans.

Martha H. Swain, Texas Woman's University, received the 1994 Eudora Welty Prize for her book, "Elwood Woodard: New Deal Advocate for Women" (Univ. Press of Mississippi, 1993).

Peter Seixas, University of British Columbia, is the 1994 recipient of the National Council for the Social Studies Education Award for his study, "Historical Understanding among Adolescents in a Multicultural Setting."

The American Historical Association offers fellowships and grants to support research, teaching, and other scholarly activities. The AHA awards include the American Historical Association Awards for Outstanding Contributions to American History, the American Historical Association Awards for Outstanding Teaching in the History of the United States, the American Historical Association Awards for Outstanding Public History, the American Historical Association Awards for Outstanding Public Service, the American Historical Association Awards for Outstanding Writing on the History of the United States, and the American Historical Association Awards for Outstanding Writing on the History of Latin America. Applications are due on March 15, 1995.

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tradition of social protest and reform. Contact
The American Jewish Historical Society, 833 16th Street
W., Suite 700, Washington, DC 20006-1505; (202) 785-5850; x222.

The Air Force Historical Research Agency announces the J. B. and Maurice C. Lenberg Program of visiting fellowships for teachers and scholars. Eligible applicants must be enrolled in accredited institutions and have completed all coursework for a doctorate. Application deadline is February 15. Contact Dr. A. W. L.mute, Director, The Air Force Historical Research Agency, 833 16th Street W., Suite 700, Washington, DC 20006-1505; (202) 785-5801; x222.

The University of Wyoming is offering travel grants in support toward research on the history of New England. Contact John B. Hench, Director of Research and Graduate Programs, Research Institute, United Faculty of New England History, Massachusetts Historical Society, 201 Centre Street, Boston, MA 02215. Deadline is March 1.


The New England Historical Association (NEHA) will hold its semi-annual conference at Mt. Holyoke College on April 29. For program or membership information contact the NEHA Executive Secretary, Peter Holloran, Fine Manor College, Chestnut Hill, MA 02167; pholloran@world.std.com.

The New England Historical Association holds its semi-annual conference in spring at Mt. Holyoke College on April 29. Contact the NEHA Executive Secretary, Peter Holloran, Fine Manor College, Chestnut Hill, MA 02167; e-mail pholloran@world.std.com.

Organizing and Reorganizing Labor—Past, Present, and Future,” a conference sponsored by the New England Labor History Association, will be held May 4-6 at UCLA. Contact Daryl Holmberg, Center for Labor, Research and Education, 1001 Guyley Avenue, Univ. of California, Los Angeles, CA 90024.

The 1995 annual meeting for the Society of Military History will be held May 14 in Gettysburg, Pennsylvania, with the U.S. Army War College serving as host. The theme will be “War Terrorism and Transition to New Eras.” Contact Mr. David A. Keough, SMH 1995 Meeting, U.S. Army Military History Institute, Carlisle Barracks, PA 17013-5008; (717) 243-3189; e-mail keoughd@carlisle.army.mil.

Programs sponsored by the American Association of State and Local History presents the 1995 annual meeting for the Society of Military History will be held May 14 in Gettysburg, Pennsylvania, with the U.S. Army War College serving as host. The theme will be “War Terrorism and Transition to New Eras.” Contact Mr. David A. Keough, SMH 1995 Meeting, U.S. Army Military History Institute, Carlisle Barracks, PA 17013-5008; (717) 243-3189; e-mail keoughd@carlisle.army.mil.

Placed of Commemoration, Search for Identity and Landscape Design,” is the topic of the next Dumbarton Oaks Conference on Studies in Landscape Architecture, sponsored by the National Geographic Society, to be held on May 19-20. Registration information will be available in March. Contact Studies in Landscape Architecture, Dumbarton Oaks, 1703 32nd Street NW, Washington, D.C. 20007.

The Columbia University Oral History Research Office at Columbia University will conduct a two-week oral history Summer Institute for Advanced Training in Oral History, June 5-16. Please contact the Oral History Research Office, Box 20, Butler Library, Columbia University, New York, NY 10027; (212) 854-2273; fax (212) 854-5378.

The Ranching Heritage Center of the Museum of Texas Tech University in Lubbock, Texas, will host a symposium, "The TExans: 1880-1920," June 9-11, to address the use of living history to interpret culture, conflict, and ethnicity. Contact Dr. David Salay, Ranching Heritage Center, Box 43191, Lubbock, TX 79419-3191.

"World War II: War Aims—War Results," the sixth in a decade-long series of symposia on the Second World War, will bring together British, Russian, and American historians at the Roosevelt Study Center, Middletown, the Netherlands. Attendance is limited. Contact C. Michael Irons, Director, Abdi 9, Box 6041, 4330 Middelburg, the Netherlands (contact for applications), or Dept. Regents Univ., New York, NJ 07102.


The Third International Symposium on Telecommunications History will be held June 21-22 in Wilmington, Delaware. Contact Russell A. Pizer, General Chairman, 305 Cooper Road, North Babylon, New York, 11703-4430; fax (516) 622-2324.

The National Gravesite Studies conference will be held at Westfield State College, Westfield, Massachusetts from June 23-25. Registration is required Contact Fred Oakley, College Library, 372 Main Street, Hadley, MA 01035; (413) 584-1756.

The Great War Society will be presenting a seminar, "In Pursuit of Peace," September 29-30, at the Mountain View Hotel in Bethesda, Maryland. Contact F. R. Carroll, The Great War Society, P.O. Box 4855, Stanford Univ., Stanford, CA 94309-4855; fax (212) 460-0593; or 1-800-966-1216.


A meeting called, "Popular-Culture Association in the South and American Culture Association in the South," will be held at the Organization of American Historians meeting in St. Petersburg, Florida, April 2-5. Contact Robert L. McDonald, Program Chair, Dept. of English and Fine Arts, Virginia Military Institute, Lexington, VA 24450.

The Program in History of the Graduate School and University Center is planning a conference, "Lesbians, Gay Men, and the History of the Future," to be held October 5-8. Contact David Nassau, (212) 642-2110.

Guide to American Studies Resources
The American Studies Association (ASA) is updating its Guide to American Studies Resources. The Guide contains descriptions of American Studies programs, lists of fellowships and grants, journals of interest, annual meetings and conferences, useful addresses, a membership directory, a guide to activities and services of the ASA, and much more. For possible inclusion, send details of events and deadlines to the Office of the Executive Director, American Studies Association, 1120 19th Street, NW, Washington, DC 20036, fax (202) 467-4786. The deadline is April 15, 1995.

Faculty Consultants Sought for the AP Reading
Each year, the College Board's Advanced Placement (AP) Program gives hundreds of thousands of exceptionally able high school students an opportunity to take rigorous college-level courses and appropriate exams in 16 disciplines. More than 8,000 colleges and universities offer credit or advanced standing to students based on their exam performance. For six days in June, more than 2,800 college faculty and AP teachers on college campuses for the annual AP Reading to evaluate and score students' essays. The participants also exchange ideas and contribute suggestions about their discipline, their courses, and the AP Examinations. Participants are paid honoraria, provided with housing and meals, and reimbursed for travel expenses.

Applications are now being accepted for faculty consultants to the College Board's Advanced Placement Reading in both English and world history. Applicants should currently be teaching or directing instruction for the first-year college course in either European or U.S. History.

For an application or additional information, please contact: Ms. Debra Chadwick, Advanced Placement Program, Educational Testing Service, Dept. 95-02A, 85-D, Princeton, NJ 08541 or Internet - chadwick@rosedale.org.

Educational Testing Service is an Equal Opportunity/Affirmative Action Employer and especially encourages minorities and women to apply.

Plan Ahead
Future Annual Meetings
Organization of American Historians

1995 • Washington, DC • March 30-April 1
1996 • Chicago, IL • March 28-31
1997 • San Francisco • April 17-20
1998 • Indianapolis • April 2-5
1999 • Toronto • April 22-25
April 1, 1995
12:00 Noon - 2:00 P.M.

Grant Room

Presiding: MICHAEL GALGANO
James Madison University

“RECRUITING MINORITIES INTO THE HISTORICAL PROFESSION”

Roundtable discussion will include chairs from departments with substantial experience in recruitment programs.
As we begin the second year of producing Connections, readers may be interested to know that the response from individuals around the world has been overwhelmingly positive. Scholars in Brazil, for instance, have used Connections to establish 23 contacts with individual Americans. A scholar from the U.S. and one from New Zealand have both been successful in establishing international networks in their respective areas of interest. Many individuals have reported receiving helpful responses to their postings. We encourage users to keep us informed of their experience in using Connections.

In an effort to expand the content and use of Connections, we need your help in spreading the word to "non-Americanists" who may be interested in contacting "Americanists" for a comparative and/or borderland research project. While traveling throughout Europe in the fall of 1994, I met a number of non-Americanists who were interested in using Connections for such purposes. Since I am unable to identify everyone who would benefit from using Connections, please spread the word.

We have also discovered that a number of graduate students, who may not be members of professional organizations, have not heard about Connections. Yet, Connections could be a powerful tool for young scholars who are just beginning to establish international networks. Therefore, we ask all professors to please share Connections with potentially interested graduate students.

In response to feedback from users, we will now be printing Connections quarterly and distributing it by email monthly. The deadline for receipt of postings for the monthly email version is the fifth day of the month that it will be distributed. The deadline for the next print version is April 15, 1995.

A number of users have suggested that we include more postings in certain categories, particularly under Syllabus Exchanges/Teaching Methods and Conferences. We would be happy to include more postings in these categories, but you, the users of Connections, determine the number and type of postings printed. Thus we encourage users who would like to see more postings in particular categories to submit postings themselves or encourage colleagues to submit postings in those areas. Since we do not have the staff to search out every international conference, we will need your help in identifying conferences of interest to Connections users.

As always, we appreciate any comments and/or criticism. Your inquiries and/or postings should be sent to: Michael Schreiner, Organization of American Historians, 112 North Bryan Street, Bloomington, Indiana 47408; tel 812-855-7311; fax: 812-855-0696; e-mail: mschrein@indiana.edu OR Eric Olson, American Studies Association, 2101 South Campus Surge Building, University of Maryland, College Park, MD 20742; tel: 301-405-1364; fax: 301-314-9148; e-mail: Eric_C_Olson@UMail.UMD.EDU

The International Clearinghouse Newsletter, Connections: American History and Culture in an International Perspective (ISSN 1074-8202), is published by the Organization of American Historians, 112 North Bryan Street, Bloomington, Indiana 47408; telephone (812) 855-7311, and the American Studies Association, 2101 South Campus Surge Building, University of Maryland, College Park, Maryland 20742. Materials in Connections may be freely copied and distributed. The Advisory Board reserves the right to reject material, announcements, and postings sent in for publication that are not consistent with the goals and policies of Connections. The OAH, ASA, and other contributing organizations are not responsible for individual exchanges resulting from Connections.

For further information, contact the Editor, Michael Schreiner at the OAH office. Copyright © 1995, Organization of American Historians.

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Contributing Organizations: American History Research Association of China; American Historical Association; American Studies Assn; American Studies Association of Nigeria; American Studies Association of the Republic of China on Taiwan; American Studies Association of the Philippines; American Studies Association of Sri Lanka; American Studies Association of Thailand; American Studies Research Centre-Hyderabad; Anglo-American Studies Assn; Argentine Association of American Studies; Australian and New Zealand American Studies Assn; Austrian Association for American Studies; Belgian Luxembourg American Studies Association; Brazilian Association of American Studies; British Association for American Studies; Canadian Association for American Studies; Catedra de "Estudio de los Estados Unidos," University of Palermo; Catedra "Historia de los Estados Unidos," National University of Buenos Aires; Chinese Association for American Studies; Committee on Lesbian and Gay History; Conference of Historical Journals; Estados Unidos, Mexico City; European Association for American Studies; French Association for American Studies; History of Science Society; Immigration History Society; Irish Association for American Studies; Japanese Association for American Studies; Korean Society of American History; New England American Studies Association; New England Historical Assn; Netherlands American Studies Assn; Nordic Association for American Studies; Organization of American Historians; Pennsylvania Ethnic Heritage Studies; Polish Association for American Studies; Portuguese Association of Anglo-American Studies; Siberian Association of American Studies; Society for SINO-U.S. Relations; Society of Architectural Historians; Society for Historians of American Foreign Relations; Swiss Association for North-American Studies; South African Historical Journal; World War Two Studies Assn.
I. CONVERSATIONS AND COLLABORATIVE RESEARCH

TRAVEL LITERATURE: I am an English lecturer currently looking for material on recent American/British travel literary criticism. I welcome any information and suggestions on publications, journals, conferences related to this topic and would like to share ideas and sources with scholars working in this field. Contact: Madel Pilar Glez de la Rosa, Dept. Filologia Moderne, Facultad de Economicas y Empresariables, Campus de Tallira, 35017 Univ. Las Palmas de Gran Canaria, Spain; fax: 34-28-451829; email: pilar@empres.upgc.es

NATIVE HISTORY AND LITERATURE: I am interested in exploring the theme of cultural continuity, particularly the role of women in passing down the traditional values in contemporary native women's fiction. I would like to do so in the historical and cultural contexts of the authors and their works. I am especially interested in the fiction of Leslie Marmon Silko, Louise Erdrich, Ruby Slipperjack, Beth Brant, Jeanette C. Armbrust, Pilar Glez de la Rosa, and Charles Marcheault. I would like to share information and ideas about native histories, cultures, and literatures. Contact Katerina Praznovenko, Brozikova 21, 6390 8 Brno, Czech Republic; tel: +42-52248; prazvenko@phil.muni.cz

NATIVE AMERICAN FICTION: I am interested in Native American Fiction as a mestizo literature: ideas and concepts of a non western kind expressed in a western language (English) and the way in which this language changes the ideas and the language. I would like to share ideas about this or any other subject regarding Native American Literature. Contact Margarita Avberash. Pasco 240, (1832) Lomas de Zamora. Pcica. de Buenos Aires. Argentina. email: ragraver@arciba.edu.ar

ETHNIC/CULTURAL HISTORY: Historian with broad specialization in ethnic and native history. Looks for contacts with colleagues in the fields of American Indian ethnnistory and Russian-American Indian relationships in Alaska and California. Interested in exchange of ideas, books, information on related conferences, and publication projects. Contact Andrei A. Znamenski, History Dept., Univ. of Toledo, Toledo, OH 43606-3390 USA.

COMPARETH ETHNIC STUDIES: My post doctoral research is on comparative ethnic studies, and I would like to receive information on leading institutions and libraries on the topic. I also welcome books donation. I will be willing to exchange information on African American ethnic minority problems and accept offers for a joint comparative study of the subject in the U.S. Contact R.T. Akinyelue, Dept. of History, Faculty of Arts, Univ. of Lagos, Lagos, Nigeria.

U.S. BLACK WOMEN WRITERS: I am interested in texts by black women writers connecting with Caribbean/Latin American experience in history or literature. Contact Stelamaris Coser, Depto. de Letras, Universidade Federal do Espirito Santo, Vitoria, Esp. Brazil; tel: (027)223-5208; fax: (027)227-3908; tocsm@npf.ufr.br

MILLENARIANISM AND MESSIANISM in American history. I am interested in the influence of religious beliefs and their manifestations in the U.S. Contact Juan Rodriguez, Dept. of History, V.I. University, PO Box 90155, 5000 LE Tilburg, the Netherlands; tel: +31-13-66335; fax: +31-13-662370; m.c.m.veltener@kub.nl

LOCAL HISTORY: I seek a Korean(s) (collaborator for a comparative study of the impact of the Korean War on a Korean and an American town. Contact Andrew J. Rotter, Dept. of History, Colgate Univ., 13 Oak Dr., Hamilton, NY 13346 USA.

COLONIAL HISTORY: We are working on a cadastral reconstruction of the colonial and modern urban and rural Buenos Aires history, as well as on the reconstruction of slave dominance, based on the notarial records. We are using the DBase II plus program. I would welcome any methodological advice and would like to share ideas with scholars working with these sources and methodology. I am also receptive to any comparison with similar studies carried on in the U.S. Contact Eduardo R. Saguier, Juan Francisco Segu, 3955, 2 E, (1425) Capital, Argentina; tel: 802-2979; fax: 541-331-6720; telefax: 541-343-5616; email: sagha@filo.uba.ar

WEST VIRGINIA HIST: I am working in West Virginia history and would be interested to communicate with any interested parties. Contact: Les Currie, Dept. of American Studies, Univ. of Keele, Keele Staffordshire ST5 5BG U.K.; tel: 01782 62111; email: as46@keele.ac.uk

URBAN SPACES: I wish to make contact with urban history researchers. I am especially interested in the study of plazas, gardens or any open public spaces in urban development. I would appreciate information helping me with the subject and am grateful for any assistance. Contact: Jose-Antonio Rena, Reyna 42, San Angel, 01000 Mexico D.F., Mexico; fax: 525-938-5081.

PUBLISTH, an email list on public history, is available for subscription to anyone with an internet address. The list allows discussion of historical interpretation, cultural resource management, archival and history museum issues, public archaeology, and any other topics related to public history. To subscribe, send a message to: publisth-request@husc3.harvard.edu which reads: subscribe publisth. For more information, email John Hurley at jhurley@husc3.harvard.edu

INVESTIGATIONS OF THE AMERICAN WORKING CLASS: I am writing about members of the middle class who dress as mem­ bers of the proletariat in order to gain "authentic" access to their experiences. Although my main focus will be on American investigations between the years 1890-1910. I am interested in any sources on or about this phenom­ ena. Contact Eric Schocket, English Dept., Stanford University, Stanford, CA 94305 USA; email: schocket@ilstanford.edu

JOURNALISM HISTORY: I am a full-time researcher of the cultural history of journalism in twentieth-century Australia. I am interested in hearing from others working on history of journalism. I am especially interested in exchange ideas, theoretical questions, problems, etc. and to discuss comparative issues. This project begins with journalism as a cultural institution, with a focus on the everyday and working cultures, and investigates them in terms of memory, identity, constructions of news, readings of the visual and journalism as a gendered space (for starters). Contact Kate Evans, Dept of Journalism and Social Analysis, University of Technology, Sydney, PO Box 123 Broadway NSW 2007, Australia. k.evans@uts.edu.au

PHOTOJOURNALISM, THE VISUAL AND MEMORY: I'm doing a PhD on photojournalism in Australia, looking particularly at the images that are part of cultural and collective memory, and the images and memories of photojournalists themselves. How and where do these senses of the past intersect? What images have entered the memory and what do they have? How have changing journalistic and reading practices impacted on the way we 'see' news? There are loads more questions, and I'm keen to speak to other people interested in these sorts of issues. Comparative work, theoretical discussions, arguments...? Contact Kate Evans, Dept of Journalism and Social Analysis, University of Technology, Sydney, PO Box 123 Broadway, NSW 2007, Australia. k.evans@uts.edu.au

TRANSLATIONS OF THE U.S. CONSTITUTION: In most non-English speaking countries basic documents of American constitut­ ional history such as the Constitu­tion, the Federalist Papers, the Virginia Bill of Rights, and the Decla­ ration of Independence have not been published in translation. Since translation means interpretation, I want to find out how key terms in American constitutional history have been translated, i.e.
interpreted by translators in various languages since the 18th century. Who has thought and/or published about this problem? Who can tell me whether the Federal Papers have been translated in full or in part into his or her native language? Contact Will Paul Adams, Kennedy Institute, Free University, 7 Lants St., D-14195 Berlin, Germany; tel: 030-838-2873; wpadams@fub46.zedat.fu-berlin.de

U.S. HISTORY IN NEW ZEALAND: I am researching the teaching and study of U.S. history in New Zealand. I welcome comments from former Fulbrighters or others who have experiences to relate about this subject. Contact William E. Ellis, Dept. of History, Eastern Kentucky Univ., Richmond, KY 40475 USA.

WEST GERMAN EMIGRATION: I am exploring the experiences of immigrants from the Federal Republic of Germany in Canada and Australia in the 1950s. I would be interested in broadening the comparative framework to include German immigrants in the United States and the Americas. Contact Angelika Sauer, Dept. of History, Chair in German Canadian Studies, Univ. of Winnipeg, Winnipeg, MB R3B 2E9 Canada; fax: 204/772-0472; sauer@uwinnipeg.ca

COLLABORATIVE RESEARCH ON IMMIGRATION: I am an associate professor at the Univ. of Basque Country, teaching Latin American History. I work on 19th and 20th centuries Basque Migrations to the Americas. I'd like to find any American historians who worked in European immigration to USA in order to prepare a collaborative research work about this topic. Contact Oscar Alvarez Gila, Amerikatoki Historia Saria, Euskal Herriko Unibertsitatea, 48013 Bilbao, Spain; fax: +34.44.95.31.01; fax: +34.45.14.42.00; hmpalagi@vfh.x00.v.f.ehu.es

MEXICAN IMMIGRATION: I am working on the immigration of Mexican women to the U.S. My focus lies in the historical process of their immigration. I would like to share ideas with others interested in similar topics. Contact Leticia Calderon, Instituto Mora, Plaza Valentin Gomez Farias 12, Colonia San Juan, 03730 Mexico D.F., Mexico; fax: 525-598-5081.

POLITICAL CULTURE AND IMMIGRATION: I am researching the political culture of Mexican immigrants in the U.S. and the impact on current Mexican political changes. I would like any help or advice on this research. Contact Leticia Calderon, Instituto Mora, Plaza Valentin Gomez Farias 12, Colonia San Juan 03730 Mexico D.F., Mexico; fax: 525-598-5081.

CONFLICT/REFUGEES IN AFRICA: I want to establish contacts and exchange information with anyone who wishes to share ideas on the effects of conflict on refugees in Africa. Contact Anthony Minnica, Centre for Sociopolitical Analysis, Human Sciences Research Council, Private Bag X41, Pretoria, South Africa; tel: 012-202-2441; fax: 012-202-2510; admin@socdyn.hsrc.ac.za

AMERICANS AND THE BOER WAR: I am seeking to contact people who are interested in American involvement in the Boer War. I am especially interested in anyone with a knowledge of Irish American involvement. Anybody with knowledge of this area, or who has knowledge of resources which might prove useful are urged to contact Alan Tidwell, Australian Centre for American Studies, Univ. of Sydney, Building H02, Sydney 2006, Australia; 02 692 4817; (fax) a.tidwell@acas.usyd.edu.au

U.S. POLICY IN MEXICO AND GUATEMALA: I am currently performing historical research on U.S. foreign policy toward Mexico and Guatemala in the late 19th century. If anyone is interested in beginning a conversation on this topic and/or can recommend articles, books or papers on this subject, please contact Monica Toussaint, Instituto Mora, Plaza Valentin Gomez Farias 12, Colonia San Juan, 03730 Mexico D.F., Mexico; fax: 525-598-5081.

U.S.-LATIN AMERICAN RELATIONS: I would like to exchange ideas concerning U.S.-Latin American relations during and after the Civil War, specifically I would like conversations with others interested in how Latin American elites relate with U.S. foreign policy. Contact Leticia Calderon, Instituto Mora, Plaza Valentin Gomez Farias 12, Colonia San Juan, 03730 Mexico D.F., Mexico; fax: 525-598-5081.

U.S.-Soviet Relations: I am a scholar of American foreign relations interested in U.S.-Soviet relations in the Third World, especially during the 1950s. I am searching for a Russian scholar who has published on U.S-Russian ideological debates, and documents. I am especially interested in making connections with those who have explored newly opened Soviet sources relevant to this topic. Contact Robert J. McNamara, Dept. of History, 4131 University Blvd., Univ. of Florida, Gainesville, Fl. 32611 USA.


U.S. AND THE MIDDLE EAST: I am researching U.S. relations with the Persian Gulf from 1958 through 1963. I am interested in hearing the ideas of others in this area. Contact Jeffrey Nadaner, 4977 Battery Lane, #612, Bethesda, MD 20814 USA; tel: 301/856-0277.

THE CIA AND THE NATIONAL SECURITY STATE: I am a student at the Univ. of Bologna, currently working on a thesis on the CIA and the National Security State. I would like to discuss this topic and its historiographical aspects with others, and eventually exchange material, information, and advice. Contact Mario Del Pero, Via Roma, n. 11, 40013 Castelmaggiori (BO), Italy.

II. RESEARCH MATERIAL REQUESTS

CORRESPONDENCE OF JOHN COTTON (1585-1622): I'm in the final stage of collecting and editing letters to and from Cotton, would be interested in hearing of any such items, whether MS or published. My census in Early American Literature 24 (1999) lists most, but not all, items so far located. Especially interested in locating items representing Cotton's views on the Puritans, Rhode Island, Whittaker Messer Appleton. Appleton was the first officer mustered into the 54th Massachusetts Infantry, the first independently black regiment in the Civil War. I have access to his letters written during the war. I would like information regarding his family and personal life in Boston prior to 1861. I am also interested in his educational training at Harvard, his employment at the Boston Public Library, among other biographical details. Furthermore, I would appreciate leads toward opinions and/or experiences of the black veterans of Company A, 54th Massachusetts Infantry, Appleton's post civil war experiences are easier to find, as he resided in West Virginia until his death in 1913. My ultimate goal is to publish his letters, with a concise biography and analysis of his wartime experiences. Send inquiries or responses to: Brian Berkeley, 445 Oakland St., #804-1, berkley@uwinnipeg.ca

BATTLE OF FREDERICKSBURGH: I am looking for primary source materials (e.g., letters and diaries, in manuscript) from the Feb. 9, 1862 Fredericksburg campaign and its aftermath (Nov. 1861-Jan. 1863). Interested in both Union and Confederate materials and documents from civilians as well as soldiers. Contact David R. Stone, Dept. of History, Anderson Univ., Anderson, SC 29625 USA; tel: (office) 1378/641-4443, (home) 317/649-0725; fax: 317/641-3851; email: gcalder@anderson.edu

COLD WAR SCIENCE FICTION: I am writing a study of American SF of the cold war, concentrating particularly on the period 1945-65. I am interested in finding copies of out of print or unprinted novels, short stories, articles, etc. Particularly works never published in Britain. Any offers or suggestions will be gratefully received. David Seed, Dept. of English Language and Literature, Univ. of Liverpool, PO Box 147, Liverpool, L69 3BX, UK.

HIGH SCHOOL NEWSPAPERS, 1940s AND 1950s: Doctoral student working on a dissertation on 20th-century U.S. newspapers, and the impact they seek on U.S. high school newspapers, 1945-60, preferably on microfilm, or otherwise available for interlibrary loan. Also I would like to locate copies of any newspaper, which regularly published one or more pages written and edited by local high school students. Contact Ron Green, 1605 Rowena Ln, Norman, OK 73069; 405/366-7178; rongreen@uoknor.edu


CANADIAN DOMESTIC SECURITY: For my research on Canadian security and intelligence 1914-1939, I'd be interested in any material on FBI-RCMP cooperation in the realm of domestic security. Contact G.S. Kealey, History Dept., Memorial Univ., St. John's, NF, Canada A1C 5S7.

OCB RECORDS OF THE NCS: If anyone has any information concerning Donald Quarles, Deputy Secretary of Defense under Eisenhower or John C. Broger, author of "Militant Liberty," please contact Lori Bogle, Hist. of Ds. Dept., Univ. of Arkansas, Old Main 416, Fayetteville, AR 72701 501-375-5893; bogle@comp.uark.edu

PHYSICIANS AS POLICY MAKERS: I would appreciate any information regarding the personal, professional, and political activities of any American doctors who served as state legislators, advisors to legal codifiers, or the like in the U.S. prior to 1900. Contact James M. Hare, History Dept., Memorial Univ., St. John's, Newfoundland, Canada 904-1288 503-346-9693; fax: 503-346-4895; jmohr@oregon.vegarden.com

ACADEMICS AND POLICY MAKERS: I am interested in the interaction between American academics and policy makers, both official and non-official, regarding the national defense and foreign policy. Contact Noel Pughac, Hist. Dept., Univ. of New Mexico, Albuquerque, NM 87131-1181 USA.

AFRO-AMERICANS AND APPREHENSION: A research project at the Institute for Contemporary History studies the events which led to black empowerment in South Africa. I am interested to meet and interview role players who could help me assess the roles played.
by Afro-Americans in bringing about the downfall of Apartheid. I hope to visit the USA in the second half of 1995. Contact A.H. Marais, Univ. of the Orange Free State, P.O. Box 2320, Bloemfontein 9300, Republic of South Africa; tel: 091051-40124; fax: 09105-47416; ina@ses.ac.za.

U.S. FOREIGN POLICY TOWARDS AFRICA: The AFRICAN-AMERICAN INPUT: I am doing a post-doctoral research into the activities and contributions of African-Americans into the making and implementation of U.S. foreign policy towards Africa. I require assistance in matters of interview of key actors, book donations and identification of primary sources from individuals and institutions. Contact P.O.M. Njemanze, Dept. of History, Faculty of Arts, Univ. of Lagos, Lagos, Nigeria.

AFRICAN-AMERICAN MALE PLAYRIGHTS: For a book on African-American (non-musical) drama. I have acquired a lot of information on black men writing plays from the early 19th century up to 1930. More than likely, in the 1920s, these male playwrights were part of the Harlem Renaissance. I am interested in any piece of information on either playwrights, a little theater or college groups, or plays. Although I have a sizeable amount of research completed, any lead, no matter how slender, is appreciated. Contact C. R. Gray, 2706 North Calvert St., Baltimore, MD 21218; crgray@aol.com

MATERIAL ON NATIONAL IDENTITY: ARGENTINE: I'm searching about sources the process of construction of national identity in Argentina during the period of disunion of the provinces first half of the 20th century for my doctoral thesis. I want any possible help before going to Argentina and the U.S. Contact Antonio Gil, Universidade Federal do Esplito Santo, Dept. Historia, Av. Fernando Ferrari s/n, Vitoria-Es, CEP 29600-900, Brazil; tel: (027)223-5208; fax: (027)227-3905 tomgi@rnpd.ufes.br

FACULTY/STUDENT SEXUAL RELATIONS: In the Spring of 1993 the Univ. of Virginia discussed a proposal concerning sexual relations between faculty and students, an issue that immediately became a national event and continues to arouse great concern and attention. As one of the authors of the original proposal, I plan to continue exploring this issue. I seek reaction and/or opinion on the subject, who has stories of any kind relating to this subject or any other information that might be of interest to me. Confidentiality is guaranteed. Contact Ann J. Lane, Women's Studies Program, Univ. of Virginia, Hotel D. East Range, Charlottesville, VA 22903 USA; tel: 804-982-2961; fax: 804-982-3085.

ANESTHESIA AND POPULAR CULTURE: Seeking examples in fiction, film, etc., of anaesthesia administration and/or use of anesthetic gasses and other drugs in any time period. A.J. Wright, Dept. of Anesthesiology Library, University of Alabama at Birmingham, Birmingham, AL 35294 USA.

CITIZENSHIP: I am interested in exchanging syllabi on course topics such as citizenship, political values, political com­mption, and judicial activism in America. I am also interested in teaching responsibilities abroad. Contact A. Shamsumag, Dept. of Political Science, Anna­manal Univ., Annamalagar 608 002, Tamil Nadu, India.

SYLLABI ON THE SIXTIES AND VIET NAM WAR: Viet Nam Gen­eral Colin Powell has commissioned me to retrieve course syllabi on subjects related to the 1960s and/or the Viet Nam war. We will make these syllabi available over the Internet through ftp. Please send syllabi to Kali Tal, Sidles Project, 16 Center Rd., Woodbridge, CT 06525 USA; fax: 203-389-6104; kallit@minerva.cis.yale.edu

LANDSCAPE COURSE: This winter I'm scheduled to teach a course on landscape and American culture for the first time since Corron's American Landscape anthology went out of print. I'd appreciate any suggestions for appropriate texts. What has worked well for you? Course syllabi are also welcome. Contact Steve Adams, Dept. of English, Univ. of Minnesota-Duluth, Duluth, MN 55812 USA; email: sadams@ub.d.umn.edu

TEACHING VISUALLY HANDICAPPED STUDENTS: I work as a teacher of the visually handicapped and am specialized in English language teaching. I would like to work with a research partner who is interested in collaborating on teaching English to visually handicapped students in Asia. Interested scholars having access to funding for the project could write to me for further discussion. Contact Nabin Chandra Adhikary, Dept. of English, University of Tripathy, Ramakrishna Nagar, Berhampur - 1, Ganjam Orissa, India 760 001.

TEACHING AND ELECTRONIC MEDIA: I would like to hear from people who have used electronic media such as CD-ROM, video disks, interactive computer programs, etc. in their undergradu­ate or graduate teaching. Contact A. Graft, Univ. of Texas at Dallas, School of Arts & Humanities, Box 98066, Richardson, TX 75083-0688 214-690-2776; fax: 214-690-2989; grafft@utdallas.edu

NEED BOOKS ON U.S. HISTORY: We have very little library resources on U.S. history at our university. Please send your dupli­cates, textbooks, monographs, and journals. In return, we would like to invite you to visit our uni­versity. Contact Dr. Huang zha­o­guan, Inst. of American Studies, Yantai Teachers' Univ., Shandong, 264025, P.R. China; tel: 0335-246451-597, or 575; fax:0535-253005.

WANT BOOKS, TEXTBOOKS, AND OTHER MATERIALS dealing with the history of the American presidency, contemporary U.S. foreign policy (especially in the Pacific region), arms transfers, political science and theory of inter­national relations. Contact Alexander A. Sergiounin, Dept. of Political Science, Univ. of Nizhny Novgorod, 2 Ulyanov St., Nizhny Novgorod 603005, Russia; fax: (812) 35-64-80 (NGU box 106).

NEED MATERIALS IN AMERICAN STUDIES: We are a new English department and have just established an American Studies Program. We have considerable interest in American literature among our students, but we lack the resources and materials to meet their needs. We would appreciate it if you could donate new or gently used books and journals. Contact Milena Vodicova, Dept. of Foreign Languages, Pedagogical Faculty, Zizkovo nam 5, 77147 Olomouc, Czech Repub­lic.


AMERICAN STUDIES INTERNATIONAL seeks to help teachers and scholars of U.S. history, litera­ture, politics, and culture throughout the world by publishing bibliographic essays, reports on news of new American studies programs, articles of general interest, book reviews, and news of conferences planned or recently past. We welcome sub­missions in all categories. Sub­scriptions for three journals and two newsletters per year are $25 for individuals and $30 for institutions in the U.S. and $35 for all subscrip­tions outside the U.S. Contact Bernard Meier, Dept. of History, George Washington Univ., Washington, DC 20052 USA; tel: 202-994-7224; fax: 202-994-8651.

YOUNG WOMEN'S CHRISTIAN ASSOC.: I have started a news­letter for people researching the YWCA (including local associa­tions, women affiliated with it, and any aspects of its history). This is a way to share tips on collec­tions, put together panels, etc. Name, address, phone number (if you wish) and a brief description of your interests to: Nancy Robertson 35 Eastern Parkway #2H Brooklyn, NY 11238 robstnns@acfluster.ryu.edu

BORDERLINES: STUDIES IN AMERICAN CULTURE is a newly established journal, published quarterly, and is the only interdisciplinary journal of American Stud­ies in Britain. Borderlines examines American issues in a global context, and examines the influence of American culture upon those who live outside its borders as it is about what happens inside the U.S. American sub­scription rates are $25 per institutional, £25/340 individual, and made payable to BORDERLINES. Requests for further details, and submission of articles, should be sent to Borderlines, American Studies, Middlesex University, 20-40 National Park, London, England, HA9 1AP. Tel: (0792) 295035; fax: (0792) 295791.

1994 INTERNATIONAL EXCHANGE LOCATOR is now avail­able from the Alliance for International Education and Cul­tural Exchange. The Locator provides the most comprehensive coverage of funding agencies, teaching opportunities, and profit organizations involved in international exchange. In this refer­ence, you will find detailed in­
formation on over 100 nonprofit exchange organizations, 21 fed-
ereal agencies, and 36 congres-
sional staff committees and
subcommittees including contact
information, key staff, programs
and services, and publications.
For ordering information, send $25
plus $4 S&H to: Alliance for Inter-
ternational Educational and Cul-
tural Exchange, IEE Books, 809 United
Nations Plaza, New York, NY
10017-3580 USA; tel: 202/371-
2070; fax: 202/371-2190.

INTERESTED IN SOUTHERN CULTURE? The Center for
the Study of Southern Culture pub-
ishes the "Southern Culture Cata-
log." This vast resource contains
over 400 videos, as well as books,
recordings, and other items
featuring the American South. The video collection includes titles
on gospel and blues music, Faulkner and other writers, folk art,
and Southern recipes. Items in the catalog include the "Encyclopedia of Southern Culture. " The South: A Treasury of Art and Litera-
ture," and other periodicals. To
request your free copy, contact The Southern Culture Catalog, Hall
Building, Room 309, Univ. of Missis-
ippi, University, MS 38677 USA;

TARLTON LAW LIBRARY, Univ. of Texas at Austin, encour-
gages scholars to use its archival col-
cctions. The papers of Associate
Justice Tom C. Clark include a vi-
tually complete record of Clark’s
tenure on the U.S. Supreme Court
(1949-1967), and document his
efforts to reform judicial adminis-
tration. The Walton H. Hamilton
papers capture the last 20 years of
Hamilton’s career as a leading econ-
omic and education policy maker
who was active in the New Deal. Other
collections document the history of
Texas and the American South.
Contact Mike Widener, Tarlton Law
Library, Univ. of Texas at Austin,
727 E 26th St., Austin, TX 78705
USA; tel: 512/471-7263;
mwidener@archive.law.utexas.edu

FORCE AND DIPLOMACY: Temple Univ.’s History Dept. an-
nounces the establishment of
the Center for the Study of Force
and Diplomacy. For further informa-
tion, contact Professor Leonard
Director, Dept. of History, Temple
Univ., Gladfelter Hall (025-24),
Philadelphia, PA 19122, USA.

AMERICAN FOREIGN POLICY RESOURCE: Researchers inter-
ested in American diplomacy from
the 1920s to the present will find
a rich trove in the Foreign Affairs
Oral History Program at George-
town University. Oral history
interviews have been conducted
with over 700 former diplomats,
career and non-career. Tran-
scription is continually being
added. They are available at the
Lauinger Library. Copies can also
be obtained for a modest fee on
PC diskettes. For further informa-
tion write the director, Charles
Stuart Kennedy, Foreign Affairs
Oral History Program, Lauinger Li-
brary, Georgetown Univ., Wash-
ington, D.C. 20057 USA; tel: 202-
687-4104.

AUSTRALIAN CENTRE FOR AMERICAN STUDIES (ACAS):
Our mission is to hold greater
debate over Australian/ American
relationships. We hope to increase
understanding of all the various
aspects of that relationship. ACAS
sponsors guest talks on a wide range of topics
pertaining to bilateral relations.
Current topics include exploring ways in
which social and economic change in
Asia will influence Aus-
talian/American relationships. A second project examines how
Australians can make better use
of US legislative and regulatory processes. Contact ACAS, Bldg.
H02, Univ. of Sydney, Sydney
NSW, Australia 2006; tel: 61-2-
692-4815; fax: 61-2-692-4817;
a.dlewol@acas.usyd.edu.au

AFRICA IN SCHOOL & COMMUNITY OUTREACH PROGRAM:
We are a newly state registered
education charity based in London
but we operate throughout the UK
and EC countries. We seek to
network and gather information and
materials from a wide range of
organizations and individuals who
deal with the African Diaspora. Upon request, we will supply a list of members
willing to host visitors from like
minded organizations visiting Lon-
don. Send information about your
organization or any catalogues,
publications and resource mate-
rial to ASCOP, Dunnings Hall,
Forest Gate, London E7 9AB UK;
tel: 081-536-1469; fax: 081-519-5472
FELLOWSHIPS ARE AVAILABLE for those who make a research
proposal of global, comparative,
and/or interdisciplinary nature.
It must address problems common
to industrialized countries, espe-
cially the ways and means to
improve Japanese-American rela-
tions. A single country study, such as American studies and
Japanese studies is also wel-
come, provided that a proposal
must be comparative and/or inter-
disciplinary in nature. For
further information contact
ASCOP, Social Science Research
Council, 605 Third Ave., New York,
NY 10158 USA; tel: 212-661-
0280.

NEW MELLON FOUNDATION FELLOWSHIPS AT HARVARD
UNIVERSITY: The Institute for LOWINUS (languages of what is
now the United States) at Harvard
announces fellowships for 1995-
96. They include A) A full-time
1-year resident postdoctoral
fellowship ($36,000/year with ben-
etits), with the possibility of teach-
ing. B) Dissertation-writing grants
($12,000) C) Research support for
grad. students and scholars. D)
Short-term travel grants for visiting
scholars from abroad. This
fellowship is funded to stimulate
new scholarly work on "American" texts
written or published in any lan-
guage other than English. Candi-
dates must submit a clock of relevant off prints, publications,
manuscripts and bibliographies.
Applicant’s name and the word
LOWINUS, followed by the letter of
the category they are applying for
(A-D) should be written on the
top of each page of the applica-
tion. Deadlines are January 1,
1995 for category A, and March 1
for categories B, C, and D. Sub-
mit the following: CV indicating expertise and relevant past experience, 1-3 page project de-
scription, and 2 letters of recom-
mendation in 3 copies to: LOWINUS
Dept. of English & Amer. Literature & Language, Harvard Univ., Warren House, 11
Prescott St., Cambridge, MA
02138 USA; fax: 617/496-8377.

INGENIETY AND ENTERPRISE FELLOWSHIP PROGRAM: The
Ingenuity and Enterprise Center at
the Rhode Island Historical Soci-
ety welcomes applications from
academics, doctoral students, and
independent scholars working in
a field related to history, business,
or technology for its short-term
Research Fellowships providing
up to $2,000 to use collections of
the Society and other nearby insti-
tutions in a project related to the
mission of the Center. Application
deadline, 15 February 1995. For
information or application contact
Ingenuity and Enterprise Center
at the Rhode Island Historical Soci-
ety, 110 Benevolent St., Prov-
idence, RI 02906 USA; tel: 401/
331-8575; fax: 401/331-0127;
e-mail: kevingu@dsi.rhinetv.net

SHISH GRANT: The State Histori-
cal Society of Iowa (SHSI) an-
nounces the second year of a
grant program funded by the Iowa
Sesqui-centennial Commission. In
1995, SHSI will award research stipends of $1,000 each to
support original research and
interpretive writing related to the
history of Iowa or Iowa and the Mid-
west; supporting materials such
as syllabi, assignments, transcripts, etc.; a nominating or supporting letter and rationale. Nominations must
be for projects between
January 1, 1993-March 30, 1995, but
may be received by April 1, 1995.
Contact Jan Dodson
Barnhart, Oral History Assn., Box
3968, Albuquerque, NM 87190-
3868 USA.

URBAN HISTORY ASSOCIA-
tion ANNUAL PRIZE COMPETI-
tION: Four prizes will be
awarded recognizing: 1. Best doc-
tor’s dissertation for 1995-96
without geographic restriction,
deprecated since 1994. 2. Best
book, North American urban his-
tory, published during 1994 (ed-
on North American urban history,
published 1993 or 1994 (edited
vols.ineligible). 4. Best journal ar-
ticle in urban history, without geo-
graphic restriction, published
1994. Deadlines for receipt of
submissions is June 15, 1995. Con-
tact Carol A. O’Connor, Dept.
of History, Utah State Univ., Logan,
UT 84322-0710 USA for informa-
tion, do not send submissions to
Prof. O’Connor.

PRIZES FOR GRADUATE THE-
SES: Graduate theses (either M.A. thesis or Ph.D dissertation)
dealing with European emigration and popula-
ation of Italian origin in the
world, or Italian cultural presence
in the world are eligible. Work
done in the 1993-1994 academic
year is eligible and must be sub-
mitted by March 10, 1995. Two
copies of the thesis, a statement of
the research, a description of
the competition, and an agreement to
allow its publication must be submitted.
For further info., contact Prof.
Antonino A. Gianni, II. AI.

MUSIC & SOCIETY 1850-1940:
This international symposium
(Sept. 20-21, 1995, Utrecht, The
Netherlands) will concentrate on the
relationship between business
interests and artistic consider-
ations in the formation and main-
tenance of musical organizations,
1850-1940. Where the situation
concerned, speakers
LIVING IN THE WELFARE STATE: The 1996 Netherlands Association for American Studies conference aims to explore the experience of "living in the welfare state"—in North America (the U.S., Canada, and Mexico) and in the Netherlands—from the late 19th century to the present, from a distinctly multidisciplinary perspective. The conference will be held at the Roosevelt Study Center, Middelburg, from June 7-9, 1995. Those interested in submitting a proposal for a presentation (20-30 minutes) are invited to write to: F. van Hoofhoorn, Organization of History, Univ. of Groningen, P.O. Box 716, 9700 AS Groningen, the Netherlands; fax +31-634900 or M. van Eltegen, Dept. of Sociology, S-145, Tilburg Univ., P.O. Box 80153, 5000 Tilburg, the Netherlands; fax +13 662370; email: mel.vaneteugen@rub.nl

EUROPEAN SOCIAL SCIENCE HISTORIES: The International Institute for Social History (Amsterdam, the Netherlands) will organize the first such conference in May 1996. The conference aims at bringing together social historians interested in explaining historical phenomena using the methods of the social sciences. The session organizers will not only convene the workshops during the conference but will also organize an international network of scholars in their own specialized field on a more permanent basis. For further information contact the organizing secretariat: CAOS, W.G. Plein 478, 1054 SH Amsterdam, the Netherlands; tel: +31-20-6165151; fax: +31-20-6890981

CALL FOR PAPERS: A conference entitled "Sense of Place: Re-evaluating Regionalism in Canadian and American Writing" will be held October 13-15, 1995 at the University of Alberta, Edmonton, Canada. Call for Papers that examine canonicity, address issues of race and gender, and/or employ a comparative approach to Canadian and American regionalist writing are especially encouraged. The conference proposal deadline is December 15. Further information can be obtained from: J.M. Scott, Office of the Associate Dean of Faculty, University of Minnesota, 417 Coffman Union, Minneapolis, MN 55455, USA; tel: (612) 624-0363; fax: (612) 624-0367; email: jmscott@umn.edu

TORY will be held June 2-3, 1995 at SUNY Brockport. Aca­demic and public historians, un­affiliated students of history, publishers, and educators are in­vited to discuss topics of New York State history. Ten presen­tation sessions plus a keynote address permit more than thirty individuals to take part in the for­mal program. Special consider­ation is accorded first-time and graduate student presenters. Proposals must include paper and/or session titles, names and place­ments of all participants, and a 1 or 2 page de­scription of each presentation. Special scheduling and equip­ment requests should be noted. The deadline for proposals is February 28, 1995. Send pro­posals to: Stefan Bielsinski, Con­ference on New York State History, 3099 Cultural Education Center, Albany, NY 12230 USA; tel: 518-474-6917.

1995 STUTTGART SEMINAR IN CULTURAL STUDIES will have "Re-writing History" as its sub­ject. For two weeks in August 1995 up to 30 fellows from Eu­ropean and American univer­sities will discuss the subject under the guidance of select prominent faculty. Contact Wolfgang Hochbruck, Dept. of Modern Lit./ America, Stuttgart Univ., 17 Képler St., D-70174 Stuttgart, Germany; wolfgang.hochbruck@po.uni­stuttgart.de

THE ATOMIC AGE OPENS: AMERICAN CULTURE CONFRONTS THE ATOMIC BOMB, A Juried Conference at Bowling Green State University, Bowling Green, OH 43403 USA; fax: 419/372-8009; rbrowne@bgnet.bgsu.ohio.state.us. April 12-15, 1995. National Paper ACA/ACA, Imperial Palace, Las Vegas. Contact Felicia Campbell, Dept. of English, Univ. of Nevada, Las Vegas, NV 89154-0001 USA. February 9-11, Texas/Southwest ACA/PACA, Oklahoma State Univ., Stillwater, OK 74078 USA; tel: 918/236-3081; fax: 918/236-3081; rolins@cug.mc.ostate.edu. Apple 12-15, National Paper ACA/ACA, New Marriott Hotel, Philadelphia. Contact Mrs. Pat Browne, Popular Culture BA, Bowling Green, OH 43403 USA; fax: 419/372-7887; email: 419/372-8009; rbrowne@bgnet.bgsu.ohio.state.us. April 29, Lake Superior Paper ACA/ACA, Contact Fred E.H. Schroeder, Interdisciplinary Pro­grams, Univ. of Minnesota, Duluth, MN 55812 USA; tel: 218/726-8237; fax: 218/726-6386. May 4-6, Pacific Paper ACA/ACA, Ha­waii. Abstracts due by Feb. 1. Contact Margaret Baker, Box 11, Bowling Green State Univ., Bowling Green, OH 43403 USA, tel: 419/372-6000; fax: 419/372-4784; email: mbaker@bgnet.bgsu.ohio.state.us. April 29, Lake Superior Paper ACA/ACA, Contact Fred E.H. Schroeder, Interdisciplinary Programs, Univ. of Minnesota, Duluth, MN 55812 USA; tel: 218/726-8237; fax: 218/726-6386. May 4-6, Pacific Paper ACA/ACA, Ha­waii. Abstracts due by Feb. 1. Contact Margaret Baker, Box 11, Bowling Green State Univ., Bowling Green, OH 43403 USA, tel: 419/372-6000; fax: 419/372-4784; email: mbaker@bgnet.bgsu.ohio.state.us. The ANNUAL CONFERENCE ON NEW YORK STATE HIS­TORY will be held June 2-3, 1995 at SUNY Brockport. Aca­demic and public historians, un­affiliated students of history, publishers, and educators are in­vited to discuss topics of New York State history. Ten presen­tation sessions plus a keynote address permit more than thirty individuals to take part in the for­mal program. Special consider­ation is accorded first-time and graduate student presenters. Proposals must include paper and/or session titles, names and place­ments of all participants, and a 1 or 2 page de­scription of each presentation. Special scheduling and equip­ment requests should be noted. The deadline for proposals is February 28, 1995. Send pro­posals to: Stefan Bielsinski, Con­ference on New York State History, 3099 Cultural Education Center, Albany, NY 12230 USA; tel: 518-474-6917.

ENCyclopedia of AMERICAN DECADES seeks contribu­tors. A systematic, decade by decade account of American politics, society and culture, this Encyclopaedia is a new reference set. Volumes on the 1970s, 1980s, 1990s, and 2000s are currently in production, and we especially need contributors for the first three decades of this century. Carefully written entries are needed in fields such as: law, medicine, education, fashion, sports, arts, popular culture, sci­ence, business, etc. Format in­cludes overview essays, biographies, bibliographies, sketches, and yearly chronologies. Average con­tribution is 5 pages typewritten for field areas. Pub­lisher recompenses upon publi­cation of manuscript. Contact Vic Bondi, 46 Park Rd., Brighton, MA 02135 USA; tel: 617/783-9672.

MUSEUM EXCHANGE: I am interested in interchange programs with other museum professionals in America. I have a partic­ular interest in preservation and restoration of film artefacts. I am working on a project exploring existing inter­national exchange programs for graduate students and university faculty. I would appreciate any information regarding existing exchange programs and would like to hear from individuals who have participated in international exchanges. Contact Michael J. Schoen, Organization of American Historians, 112 N. Bryan St., Bloomington, IN 47401; fax: 812-855-9939; mschoen@indiana.edu

MUSEUM EXCHANGE: I am interested in interchange programs with other museum professionals in America. I have a partic­ular interest in preservation and restoration of film artefacts. I am working on a project exploring existing inter­national exchange programs for graduate students and university faculty. I would appreciate any information regarding existing exchange programs and would like to hear from individuals who have participated in international exchanges. Contact Michael J. Schoen, Organization of American Historians, 112 N. Bryan St., Bloomington, IN 47401; fax: 812-855-9939; mschoen@indiana.edu

VI. STUDENT SCHOLAR EXCHANGE: I am working on a project exploring existing inter­national exchange programs for graduate students and university faculty. I would appreciate any information regarding existing exchange programs and would like to hear from individuals who have participated in international exchanges. Contact Michael J. Schoen, Organization of American Historians, 112 N. Bryan St., Bloomington, IN 47401; fax: 812-855-9939; mschoen@indiana.edu

TRUMAN AND INDIA: I am a researcher of U.S. policy toward India. My specific area of current research is Truman and India, 1945-1952. I have researched at the National Archives in Washing­ton DC. Now I am interested in exploring the Truman Papers at the Truman Library, Independence, Missouri. I am in­
interested in any organization willing to sponsor a short visit to that library. Contact R.C. Jauhari, History Dept., Panjab Univ., Chandigarh-160 014, India.

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