

# OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

Volume 24, Number 3 / August 1996

## Saving the New Jersey Historical Commission: Lessons from State Politics

Jan Lewis

It is a measure of our desperation in this season of budget cuts and downsizing that we must count a 30 percent budget cut as a victory. But that is what those of us who have just concluded a five-month struggle to save the New Jersey Historical Commission from the budget axe are doing. Yes, the commission will survive, but three or four members of its staff of ten may lose their jobs. How badly the commission will be crippled by these losses remains to be seen. The story of the assault upon the commission and its partial rescue may perhaps have lessons for those in other states who probably will, if they have not already, have to do battle with the forces of downsizing and limited government.

As a small and incorruptible agency of state government—its budget last year was only \$772,000—the New Jersey Historical Commission has always been an easy target for budget cutters and patronage-mongers. This January, as part of her plan to cut the state budget to pay for several rounds of tax cuts, New Jersey's governor, Christine Todd Whitman, announced that the New Jersey Historical Commission's budget would be eliminated, requiring the firing of its entire staff of 10 and the termination of its active program of publication, grants, work with school teachers, consulting, and public programming. The unpaid advisory board of gubernatorial appointees, of which I serve as vice chair, would be allowed to continue, so that the governor would be in technical compliance with the state statute that had established the commission.

Two reasons were given for the elimination of the commission—its supposed inefficiency and the "many complaints" that the governor had supposedly received "over the years" about it. The administration charged that the commission spent an unconscionable 71 percent of its budget on administration, and only 29 percent on grants,



Rally for New Jersey History, May 8, 1996. The rally, held at the State House in Trenton, was sponsored by the Advocates for New Jersey History.

ignoring the fact that grants administration is only a small part of the work the commission does. Although Professor Mark Lender (a historian at Kean College and editor of *New Jersey History*) demonstrated that, in fact, only 12.3 percent of the commission's budget went to administration, the Whitman administration continued to trot out the bogus 71 percent figure every time it was asked to explain its action. And despite the allegations of "many complaints," not a soul in the state has come forward to criticize the commission in public.

To the contrary, the outpouring of public support for the commission has been stunning. In fact, it has been this support, expressed in letters, faxes, petitions, testimony before the legislature, op-eds, editorials, and a rally on the State House steps, that has saved the commission. To be sure, this support had to be organized. But when the threat came to the commission, supporters of public history in New Jersey were ready. Five years ago, when then-Governor

James Florio attempted to slash the commission's budget, supporters of public history in New Jersey banded together to create a lobbying organization, the Advocates for New Jersey History. The advocates moved quickly into action, and their director, Professor David Cowell of Drew University, was able to get an audience with members of the administration and legislature who considered him the representative of a powerful constituency. Other groups organized their members to call upon the administration and legislature to reverse the governor's decision. Historians throughout the nation began petitioning as well. Public historians activated an Internet peti-

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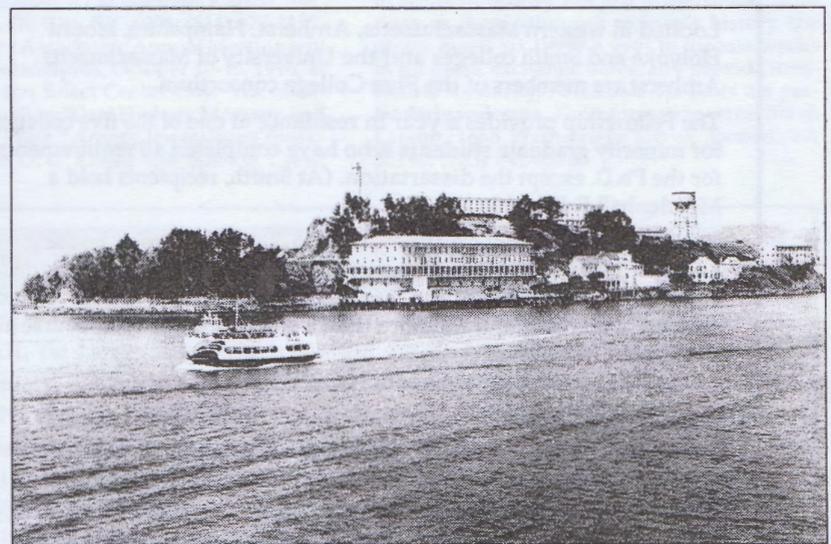
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**OAH NEWSLETTER**



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# Historians and Preservationists: A Partnership for the Centuries

Richard Moe

*The author presented an earlier version of this at the OAH Annual Meeting in Chicago, Illinois, March 28, 1996*

In the 1850s, when the home of a former president was faced with demolition, a group of women led by Pamela Ann Cunningham made a heroic effort to save it for generations to come. Their rationale was based largely on the belief that we needed to be able to walk the halls and view period fixtures and furnishings in the context in which they were used to understand the historical significance. A historical plaque posted in front of an empty lot, they surmised, would be a hugely inadequate substitute.

Nearly 150 years after their victory, George Washington's Mount Vernon now hosts thousands of visitors each year. As the former residence of one of the nation's founders, it bears witness to the fact that many of our most ardent and effective preservationists took up the cause because they cared about history and did not want to see it disappear. In countless other cases over the years however, the bonds that link historians and preservationists together have been loosened. Almost every community of any size in the U.S. has a local historical society and a preservation organization, but all too often the two groups pursue separate agendas and rarely interact in any substantive way.

To be sure, part of the fault lies with preservationists—or, more specifically, with the economic and political realities that preservationists must deal with today. Faced with a need to reach out to new constituencies and broaden our base of funding support, we have developed an extensive collection of facts and figures to justify preservation on economic and social grounds. We have learned to talk about preservation as a tool for neighborhood revitalization, as a stimulus for heritage tourism, and as a means of bolstering community pride. This broadening of our mission, while important in winning new converts to preservation, may have yielded an unintended consequence. It may have led us to relegate history to the shadows.

If so, we have truly—and regrettably—lost sight of where we came from and why we were so inspired in the first place. We need to remember once again that the very term “historic preservation” begins with history. The soul of history is stories, and historic buildings have lots of stories to tell. It is essential that they be preserved so that these stories can live.

By the same token, historians must accept part of the responsibility for the lack of closer ties between us. Having been there myself, I know how easy it can be to get so caught up in the challenging discipline of archival research that one eventually comes to believe that historical truth can be found only in words on paper. That just is not so.

I am proud to say that one of my first actions on becoming president of the National Trust was to recommend that David McCullough be put on our Board of Trustees. No one in America reminds us more eloquently or effectively that, in his words, the built environment is our collective memory. Streets, houses, churches, factories, public buildings, and stores are history that jumps off the page. It is true in every community, not just historical meccas like Charleston and Boston and San Antonio, but also in more “ordinary” places as well.

Take Birmingham, for example, a relatively young city established after the Civil War as a site for making iron and steel. Today you can still drive past rows of small cottages where early factory workers went home after long days of sweating, swearing, and making pig iron. Up on the crest of Red Mountain, in mock-Elizabethan manor houses and Palladian villas high above the smoke and heat, you can see where their employers lived. Downtown, at an intersection once known as “The Heaviest Corner on Earth,” four early-20th century skyscrapers loom

as manifestations of the pride and economic vigor of the city's boom years. Just a few blocks away, the 16th Street Baptist Church, where a Sunday morning bomb blast killed four little girls 33 years ago, offers a tangible link with the civil rights struggle of the 1960s. Of course you can read about all of the history attached to these places, but thanks to preservation you can see it, touch it, and walk through it as well.

Two years ago, we saw a memorable example of what can be accomplished when historians and preservationists work together. In the northern Virginia Piedmont, 35 miles west of Washington, in the midst of some of the most beautiful and historic countryside in America, Disney wanted to create a new city with 2 million square feet of commercial space, 2300 homes, 1300 hotel rooms, two golf courses, a campground, a waterpark and a “history theme park” that was expected to draw 30,000 visitors a day. Disney said that it intended to honor its longstanding commitment to “quality development”—but insisted that it could not control the development we have come to know as sprawl beyond its own property. Sprawl is destructive anywhere, but it would have been particularly devastating here. Within an hour's drive of the Disney site lay seven battlefields that the Civil War Sites Advisory Commission had already identified as being in “critical need” of protection; one of them—Manassas—was only four miles from the proposed theme park. Greatly increased traffic and accelerated development in all directions would have impacted dozens of historic towns as well as some 300 properties listed in the National Register of Historic Places.

In an unprecedented move, a group of historians formed an organization called Protect Historic America to oppose the Disney development. Two former presidents of OAH, C. Vann Woodward and John Hope Franklin, served as co-chairmen. Historians such as David McCullough and James McPherson gave weeks of their time to help lead the fight, and they were joined by hundreds of their colleagues from all parts of the country. Their voices joined with those of preservationists in asserting that destroying the real history of the northern Virginia Piedmont would be a national tragedy. I am convinced that it is largely as a result of this alliance that I am able today to speak of the Disney proposal in the past tense.

There's another reason why historians and preservationists should be partners: by working together, we can keep one another honest. For much of its relatively short history, the preservation movement has concerned itself almost exclusively with saving grand, high-style buildings—the sort of places a young friend of mine once dismissed as “dead rich white guys' houses.” If we are to gain and maintain credibility as

a relevant force in contemporary life, we must constantly guard against elitist attitudes about what is worthy of preservation. We need historians to remind us that we must broaden our preservation vision to include the full range of historic resources that help to define the American historical, cultural, and architectural experience.

Recent controversies over a National Air and Space Museum exhibit on the atomic bombing of Japan and another at the Library of Congress on the architecture of plantation slavery, for example, remind us that our efforts must not be limited to aspects of the past of which we approve, or which happen to be politically correct. We cannot, to borrow an image from the entertainment industry, insist that we be viewed only from our best side. Like history itself, preservation holds up a mirror—and if it sometimes reflects an image that we do not like, we probably should scrutinize it all the more intently.

The preservation movement has come a long way since Ann Pamela Cunningham launched her campaign to save Mount Vernon a century and a half ago. Today we are guided by a vision of the future in which American communities incorporate history—in the form of historic buildings and neighborhoods—as a vital part of daily life. Historians and preservationists can—and must—forge a partnership that brings history off of the page and onto the street. If we can do so, our communities will be better places to live, and all Americans will be the ultimate beneficiaries.

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

## 1997 Ellis W. Hawley Prize

The Ellis W. Hawley Prize, to be given for the first time in 1997, 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 \$500 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.

The winner of the prize will be presented with \$500 and a certificate at the 1997 Annual Meeting of the OAH in San Francisco, California, April 17-20. The publisher will be honored with a certificate of merit.

One copy of each entry should be mailed to each committee member. The committee consists of:

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## Graduate Student Organizing: A Discussion—Part Two

One might conclude after reading the May issue of the *OAH Newsletter* that scholars overwhelmingly endorse the right of graduate students to organize, to bargain collectively for higher pay and benefits, and to engage in job actions without fear of reprisal. All five essayists affirm the right of graduate students to organize and to strike, and one of them notes that the American Association of University Professors, the Modern Language Association, and the American Historical Association have also recognized the right of graduate students to form unions and to strike. These endorsements respond in part to the highly publicized efforts of graduate students at Yale University to gain union recognition.

Last year, members of GESO, Yale's graduate organization that represents students in the humanities and social sciences, resolved to withhold undergraduates' fall semester grades until the university recognized GESO as a union. But what has largely gone unnoticed is that the majority both of Yale's faculty members and of graduate students in these disciplines considered the grade strike to be misguided and inappropriate; they did not necessarily object to the right of graduate students to organize, even though they opposed the strike.

GESO's decision on December 7, 1995, to withhold undergraduate grades created an enormous rift within the Yale community, and graduate students separated into one of three general factions. The most vocal group consisted of a few hundred students who supported both GESO and the grade strike. The second group was a small contingent of less than one-hundred students calling themselves Grads Against Unionization; they not only opposed GESO's existence and the grade strike, but offered their services to the administration as replacement graders. The third group, arguably the largest of the three, supported GESO's avowed aims as a graduate student organization committed to academic excellence. (GESO has helped to bring about extended library hours, smaller section sizes, and formal teacher training in addition to higher pay and reduced health care costs.) But students in this third group felt that the grade strike crossed the boundary of what constituted responsible and acceptable collective action, and they opposed it. They generally sought to avoid exacerbating the discord that the strike had caused, and therefore tended to remain much less vocal about their position.

Some statistics on GESO representation lend support to the case for the large size of this silent majority, of which I consider myself to be a part. According to Emily Eakin, whose article in *Lingua Franca* (March/April 1996) offers the fairest assessment of GESO yet written, "In the months leading up to the strike, student membership in GESO reached an all-time high of 695, or 65 percent of its avowed constituency" of roughly 1,100 graduate students. Yet only about 230 members, or 21 percent of GESO's constituency, voted to withhold their students' grades. While GESO counted only those votes from members who had teaching responsibilities at the time, the decision to strike was nevertheless based on a minority of graduate students represented by the union.

Faculty members were much less divided. "The overwhelming majority of Yale's professoriat" considered the grade strike "an act of betrayal," Eakin states in her *Lingua Franca* article. She quotes one professor as saying, "Even sympathetic, leftist faculty got upset." The feelings of betrayal and outrage stem from the important fiduciary obligations implicit in lecture courses that are designed and administered by a professor and graded by graduate teaching assistants (who constituted the vast majority of strikers). Grades represent (in one sense) the intellectual property of those students enrolled in a professor's course; a strike in which graduate students confiscate grades for ulterior motives becomes a form of intellectual property theft or kidnapping. As the president of the Yale College Democrats said of GESO at the time of the strike: "They're holding the grades hostage of people they have no beef with."

It is perhaps understandable, then, that the most enduring effect of the grade strike to date has been the undermining of some graduate student/professor relationships and loyalties. Unfortunately, the grade strike often created

### Means and Ends in Graduate Student Organizing

John Stauffer

a breach of mutual trust and understanding; and the resulting tensions sometimes caused the bonds between professors and graduate students to snap. The blame lies not so much with the existence of a graduate student union per se, nor with the faculty, but rather with the specific decision to engage in a form of political activism that violates fiduciary responsibilities and severs the reciprocal obligations implicit in the notion of loyalty.

Two important questions emerge from the above observations. First, how can graduate employees effectively organize without resorting to a strike that will inevitably estrange some students from the professors for whom they work? And second, why did the grade strike receive such sympathetic treatment in the academic community when it represented a minority of graduate student views at Yale and violated a fiduciary responsibility? With respect to the first question, the most effective way (perhaps the only way) for graduate students to organize without seriously dividing their community is to align themselves with the faculty and work through them rather than to antagonize them with a grade strike. Faculty members would provide a crucial source of power to a graduate student organization; and they tend to be sympathetic and responsive to graduate student needs and complaints. Furthermore, the existing apprenticeship system (sometimes referred to as "benign paternalism") seems to me to be the most effective way to pass on a sense of skill, craft, and knowledge from one generation to the next. Any collective action that interferes with that process in the long run does nobody any good.

The discussions in the *OAH Newsletter* suggest that graduate students who have aligned themselves with faculty have been much more successful than at Yale in their efforts to mobilize without antagonizing their mentors. At the University of Iowa, "[m]any faculty members, recognizing changes in the university and their professions, also support the [graduate student] union." Graduate students at Temple University "geared up for an action to coincide with a faculty strike." And at Rutgers, "teaching, research, and graduate assistants belong to a faculty union." The fact that these schools are all public institutions and more susceptible to seemingly arbitrary budget cuts has no doubt facilitated the alliances. But it also appears that graduate students at these institutions have sought out faculty support to a far greater degree than at Yale.

So far as I have been able to determine, GESO organizers did not seek an alliance with Yale's faculty before deciding to strike; and this was for two reasons. First, they argued that gaining faculty support would take too long and might ultimately prove unsuccessful. From their origins in 1990, GESO has preferred instead to link up with Yale's maintenance, service, and clerical workers' unions (Locals 34 and 35), whose four-year contracts came up for renewal in January 1996. They decided that a continued alliance with Locals 34 and 35, which were threatening to (and did) strike, offered them the most effective and immediate source of leverage in their efforts to gain recognition. The grade strike was designed in part to coincide with the negotiations over the locals' new contracts, which included a clause that demanded GESO recognition. The second reason GESO avoided efforts to align themselves with faculty stemmed from their reasoning that tenured faculty members were part of the "establishment" and therefore the enemy. One organizer told me that GESO is really about power; any alignment with faculty would consequently represent a concession of their quest for power.

Instead of working through the Yale faculty, GESO chose to identify themselves with local blue-collar and clerical workers and with scholars from outside the community, whom they actively recruited for their impressive publicity campaign to defend their grade strike and denounce those opposing it. The extent to which imported faculty members were familiar with the specific conditions occurring at Yale is unknown; but they were probably not made aware of the

limited graduate student support for the strike, GESO's refusal to work through the faculty, and GESO's pressure tactics of turning members' decisions to strike into a *sine qua non* of loyalty—if you don't strike you must be against us and on the side of the enemy. GESO's organizing efforts were extremely sophisticated and far-reaching, and the widespread censure of the Yale administration and faculty is a testimony to their effectiveness. But by expending enormous amounts of energy on misguided means, they divided the Yale community, lost the support of many graduate students who were sympathetic to their cause, permanently severed some relationships, and temporarily alienated their greatest allies. In the wake of the strike, Yale's faculty has shown widespread concern for graduate student needs, which further suggests that had GESO chosen to work through them rather than to strike, none of these unfortunate consequences need have occurred. □

John Stauffer is a graduate student in American Studies at Yale University.

### The Union Imperative

Karen Miller and  
Jeanne Theoharis

In the recent media attention given to graduate student organizing, the prevailing assumption seems to be that difficult working conditions combined with low wages have caused graduate student teachers unprecedented hardship and therefore justify the move toward unionization. This new crisis is said to be rooted in the reorganization of work in universities and the diminishing job prospects for graduate students to find permanent work once they finish. It is used to legitimate and ultimately sell struggles for unionism. However, such language, in the long run, undermines the fundamental logic of graduate student organizing.

Graduate student workers need unions because all workers deserve and need the right to represent themselves and to bargain collectively. It is not because of the recent crisis that graduate students need unions—the university has long been a corporation replete with complex power relationships. It is not that this is the only time that there has been a job shortage in academia, (the job market has been notoriously "worse than ever before" for at least three decades) or that more jobs would obviate the need for unions, or that demanding respect and fair compensation for the work graduate students do is only necessary in an alienated, post-industrial world. Graduate students need unions because unions provide collective power and protection to workers.

This is not to say that the corporate re-organization of universities and the federal government's retreat from its commitment to higher education have not profoundly and detrimentally affected higher education and the experiences of graduate student teachers. Rather, it is to remind us that these changing circumstances are not at the root of our need for unions. While these circumstances force unions to come up with new and creative strategies, the enduring relationship of power and work—of university employers to graduate student teachers—is what forms the essential imperative for unions. Justifying graduate student unionization by referring to a crisis in higher education, fails to respect the worker-employer relationship within universities and suggests that graduate students, at some other point, should not have the need for union representation.

We are both members of the Graduate Employees' Organization (GEO) at the University of Michigan, the second oldest graduate student union in the country. GEO won recognition in 1974 and fought a contentious battle with the university from 1976 through 1981. In court, the university contended that we were students, not employees—just as Yale does today. The Michigan Employment Relations Commission affirmed our right as teaching assistants and staff assistants to bargain collectively, and consequently GEO's strength and organization have grown. We have won full tuition waivers and health benefits through

bargaining, have organized a strong stewards council, have kept the university on its toes with grievances about contractual violations, and have an enthusiastic and committed membership that turns out regularly for events.

Last fall, we were elected to the bargaining team to negotiate GEO's tenth contract with the university and spent six months at the bargaining table. We used evidence of the deleterious impact that changes in higher education had caused our unit to justify our demands. We presented reams of information demonstrating that our real wages had plummeted in the past 20 years (they dipped 30 percent below the most austere estimates of the cost of living in Ann Arbor produced by the university's Office of Financial Aid). The university argued that our statistics were "orthogonal" to their interests. We were "not really oppressed," nor did we have the "right" to expect to live in Ann Arbor. Indeed, they argued, corporate reorganization and federal cutbacks made them powerless to meet our needs.

The reasons that the university opposed our demands in the tenth contract were the same as those that they had used 20 years earlier. While certain aspects of our work had changed, what had not changed was the university's commitment to protect its power and control over its workers by inhibiting collective representation as much as possible. The university uses our status as students to have power over us as workers. Twenty years ago they had argued that we were not employees and, therefore, we were not entitled to union representation. This year, they echoed these sentiments, claiming that our status as full-time students was more important in determining our rights and our salaries than our status as "non-professional" workers. To the university, this status conferred a low wage because economic considerations should be secondary to intellectual development.

Furthermore, they suggested that we were trying to institute union representation for members of the "university community" who were not employees, insisting that they would not bargain with us about issues concerning these students. Although members of the university's bargaining team thanked us for pointing out matters of "serious concern" to them, they argued that we could not represent these concerns because they were problems of "students" not "employees." Thus, the low wages of clinical psychology interns; the training experiences of international graduate student instructors who are required to attend a one-month, unremunerated training session in the summer before their first taught class; the need for affirmative action; and the lack of recourse for discrimination in the hiring practices of graduate student teachers, were not issues about which we could bargain collectively.

Another central concern of the university's bargaining team was its "inability" to effect changes across the complex and increasingly decentralized corporation they represented. Time and again they reminded us that they shared our frustrations with the "inefficiencies" accompanying corporate reorganization and the unfairness resulting from the glitches of large and complicated bureaucracies. They could not understand why we called these corporate oversights racist or understood them in terms of power differentials. Implicit in their explanations was the suggestion that decentralization rendered collective bargaining obsolete. What is necessary in a sophisticated, rapidly changing and decentralized organization, they explained, is an informal economy where the individual need only call and the problem would be fixed. Decentralization had little to do with their resistance to our demands. What stood behind the university's position was their desire to control our work life and limit our ability to unionize. Administrators used the language of the crisis in higher education against us.

By arguing that our right to unionization resides in contemporary academic crises and the new alienations of workplaces rather than in the inherent rights of all workers, we promote widely held but erroneous assumptions about work and the need for unions. If the logic of graduate student organizing is based on unprecedentedness, then the fundamental right for graduate students to organize and bargaining collectively seems tenuous indeed. Academia is a workplace, and graduate students, like professors, deserve the power and protection unions afford. □

*Karen Miller is a graduate student in history at the University of Michigan. She served as chair of the bargaining team for GEO in its most recent negotiations and has been a member of the steering committee, the steward's council, and the grievance committee for the union. Jeanne Theoharis received her doctorate from the University of Michigan in American Culture in May, 1996. She will be a visiting assistant professor in Afro-American Studies and History at Michigan in the fall. She was a member of the bargaining team for GEO in its most recent negotiations.*

## Diversity and Ideology in Graduate Student Unionization

Ian D'Aoust

Recent discussions about Yale's Graduate Employees and Student Organization (GESO), and about graduate student unions in general, have tended to focus on the situation at Yale and the extent to which prevailing economic trends have made such unions necessary. Sympathizers contend that a graduate-student union will insure that graduate students be paid an appropriate wage, and be offered affordable health care and a variety of other tangible benefits. Supporters also contend that an academic union will protect students from punishment or official reprimand for the expression of their scholarly or political views. GESO advocate Kathy Newman has contended that the best way to defend academic freedom is to unionize graduate students, and Yale professor David Montgomery has argued that the OAH must champion freedom of speech and association for graduate employees. Supporters at a multitude of schools believe that unionization and intellectual liberty go hand in hand, and that to oppose the formation of a collective bargaining unit within academia is to suppress the free exchange of opinions and views.

The rhetorical association between graduate student unionization and intellectual liberty is problematic. That association conceals the structural repercussions attendant to an intellectual union, and reflects an effort to place unionization into a tradition of intellectual diversity to which unions are in many ways intrinsically opposed. While organizers represent GESO as having arisen from circumstances particular to Yale and to other schools, the details of GESO's growth and the nature of its complaints belie those assertions.

In response to student pressure, Yale has over the last five years raised TA salaries, funded and staffed a graduate fellowship-library, revamped its grievance procedure, offered a health-care plan to same-sex domestic partners of Yale faculty, started a teacher training program which is taught primarily by students active in GESO (paying its trainees to attend) and begun construction of a new graduate student center. Yale has begun to reform the graduate-student senate, and GESO representatives sit on committees that oversee that process. The administration has not remedied the discrepancy between TA salaries and its own cost-of-living estimate: that discrepancy is a nuisance and an insult, but it is insignificant beside the financial package that most of us are given. These improvements in graduate student life have not dampened GESO's aggressiveness; by some barometers GESO has become more virulent as conditions at Yale have improved. GESO's 1992 attempted takeover of the student senate raised a few eyebrows, and the recent grade strike has provoked responses that border on outrage.

While the most conspicuous explanation for the rise of GESO and other graduate-student unions is economic, the origins and repercussions of academic unions reach far beyond the economic sphere. One origin of student unions rests also in the nature and meaning of academic work. Since the early 1970s, the purported value of scholarly activity has been thought to reside less in its capacity to inform one's subjective, personal experience of a text or the past, and more in its ability to offer rationales and programs for political change. Social historians attribute more importance to the economic and cultural status of ordinary people than to their intellectual or ideational propensities. The material culture of historical actors is more studied than their intel-

lectual culture, and the structures of everyday life are weighted disproportionately in the minds of historians to those intangible, non-structural features such as ideas, or beliefs, or talents. Assumptions about the relative inefficacy of ideas as a historical force has attended a growing inattention to those circumstances that support a diversity of ideas and perspectives.

A union of intellectuals represents another step toward the obsolescence of that diversity. Unions by definition require a high degree of solidarity to function. An intellectual union would naturally entail an underlying intolerance for any idea that might challenge the assumptions upon which that union is based. An intellectual union would bureaucratize and solidify a set of ideas that must be agreed to and defended as the foundation of the benefits which that union conferred. Any ideas that could prove hostile to that union would be automatically and unreflectively excluded from consideration. Scholars would be expected to have their ideas support those political organizations upon which their jobs depended. Any scholar's work will support his or her politics; but as members of a union, those politics will have been previously decided upon.

The broad rise of graduate student unions indicates that, as a class, graduate students in the humanities are increasingly willing to abandon the individualistic, disputative, and merit-oriented world of academia for a collectivized, less disputative, entitlement-based and financially secure workplace. Union advocates desire a transition from a class of loose-knit, collegial intellectuals to a class of organized, mutually supportive, and ideologically consistent professionals.

The greatest damage that would arise from an intellectual union, and from a student union in particular, involves not the formal antagonism it exemplifies between students and administrators, but the coerced ideological association it mandates between students. The belief of GESO's advocates that one is either with them or against them, never in-between, is not the result of the personal nastiness or narrow-mindedness of those individuals, nor is that belief peculiar to GESO. It is a product of the stance that union members must take within the context of a union. That antagonistic, absolutist stance is one that GESO supporters can be trusted to maintain should GESO be recognized by the university. GESO, as with any intellectual union that shares its aggressive, activist vision, is unable to facilitate an environment in which a breadth of ideas and scholarly agendas may flourish. At present, such breadth exemplifies the avowed mission of a university.

The common tendency to make scholarship meaningful by binding it overtly and intimately to current social issues has abetted the formation of movements such as GESO by helping to sculpt GESO's epistemological requisites. GESO is the logical extension of much contemporary intellectual work. Yale has not reprimanded students for propounding their political or social views, (racism and related bigotries excepted), but students have been punished for acting politically on what they have often been taught to believe as scholars. Hence we now have at Yale a class of graduate students who feel that to be punished for withholding grades, or for blocking a street, is to have their academic freedoms constrained.

By attempting to make itself the sole arbiter of student salaries, student rights, student health care, student grievances, student opinions and student life in general, GESO has attempted to make our well-being as students dependent upon the union rather than on the quality of our own work, upon the union rather than on our ability to develop a working rapport with our professors and administrators. Some representative body is necessary to provide a forum through which graduate students may express their needs and grievances in a constructive way. That body should possess a degree of influence commensurate with the status of graduate apprentices. An intellectual union is not that body.

*Ian D'Aoust is a graduate student in American history at Yale University.*

## ▼ NEW JERSEY / FROM 1

tion and a letter-writing campaign. Professors Michael Kammen, Linda K. Kerber, and Gary B. Nash—the president, president-elect, and past president of the OAH—wrote a letter on behalf of the OAH to Governor Whitman, telling her that the commission was “nationally regarded as a model of its kind” and asking her to restore its budget. Linda Kerber sent a copy of this letter to every member of the OAH in New Jersey and suggested that they might write their own letters as well. An array of New Jersey organizations chimed in. Members of the administration consistently downplayed the strength of the public’s support, though privately they complained that their fax machines were ringing off the hook. Significantly, no one in the legislature seemed willing to defend the governor’s decision, and members of both parties were extremely responsive to supporters of the commission.

The press, also, was remarkably supportive. Tom Hester, whose Newark *Star Ledger* beat its state government, wrote several superb articles, including one titled “U.S. Historians Ask Whitman to Keep State Panel.” Both the *New York Times* and the *Philadelphia Enquirer* ran articles, and WCBS, an all-news radio station, did a brief spot. These reporters like history and approached the proposed dismantling of the commission as a human interest story. Each one with whom I spoke wanted to know exactly what the elimination of the commission would mean to the community he or she covered. Unlike the members of the Whitman administration, they grasped that the \$3000 grant given to a local historical society to mount an exhibit, or the annual Black History lecture in Newark was important to that community. As I have spoken with reporters and members of the legislature, I have learned that many, many people retain a deep and indeed self-defining interest in some aspect of history—for example, Tom Hester, the *Star Ledger* reporter, is a Civil War buff who is outraged that the state’s battle flags have fallen into neglect. I also have discovered that a good history teacher is still a minor deity. When I testified before a legislative committee several years ago, the first question

I was asked was whether I knew “Professor McCormick”—Richard P. McCormick, who had been the legislator’s history teacher at Rutgers several decades earlier. One of the Republican legislators who has been most supportive of the commission learned his history at Princeton from Stanley Katz. There is widespread support for what historians do, and we must never forget that. The students who sit in our classes today may be deciding upon our budgets tomorrow.

If there is so much support for history—and state support for public history—why did the governor attempt to eliminate the state’s historical commission? For the record, I have said that obviously someone gave the governor some very bad advice. Yet it also seems relatively clear that the administration envisioned a different role for history—and for culture and humanities more generally—than the one the commission has advanced. Of necessity, because its budget is so small, the commission has given out very small grants—on average \$4000—to a wide array of organizations and individuals. Using a peer-review process and the criterion of merit, the commission has supported a genuine grass-roots history, breathtaking in its diversity: African-American history, women’s history, World War II in Hudson County, the Jewish community in Newark, Japanese Americans at Seabrook, an oral history of the AIDS epidemic, local history in every corner of the state, a radio program about Woodrow Wilson, a bibliography of the American Revolution in New Jersey. This is the people’s history in the most fundamental sense. When the commission was threatened, all these people—suburban matrons, college professors, students of black music in southern New Jersey—rallied to its support.

Unfortunately, the Whitman administration has never understood the appeal of this sort of people’s history. Instead, despite its insistence that it intends to dismantle a huge and intrusive government and return money and power to the people, it seems to want a centralized, big-ticket-item type of history. In private conversations there have been hints that the historical commission was not glitzy enough, did not mount big, splashy programs and

gala opening nights where the members of the government and their supporters could rub elbows with the glitterati. Both the governor and the secretary of state said explicitly that “research and writing books on history is more appropriately performed by institutions of higher education or the private and non-profit sectors.” The administration, however, never offered its own vision of what history in the state should be.

As a historian and an amateur student of politics, however, I look for some sort of deeper interpretation. I keep wondering why Christie Whitman would attempt something that was so unpopular, with so little to gain. Some suggest that in keeping with her Republican philosophy of cutting taxes and shrinking the government, she wanted to shift the responsibility for history to the private sector and higher education. In New Jersey, however, although there is a lot of talk about shrinking the government, spending has stayed almost level. Indeed the appropriation for history in the final state budget is \$73,000 higher than it was last year. Although the historical commission’s budget has been cut 30 percent, an additional \$100,000 has been allocated to the New Jersey Council for the Humanities, which acts as a re-granting agency for the National Endowment for the Humanities, and another \$100,000 is earmarked for the New Jersey Historical Society, a mainline, private institution in Newark.

Some good people may lose their jobs, but, with popular support, the commission got back most of its budget. What are the lessons? If we are organized, we can win—or at least win partial victories. Public support is vast. The student in the third row today may be your legislator tomorrow. Speak as often as you can to local history groups. Build your organization before you need it. Remember the telephone number of the OAH. Be attentive to the ideological currents, and look closely at what they reveal—and what they hide, as well. □

*Jan Lewis is a Professor of History at Rutgers University, Newark, and Vice-Chair of the New Jersey Historical Commission. The opinions she expresses are her own and not those of the Historical Commission.*

## 1997 Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award

The Organization of American Historians has established an annual award to recognize the contributions made by pre-collegiate teachers to improve history education. The award, to be given for activities which enhance the intellectual development of other history teachers and/or students, memorializes the career of the late Mary K. Bonsteel Tachau, University of Louisville, and for her path-breaking efforts to build bridges between university and pre-collegiate history teachers. **NOMINATIONS FOR THE 1997 AWARD ARE DUE DECEMBER 1, 1996.**

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

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

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

**Initial Nomination (May 1-November 1)** Candidates may be nominated by any person familiar with the nominee’s professional accomplishments or standing. If candidates nominate themselves, one professional reference must submit a two-page letter indicating why the teacher merits the award.

**Submission of Application Packet (May 1-December 1)** Candidates should submit one application packet (no more than 25 double-spaced pages) that includes copies of the following in the order given: cover letter written by a colleague indicating why the teacher merits the award (1-2 pages); curriculum vitae (1-5 pages); samples of nominee’s work: article reprints, reports by classroom observers, course outlines, research proposals, and/or other evidence of excellence in some or all of the areas mentioned in the “Criteria” section (1-15 pages); a narrative, by the nominee, describing the goals and effects of the candidate’s work in the classroom and elsewhere for history education (1-3 pages); names, addresses, and telephone numbers of at least three professional references, including the writer of the cover letter and at least one colleague or supervisor (1 page).

**Award:** The successful candidate will receive a certificate, a cash award of \$750, a one-year OAH membership, and a one-year subscription to the *OAH Magazine of History*. If the winner is an OAH member, the award will include a one-year renewal of membership in the awardee’s usual membership category. Finally, the winner’s school will receive a plaque suitable for permanent public display.

**Doris Meadows, Committee Chair**  
136 Trafalgar Street  
Rochester, NY 14619

**Mark Lytle**  
16 Chestnut Street  
Rhinebeck, NY 12572

**Bonny M. Cochran**  
1884 Monroe Street, NW  
Washington, DC 20010

ALL ENTRIES SHOULD BE CLEARLY LABELED  
"1997 MARY K. BONSTEEL TACHAU PRE-COLLEGIATE TEACHING AWARD ENTRY"

For more information contact Award and Prize Coordinator, 112 N. Bryan St., Bloomington, IN 47408-4199; tel. (812) 855-9852; fax (812) 855-0696; email: kara@oah.indiana.edu.

<http://www.indiana.edu/~oah>

# Report of the Advisory Committee on Historical Diplomatic Documentation to the Department of State

*As part of the State Department Authorization Act of 1992 and 1993, Congress required that Foreign Relations of the United States volumes appear 30 years after the events recorded, established a policy of systematic declassification for all but the most sensitive 30-year old records, and gave statutory authority to an advisory committee of outside scholars. Six of these individuals are chosen from lists provided by OAH and the American Historical Association, American Political Science Association, American Society of International Law, Society for Historians of American Foreign Relations, and Society of American Archivists. Current committee members are Warren F. Kimball, Chair, OAH; Benton Vincent Davis, Jr., APSA; Michael J. Hogan, OAH; Melvyn P. Leffler, At-large member; Jane M. Picker, ASIL; Michael E. Schaller, At-large member; Robert D. Schulzinger, At-large member; Nancy Bernkopf Tucker, SHAFR; Anne H. Van Camp, SAA.*

Honorable Warren Christopher  
Secretary of State  
Washington, DC 20520

Dear Secretary Christopher:

What follows is the report of the State Department Advisory Committee on Historical Diplomatic Documentation (Historical Advisory Committee) for the 15-month period from 1 July 1994 through 30 September 1995, submitted in accordance with the requirements of Public Law 102-138 of 28 October 1991 (22 USC 4351). Preparation of this report was delayed by the "lockout/furlough" that affected the Department's work during fiscal 1996, as well as by the protracted discussions and declassification appeals regarding certain volumes of Foreign Relations of the United States (FRUS).

The report summarizes the Historical Advisory Committee's work and provides you with our assessment of the current status of the FRUS series and the State Department's program for making its historical record available to the public. Particular attention is paid to continuing efforts toward implementing all the provisions of PL 102-138.

The Historical Advisory Committee remains concerned about publication delays beyond the 30-year mark prescribed by law for a few volumes of FRUS. The delays are primarily the result of decisions by the Historical Office, upon the recommendation of the Historical Advisory Committee, to allow time to incorporate additional documents only recently declassified by the Central Intelligence Agency. The Historical Advisory Committee will continue to evaluate such delays, balancing the statute's requirement that the FRUS series be published no later than 30 years after the event with the legal injunction that the FRUS volumes be "comprehensive."

This continuing problem suggests that the Historical Office should continue and intensify its efforts to prepare FRUS compilations far enough in advance of the 30-year publication deadline to allow time for the resolution of declassification problems. It is, therefore, particularly important for the Historical Office to identify, early on, those volumes where such declassification difficulties can be anticipated. The Historical Advisory Committee is pleased to note that both the Central Intelligence Agency and the United Kingdom Foreign & Commonwealth Office have indicated willingness to cooperate with reviewing documents for declassification prior to the 26th year (for the CIA) and 30th year (for the U.K.) release deadlines they follow.

FRUS publication delays early in 1995 were also caused by a serious backlog in responses from the CIA to Historical Office requests for declassification review of documents needed for the series. That bottleneck was broken following timely and effective support from the State Department leadership in response to a request from the Historical Advisory Committee. It now appears that the CIA and the State Department have established procedures that pro-

vide for a more expeditious review of FRUS declassification requests.

Another cause of delay in publication of the FRUS series was cumbersome State Department hiring limitations and practices that prevented the Historical Office from expeditiously filling vacancies on its professional staff, despite strong support from the Bureau of Public Affairs.

The Department's efforts to meet the 30-year declassification review mark for its archival holdings continue to show significant progress, particularly in terms of the volume of documents reviewed, although there is concern that the current review strategy assigns a disturbingly low priority to significant numbers of 30- and 25-year old "lot" files. Nonetheless, random sampling by the Historical Advisory Committee raises concerns brought up in its last report: expensive page-by-page review is all too often utilized despite the commitment to adopt "risk assessment" techniques; agencies which have equity in documents in State Department files remain uncooperative regarding declassification review which slows the work of State Department reviewers and denies the public access to documents that could easily be opened. This significantly increases costs to the State Department. The Committee strongly recommends that the Department leadership bend every effort to insure that other agencies cooperate fully with the Department's declassification review efforts—cooperation mandated by the spirit and letter of the new Executive Order on Information Security.

A major preoccupation of the Historical Advisory Committee during this reporting period were the lengthy appeals regarding documents needed to provide the "thorough, accurate, and reliable record" required by the statute. The specific cases related to aspects of relations with Japan and then British Guiana (FRUS, 1961-63, volumes XII and XXII). The Committee strongly supported the Historical Office position that the documents requested were necessary in order to present the comprehensive record mandated by the Foreign Relations statute. The Department leadership agreed with the Historical Office and the Committee, and firmly supported the Committee's contention that application of a balancing test between the public's need and right to know versus the potential damage to both national security and current foreign relations that could be caused by the release of the documents, found clearly for declassification.

This episode prompted establishment of an Interagency Appeals Board consisting of one senior official from each of the three agencies primarily involved—the State Department, the Central Intelligence Agency, and the National Security Council. (The terms of that Interagency Appeals Board are described in the enclosed agreed State-CIA undertaking.) The Interagency Appeals Board agreed to declassify the materials about relations with British Guiana, but did not declassify documents on U.S.-Japanese relations for the 1961-63 volume. The Historical Advisory Committee will appeal that and similar decisions after a two year period, with the purpose of publishing those important documents in retrospective volumes of FRUS.

The Historical Advisory Committee's concern about publication of a FRUS volume that does not meet the "comprehensive documentation" requirement of the statute is heightened by our recognition that this may not be an isolated problem. The record of "actions of the U.S. Government in response to the political situation" in various countries is crucial to an understanding of American foreign policy during the late Eisenhower and the Kennedy administrations. Such actions can prove embarrassing 30 or more years later, but, as Senator Daniel Patrick Moynihan recently pointed out: "if you want a secret respected, see that it's respectable in the first

place." (Senator Daniel Patrick Moynihan, 4 March 1996, remarks at an Open Forum at the Dept. of State.) Similarly, the Historical Advisory Committee is unpersuaded by arguments recently advanced by the CIA to the effect that disclosure of 30-year old documents will jeopardize current intelligence liaison with friendly nations.

The Historical Advisory Committee remains troubled by the overly restrictive declassification standards used by many within and outside the State Department. The Committee unanimously agrees that on-going training and familiarization, using the public's right to know as the starting point, is needed for State Department reviewers and for reviewers at NARA. We hope that the new Executive Order [12958] on Information Security will encourage such training throughout the federal government. Effective and realistic declassification procedures using "risk assessment" and random sampling techniques, so as to allow bulk declassification of files that are unlikely to contain sensitive material, will save substantial money and resources.

The Historical Advisory Committee is satisfied with the progress made in compiling the FRUS volumes for the Johnson years, and much appreciative of the cooperation of the director of the Lyndon B. Johnson Library for his work in making the LBJ telephone transcripts available to Historical Office compilers.

Research on the volumes for the Nixon years is only beginning, but the committee is uneasy about the cutback in total pages of at least 30 percent for the Nixon years as compared with the total pages published or planned for the Kennedy and Johnson years. However, any recommendations in that regard must await the initial assessment of the documentation by the Historical Office. The committee also will monitor closely the plans for the Nixon presidency volumes to insure that the resources available will allow the FRUS series to meet the 30-year publication requirement.

The Historical Advisory Committee spent significant time discussing the new Executive Order on Information Security and made a number of proposals to the Department leadership. Important reforms incorporated in the new Executive Order of April 1995 reflect the continuing efforts of the Committee. While many of the Committee's most urgent recommendations were not acted upon, the 25-year mandatory declassification line, performance milestones, and the establishment of an Advisory Council of cleared public members were major Committee priorities included in the Order. But any assessment must await the results. The Committee is particularly disturbed by repeated suggestions that some in government service believe the Executive Order will "go away" after the national election of November 1996. If that perception is allowed to survive and grow, it will encourage footdragging and obstructionism on the part of those who are unenthusiastic about "openness."

The matter of management of the Department's electronic records is of growing concern. The Historical Advisory Committee has asked for further information from those responsible and plans to pursue this issue vigorously in the coming year. The committee has similar concerns about preservation and management of the historically important files of the Legal Advisor's Office.

The support given the Historical Advisory Committee by its Executive Secretary remains responsive and effective. The reactions and support provided by the Department leadership has been candid and honest. The support from the Public Affairs Bureau has been consistent and courageous. The Committee appreciates the respect accorded its efforts and recommendations.

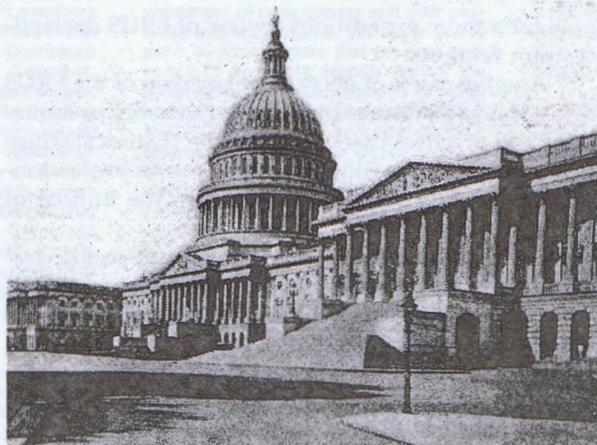
Sincerely yours,

Warren F. Kimball  
Chair

# Capitol Commentary

Page Putnam Miller

Director, National Coordinating  
Committee for the Promotion of History



## Update on NEH

### Appropriations for fiscal 1997

On June 20 the House considered the fiscal 1997 appropriation for the National Endowment for the Humanities (NEH), which is part of the fiscal 1997 Interior Appropriations Bill, H.R.3662. The starting point for the debate on the budget for NEH was the recommendation of the House Appropriations Committee calling for \$104.5 million in fiscal 1997. Representative John Shadegg (R-AZ) introduced an amendment to cut the funding of NEH by \$12.9 million, reducing it to \$91.6 million. He argued that to balance the budget the House must reduce spending in areas it can no longer afford, and he stated that the private sector can fund the humanities. Also Shadegg stressed that his cut was in keeping with the commitment that the House made last year for phasing out NEH in three years.

Representative Sidney Yates (R-IL) took strong exception to Shadegg's mention of the phase out for NEH. Yates stated that he had carefully researched the agreement made last year and the language regarding the phase out referred only to arts endowment. Yates stressed that there was no formal agreement calling for the elimination of NEH. Yates also strongly asserted that the NEH leads our country in the study of culture and the past and that the private sector cannot provide needed funding for humanities research. "It would be catastrophic to the best interest of education in this country," he said "if the humanities were cut further."

During the half hour debate, those supporting Shadegg's reduced funding for NEH included: Representatives Helen Chenoweth (R-Idaho), John Hostettler (R-IN), Steve Chabot (R-OH), and Tom Coburn (R-OK). In addition to Yates, those who spoke in opposition to the amendment were: David Skaggs (D-CO), Norman Dicks (D-WA), and Pat Williams (D-MT). Representative Ralph Regula (R-OH), the chair of the House Interior Appropriations Subcommittee, spoke on a point of information to inform the House that the subcommittee had received a letter signed by 31 Republicans urging continued funding of \$110 million, the current level, for NEH.

The Shadegg amendment to cut \$12.9 million from the fiscal 1997 budget of NEH failed in a roll call vote with 254 nay votes to 168 ayes. There were 76 Republicans who joined 177 Democrats and one independent in defeating the amendment.

On the Senate side, the Senate Appropriations Committee met on July 16 and accepted the Senate Interior Subcommittee's recommendation of \$99.5 million in fiscal 1997 for the NEH, a cut of about 10 percent from the fiscal 1996 budget. Prior to the Senate Appropriations Committee markup, several Senators seemed prepared to introduce amendments to raise the funding for NEH. But there was uncertainty as to how much of an increase would be sought—\$115 million, the amount the Senate Interior Subcommittee had recommended last year, the fiscal 1996 level of \$110 million, or \$104.5 million, the amount passed recently by the House. There was also uncertainty as to what reductions would be identified from other parts of the bill to offset the increase for NEH. The committee procedures require that amendments for increases be accompanied by counter balancing proposals for decreases. Thus there were no amendments offered and no votes taken during the Interior Appropriations Bill markup on NEH.

It is clear that NEH has strong Republican and Democratic supporters in the Senate, and that they were not pleased with the \$99.5 million amount. However, no clear strategy for an amendment emerged prior to the markup. There are indications that an amendment may be in-

roduced on the floor of the Senate when this bill comes up for a vote. It is unclear at this point whether the Interior Appropriations Bill will come to the floor for a vote before or after the August recess.

## Fiscal 1997 Budget for the National Archives and NHPRC

On July 18 the House passed the Treasury Appropriations Bill which includes the budgets for the National Archives and the grants program of the National Historical Publications and Records Commission (NHPRC). The House bill calls for an operating budget for the National Archives of \$195.1 million, which is \$1.8 million less than the president's request. In a special line item that provides for repairs and restorations of archives' facilities and presidential libraries, the House bill includes \$9.5 million, with most of this earmarked for use at the Truman Library in Independence, Missouri. The House bill also includes \$4 million in fiscal 1997 for the grants program of the NHPRC. This represents a 20 percent cut for NHPRC, though it is consistent with the president's request. NHPRC is currently funded at \$5 million. The House report accompanying this legislation pointed out that the archives had not obligated the \$4.5 million made available last year for expansion of Internet applications because it does not yet have an Information Resource Management Plan or data standards. Thus the House rescinded this "no year money."

Other parts of the report dealt with the request for an update on agency compliance with the declassification executive order and with building repairs. In the section on "Archives I Renovation," the subcommittee recognized that the old facility in Washington is badly deteriorating. Yet the report stated that the National Archives' \$285 million proposal for full renovating of Archives I plus expansion of Archives II to accommodate the displaced records at Archives I is "far too costly." The committee directed the National Archives to develop a plan by March 1, 1997, which will address health and safety concerns; protection of the Constitution, Bill of Rights, and the Declaration of Independence; and the expansion of space for the public.

On the Senate side, the Senate Appropriations Committee met on July 23 and recommended an operating budget of \$198.9 million for the National Archives, which is almost \$4 million above the House figure. The Senate committee also recommended \$18.2 million for the separate line item for building renovation and repairs and \$5 million for NHPRC grants, an increase of \$1 million over the House figure. Additionally, the Senate voted to restore the \$4.5 million Internet money that had been rescinded by the House. Senator Bob Kerrey (D-NE) was responsible for the amendment last year that added the \$4.5 million for the archives to expand its use of the Internet for

electronic access to National Archives' records. Indications are that this bill may come to the Senate floor for a vote prior to the August recess.

## Appeals Court Hears Coursepack Case

On June 12 the Sixth Circuit Court of Appeals in Cincinnati heard oral arguments in the *Princeton University Press v. Michigan Documents Services, Inc.*, case No. 94-1778—frequently called the "coursepack case." Chief Judge Merritt presided and 13 judges participated in this rehearing. In February a three judge panel of the Sixth Circuit Court of Appeals ruled that the "coursepack" copying undertaken by the Michigan Documents Services was "fair use." However, in April the court effectively dissolved that decision and decided that all of its judges would serve as a panel to rehear the case and deliver an opinion.

Susan Kornfield, the lawyer for the Michigan Documents Services, rooted her arguments in the assertion that the case was about "fair use" for educational purposes and that the law, which allows multiple copies for teaching, does not require that the professors or students operate the photocopying equipment. She further argued that publishers must present evidence that the material included in a "coursepack" substituted for the purchase of the book and resulted in economic harm to the publishers. Ronald S. Rauchberg represented the publishers and asserted that a commercial business was making profit at the expense of owners of intellectual property.

Both lawyers were interrupted repeatedly by the judges who had numerous questions about a wide range of related issues, including the following: the basic purposes of the fair use section of the copyright law; what limitations exist on the amount of copying allowable for classroom use; how should the court determine whether copying substitutes for a purchase; does fair use interfere with incentives for creating new works; the relationship of "licensing" to fair use issues; the relationship of classroom guidelines on fair use to the issues in this case; if professors or students copied the coursepacks would it be fair use; the meaning of the "multiple copies" for use in teaching provision in the fair use statute; issues differentiating spontaneous and sporadic copying and systematic copying; and various aspects of the effect of "coursepacks" on the market. In preparing the above summary, I relied heavily on the notes of Kenneth Crews, Associate Professor of Law and Library and Information Science at Indiana University-Purdue University at Indianapolis, who was present for the oral arguments.

## Placement of American Folklife Center Debated

On June 26 the House Appropriations Committee considered the Legislative Branch Appropriations Bill which includes funding for the Library of Congress and the American Folklife Center which is located in the Library. Representative David Obey (D-WI) made an amendment, which passed, that adds language to the report accompanying this bill. The Obey amendment to the report stated: "The Librarian is directed to create a plan which includes cost savings to transfer the Library's American Folklife Center (including the board, budget, staff, and collections) to the Center for Folklife Programs and Cultural Studies at the Smithsonian Institution. This plan should presume that the transfer is to commence beginning on October 1, 1996." The amendment to the report also stated that the plan should be submitted to

various Congressional committees for their approval by August 15.

Obey's report language must be seen against the backdrop of two recent developments. One, Librarian James Billington's budget request for the American Folklife Center which was adopted by the House Appropriations Committee calls for a 20 percent cut in funding for the Folklife Center and the transfer of a number of Folklife Center staff to other parts of the Library. Second, on May 23 the House Oversight Committee unanimously approved H.R.3491, a bill advocated by Billington that would repeal the American Folklife Preservation Act and authorize the Library of Congress to continue the functions of the center as a special division of the library, dismantling its independent status and reducing its funding. Billington has stated that he much values the folklife collection, and that he took these measures because the House had resisted reauthorizing the Center. Such a move, he hoped, would reduce the visibility of the program and make it less a target for elimination.

On the Senate side, when the Senate Legislative Branch Appropriations Subcommittee met, they expressed strong support for the American Folklife Center and for its independent status within the Library of Congress. In a sharp exchange between Senator Mark Hatfield (R-OR) and Librarian Billington during a hearing of this subcommittee on July 10, it became clear that Hatfield was most unhappy with the librarian's support of a plan that would dismantle the independent status of the Folklife Center, merge it into the library, and downsize its staff and funding.

The Senate subcommittee markup which took place on July 18 included language that calls for the same funding in fiscal 1997 as in fiscal 1996 for the American Folklife Center. Furthermore the Senate subcommittee stated that it does not agree with the House proposal to transfer the Folklife Center to the Smithsonian. Nevertheless, the subcommittee stated that if sufficient support for the Folklife Center is not forthcoming from the Library of Congress, it would support the transfer. The subcommittee clearly rejected the cuts proposed by Billington for the center.

## House Reduces Ceiling for Declassification Funding and Faults CIA's Program

In May the House passed H.R.3259, "The Intelligence Authorization Act for fiscal 1997," which reduced by 50 percent the authorized funding for all intelligence agency declassification programs. This means that a dozen intelligence agencies will have to divide \$12.5 million among them to carry out the provisions for declassification required in the Clinton's 1995 Executive Order on Declassification, E.O. 12958. The current level for intelligence agency declassification programs is \$25 million, and the intelligence agencies had requested an increase in funding.

Although this bill cuts funds for declassification, it increased the total authorization for intelligence by 6.5 percent, which is estimated at more than a billion dollars over the current budget. In considering this bill, the House voted down an amendment to require declassification of the total intelligence budget. This legislation is currently on the Senate calendar, awaiting the scheduling of floor debate.

The House Report 104-578, Part I, which accompanied this bill, was critical of the declassification provisions of the Executive Order. However, it was also critical of the CIA's declassification program. The report noted that the money designated for declassification for this year has all been spent on setting up a bureaucratic infrastructure. "The CIA's initiative to begin work on the declassification of 40 million sensitive documents is behind schedule." The report further stated that the CIA's

'declassification factory' is not yet up and running, and it has encountered significant problems with automatic data processing. A software program on which the CIA was relying for its declassification program was not adaptable to its needs and the report indicated that "the CIA must therefore start from scratch, and is only now beginning pilot testing of a new software program."

Many in the historical and archival communities are highly skeptical of any declassification plan that calls for the "scanning" of 40 million sensitive documents. With limited funding for declassification such a plan is not viable. □

## OAH Joins in Petition to Ask IRS to Comply with the Federal Records Act

On July 18 Tax Analysts, publisher of Tax Notes and sponsor of the Tax History Project, was joined by the Organization of American Historians and the American Historical Association in petitioning the IRS to comply with the Federal Records Act and the regulations promulgated by the National Archives. The petition asks IRS Commissioner Margaret Milner Richardson "to take the steps necessary to comply with the obligations imposed on you and the IRS by the Federal Records Act, and the regulations of the National Archives and Records Administration." and requests a response to the petition within 30 days.

At the heart of this case is the fact that the IRS has placed almost no 20th-century records of permanent historical value in the National Archives. For historians to obtain a full and accurate understanding of tax policy, administration, and enforcement, it is essential to have access to the policy and historical records of the IRS. The petition provides details on many of the inadequacies of the IRS records management program, including its lack of a comprehensive records inventory, inadequacies of its training program for personnel involved in records management, poor control over records schedules, and failure to send its records to the National Archives. The petition reviews recent events involving the resignation of Shelley Davis, the IRS historian and the recent National Archives' evaluation of deficiencies in the IRS's records management program.

The petition's concluding section states: "The evidence discussed in this petition demonstrates beyond doubt that the IRS' record keeping, records scheduling, and records retrieving systems are in crisis." The petition makes five specific requests of steps that the IRS take. These include improving the conditions under which its records are stored; asking the National Archives for advice on records preservation matters; cataloguing its records as required by the National Archives; permitting the National Archives personnel to appraise IRS records for historical value; and abandoning its expansive interpretation of the tax return privacy provisions of section 6103 of the Internal Revenue Code. □

To receive Page Miller's NCC Updates via electronic mail, send an e-mail message to [maiser@oah.indiana.edu](mailto:maiser@oah.indiana.edu) Inside the message include the line:

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Bridge to Asia is a 501(c)(3) non-profit organization supported by private foundations, corporations, government agencies, and individuals. Donations of materials and funds are tax-deductible to the extent permitted by law. More information about the organization is available on the World Wide Web at <http://www.bridge.org/Books.html>. □

## Corrections

The Western History Association requests paper proposals for its 37th annual conference on October 15-18, 1997 [not 1996], in St. Paul, Minnesota. Especially welcome are panels and papers that give voice to the varied cultural experiences and differing perceptions of the West through time, across race, class, and gender boundaries and in the context of social and intellectual as well as geographic landscapes. Deadline is September 1, 1996. Send a two-page summary of prospective papers, with a paragraph on each presenter to Committee Co-Chair Anne M. Butler, Department of History, Utah State University, Logan, UT 84322-0710; (801)797-1301; fax (801) 797-3899.

The Internet address of the National Security Archive is [nsarchiv@gwis2.circ.gwu.edu](mailto:nsarchiv@gwis2.circ.gwu.edu).

"A Department's Advocacy Becomes 'Business as Usual'" was written by Lawrence J. Friedman and the other members of the Indiana University History Department Advocacy Committee: John Bodnar, Ann Carmichael, Ellen Dwyer, Arnita Jones, and Daphne Cunningham.

Merle Curti was born in 1897, not 1893 as it appeared in the headline of his obituary.

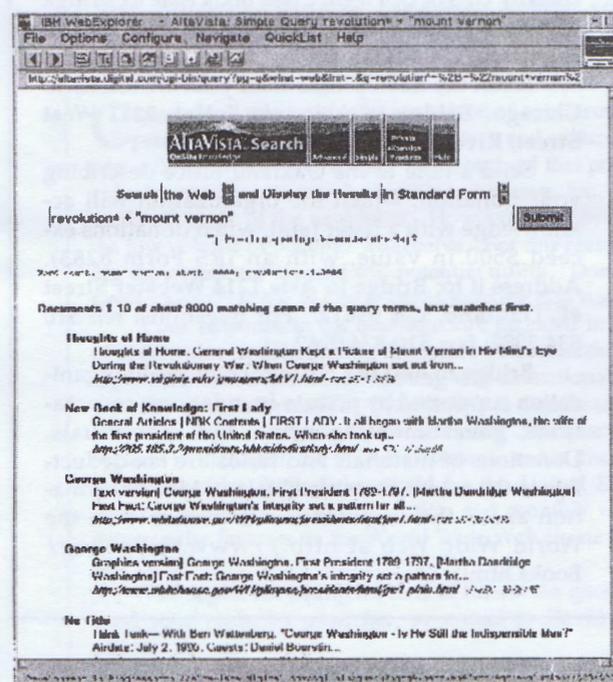
# Excited HotBots and Vistas on the Web: The Search for Frederick Jackson Turner

Michael Regoli

Finding something on the World Wide Web can be a frustrating experience. Finding something of value can be even more so. With hundreds of thousands of useful sites, and millions of people trying to access them, using the Internet and the World Wide Web productively is a challenge, especially without the right tools. Effective searching of the Internet has become less of a chore with the assistance of AltaVista, Excite, and HotBot. These commercial search engines on the Internet can help guide you to the right source for the information you are seeking. Complete with the requisite advertising banners, heavily illustrated pages, and all the glitzy "eye candy" that commercial services typically provide on the Web, these sites deliver the goods quickly, if you know how to use them.

## AltaVista <http://altavista.digital.com>

To showcase the horsepower of its multiple-processor, high-end computer workstations—the AlphaServer—Digital Equipment Corporation (DEC) embarked on a very ambitious task last year: find, index, and let millions of



people search everything on the World Wide Web—instantly. At this writing, AltaVista, and its "spiders"—robots that are sent out to visit sites, descend all possible links found at these sites, and capture their content—gives you almost instant access to the contents of 30 million Web pages found on 275,600 servers, and 3 million articles from 14,000 Usenet news groups. According to DEC, AltaVista is visited 16 million times each weekday.

AltaVista offers simple and advanced searching for its content. Simple searches—strings of words or phrases with no punctuation—produce the most "hits" or matches. However, a search string such as **mount vernon** produces about 50,000 hits with 385,512 pages containing the word "mount" and 86,529 pages containing the word "vernon". Hardly a valuable search string. (A search of the word **history**, for example, occurs 3,008,513 times in AltaVista's database; **american history** occurs about 30,000 times.) A properly-formed search string is crucial.

To search for phrases such as Mount Vernon, you need to use quotation marks ("**Mount Vernon**"). This query produces 10,000 results of the phrase "Mount Vernon". The same query may be submitted by using semicolons. Semicolons serve as links to words to form phrases (e.g.,

mount; vernon). Unless otherwise specified, lowercase characters equal their uppercase companions. If you enter uppercase letters, however, you will be forcing an exact case match on the entire word.

Often a topic is simply too broad to be narrowly searched. To search an entire topic, such as the Revolutionary War, and smaller topics, such as Mount Vernon, you could enter the following search string:

**revolution\* + "mount vernon"**

The asterisk expands the word to **revolution** and to that of any variety of patterns (revolutionaries, revolutionary, etc.)

This particular search produces over 9,000 "hits," including documents on George and Martha Washington, news of The Potomac River Watershed Visions Project at <http://web.gmu.edu/bios/potomac/visions/rept/intro.htm>, and a guide to resources at the special collections at the Milton S. Eisenhower Library at Johns Hopkins University.

AltaVista supports very complex searching, offering help on searching techniques and query development. Researchers might find helpful Boolean operators ("AND", "OR", "NOT", and "AND NOT") in narrowing the scope of a search. For instance, **plantation and ("mount vernon" or "potomac")**

It is not advised, however, to use "AND" or "OR" to combine words linked within quotation marks (e.g., do not try **mount and vernon**).

## Excite <http://www.excite.com>

Boasting a database containing over 50 million Web pages, Excite promises a result list "packed with relevant documents, not just filled with junk." Searches at Excite are fast and results complete. The searching techniques used at AltaVista can be used at Excite: the same search of "revolution\* + "mount vernon" produced more than 30,000 resources, some interesting, some not. Excite offers a helpful option to sort results based on "confidence" values—that is, how closely a result fits the query. The results also include an Excite icon next to each—red if the search returns a relevant document, black if Excite is less confident about the result.

## HotBot <http://www.hotbot.com>

Probably one of the easiest sites to use, HotBot uses Inktomi's parallel-processing technology (<http://www.inktomi.com>) in indexing and searching the World Wide Web. When you arrive at HotBot, you are presented with a type-in dialog box into which your search terms can be entered, and a pull-down menu which allows you to refine the scope of your search for all of the words you enter, any of the words, the phrase, the person, or the URL (Web address). Testing its ease of use with a person's name—Frederick Jackson Turner—HotBot returned 520 matches to me. Of value were the URLs containing a full-text version of Turner's classic September 1896 article in *The Atlantic Monthly*, "The Problem of the West" (<http://www.theatlantic.com/atlantic/issues/95sep/ets/turn.htm>) and the entire book review of Henry Nash Smith's *Virgin Land: The American West as Symbol and Myth* by Ray Allen Billington in *Pacific Historical Review* (Vol. 19, 1950, page 424) in which Turner is mentioned. (<http://darwin.clas.virginia.edu/~tsawyer/HNS/pacific.html>)

Buried at the bottom of the page is the "Return Next Ten Hits" button which takes you forward to the next ten search results.

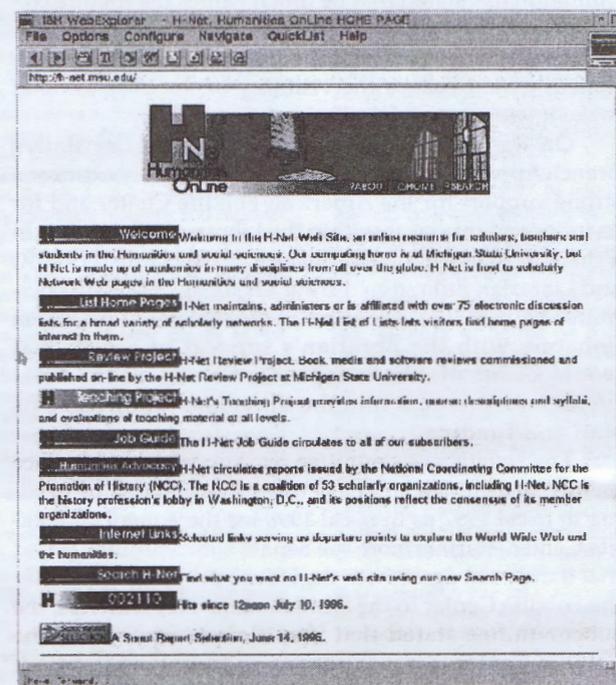
## Some Sites of Interest

### American Council of Learned Societies <http://www.acsls.org>

This "virtual home" to the American Council of Learned Societies includes information about ACLS programs of fellowships and grants, publications, and a convenient page of links to its constituent societies, affiliates, and associates.

### H-Net: Humanities OnLine <http://h-net.msu.edu>

This is the homepage for H-Net, "an online resource for scholars, teachers and students in the Humanities and social sciences."



### Index of Resources for Historians <http://www.ukans.edu/history>

Containing over 1,700 links of historical resources, from African Art Archives to World History/World Systems Archives, this site is maintained by the Department of History at the University of Kansas, and the Lehrstuhl fuer Aelteredutsche Literaturwissenschaft der Universitaet Regensburg.

### The Valley of the Shadow: Living the Civil War in Virginia and Pennsylvania <http://jefferson.village.virginia.edu/vshadow2>

A project of the Institute for Advanced Technology in the Humanities, University of Virginia, this site is the "gateway into the story of the Civil War as seen by the people of two communities in the Great Valley of the United States: Franklin County, Pennsylvania and Augusta County, Virginia. This project weaves together the histories of these two places, separated by a few hundred miles and the Mason-Dixon Line. What you see here is the first of three installments. This section of the project covers the late 1850s and early 1860s, focusing on the years between John Brown's raid in October 1859 and the beginning of the Civil War in April 1861. Future sections will discuss the war itself, and then the effects of Emancipation and Reconstruction on these two communities."

### National Center for History in the Schools <http://www.sscnet.ucla.edu/nchs>

The NCHS site contains outlines of the *National Standards for United States History for Grades K-4*, *National Standards for United States History for Grades 5-12*, and *National Standards for World History*. Ordering information for these publications is also available on-line. □

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## News of the Organization

## From the OAH President

Linda K. Kerber



Once again, the relaxation that comes with summer is offset by anxiety about the future of federal funding for the humanities programs on which historians—as teachers, writers, and curators—depend. Last year at this time the very future of the National Endow-

ments for the Arts and Humanities (NEA and NEH) was in grave doubt. As I write, the NEA remains extremely vulnerable; the NEH is perhaps a little less so.

Last year Congress slashed the budget for the NEH by nearly 40 percent. The resulting internal reallocations of money within NEH eliminated some programs entirely—including dissertation fellowships, summer stipends for research, and subventions for translations—and cut the budget for research projects by nearly 60 percent. We will be feeling the results over the course of this academic year, as fewer individual fellowships are awarded, fewer teaching institutes funded, and fewer dictionaries and encyclopedias sustained.

But we will also be feeling the impact of the loss of federal funding in systemic damage to the liberal arts and in the practice of history in ways that already have been substantial and are likely to continue to be severe. Quite as important as the lost individual projects is the threat to the national system of peer review which guides NEH decisions.

During the last 30 years, the NEH has constructed a peer-review system similar to those used by the National Science Foundation and the National Institutes of Health. Hundreds of scholars each year serve on panels evaluating grant applications. Unlike reviewers for private foundations, those on NEH panels are obliged to offer criticism to the applicants they turn down as well as compliments to those whom they choose. Thus, they teach even as they evaluate, and many applicants are more successful the next time they apply.

As the NEH budgets weaken, many people will be receiving rejection letters which they would not have received if the funding had remained level; those rejection letters actually should be marked "approved but not funded."

Colleges and universities have come silently to rely on the presence of NEH peer review. Systems of tenure and promotion make assumptions about how much research faculty members should have accomplished at each stage of their careers. In the decades since the formation of NEH in 1965, these assumptions have quietly been raised, based on the knowledge that there were sources of support for that work. Many institutions have made some or most of their own research support contingent on the award of "outside" funds; NEH has been the source of roughly two-thirds of those funds. When faculty members prepare to be evaluated for tenure, their capacities as teachers have often been sustained by participation in NEH Institutes and conferences, and their strength as writers and researchers often formed by the seed money provided by grants for travel to archives or summer research. Significantly, the national review process has improved the ability of many non-elite institutions, both public and private, to raise their own expectations for themselves and to close the gap between themselves and better-endowed colleges and universities.

The threat to the vitality of NEH is therefore also a serious systemic threat to the health of the liberal arts throughout the nation.

Last spring, the OAH undertook a modest initiative to respond to this crisis. We asked Kermit Hall, an OAH member who is Dean of the College of Humanities at Ohio State University, to chair a small task force that would invite historians who serve as presidents, provosts, deans and other high-ranking academic officers to ponder the extent to which the educational and research missions of

colleges and universities have come to depend on various NEH programs in ways that are taken for granted but which will be violently disrupted as the endowments fade. (So far, we have identified more than 100 historians in these roles.) We are asking them to use the authority of their positions—their role in setting fundraising priorities as between the sciences and humanities, the deployment of their own government relations staffs, their powers of persuasion as public leaders—to build support for sustaining the humanities.

The task force, which met during the OAH Annual Meeting in Chicago in April and which continues its work, includes the "troika" of OAH presidents—Past President Michael Kammen, President-Elect George Fredrickson and myself; the President-Elect of AHA (and former President of the OAH) Joyce Appleby; and a number of OAH members who serve in major administrative roles, including Douglas Greenberg, President of the Chicago Historical Society, Jamil Zainaldin, President of the Federation of State Humanities Councils, Fredrick Hoxie, President of the Newberry Library, and William Chafe, Dean of the Faculty at Duke University.

We concluded that the OAH should give special attention to working with the Association of American Universities (AAU) and the Association of Independent Colleges and the National Association of State Land Grant Universities and Colleges (NASULGC). These higher education associations offer a direct avenue by which the OAH, in alliance with other disciplinary groups in the humanities, can make the case for the humanities to presidents and provosts of the nation's colleges and universities.

After Jane De Hart, OAH representative to the American Council of Learned Societies (ACLS), described the initiative at its spring meeting, ACLS distributed descriptions of our effort to the chief administrative officers of all its member organizations and encouraged learned societies in other disciplines to undertake similar projects. Historians will be on the program at the meeting of the AAU's NEH Working Group in October, at the annual meeting of NASULGC in November, and at as many other meetings of administrative officers as we can arrange. There was a strong presence of academic historians at the "Humanities on the Hill" lobbying day on May 2, and if another is scheduled this fall or winter, the OAH will work with other historians' groups to strengthen that presence.

The task force will meet again at the AHA annual meeting in New York in January. By that time it will be an OAH-AHA Historians' Task Force. Our fondest hope is that by that time we will no longer feel a deep sense of crisis.

Meanwhile, there is a great deal that members of the OAH can do. Most important remain the letters that you write to members of Congress and the op-eds you publish in local newspapers. We wish to build an inventory of efforts that are currently underway in your institutions to promote the humanities. We are interested in knowing whether you have boards of visitors, local advocacy groups in a department or college, and whether the fate of NEH has been addressed at the level of your university governance structure.

You can encourage administrators in your own institutions to use their energies to support humanities funding. If you are a president, provost, or dean, make sure we know—such information is rarely on your mailing address. We also encourage all historians to join with colleagues in other disciplines to promote support for the humanities on the local level, tying those efforts into a larger national effort.

Let us hear from you by letter at the OAH, 112 North Bryan Street, Bloomington, IN 47408; or send us e-mail at oah@oah.indiana.edu. □

## Curti Fund Drive is a Great Success

Paul Boyer

A recent campaign to increase the endowment of the OAH's Merle Curti Prize far surpassed its goal. More than 100 of Professor Curti's friends, colleagues, and former students contributed \$11,321 to the prize fund. The annual Curti Prize recognizes (in alternate years) the best book in American social history and the best book in American intellectual history. The death of Merle Curti on March 9, 1996, at the age of ninety-eight, as the fund campaign concluded, added a note of poignancy to the effort.

A particularly generous contribution was made by Paul Martin Wolff of Washington, D.C., a graduate of the University of Wisconsin-Madison (B.A., 1963) and Harvard Law School. A partner in the Williams & Connolly law firm, Wolff is an active leader in legal and civic organizations, including the Washington Legal Clinic for the Homeless; the Washington, D.C. Lawyers Committee for Civil Rights Under the Law; the Washington Performing Arts Society; and the District of Columbia Sports Commission.

At Wisconsin, Wolff asked Professor Curti to direct his senior honors thesis on Father Charles Coughlin, the "radio priest" of the 1930s. Though immersed in graduate teaching, Curti agreed. "What merit my work had was due entirely to the guidance of Professor Curti," Mr. Wolff has recalled; "... [T]he various drafts ... were filled with his substantive and stylistic suggestions, not to mention ... [suggestions of] articles to be read, thoughts to be considered, leads to be pursued—all done with the gentlest spirit and deepest interest."

The OAH sincerely thanks Paul Martin Wolff and all the contributors whose generosity made this fundraising drive such a memorable success. □

## 1997 Slate of Candidates

## President-Elect

WILLIAM H. CHAFE, Duke University

## Executive Board (unpaired)

KATHLEEN NEILS CONZEN, University of Chicago  
 NANCY F. COTT, Yale University  
 DARLENE CLARK HINE, Michigan State University  
 FREDERICK E. HOXIE, Newberry Library  
 ALICE KESSLER-HARRIS, Rutgers University  
 ROY ROSENZWEIG, George Mason University

## Nominating Board (paired)

DAVID J. WEBER, Southern Methodist University  
 DONALD WORSTER, University of Kansas

MARTIN BLATT, Boston National Historic Park  
 PHILIP V. SCARPINO, Indiana University,  
 Indianapolis

EVELYN HU-DEHART, University of Colorado at  
 Boulder  
 SHIRLEY ANN WILSON MOORE, California State  
 University, Sacramento

JOHN L. BROOKE, Tufts University  
 BILLY G. SMITH, Montana State University

# 1996 Award and Prize Winners



### James A. Rawley Prize

**PETER W. BARDAGLIO**, *Reconstructing the Household: Families, Sex, and the Law in the Nineteenth Century South*, The University of North Carolina Press



### Louis Pelzer Memorial Award

**JEFF MORAN**, "Modernism Gone Mad": Sex Education Comes to Chicago, 1913"



### Frederick Jackson Turner Award

**JAMES T. CAMPBELL**, *Songs of Zion: The African Methodist Episcopal Church in the United States and South Africa*, Oxford University Press



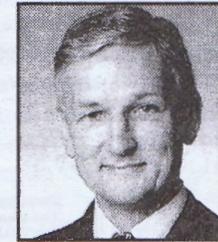
### Erik Barnouw Award

**HENRY HAMPTON**, *America's War on Poverty*, Blackside, Inc. Film and Television Productions



### Merle Curti Social History Award

**GEORGE CHAUNCEY**, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*, Basic Books



### Avery O. Craven Award

**DAVID GOLLAHER**, *Voice for the Mad: The Life of Dorthea Dix*, The Free Press, a division of Simon and Schuster, Inc.

### Lerner-Scott Prize

**BARBARA Y. WELKE**, *Gendered Journeys: A History of Injury, Public Transport, and American Law, 1865-1920*

### Binkley-Stephenson Award

**ELIZABETH B. CLARK**, "The Sacred Rights of the Weak": Pain, Sympathy, and the Culture of Individual Rights in Antebellum America," September, 1995, *Journal of American History*



### Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award

**TEDD LEVY**, Nathan Hale Middle School, Norwalk, Connecticut



**LINDA KAREN MILLER**, Fairfax High School, Fairfax, Virginia

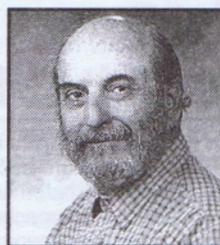


### Foreign-Language Article Prize

**MARCO SIOLI**, "Huguenot Traditions in the Mountains of Kentucky: The Memoirs of Daniel Trabue"

### Foreign-Language Book Prize

**MARIE-JEANNE ROSSIGNOL**, *Le ferment nationaliste: Aux origines de la politique extérieure des États-unis: 1789-1812*, Belin



### Richard W. Leopold Prize

**BARTON C. HACKER**, *Elements of Controversy: The Atomic Energy Commission and Radiation Safety in Nuclear Weapons Testing, 1947-1974*, University of California Press



ANGELA DARLEAN BROWN



CHERYL HICKS

### Huggins-Quarles Award

**MICHELE MITCHELL**, *Adjusting the Race: Gender, Sexuality, and the Question of African-American Destiny, 1877-1930*  
**ANGELA DARLEAN BROWN**, *Mobilizing Revolution: A History of Women in the Black Panther Party, 1966-1981*  
**CHERYL HICKS**, *Women, Prisons, and Race in New York, 1890-1940*



# From the Executive Director

## Part-Time Teaching and the OAH Arnita A. Jones



One fine Sunday morning last April, as I entered yet another windowless hotel meeting room in Washington, I found myself wondering why I had agreed to attend the event. It was an all-day session, tacked on to the end of the annual meeting of the American Council of Learned Societies (ACLS), a

weekend gathering that had already provided enough news of downsizing in higher education, dissipating congressional support for federal cultural institutions, and complaints from the public about humanities programming. Convened by the American Historical Association in cooperation with ACLS, the meeting was meant to focus on the problem of part-time teaching, a timely—but not a new—topic of concern.

I had expected to learn more about the problems of historians and other humanists trapped in a cycle of part-time employment, which offered no security or benefits and little opportunity to continue the research that might, just might, allow them to better their situation. I was prepared to hear that many part-time faculty in higher education were unable to provide much time outside of class either to students or preparation. These concerns are by now well known to any who make the effort to keep abreast of trends in higher education. They are—and they should be—troubling.

What I heard that morning in Washington, however, was truly alarming. It related to statistics about the growth of part-time teaching, from 20 percent of all faculty in 1970 to 40 percent in 1993, a rate of growth so relentless and steep that it threatens to transform the nature of the higher education enterprise.

Even more distressing were numbers presented by a representative of the American Association of University Professors (AAUP), based on data collected by the U. S. Department of Education (based on a draft version of "Fall Staff in Postsecondary Institutions, 1993" National Education Statistics, April, 1996) These indicate that **no more than 25 percent of higher education faculty are tenured, full-time professors!** To arrive at this conclusion one has to make some judgments about what should be considered. The AAUP-reported data is based on a head count of all who teach, including part-time and graduate students, and those on tenure-track status (but not yet tenured). It includes all types of higher education institutions, from public four-year schools, where part-time instructors account for no more than 23.7 percent of faculty, to two-year colleges, where 64 percent of faculty are part-time.

Recent studies also highlight another growing sector of higher education employment: full-time non-tenure track appointments which, according to a recent report on data collected by the Equal Employment Opportunities Commission, expanded by 42 percent in the period 1981 to 1991.

Those who follow the surveys of humanities doc-

torates published every two years by the National Research Council (NRC) may have difficulty reconciling the statistics reported above with data from those studies. According to the NRC's 1993 Profile report, only 9.8 percent of humanities Ph.D.s are employed part-time, not so worrisome when 28 percent of these report they are retired and another 25.8 percent say they do not wish full-time employment. Perhaps not surprisingly, though, **women in the humanities found themselves teaching part-time at twice the rate of their male counterparts** (15 percent of women versus 7.2 percent of men), a tendency magnified by new (1988-1992) humanities graduates (18.5 percent of women versus 9.2 percent of men).

But it is important to remember that only two-thirds of humanities doctorates (67.3 percent) surveyed by the NRC are employed in four-year colleges and universities, with another 5.4 percent in two-year colleges. Of the academically employed humanists, only 60.8 percent report having tenured positions. Another 17 percent are in tenure-track slots, but 22.3 percent report working in positions that neither provide nor promise tenure. **Fully 34.9 percent of younger humanists (1988-93 graduates) found themselves in academic, but non-tenure-track positions.**

So it's not just about part-time teaching, or addressing the very real needs of those part timers who feel they have been marginalized and exploited. It's also about the conditions of work of faculty who will teach most of the nation's students in the next century. It's about whether faculty will teach under working conditions that preceding generations have taken for granted: academic freedom underwritten by tenure, reasonable class sizes and teaching loads, release time for research, sabbaticals, retirement and health benefits, and, most important, a sense that their teaching and scholarship are at the center of higher education.

We talked about all these things that Sunday morning in Washington last spring, and our conversations were well worth the time. A number of higher education organizations and professional associations then decided it was important to continue the conversation. We want to think through how short-term or short-sighted decisions made by departments, by colleges, and universities, conspire to erode the conditions of work for the entire teaching profession. We want to consider the impact on learning when students are taught by faculty working under such conditions. We want to find out if there are recommendations that a group such as OAH can make or steps that we can take that might ameliorate these trends.

We would like to hear from our members—those who have found satisfying part-time work and those who have not. Higher education administrators and decision-makers may wish to share models of employment that address concerns about conditions under which part-time and contract teachers work, or explain the pressures that mitigate against such efforts. We will publish as many comments as possible in the next issue of the *Newsletter* and post all on our homepage on the Web, which can be accessed at <http://www.indiana.edu/~oah>. Let us hear from you. Please write to us at *OAH Newsletter*, 112 North Bryan Street, Bloomington, IN 47408; or send us e-mail at [oah@oah.indiana.edu](mailto:oah@oah.indiana.edu).

## Correspondence

### Textbooks are real history

To the Editor:

I read the article about Merle Curti's life and recent death with special sadness. For the past four years, one of his books has been within an arm's reach of me every day of the year. Often it stayed in my hands for hours at a stretch, its worn cover and tattered pages evidence of frequent use. The book of which I speak is his high school textbook *Rise of the American Nation* (now entitled *Triumph of the American Nation*).

First published in 1950, *Rise* has remained a top market seller ever since. Tens of thousands, perhaps even hundreds of thousands, of people have learned American history from this book. And yet the article in the *OAH Newsletter* failed to mention it. My question is "why"? Why don't academic historians consider textbooks to be "real" publications? Why is their academic reputation not affected by the quality of their textbook? Why doesn't the OAH review textbooks more often? For that matter, why does the OAH produce a separate publication for high school teachers and "real" historians?

Some possible answers to these queries, of course, are obvious. Textbooks are not "real" because they are not read by fellow historians. They're just read by thousands of kids! They are not "real" because they are not original scholarship. They're not "real" because they sometimes are not totally written by the author. The list goes on.

I would suggest, however, that textbooks are real history. They are read by a captive audience larger than all the university history programs combined and an audience that is very impressionable. Unfortunately, textbooks frequently determine what gets taught in a class and may be the only resource a teacher has in the classroom. The reality is that Merle Curti probably reached more people through his textbook than through all his other publications combined. That, I believe, is worth mentioning. In fact, I believe it is something for which he deserves praise. *Rise* is still one of the best textbooks on the market.

—Lisa Feldmann  
Columbus, Ohio

### Advocacy group is misguided

To the Editor:

Professor Friedman and his colleagues on the departmental *ad hoc* (now permanent) committee on advocacy at Indiana's Bloomington campus have written an insider's report (*OAH Newsletter*, May 1996). They see two kinds of threat to the profession. The first is an increase in political and ideological attacks on historical exhibits; the second is an erosion of financial support for the National Endowment for the Humanities and, at the state level, reduced financial support for graduate students, research, and state historical societies.

Acting in the best tradition of American philanthropy, some members of the department formed a voluntary association (a) to describe and define the problems more carefully, and (b) to develop a plan of action to defend the profession. Several passing comments in the committee's report might reflect a partisan point of view: "In the current culture wars, history has become a primary target, quite unlike the McCarthy period." (Emphasis added.) "Electoral changes in November might help us, to be sure, but probably not decidedly." "Precious few politicians from either party in Congress or the White House have emerged as firm and understanding friends of history." (*Pace*, Dr. Gingrich.)

In view of the "assaults on academic and public history programs," the Indiana committee focused on two priorities: lobbying, and professional education and information. The first is intended to defend NEH and other funding programs; the second is to inform and engage professional historians at the grass roots level in "advocacy" for the profession.

Those of us who attempt to study "voluntary action for the public good" have to look for how "public good"

is to be defined and advanced. The first question is whether this is simply another special interest concerned about its own well-being, another trade association seeking special favors and privileges, or something serving larger, public purposes. How do professional historians deflect the skepticism or even cynicism that afflicts the medical profession's advocacy in matters of health policy? It is no longer wise to assume that one's good intentions or even noble purposes are accepted as such by others. How do professional historians persuade the general public that they are the stewards of history for the rest of us? Unless the rest of us see historians as playing that important role, it is unclear why non-historians should be any more concerned about historians' welfare than that of say, marketing executives.

The second problem is related to that one: the image or ideal of the scholar is of someone who is capable of rising above partisan bias. To become an advocate raises important questions about the conflict between advocacy and economic self-interest on the one hand, and between advocacy and scholarly disinterestedness on the other. Historians are no more immune to doubts about their "professional integrity" than anyone else these days. To make lobbying a first order of business is likely to encourage the view that historians are worried about their funding, and they can stand in line behind the physicists and economists and the poor.

Trying to look at the committee's report sympathetically, I would urge the committee to seek funds from private sources—for example, community foundations are likely to be interested in public history. Government is not, after all, the only source of support for scholarship.

I've known enough politicians over the years to know many of them as amateur historians, avid readers of history and historical biography. It would not be difficult to find allies and friends on both sides of the aisle. Members of Congress and occupants of the White House are not likely to view history as an end in itself but as a valuable resource for public life. Some professional historians (e.g., Arthur Schlesinger, Jr.) have exercised important influence in Washington by writing history (and advocacy) on op-ed pages. Historians have ranked among our most influential public teachers, moralists, and controversialists (e.g., Charles Beard). Public education is vitally important, especially when something like national history standards comes along in an era that celebrates ideology and the norm of bias in public discourse. Best-sellers in history like those of the journalist-cum-historian Marvin Olasky, whatever their bias and other failings, make Victorian debates about poverty grist for the editorial page mills. Book reviewing in daily newspapers is one way to bring out the "bias and other failings" of such work and to demonstrate the value of careful scholarship and argument. "The interested public" tends to read editorial pages and magazines of opinion. We need more well-written history in such places.

In the long run, qualities of disinterested scholarship and public service make the best case for professional history. The history of philanthropy is a very good place to begin.

—Robert L. Payton

Professor of Philanthropic Studies  
Indiana University-Purdue University at Indianapolis



### How to contact us . . .

The OAH Newsletter encourages brief Letters to the Editor related to the interests of our members. (Please see page 2 for guidelines.) Correspondence should be sent to: OAH Newsletter, 112 North Bryan Street, Bloomington, Indiana 47408; or via fax: 812-855-0696; or via Internet: NEWSLETTER@OAH.INDIANA.EDU

## Obituaries

### Jan Willem Schulte Nordholt

Jan Willem Schulte Nordholt, professor of North American history and culture at the University of Leiden, The Netherlands, died on August 16, 1995, of a heart attack at age 75. In 1966 he was named to the first chair in U.S. history in the Netherlands and soon became the leading Dutch expert in his field, publishing more than one hundred books and articles and giving numerous public addresses as well as lectures to hundreds of students.

Schulte Nordholt's scholarship was shaped by his roots in the Dutch Reformed Church and experiences in World War II. As a university student in occupied Holland he was arrested for editing an underground newspaper. Returning to Holland after imprisonment in Germany, he completed his doctorate at the University of Amsterdam in 1951 with a dissertation in classical Greek history. His interests turned to American history and in particular to Afro-American culture when he came to Vanderbilt University as a Fulbright scholar. His book, *The People That Walked in Darkness: The History of Blacks in America*, published in Dutch in 1956 and in English translation four years later, expressed his liberal social philosophy and moral indignation at oppression. Wim, as his friends called him, next wrote a biography of Lincoln that appeared in 1959.

In the 1960s Schulte Nordholt returned to the United States for a year to lecture at Brooklyn College, where he became a friend of John Hope Franklin. He completed research for *Martin Luther King: Prophet of Humanity* (1968) and a book on the civil rights movement (1971). He gave a Dutch perspective to the conference on the bicentennial of American independence held at the Library of Congress in 1976, and expanded his views in *The Dutch Republic and American Independence* (1979), which Herbert H. Rowen of Rutgers University translated into English three years later. This was the first serious work on the subject by any Dutch scholar. In 1982 Schulte Nordholt organized an international conference in Amsterdam with many of the same Washington participants (Robert R. Palmer, Daniel Boorstin, Frank Friedel, and others) to commemorate two hundred years of U.S.-Netherlands diplomatic relations. He collaborated with the writer of these lines as editor of *A Bilateral Bicentennial: A History of Dutch-American Relations, 1782-1982* (1982). The Leiden scholar's expertise was such that he also "vetted" Dutch Queen Beatrix's 1982 commemorative address to a joint session of Congress.

After filling the chair of Dutch history and culture at the University of Michigan for a year, Schulte Nordholt retired in 1985 to engage in even brisker scholarship, writing his two most important books. In 1990 he completed an insightful critique of President Wilson as both a Calvinist thinker of a distinctly American bent and a flawed political realist, which in Rowen's fresh translation was published as *Woodrow Wilson: A Life for World Peace* (1991). In 1995 came *The Myth of the West: America as the Last Empire*, again translated by Rowen, which appeared days before the author's death and expressed for a final time his hope and despair for a true

millennium as implied in the heliotropic myth.

Schulte Nordholt was a sound and original scholar who wrote with moral force and a gifted pen as a poet, hymn writer, and essayist as well as historian. He interpreted the American experience from the perspective of a sympathetic but not uncritical outsider and was a living link between scholars on both sides of the Atlantic. □

—Robert P. Swierenga with Herbert H. Rowen  
Kent State University

### Sally Hunter Graham

Sally Hunter Graham, associate professor in the Department of History, Louisiana State University, died unexpectedly April 14, 1996. An alumna of the University of Texas, she joined the LSU faculty in 1988 and taught courses and seminars in U.S. early twentieth century and women's history. In the spring of 1995 she was a visiting professor in women's history at Tulane University.

Professor Graham helped organize LSU's Women and Gender Studies program and recently served as a consultant for a PBS documentary on the woman suffrage movement, "Fight Till Freedom Rings." Her scholarly work includes a major study of the National American Women Suffrage Association, *Women Suffrage and the New Democracy*, to be published by Yale University Press in the fall of 1996.

Professor Graham was much appreciated as a teacher. Her mentoring of graduate students was exemplary; undergraduates also recognized her dedication to and love for teaching. "She was a remarkable professor," one of them wrote in the *LSU Daily Reveille*. "She brought an enthusiasm for teaching, a wonderful sense of humor, and a respectful regard for her students to every class meeting." Her colleagues in the History Department will remember her not only for her scholarship and teaching, but also for her courage, determination, and wit. □

—Anne C. Loveland  
Louisiana State University

### New Director and Location for National History Education Network

Beginning in August the National History Education Network (NHEN) will have a new home, having moved from Western Washington University to the Department of History at Carnegie Mellon University. The network is a coalition of the OAH and approximately 30 other organizations that functions as a clearinghouse and advocate for improved history education in pre-collegiate schools.

Loretta Lobes, who is replacing Chris Compston as the network's director, holds a Masters in Education, with specialization in Instruction and Learning, from the University of Pittsburgh. Her research focuses on curriculum innovations that encourage student development in acquisition of higher level thinking skills. Lobes also earned an MA and a Ph.D. in American Social History from Carnegie Mellon University. Her graduate work included a project on Tuskegee Institute and a dissertation on the role of women in developing new forms of social service organizations. Lobes brings to the network a lifelong interest in primary, secondary, and university education along with teaching experience at all three levels. She taught first grade at Holy Trinity School in New York City following her graduation from Marymount College in 1969. More recently, she has substituted at Dorseyville Junior High School and the Fox Chapel Area High School and has taught several courses at Carnegie Mellon. Please direct mail and calls to Dr. Loretta Lobes, Department of History, Baker Hall 240, Room 240 D, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213-3890; (412) 268-1143; fax (412) 268-1019. □

### Gift Memberships

The following students were awarded gift memberships in the OAH by their history departments in fiscal 1996.

Toni Barnard, Bethel College, Mishawaka, Indiana  
Clay Chittum, University of South Dakota, Vermillion  
Betti Van Epps, University of South Dakota, Vermillion  
Kelly Heller, University of South Dakota, Vermillion  
Patrick Rohland, University of South Dakota, Vermillion  
Aaron Woodard, University of South Dakota, Vermillion

# 1996-97 OAH Lectureship Program

The following is the list of OAH lecturers available during 1996-97 and the topics on which they would like to speak. Lecturers agree to give one lecture per year on behalf of the OAH. The lectureship fee of \$900 is paid directly to the OAH, and the host institution pays the lecturer's travel and lodging. The money raised from this project enables the OAH to function more effectively on behalf of the historical profession. If you are interested in inviting an OAH speaker during 1996-97 or during 1997-98, contact Lectureship Coordinator at (812) 855-9854; e-mail: tamzen@oah.indiana.edu.

**Key:** <sup>(1)</sup> Not available Fall 1996-97; <sup>(2)</sup> Not available Spring 1996-97

**Jean H. Baker, Goucher College** <sup>(1)</sup>

The Stevensons of Illinois and the Disappearance of American Party Politics  
Family History as Social History: The Stevensons of Illinois  
First Ladies and Attitudes Toward Women: The Case of Mary Todd Lincoln

**Thomas Bender, New York University**

The Emergence of Modern New York: Artistic Representation and Urban Politics (slides)  
Space, Time, and History on the Position of the Historian in Public Culture

**Barton J. Bernstein, Stanford University**

Hiroshima and Nagasaki Reconsidered: The "Decision" to Drop the A-Bomb  
The Cuban Missile Crisis  
The Arms Race: Missed Opportunities?  
The Road to Watergate and Beyond  
The Korean War Reconsidered  
The H-Bomb Decision  
The Quest for the Artificial Heart  
The Oppenheim Loyalty-Security Case  
The Gulf War Reconsidered

**David W. Blight, Amherst College**

Frederick Douglass and the Meaning of the Civil War  
Race and Reunion: The Memory of the Civil War in American Culture  
Several Lives in One: Frederick Douglass's Autobiographical Art  
W.E.B. DuBois's American Tragedy: "The Souls of Black Folk" in Text and Context

**Paul Boyer, University of Wisconsin, Madison** <sup>(1)</sup>

Bible Prophecy and Political Culture in Contemporary America  
Nuclear Weapons in American Culture, 1945 to the Present

**Lonnie G. Bunch, III, National Museum of American History** <sup>(1)</sup>

Interpreting African American History in American Museums  
Race, Aviation, and Social Change: The African American in Early Aviation  
Black America and the California Dream

**Albert Camarillo, Stanford University** <sup>(1)</sup>

Comparative Urban Histories of European Immigrants, Mexican Americans, and African Americans, 1900-1980  
Race and Ethnicity in Modern America  
Mexican American Life and Culture

**Clayborne Carson, Stanford University**

Martin Luther King, Jr.  
Malcolm X  
The Black Panther Party

**Dan T. Carter, Emory University**

George Wallace: Southern Politics—American Politics  
The Changing Role of Race in American Politics

**William H. Chafe, San Diego State University**

The Art of Biography  
P.T. Barnum: The Greatest Showman on Earth  
The Ordeal of Martin Luther King, Jr.: The Final Years

**George Chauncey, University of Chicago**

Rethinking the Closet: Lesbian and Gay Life Before the 1960s  
"Fairies," Prostitutes, and the Sexual Culture of the Streets in the Early Twentieth Century

**William Cheek, San Diego State University**

The Art of Biography  
P. T. Barnum: The Greatest Showman on Earth  
The Ordeal of Martin Luther King, Jr.: The Final Years

**Kathleen Neils Conzen, University of Chicago**

Beyond the Pluralist Synthesis: Studying Ethnicity in American History  
A Family Affair: Domestic Ecologies of the 19th-Century American West  
Migration and the 19th-Century American City  
Colonizers or Fillers-In: European Immigrants and Western Settlement

**Nancy F. Cott, Yale University**

Comparative Feminisms  
Marriage as a Public Institution  
The Beginning of Women's Education

**Pete Daniel, National Museum of American History**

Bibles and Bayonets: The Crisis at Central High School  
Lowdown Culture in the 1950s

**Roger Daniels, University of Cincinnati**

Incarceration of the Japanese Americans  
The Asian American Experience  
American Immigration  
American Immigration Policy

**Carl N. Degler, Stanford University** <sup>(1)</sup>

Darwin and Darwinism in America  
Multiculturalism and American History  
The Uses and Limits of History  
The Return of Biology to Social Thought  
The Impact of Darwinism on Religion in 19th-Century America and Europe

**Ellen Carol DuBois, UCLA**

Votes for Women: An International Movement  
A Vindication of Women's Rights: Emancipation in Historical Perspective  
Generation of Power: Harriot Stanton Blatch and the Winning of Woman Suffrage  
What Difference Did Votes for Women Make Anyway?

**Ellen Fitzpatrick, Harvard University**

Women and the History of Reform  
Muckraking: Politics and the Press in Early 20th-Century America  
American Historians and the Politics of Memory

**V.P. Franklin, Drexel University**

African-American History  
American and African-American Educational History  
African-American Intellectual History

**George M. Fredrickson, Stanford University**

Black Freedom Struggles in the U.S. and South Africa  
Racism in Comparative Perspective  
Post-Civil War America

**Michael Frisch, SUNY Buffalo** <sup>(1)</sup>

Communities and the Contested Uses of History: Industrial Heritage Projects as a Response to Deindustrialization  
Workers' Life Stories in a Changing American Economy: Deindustrialization from the Bottom Up and the Inside Out

**Lloyd C. Gardner, Rutgers University**

Vietnam: The Origins of Involvement, 1945-56  
Vietnam: Why It Was so Hard to Disengage  
Vietnam: LBJ and the "Costs" of War  
Nixon and Detente: The Failed Vision  
Spheres of Influence: The Great Powers and the Partition of Europe, 1941-1945  
Richard Nixon and the "Silent Majority" Speech: A Commentary on the Modern Presidency

**John A. Garraty, Columbia University**

Great Depression  
U.S. Constitution  
American National Biography

**Paul M. Gaston, University of Virginia**

Reinterpreting the American Civil Rights Movement

**James Gilbert, University of Maryland**

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

**Jack P. Greene, Johns Hopkins University**

Identity and Empire from the Glorious Revolution to the French Revolution  
Transatlantic Colonization and the Redefinition of Empire in the Early Modern Era:  
The British American Experience  
The British Revolution in America

**Ronald J. Grele, Columbia University**

Oral History: Method and Theory  
Oral History Workshops (beginners or intermediate)

**Ramón A. Gutiérrez, UC, San Diego**

Hispanic American History  
Race and Sexuality in American History

**Kermit L. Hall, The Ohio State University**

The Supreme Court in Historical Perspective  
The Virulence of the National Appetite for Bogus Revelation: Secrecy and the Kennedy Assassination  
The American Constitution in Comparative Perspective

**Andrea Hinding, University of Minnesota Libraries**

Women's History Sources  
Nontraditional Uses of Archives  
Building Archives in Hard Times

**Joan Hoff, Center for the Study of the Presidency**

U.S. 20th-Century Diplomatic and Political History  
Modern Presidency  
U.S. Women's Legal Status  
The Nixon Presidency

**James O. Horton, George Washington University**

Revisionist History, Political Correctness and Historical Responsibility  
The Life and Times of Edward Ambush: Methods in 19th Century African American Social History  
A Critical Decade: The 1850s, African Americans and the Coming of the Civil War

**Heather Huyck, National Park Service**

From Alcatraz to Yorktown: Teaching American History with our National Parks and Landmarks  
Historians Outside the Classroom: Choosing Public History  
Beyond John Wayne: Using Historic Sites to Interpret Western Women's History

**Harold M. Hyman, Rice University**

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

**Jacqueline Jones, Brandeis University** <sup>(1)</sup>

Historical Perspectives on the Problem of Poverty in late 20th-Century America

**Michael Kammen, Cornell University** <sup>(1)</sup>

The Four Seasons in American Art and Culture  
Mass and Popular Culture in Historical Perspective  
The Problem of Memory in Contemporary Historiography and Public Culture

**Stanley N. Katz, Princeton University**

The Uneasy Case for Constitutional Equality

**Mary Kelley, Dartmouth College**

Women's Intellectual History: Sources and Strategies  
Reading Culture/Reading Books: Print Culture in Nineteenth-Century America

**Richard S. Kirkendall, University of Washington**

Harry S. Truman: An Unlikely National Hero  
A Political History of the Boeing Company

**Richard H. Kohn, University of North Carolina, Chapel Hill** <sup>(1)</sup>

Civilian Control of the Military in the United States

**J. Morgan Kousser, California Institute of Technology**

The Voting Rights Act and the Two Reconstructions  
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Objectivity and History with a Purpose

**Karen Ordahl Kupperman, New York University**

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Crossing Cultural Boundaries: Pocahontas, Manteo, and Squanto  
Beyond Encounters: Settling with the Indians

**Ann Lane, University of Virginia**

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

**Gerda Lerner, University of Wisconsin**

Women's History  
 Women's Education  
 Feminist Theory  
 African-American Women  
 Class, Race, and Gender

**Lawrence W. Levine, George Mason University**

The Meaning of America: Frank Capra and the Politics of Culture  
 Man and Superman: Individualism, Success, and Organization in Depression America  
 Contesting Culture: The Canon, the Curriculum, and the Critics

**Leon F. Litwack, UC, Berkeley**

Trouble in Mind: African Americans and Race Relations, From Reconstruction to the Civil Rights Movement  
 On Becoming an Historian  
 To Look for America: From Hiroshima to Woodstock

**Gloria L. Main, University of Colorado**

Families in Colonial New England  
 Colonial Life Styles  
 Naming Children in Early New England  
 Understanding Gender in Early America

**Waldo E. Martin, Jr., UC, Berkeley**

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

**William S. McFeely, University of Georgia**

Frederick Douglas: Civil Rights in the 1890s, the 1990s  
 The People of Sapelo Island: Writing History in the First Person Singular

**John C. McWilliams, Penn State University**

Anticommunism and the Politics of Drugs, 1949-1971  
 From Demon Rum to Crack Cocaine: A Social History of Drugs, Race, and Control  
 Sex, Drugs, Rock 'n Roll? The Sixties—Then and Now

**Paul L. Murphy, University of Minnesota**

The Majority and "Discrete and Insular Minorities":  
 The Supreme Court Sets Its Role

**John M. Murrin, Princeton University**

The Salem Witch Trials  
 From Jamestown to Desert Storm: War and Society in America  
 American Political Culture and the Rise of Professional Baseball and College Football  
 War, Revolution, and Nation-Making: The American Revolution v. the Civil War

**Gary B. Nash, UCLA <sup>(1)</sup>**

Is There a Crisis in the New Social History?  
 History and the Multicultural Debate  
 The National History Standards Controversy  
 The Hidden History of Mestizo America

**Donald G. Nieman, Bowling Green State University (Ohio)**

African-Americans and the Constitutional Order in the 19th Century  
 Civil Rights in a Conservative Age, 1969 to the Present  
 Black Political Power, Justice, and Social Change in the Reconstruction South  
 Brown v. Board of Education: Not-So-Simple Justice

**Gary Y. Okihiro, Cornell University**

Asian American History  
 Asians and Africans in America

**James T. Patterson, Brown University**

Poverty and Welfare in Modern America  
 Cancer and Cancerphobia in Modern America  
 American Expectations: Public Policy in the Postwar Era

**Lewis Perry, Vanderbilt University**

Civil Disobedience and Woman Suffrage  
 Black Abolitionists and the Origins of Civil Disobedience  
 Civil Disobedience as an American Tradition

**Brenda Gayle Plummer, University of Wisconsin**

African-Americans and Foreign Affairs  
 A Critical Look at Black Life in the 1950s  
 Haitian-American Relations

**Emily S. Rosenberg, Macalester College <sup>(1)</sup>**

Dollar Diplomacy, 1900-1930: Economics and Culture  
 "Foreign Affairs": Sexual and International Politics in the Late 1940s

**Dorothy Ross, The Johns Hopkins University**

Gendered Social Knowledge: Domestic Discourse, Jane Addams and the Possibilities of Social Science

**Eric Rothschild, Scarsdale High School**

Simulations: Stimulation for Scholarship in American History—A Workshop

**Joan Shelley Rubin, University of Rochester**

American Middlebrow Culture  
 Books and Readers in Modern America

**Mary Ryan, UC, Berkeley**

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

**Barbara Sichertman, Trinity College**

Cultural Consumption and Middle-Class Identity in Victorian America  
 The Education of Jane Addams

**Kathryn Kish Sklar, SUNY, Binghamton**

Political Culture Among American Women, 1830-1930

**Carroll Smith-Rosenberg, University of Pennsylvania <sup>(2)</sup>**

Constituting the New American: Political Rhetoric and the Popular Press in the New Nation  
 Red Men, White Women and the Birth of the Nation  
 Wide-Eyed in the Battlefield: Eroticism and the Politics of Sexuality in Progressive America  
 Federalist Capers  
 Feminizing the Constitution  
 Sex, Gender and the Rise of the American Middle Class  
 Making the New American  
 The John Wayne-ing of America

**Raymond W. Smock, Former Historian of the U.S. House of Representatives, 1983-1995**

Preserving the Nation's Memory  
 "Voice of the People": Petitions to the Early Congresses 1789-1817  
 The Federal Government and the Historical Profession  
 Defending Congress

**Arnold H. Taylor, Howard University**

The Involvement of Black Americans in American Foreign Policy  
 Human Rights in Anglo-American Diplomacy  
 The Evolution of America's Narcotics Diplomacy

**David Thelen, Indiana University**

Modern Consumer Movements and the Drive to Control Production in 20th-Century America  
 Toward a Map of History-Making in American Culture  
 Popular Response to the Iran-Contra Hearings in the Summer of 1987  
 How Americans Understand and Use the Past

**George B. Tindall, University of North Carolina-Chapel Hill**

U.S. History  
 History of the South Since Reconstruction

**Edgar Toppin, Virginia State University and Virginia Commonwealth University**

Afro-American History  
 Civil War and Reconstruction  
 20th-Century United States

**Robert Brent Toplin, University of North Carolina-Wilmington**

History by Hollywood: The Use and Abuse of the American Past  
 Bloody Screens: The Debate Over Violence in Film and Television, 1950s to the Present  
 Dangerous Cities: The Rise of Violent Crime in the United States Since the 1950s

**Maris A. Vinovskis, University of Michigan**

American Family History  
 Adolescent Pregnancy  
 History and Federal Policymaking

**David J. Weber, Southern Methodist University**

The Transformation of North America: Hispanic Legacies  
 Readers, Writers, and the Meaning of the Spanish Frontier in North America  
 Mr. Polk's War in Historical Perspective

**Sean Wilentz, Princeton University**

The Rise of American Democracy, 1787-1860  
 Sex, Salvation, and Religious Movements

**Bertram Wyatt-Brown, University of Florida**

Southern Literary Culture: Walker Percy and Family Traditions  
 The Historian as Detective  
 Southern Writers and Alienation

**Mary E. Young, University of Rochester**

U.S.-Indian Relations  
 Cherokee Indians

The following OAH lecturers are already booked or not available during 1996-97. Please feel free to inquire about their topics and availability for 1997-98.

**Joyce Appleby, UCLA**

**Patricia U. Bonomi, New York University**  
**Alan Brinkley, Columbia University**  
**Cullom Davis, University of Illinois-Springfield**  
**Jane S. De Hart, UC, Santa Barbara**  
**Robert A. Divine, University of Texas at Austin**  
**Sara M. Evans, University of Minnesota**  
**Eric Foner, Columbia University**  
**Linda Gordon, University of Wisconsin**  
**Neil Harris, University of Chicago**  
**Kenneth T. Jackson, Columbia University**  
**Joan M. Jensen, New Mexico State University**  
**Linda K. Kerber, University of Iowa**  
**Alice Kessler-Harris, Rutgers University**  
**Walter LaFeber, Cornell University**  
**Patricia Nelson Limerick, University of Colorado**  
**David Montgomery, Yale University**  
**Keith Ian Polakoff, California State University**  
**Robert V. Remini, University of Illinois-Chicago**  
**Vicki L. Ruiz, Arizona State University**  
**Anne Firor Scott, Duke University**  
**James Morton Smith, University of Delaware and the Henry Francis DuPont Winterthur Museum**  
**Joe William Trotter, Carnegie Mellon University**  
**Deborah Gray White, Rutgers University**  
**Alfred F. Young, The Newberry Library**

## Pew Program in Religion and American History

### 1997-1998 Fellowships

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

Ph.D. dissertation summer fellowships: \$5,000

Ph.D. dissertation fellowships: up to \$17,000

Faculty fellowships: \$37,000

Fellowships are available to graduate students completing Ph.D. dissertations and faculty members completing first books. Fellows will attend a conference at Yale in the spring of 1998; fellows are not required to reside at Yale during their fellowship term. 1997-1998 application deadline is October 18, 1996. For information and applications write:

Pew Program in Religion and American History  
 Yale University  
 P. O. Box 208287 (320 Temple St)  
 New Haven CT 06520-8287  
 e-mail: pew\_yale@quickmail.yale.edu

## OAH LECTURESHIP PROGRAM 1995-96

The Organization of American Historians would like to thank the following scholars who delivered lectures, as part of the OAH Lectureship Program, during the period August 1, 1995 to August 1, 1996. Lectures were given at the institutions indicated below. Proceeds from the lectures are donated to the Organization of American Historians. The OAH thanks them for their generosity.

**Barton Bernstein**  
Broward Community College  
Ft. Lauderdale, Florida

**Sara Evans**  
Clemson University  
Clemson, South Carolina

**Lloyd Gardner**  
University of Evansville  
Evansville, Indiana

**Ann Lane**  
Cuyahoga Community College  
Eastern Campus

**Dorothy Ross**  
Illinois State University  
Normal, Illinois

**David Thelen**  
State Historical Society of  
North Dakota  
Bismarck, North Dakota

**Clayborne Carson**  
Northern Michigan University  
Marquette, Michigan

**Ellen Fitzpatrick**  
Indiana University-  
Purdue University  
Indianapolis, Indiana

**Joan Jensen**  
University of Arkansas  
Monticello, Arkansas

**Leon F. Litwack**  
Loyola University  
New Orleans, Louisiana

**Vicki Ruiz**  
DePauw University  
Greencastle, Indiana

**Joe W. Trotter**  
University of Missouri  
Kansas City, Missouri

**William Chafe**  
Western Illinois University  
Macomb, Illinois

**Eric Foner**  
University of Massachusetts  
Boston, Massachusetts

**Jacqueline Jones**  
Agnes Scott College  
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Stanislaus  
Turlock, California

**Alice Kessler-Harris**  
Saint Francis University  
Loretto, Pennsylvania

**John McWilliams**  
Brookdale Community College  
Lincroft, New Jersey

**Carroll Smith-Rosenberg**  
Webster University  
St. Louis, Missouri

**Walter LaFeber**  
The College of Saint Rose  
Albany, New York

**Mary Beth Norton**  
Spring Hill College  
Mobile, Alabama

## 1997 Huggins-Quarles Award

Named for Benjamin Quarles and the late Nathan Huggins, two outstanding historians of the African American past, the Huggins-Quarles awards are given annually to minority graduate students at the dissertation research stage of their Ph.D. program. To apply the student should submit a brief two-page abstract of the dissertation project, along with a one-page budget explaining the travel and research plans for the funds requested. The amount requested should not exceed \$1,000. Each application must be accompanied by a letter from the dissertation adviser attesting to the student's status and the ways in which the Huggins-Quarles Award will facilitate the completion of the dissertation project. Six complete copies of each application (including abstract, budget, and cover letter) should be submitted by **January 8, 1997** to:

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

**ALL ENTRIES SHOULD BE CLEARLY LABELED "1997 HUGGINS-QUARLES AWARD"**

The Committee on the Status of Minority Historians and Minority History will evaluate the applications and announce the awards by the April meeting of the OAH, to be held in San Francisco, California, April 17-20, 1997. The committee consists of:

**Douglas Monroy, Committee Chair**  
The Colorado College

**Earl Lewis**  
The University of Michigan

**Arvarh E. Strickland**  
University of Missouri—Columbia

**Paul S. Boyer**  
Executive Board Liaison  
University of Wisconsin—Madison

**Barbara M. Posadas**  
Northern Illinois University

For more information contact Award and Prize Coordinator, 112 N. Bryan St., Bloomington, IN 47408-4199; tel. (812) 855-9852; fax (812) 855-0696; email: kara@oah.indiana.edu.

<http://www.indiana.edu/~oah>

## Teaching Units Request for Proposals

The Organization of American Historians and the National Center for History in the Schools invite teachers and scholars of history to submit proposals for development of teaching units based on **primary documents** in United States history. We are seeking teachers skilled at using primary sources in curriculum development willing to collaborate with a research historian who is a specialist in the subject covered/addressed by the teaching unit. Each unit will be keyed to one or more of the revised U.S. History Standards.

Units will be approximately 75 to 100 pages in length and will focus on historical documents. Each unit will include a teacher background section and lesson plans with the documents and bibliographical materials as student resources.

Each teacher/scholar team will be paid an honorarium of \$1000. NCHA will review teaching units to assure consistency and pedagogical soundness. OAH will engage specialist historians to review the completed units for both scholarly content and pedagogy and provide final copyediting. Teaching units will be attractively printed and bound, priced competitively and widely advertised.

Interested teachers and historians should submit a 2-page proposal that:

- describes a particular topic
- provides a short list of learning objectives and describes classroom strategies
- specifies some of the main primary documents around which lesson plans will be developed
- provides a brief description of the qualifications of both partners in the effort

Proposals should be returned by **October 1** to:  
Teaching Units

Organization of American Historians  
112 North Bryan Street  
Bloomington, IN 47408-4199

## 1997 LOUIS PELZER AWARD

The Louis Pelzer Memorial Award Committee of the Organization of American Historians invites candidates for graduate degrees to submit essays for the 1997 Louis Pelzer Memorial Award competition. Essays may deal with any period or topic in the history of the United States. The winning essay will be published in the *Journal of American History*. In addition, the Organization offers a \$500 award, certificate and a medal to the winner. The award will be presented at the Organization's Annual Meeting in San Francisco, California, April 17-20, 1997.

Essays should be submitted in quintuplicate and should not exceed 7,000 words in length. The footnotes, which should be assembled at the end of the text, should be triple-spaced. Because manuscripts are judged anonymously, the author's name and graduate program should appear only on a separate cover page.

Significance of the subject matter, literary craftsmanship and competence in the handling of evidence are some of the factors that will be considered in judging the essays.

The deadline for submitting an essay for consideration is **November 30, 1996**. The committee consists of:

**Helen Lefkowitz Horowitz**, Smith College

**Frederick E. Hoxie**, The Newberry Library

**George H. Roeder, Jr.**, School of the Art Institute

**Barbara Melosh**, George Mason University

Manuscripts should be addressed to: **Professor David Thelen, Chair**, Louis Pelzer Memorial Award Committee, *Journal of American History*, 1125 East Atwater Avenue, Bloomington, IN 47401

The winner will be notified by the Organization and furnished with details of the Annual Meeting and the awards presentation.

**ALL ENTRIES SHOULD BE CLEARLY LABELED**  
"1997 LOUIS PELZER MEMORIAL AWARD ENTRY"

For more information contact Award and Prize Coordinator, OAH, 112 North Bryan St., Bloomington, IN 47408-4199; tel: 812-855-9852; e-mail: kara@oah.indiana.edu

# CONNECTIONS

## AMERICAN HISTORY AND CULTURE

### IN AN INTERNATIONAL PERSPECTIVE

VOLUME 2, ISSUE 3

AUGUST/SEPTEMBER 1996

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**ALL INQUIRIES AND POSTINGS should be sent to: David Fisher, Organization of American Historians, 112 North Bryan St., Bloomington, Indiana 47408; 812/855-7311; Fax: 812/855-0696; fisher@oah.indiana.edu; http://www.indiana.edu/~oah OR American Studies Association, 1120 19th Street, NW, Suite 301, Washington, DC 20036; 202/467-4783; Fax: 202/467-4786.**

**C**onnections was originally conceived of as a forum for a variety of people interested in American history and culture to network with one another around the world. We imagined that postings from individuals regarding research, teaching, housing, etc. would constitute the lion's share of the newsletter. However, we have been puzzled by the low volume of postings we receive. For this reason we are reviewing the newsletter's actual and potential utility. Does a need exist for *Connections*? If so, is *Connections* meeting that need?

Your response to the questionnaire included in this issue will be of great value in determining the future of *Connections* and in guiding arguments for its continued funding and institutional support.

For your information, *Connections* is distributed in over 24,000 copies through print and electronic media. The quarterly print edition appears in the OAH and ASA newsletters, and is distributed in eighty-seven countries around the world by the United States Information Agency. Both the quarterly edition and monthly e-mail edition are now regular features on the World Wide Web Home Pages of the ASA and OAH.

Thank you for taking the time to fill out the questionnaire. Please send your reply by post, fax, or e-mail to David C. Fisher at the address above.

#### I. CONVERSATIONS, RESEARCH

**HISTORY AND CAREERS:** I am a senior lecturer in History at the Potchefstroom University (South Africa). I am busy working on a paper in which I would like to indicate the "silent" role history fulfills in many careers. This paper is prepared by me to be presented by me on an international conference. I am not receiving funds to do the research, nor am I doing this as part of a project. I see it as part of my duty as historian to enhance a better perspective of the role History has in society and the future thereof in the teaching profession (on secondary and tertiary level). I have done research on this topic and an article has been published that is linked to this topic. I will appreciate it if anybody (from any country) can share their experience, or any information that they know of in this regard, or any other ideas related to my request. Contact: Elize van Eeden, Potchefstroom University, History Department, Potchefstroom, 2520, South Africa; gskesve@puknet.puk.ac.za

**BUY AMERICAN CAMPAIGNS:** I am writing a book on the history of "Buy American" campaigns and the class and race politics of economic nationalisms, from the Boston Tea Party to the present. I'd very much appreciate 1) any primary source references, however trivial, to Buy American activities, including non-labor movement ones; and 2) secondary sources on the history of U.S. labor and trade (as opposed to foreign policy in general). Also, I would like to hear from anyone working on comparable issues in other countries (e.g. Buy British campaigns; labor & economic nationalism in Japan, etc.). Contact: Dana Frank, American Studies, Oakes College, Univ. of Calif., Santa Cruz, Santa Cruz, CA 95064; 408/459-2813.

**1870 MARIAS MASSACRE:** I've been researching, for three years, a surprisingly obscure (but consequential) event in Montana — the 1870 Marias Massacre of some 200 Piegan Indians by U.S. troops led by Major E. M. Baker. The Blackfoot Confederacy was permanently quelled, the

northwestern plains were opened, and the disgraced Army lost its bid to control the nation's Indian reservations. One soldier was killed. There is no specific location identified as the site of the event. I am interested in an exchange of ideas and information with others who share an interest in this topic. Contact: Prof. Stan Gibson (ret.), 10 Alcock St., Okotoks, Alberta T0L 1T2 Canada; 403/938-2918; Fax 403/938-8819; gibsons@agt.net

**PEACE STUDIES GROUP:** The Department of History, University of Calcutta, has recently set up a Peace Studies Group. It represents the current interest of the Department in Contemporary South Asian History and Politics. Current research projects of the Group include: (1) Trans-border migrations and regional security in South Asia: the Bangladesh border (Basudeb Chattopadhyay and Bhaskar Chakrabarti); Confidence building measures in South Asia (Jayanta K Ray); Ethnicity, interstate relations and regional security: Trends in South Asian politics (Suranjana Das); Russian foreign policy and regional security in South Asia (Hari Vasudevan); Gender Perception of the Refugee Issue in South Asia (Bharati Ray). We also propose to offer shortly M.Phil courses on Peace Studies and Contemporary South Asian Politics. The Group is coordinated by Dr. Suranjana Das. The Group welcomes academic cooperation with centres or Departments interested in South Asian Regional Politics, Conflict-Resolution Studies and Peace Studies. Please write to: Dr. Suranjana Das, Coordinator, Peace Studies Programme, Department of History, University of Calcutta, 51/2 Hazra Road (History Building), Calcutta-700019, West Bengal, India; 91-33-746730; Fax 91-33-440-7669; No email

**EARLY AMERICAN DIPLOMACY:** I would like to exchange ideas on the history of early American foreign policy. I will welcome any comment from any country, for there are very few students of early American foreign policy in Japan. I am starting to write a dissertation on the Monroe Doctrine. But most of related primary sources being well-worn, I am facing difficulties. Contact: Hiroo Nakajima, 1-520-302 Kosugimachi, Nakahara-ku, Kawasaki 211, Japan; Fax 81-44-744-2925; QZP07325@niftyserve.or.jp -or-

ggjd210@srv.cc.hit-u.ac.jp

**ALZHEIMER'S DISEASE:** I am working on a history of Alzheimer's Disease in America, and am looking for representations of senility in American culture. I am especially interested in representations of personal experience with dementia from a victim or caregiver perspective — what medical anthropologists would call illness narratives. There is an abundant supply of such narratives since the late 1970s, when Alzheimer's emerged as a major public issue. I am interested in the ways that people experienced dementia, the meanings that were attached to it, before this public discourse was available. I'd be thankful for any suggestions. Contact: Jesse F. Ballenger, Dept. of History, Case Western Reserve University, 10900 Euclid Ave., Cleveland, OH 44106-7107; jxb59@po.CWRU.edu

**AMERICAN INTEREST IN INDIA:** I am working on a book on this area. I would like to highlight the "people to people" interaction between USA and India. This proposed book will focus on the visitors to India such as journalists, photographers, tourists, social workers, missionaries, authors of books on India and producers of films on India. I will be happy if somebody sends me material or help to identify material. I also welcome scholars who wish to join me to co-author this book. Contact: Dr. Bernard D'Sami, Dept. of History, Loyola College, Madras-600 034, India.

**HISTORY OF THE LABOR MOVEMENT:** I am in need of recommendations for a good, recent work on the history of the labor movement. I am particularly interested in an approach that fits in with the idea of labor movements as antisystemic after Wallerstein et al. on antisystemic movements. I would also welcome references dealing with non-western movements. Contact: Richard Robbins, Dept. of Anthropology, SUNY at Plattsburgh, Plattsburgh, NY 12901. 518/564-4006; robbinrh@splava.cc.plattsburgh.edu -or- rrobbinS@aol.com

**DENVER TRAMWAY STRIKE OF 1920:** I am interested in the Denver Tramway Strike of 1920. I am especially interested in the scab leader, "Black Jack" Jarome

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; 812/855-7311, and the American Studies Association, 1120 19th Street, NW, Suite 301, Washington, DC 20036; 202/467-4783. 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, David Fisher at the OAH office. Copyright © 1996, Organization of American Historians.

Editor: David Fisher, Organization of American Historians

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**Contributing Organizations:** American Culture Association; American History Research Association of China; American Historical Association; American Studies Association; 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 Association; Argentine Association of American Studies; Australian and New Zealand American Studies Association; 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 Association; Netherlands American Studies Association; Nordic Association for American Studies; Organization of American Historians; Peace History Society; Pennsylvania Ethnic Heritage Studies; Polish Association for American Studies; Popular Culture Association; 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; United States Information Agency; World War Two Studies Association.

who was a professional strike breaker. Denver mayor Dewey Bailey brought Jarome in and allowed him to deputize the American Legion. *The Denver Post*, other local newspapers, and a pamphlet written by a Denver religious group, are the only primary sources I have found. Phillip Foner's description in the last volume of his series is the only relevant secondary material I have found. I would appreciate any recommendations for locating more material. Contact: John Enyeart. enyeart@ucsu.colorado.edu

**TIERNAN and BOUVE PAPERS, CORRESPONDENCE:** I am looking for the papers and/or correspondence of two nineteenth-century American women writers: Mary Spear Tiernan (1836-1891), resident of Baltimore, author of *Homoselle* (1881) and *Suzette* (1885); and Pauline Carrington Bouve (1860-1928), longtime resident of Boston, author of *Their Shadows Before* (1900) and *Tales of the Mayflower Children* (1927). Contact: Scot French, University of Virginia, 2303 Fontaine Ave., Apt. 2, Charlottesville, VA 22903. saf5g@faraday.clas.virginia.edu

**ASIAN EXOGAMY:** I am currently working on a paper about "The white female body as the site of cultural redemption for the Asian American man." I am going to examine three or four works by Asian American men (Shawn Wong, Chung-Rae Lee, Carlos Bulosan, and PK Gotanda). I would appreciate any recommendations for essays and/or books on Asian exogamy and Asian and Asian-American masculinity. Contact: Tommy S. Kim. 1831 Clinton Ave S #205, Minneapolis, MN 55405. kimx0184@maroon.tc.umn.edu

**AMERICAN REVOLUTIONARY WAR VETERANS:** Seeking leads on Revolutionary War veterans alive after 1830, especially after 1840. Please send any information to Timothy Roberts, 804 Middlewood Drive, Tallahassee FL 32312; Fax 1 904/878-2365.

**DOES EMMA GOLDMAN DESERVE A BLUE PLAQUE?** That was the question a friend who works for English Heritage (the group that puts those "Virginia Woolf slept here" plaques on historic buildings) asked me a few days ago. Turns out that after being deported to Russia in the Palmer raids, and then becoming disillusioned with the increasingly authoritarian course of the Russian Revolution, she came here (London) circa 1924, and actually became a British subject in 1926 by marrying a Welsh miner. I don't really have any more chronology than that (aside from her death in Canada in the late 1930s in the middle of a speaking tour in support of the Spanish Republic). But Americanists who have views on Emma Goldman's plaque-worthiness are encouraged to write to: Dr. Chris Miele, English Heritage, 23, Savile Row, London W1X 1AB, England.

**CAPTIVITY NARRATIVES:** I am searching for information on the British reception of American captivity narratives, particularly during the American Revolution. Does anyone know of any books or articles which discuss the publication of captivity narratives in London from 1770 to 1800? The revolution awakened colonial interest in Mary Rowlandson's narrative, for instance; I am wondering whether this interest in captivity occurred in England as well. Contact: David Blake, Assistant Professor of English, English Department, 2354 Fairchild Drive, Suite 6D45, US Air Force Academy, CO 80840-5025; 719/472-3268; Fax 719/533-1760; BlakeDH.dfeng@usafa.af.mil

**NATIONAL CONGRESS OF NEIGHBORHOOD WOMEN:** I am wondering if anyone has done scholarly research on the National Congress of Neighborhood Women, an organization of women dedicated to neighborhood revitalization and raising awareness about issues affecting low-income women, among other things. I am interested in hearing from anyone who has concentrated on the NCNW or has looked at it as a part of some larger project. Contact: Amy Hague, Sophia Smith Collection, Smith College, Northampton, MA 01063; 413/585-2970; Fax 413/585-2886; ahague@smith.edu

**POSTWAR CHILDREN COWBOY/COWGIRL DRESS-UP:** I am looking for references to postwar children dressing up and playing as their favorite cowboy/cowgirl stars (Roy Rogers, Hopalong Cassidy, Dale Evans, Annie Oakley etc.) in the period from 1945 through the 1950s. This could be material either from the period itself or later publications and references up till now. I have been amazed at how many children from this generation had

their pictures taken in such outfits and the role that these heroes/heroines played in their childhood. I would be interested in hearing from members of this generation (I am one too) and their memories/pix. etc. I am especially interested in hearing from anyone who had a Gene Autry guitar from the Sears Catalog. Contact: Randall Bond, 458 Bird Library, Syracuse University, Syracuse, New York 13244; 315/443-3539; Fax 315/443-9150; ribond@mailbox.syr.edu

**CULTURAL HISTORY & INTERNATIONAL RELATIONS:** We are creating an interdisciplinary research group seeking to relate cultural history with the history of international relations. One of the central questions would be non-traditional roles within the field of international relations - the part played by individuals or private institutions as agents of spreading ideology as well as the support of visual and material vehicles. Notions of imperialism, of colonialism, of cultural exchange, and more recently of decolonization will be central points of investigation. The group's immediate goal is to organize meetings to plan an international colloquium around the theme: "The construction and dissemination of national values: the role of objects and individuals" to be held in 1999 at Paris 7. For exchange of information and ideas, contact: Barbara Karsky and Marie-Jeanne Rossignol, Institut Charles V, Université Paris 7, 10 rue Charles V, 75004 Paris, France; Fax 33-1-44-78-34-73 or 33-1-44-07-00-59; rossignol@paris7.jussieu.fr or kbsfr@world-net.sct.fr

**1850s SOUTHWEST FRONTIER:** A student of history at the University of Berne, where I am currently teaching a course on Native American literature, wishes to write a history paper on contrasting perspectives on the "frontier" in the 1850s Southwest, in mainstream and Native American historiography. My own expertise being limited, I would appreciate help, which would be immediately relayed to that student. Contact: Hartwig Isernhagen, Dept. of English, University of Basel, Nadelberg 6, 4051 Basel, Switzerland; Fax +41 61 267 27 80; isernhagen@ubaclu.unibas.ch

**FITNESS TO PLEAD:** I am researching 19th century English domestic homicide cases and am most interested in the recent Supreme Court decision raising the level of constitutional protection for criminal defendants with mental illness or retardation, particularly since the decision cited English legal practice in the late 18th century onward. The question of sanity and fitness to plead was (and I think still is) certainly important in many domestic homicides, but (as the sketchiness of the SC decision suggests) we actually know less than most lawyers and judges today might think about 18th-19th century English legal practice in this regard. I am interested in suggestions as to any work that has been done on the question of fitness to plead in 19th and early 20th century English or American courts. Contact: Martin Wiener, Dept of History-MS42, Rice University, Houston TX 77005-1892; wiener@ruf.rice.edu

**ASIAN INDIANS & THE AMERICAN DREAM:** For my thesis on *The American Dream in Bharati Mukherjee's Jasmine and Selected Short Stories* I'm looking for Asian Indians who are willing to tell me something about their American Dream, since I'd like to compare fiction with reality. I'm interested in your personal concept of the American Dream, everything it implies to you, whether you pursue a Dream and your experiences with the American Dream (is it possible to make it a reality?) Please include your age, sex, profession and whether you're American born. Any response highly welcome! Contact: Bettina Lang, Dr. Stumpfstr. 41/3, A-6020, Innsbruck Austria; Bettina.Lang@uibk.ac.at

**PUBLIC RELATIONS & BERNAYS BIOGRAPHY:** I'm a reporter at the *Boston Globe*, taking a year off to write a biography of Edward L. Bernays under contract to Crown Publishing. I'd love to talk to anyone who knew Bernays, knows about the period when he was most active in public relations, or knows people who'd know. I'd like to hear from you whether you're a Bernays fan, a critic, or somewhere between. I'm especially interested in his work for Procter & Gamble, American Tobacco, United Fruit, General Electric, Beechnut Packing, General Motors, Allied Chemical, CBS and the US Government. I'm hoping to use Bernays' life (he died last year at age 103) as a lens to understand how public relations has come to play such a central (and sometimes insidious) role in American culture. Contact: Larry Tye,

139A Fayerweather Street, Cambridge, MA 02138; 617/491-8709; tye@nws.globe.com

**THE INTERNATIONAL ASSOCIATION OF TRAVELS AND TRAVELLERS IN LITERATURE (IATLIL)** is being organized for those interested in areas of research related to travels and travellers in literature (including language specific studies). We particularly encourage scholars, graduate students and non-university researchers to become more involved with the academic society. For more information contact: Santiago Henriquez, Apdo de Correos 3676, 35080 Las Palmas de Gran Canaria, Spain; santiago@shj1.ext.ulpgc.es

**US & ISLE DE FRANCE (MAURITIUS) RELATIONS:** I am embarking on a project on the history of contact between the (fledgling) United States and Isle de France (Mauritius) in the last decades of the 18th and the first decade of the 19th century. Although I have access to Mauritian archival material, and to some of the older published works (e.g. Toussaint), my access to recent publications is very limited. I would therefore appreciate hearing from anyone with leads or with similar interests. Contact: Shawkat M. Toorawa, Dept. of Humanities, University of Mauritius, Reduit, Mauritius; shawkat@syfed-mu.mu.refer.org

**RELIGIOUS IMAGES IN FSA PHOTOGRAPHY:** For a book on religious images in FSA photography, I'm looking for information about the religious lives of FSA photographers: Dorothea Lange, John Collins, Marjory Collins, Marion Post Wolcott, Gordon Parks, Russell Lee, John Vachon as well as director Roy E. Stryker. Contact: Colleen McDannell, Dept. of History, University of Utah, Salt Lake City UT 84112; Colleen.McD@M.CC.Utah.edu

**HAROLD CRUSE & THE LIBERATOR:** For a retrospective collection on Harold Cruse's *Crisis of the Negro Intellectual*, I am writing on Cruse's relationship to the journal, *The Liberator*, published by the Liberation Committee for Africa, starting in 1961. Cruse was on the Editorial Board in late '63-'64 and published many of the major essays later collected in *Rebellion or Revolution?* Does anyone have any suggestions about further research on these two linked topics? Either primary or secondary sources would be useful, or for that matter oral histories, memoirs etc. Contact: Van Gosse, 2917 Hickory St., Alexandria, VA 22305; reillygosse@igc.apc.org

**HISTORY OF PALESTINE, JUDICIAL BIOGRAPHY:** The Tarlton Law Library, University of Texas at Austin, announces the acquisition of the Joseph C. Hutcheson, Jr. Papers (1853-1979). Hutcheson (1879-1973) is best known as a conservative judge on the U.S. 5th Circuit Court of Appeals (1931-1964), including 12 years as chief judge. Much of the collection relates to Hutcheson's service as co-chair of the Anglo-American Committee of Inquiry (which studied the creation of a Jewish state in Palestine after World War II). The collection also documents Hutcheson's personal, business, legal, judicial, civic, and family affairs (including correspondence with Justice Oliver Wendell Holmes, Jr.). For more information, contact Mike Widener, Archivist/Rare Books Librarian, Tarlton Law Library, University of Texas at Austin, 727 East 26th St., Austin, TX 78705-3224; 512/471-7263; Fax 512/471-0243; mwidener@mail.law.utexas.edu

**OPERA IN ITALIAN-AMERICAN COMMUNITIES:** I am currently researching Italian opera in Italian-American communities. I am interested in opera as a vehicle of self-identification and mark of national identity. I am interested in Italian-American impresarios and opera companies, of course, but more specifically, in anything that can give me leads to audience composition, behavior during performances-especially premieres, preferences for composers, sense of shared values, etc. Of course, reviews in the ethnic press are of great value and I am familiar with Italian-American papers in Boston and New York, but I would like some information on performances in smaller centers with active Italian communities (mining centers, in Pennsylvania, for instance, stone-cutters in Vermont). Any sort of information will be of great help, especially references to unpublished materials (letters, autobiographies, journals), from the period of mass migration to present days. Contact: Anna Maria Martellone, Dipartimento di Storia - Firenze; martellone@cesit1.unifi.it

**ITALIAN IMMIGRATION TO THE US 1861-1915:** The Dept. of Historical and Social Sciences of the University of Salerno

seeks information on materials (documents and photographs) regarding immigration from Campania and Irpinia to North America for an on-going research project. An informational letter and questionnaire are available from the *Connections* editor or from the project director. Contact: Nicola Di Guglielmo, Il Presidente della Pro Loco, Via Mancini, 12-83100 Avellino, Italia; Tel 0825/26064.

**THE HISTORY COMPUTERIZATION PROJECT** is building a history information network, for the exchange of information between historians, librarians, archivists, museum curators, preservation groups, and historical societies. The project employs the History Database program, running on IBM PC compatible computers. The program is used for both cataloging and research with all types of historical materials (photographs, museum objects, archives, books, journals, and oral history interviews). For information on the database and a tutorial contact: History Computerization Project, 24851 Piuma Rd., Malibu, CA 90265-3036; 818/591-9371; history@history.la.ca.us; Web page http://www.history.la.ca.us/history

## II. PEDAGOGY

**THE AMERICAN STUDIES PROGRAM AT THE UNIVERSITY OF INDONESIA** is evaluating and revising its curriculum. We are looking for models of American Studies programs outside America, most particularly in Asian countries. We hope to accomplish two revisions: 1. To add "practical" concentrations to the program's current strengths in American literature and cultural anthropology. Potential students are interested in professional advancement through specific knowledge about American commerce and trade, politics and government. Do any other programs offer such concentrations? How should they be organized? 2. To improve the set of required courses that serve as grounding in the program. We are especially interested in developing a course focused on contemporary American society and institutions, and want to know what has worked in other programs. We would greatly appreciate any suggestions, program outlines, or syllabi. Contact: Melani Budianta, Program Kajian Wilayah Amerika, Program Pascasarjana UI, d/a Gedung Eks Rektorat Lt. IV, Jl. Selemba Raya No. 4, Jakarta 10430 Indonesia; Fax 62 21 3908105; eka@rad.net.id

**ALGERIAN AMERICAN STUDIES:** I am currently working on a textbook of American civilization from the earlier days of the Republic to the present, in order to meet the needs and requirements of Algerian students. I am also planning, with a group of other scholars, to launch an Algerian Center for American Studies and would therefore welcome any advice or help to accomplish this task. I would be pleased to collaborate with your organization to promote collaboration among Americanists throughout the world. Contact: Dr. Miloud Barkaoui, Cite 500 Logts, Bloc 25, Apt. 250, Sidi Amar, Annaba - 23000, Algeria.

**ASIAN-AMERICAN LITERATURE READING LIST:** I am in the middle of putting together a program on Asian-American Studies and would like to know if any one would care to share reading lists or/and course syllabi on Chinese-American Literature, Japanese-American Literature, and Korean-American Literature; the histories of immigration, Asian-American Studies, and ethnic studies with regard to East Asian would be of great help, too. I would also like to know the names, works, and e-mail addresses of scholars who work and publish in these fields. Contact: Xiaomei Chen, Dept. of East Asian Languages and Literatures, 204 Cunz Hall, 1841 Millikin Rd., Ohio State University, Columbus, OH 43210; 614/292-2284; Fax 614/529-1507; xmchen@magnus.acs.ohio-state.edu

**TEACHING AMERICAN LITERATURE--PROBLEMS WITH THE SYLLABUS:** I would like to share my syllabus on American Literature with colleagues who share the problems of adapting syllabuses to different kinds of pupils, to your own interests and to the interests of the institution where you teach. Is it possible for you to consult the pupils themselves? If so, how do you do it? Do you take into account the pupil's level of interest in literature in general when you plan a syllabus? If you are teaching in a different language (my case), how do you deal with the problems of translations? Contact: Dr. Margara Averbach; 54-1-243-6408; postmast@averb.filo.uba.ar

**A COLLECTION OF PUBLIC HISTORY COURSE SYLLABI:** Now available for purchase from National Council on Public History; 370-page collection of 67 syllabi from 21 colleges and universities. NCPH also has compiled information for a new edition of *A Guide to Graduate Programs in Public History* which contains the latest information about public history graduate programs in the United States and Canada. Contact: National Council on Public History, 327 Cavanaugh Hall-IUPUI, 425 University Blvd., Indianapolis, IN 46202.

**CUBAN UNIVERSITY SEEKS CONTACTS:** We are engaged in an effort to improve American Studies in Cuban colleges and universities. The endeavor includes modernizing the syllabi, upgrading our professors and updating and enriching existing bibliography and teaching media. We would very much appreciate donations of used books and teaching media on American history and culture, as well as technical advice and other forms of support. Contact: Professor Manuel de J. Velazquez Leon, Departamento de Lenguas Extranjeras, Facultad de Humanidades, Universidad Pedagógica Jose de la Luz y Caballero, Av. de los Libertadores y Circunvalacion, Holguin 81000, Cuba; Tel 481-909; bimicesa@reduniv.cu

**ROMANIAN SCHOLAR SEEKS TEACHING MATERIALS:** I teach World History and British and American Studies in Bucharest. I am very much interested to have new and used textbooks, works, resources, magazines, reviews, and any materials for educational purposes. Contact: Professor Mihai Manea, PO Box 20-71, 74100 Bucharest, Oficiul 20, Romania; Tel/Fax 001-401-321-0535.

**AMERICAN STUDIES MATERIALS NEEDED:** Lic.'N.lorga' Braila needs books and other teaching and resource materials. Our students from the English class are going to attend a course in American culture and civilization and we badly lack resources. Any form of assistance will be greatly appreciated and any advice on new teaching approaches, curricula development, syllabus preparation. Contact: Gabriela Mocanu, 'N.lorga' Braila High School, Str. Vitrolii, Pol. 60, sc-II, ap. 27, Braila, Romania; catalina@lbmi.sfos.ro

**AMERICAN HISTORY SURVEY COURSE:** Seeking help from instructors of the American history survey course. I am a graduate student of library and information studies who has a background in history and education. I am compiling a list of the most popular U.S. history survey texts in hopes of assisting college instructors and Advanced Placement U.S. History teachers in textbook selection. Your answers to the following would be greatly appreciated: (1) the title and author(s) of your primary text? (2) your reason(s) for using the text? (3) number of years you have taught the survey course? (4) your area(s) of specialization (e.g., colonial American; the American West)? (5) your name and your institution? Respond to: Raymond J. Palin, Social Science, Chaminade-Madonna College Preparatory, 500 Chaminade Drive Hollywood, FL 33021; a0347381@bcfreenet.seflin.lib.fl.us

**CONVERTING COURSES FROM QUARTERS TO SEMESTERS:** I wonder if anyone has any wisdom about the process of converting courses from the quarter system to the semester system. The University of Minnesota is currently in the process of converting, and I am interested in collecting information, not about the bureaucratic processes but about the intellectual processes. How have people dealt with issues such as the different pacing of semesters? I would be interested in either references to published works, or in people writing to share their own experiences about the transition. Contact: AnnWaltnr, Department of History, 614 Social Science Tower, University of Minnesota, Minneapolis, MN 55455; 612/624-3810; Fax 612/624-7096; waltn001@maroon.tc.umn.edu

## III. BOOKS, JOURNALS, PUBLISHING OPPORTUNITIES

**HAGLEY RESEARCH COLLECTION GUIDE:** The Hagley Museum and Library announces the publication of a new guide to its research collections: *Consumer Culture: Advertising, Design, & Public Relations*. This brochure provides an overview of material in Hagley's extensive manuscript, imprints, and photographic collec-

tions pertinent to the study of consumer culture. For a free copy contact the Center for the History of Business, Technology, and Society, Hagley Museum and Library, P.O. Box 3630, Wilmington DE 19807; 302/658-2400; crl@udel.edu.

**BLACK MUSIC RESEARCH JOURNAL** vol. 15, n. 2 (Fall 1995) is entirely devoted to: Negro spirituals and gospel songs with indexes of artists, articles about religious music, reviews of books, magazines, video, and films, multiple artist sound recording anthologies, record companies, live concerts, festivals, conferences, selected bibliography. Contact: *BMR Journal*, Center for Black Music Research, Columbia College, 600 South Michigan Avenue, Chicago, IL 60605.

**THE OLYMPIC GAMES & OUR STRUGGLES FOR JUSTICE: A PEOPLE'S STORY.** In this publication Project South examines what the Olympics mean for many of Atlanta's communities - especially working class and poor communities and communities of color. Project South: Institute for the Elimination of Poverty & Genocide is a community-based membership institute that develops and conducts popular political and economic education and action research for understanding and transforming society. Project South, founded in 1991, is based in Atlanta, GA and has an office in Washington, DC. For more information, contact: Jerome Scott or Abbie Ilenberger, Project South, 9 Gannon Ave, SW, Atlanta, GA 30315; 404/622-0602; Fax 404/622-7992; projectsouth@igc.apc.org

**THE AMERICAN SOCIETY FOR LEGAL HISTORY** is a nonprofit membership organization dedicated to fostering scholarship, teaching, and study concerning the law and institutions of all legal systems, both Anglo-American and international. Founded in 1956, the Society sponsors *Law and History Review* and *Studies in Legal History*, a series of book-length monographs available to ASLH members at substantial pre-publication discounts. In addition, the Society holds an annual meeting to promote scholarship and interaction among teachers, practitioners, and students interested in legal history, and publishes a semiannual newsletter reporting developments in the field. For further information concerning the Society, please write: Michael de L. Landon, Department of History, University of Mississippi, University, MS 38677; mlandon@olemiss.edu

**COMPARATIVE INDUSTRIAL RELATIONS:** The June 1996 issue of the *Comparative Industrial Relations Newsletter* is now available. It contains notes on new periodicals, books (many just published), meetings and calls for proposals, developments in organizations, teaching programmes, internet resources, people involved in international research and teaching, the status of international research projects, the teaching of comparative labour subjects and more. The subscription price for two (big) annual editions is \$US20. To subscribe or to receive a sample copy send a request with your address to: Pam Pringle, DeGroot School of Business, McMaster University, Hamilton, Canada, L8S 4C7; Fax 905/521-8995; or email to Roy Adams, adamsr@mcmil.cis.mcmaster.ca

**FILM & HISTORY: AN INTERDISCIPLINARY JOURNAL OF FILM AND TELEVISION STUDIES** will soon be publishing and mailing an issue focusing on "The Black Image in Film" together with a major article on censorship and a number of reviews. For a full portrait of the journal, try the WEB Page at <http://www.nevada.edu/home/9/draza> Questions? Write to Peter Rollins, the new editor, at Popular Culture Center, RR3, Box 80, Cleveland, OK 74020; Rollins@osuunx.ucc.okstate.edu

**THE ECCLES CENTRE, THE BRITISH LIBRARY,** announces two new publications: *United States and Canadian Holdings in the British Library Newspaper Library*; and *United States Government Policies toward Native Americans, 1787-1990: A Guide to Materials in the British Library*. Copies are available price \$7.00 sent sea-mail; \$9.50 sent air-mail. Checks should be made out to The Eccles Centre, The British Library, US dollar checks are acceptable. Details of other Eccles Centre publications on request. Contact: The Eccles Centre, The British Library, Great Russell Street, London WC1B 3DG, UK.

**SAINTS AND SINNERS: Religion, Blues and (D) Evil in African-American Music and Literature.** The proceedings of a 1991 International Conference to be published by the University of Liege Press and Society

of Musicology in fall 1996. For information on this text and the 1987 publication *Charley Patton: The Voice of the Delta*, contact: Robert Sacre, Dept. of Music/Center for American Studies, University of Liege, 117 Chaussee de Tongres, B-4000 Liege (Rocourt), Belgium. 32-41-269022; Fax 32-41-541633; rsacre@vm1.ulg.ac.be

**THE URBAN HISTORY ASSOCIATION** was established during 1988 upon the initiative of Kenneth T. Jackson to stimulate interest in the history of the city in all periods and geographical areas. While the preponderance of its nearly 500 members reside in the United States, others live in Argentina, Australia, Canada, Dominican Republic, England, France, Germany, Greece, Guatemala, Israel, New Zealand, China, and Singapore. The Association publishes an informative twice-yearly newsletter that features up-to-date bibliographic listings (most recently on Cuba), international reports on research conferences, teaching, museum exhibitions, and award/grant announcements. To request a membership brochure contact: Professor Clifton Hood, UHA Membership Secretary, Department of History, Hobart & William Smith Colleges, Geneva, NY 14456-3397 USA.

**BLUES GAZETTE:** Announcing a new magazine (in English), *Blues Gazette*, covering all styles and eras of the blues with contributors from USA, the U.K., Germany, Belgium and New Zealand. A section on black gospel deals mainly with "news, concert & record reviews" and articles about the artists of the Golden Age of Gospel. For information on subscriptions or submissions contact: *Blues Gazette*, c/o Jacques Depoorter, 22 Franciscus laan, B-9112, SINAIL, Belgium; Tel 32 3 772 5298 (7-11 PM Belgian time).

**CUADERNOS DE LITERATURA INGLESA Y NORTEAMERICANA:** The Instituto de Literatura Inglesa y Norteamericana of the Facultad de Filosofía y Letras/Argentinean Catholic University announces the publication of the first number of *Cuadernos de Literatura Inglesa y Norteamericana*. The journal is devoted to literatures written in English languages and published biannually (May and Nov). Articles appear in English, Spanish, French, Italian and Portuguese. For information regarding subscriptions or submissions contact: Rosa Penna; Fax 54 1 804 3894; rpenna@dc.uba.ar

**ELEANOR ROOSEVELT ENCYCLOPEDIA:** I am looking for contributors to an encyclopedia on Eleanor Roosevelt. Topics of special interest are: American Student Union (250 words); American Youth Congress (1,000); Aviation; Awards; Babies (250); Books, by (2,000); Centennial (1,000); Critics (1,000); Columns (500); Death of (1,000); Mary Drier (1,000); Fiction, about (500); individual sketches, brief biographies on her children (500 to 1,000); magazine articles (1,000); memorials (500); Prohibition (1,000); Red Cross (500); Lucy Rutherford Mercer (500); Alfred E. Smith (500); White House, office in (500). Other topics are available as well. Contact: Maurine Beasley, Prof. of Journalism, Univ. of Maryland; mbeasley@jmail.umd.edu

**JOURNAL OF AMERICAN STUDIES OF TURKEY:** *JAST* invites submissions as articles, essays, book and film reviews. *JAST* is aimed at bringing an international perspective, providing a comparative angle and foregrounding the newest ideas and trends in American studies. Deadline for the fall 1996 issue is September 1, 1996. The spring 1996 issue of *JAST* is now available. For more information about subscriptions or submissions, contact the editor: Gonul Pultar, Dept. of English, Bilkent University, Ankara 06533 Turkey; Fax 90 (312) 266-4934; gonul@bilkent.edu.tr

**ON-LINE MAGAZINE SEEKS AUTHORS:** *ready.to.ware*, a new pop culture history and criticism electronic magazine, is currently looking for articles — 900 to 1,500 words — on any topics regarding pop culture and American culture history, with an eye toward consumer artifacts. While we do not pay for submissions, we will provide bylines, short author's bios, and hypertext links to your email and/or website (although websites are subject to review before linking). It's a great way to get some web exposure for your work. I am also hoping to add a daily (weekday) update to the publication called *DailyWare*. The department would feature, each day, a 150 to 400-word short on an item of our pop culture past, be it a TV show, music, a gadget, toys, food, a piece of technology, an inventor — whatever. (Slinkys, the twist tie, etc.) No item is too small; a "Where

did it come from and what did it mean?" sort of thing. *ready.to.ware* is available at <http://www.tir.com/~rtw/rtw.html> Contact: Mike Kassesi, Editor, [rtw@tir.com](mailto:rtw@tir.com)

**TEAM HISTORY CALL FOR PAPERS:** The Center for the Study of Work Teams is pleased to announce a call for papers for our upcoming publication: *The History of Work Teams*. Work teams represent one of the current, major focuses of organizational redesign. Although the idea of work teams is not new, there are very few resources that focus on the historical development of work groups and their evolution into work teams. We invite you to send in short papers that present scenarios of discovery, human stories, the lively stories of the emergence of ideas and techniques. To receive detailed information regarding submissions contact: Melanie Bullock, Center for the Study of Work Teams, University of North Texas; 817/565-2198; Fax 817/565-4806; melanieb@terril.unt.edu; Web Page: [www.workteams.unt.edu](http://www.workteams.unt.edu)

**WOMEN'S STUDIES AUTHORS NEEDED:** ABC-CLIO, publisher of award-winning general reference books for high school, academic, and public libraries, is searching for authors for reference books on various topics in Women's Studies. If interested, please forward curriculum vitae and cover letter, including any other areas of expertise or interest, to: Todd Hallman, ABC-CLIO, 501 S. Cherry Street, Denver, CO 80209.

**TEACHING AMERICAN REALISM AND NATURALISM:** Thomas K. Dean and Louis J. Budd seek essay proposals for *Teaching American Realism and Naturalism*, a projected new volume in the MLA's *Options for Teaching* series. Intended as a resource guide primarily for college and university instructors, the book will offer essays treating a wide variety of approaches and topics. The editors also hope the book will advance the critical debate about American realism and naturalism. Please send essay proposals and short vitae by 15 November 1996 to either editor: Thomas Dean, Department of American Thought and Language, Ernst Bessey Hall, Michigan State University, East Lansing MI 48824-1033; deanth@pilot.msu.edu or Louis Budd, Department of English, Duke University, Box 90015, Durham NC 27708.

**GIRLS' CULTURE:** Call for Papers. How has girls' culture changed over the last century? How do girls from different racial and ethnic groups constitute cultures that are distinct from mainstream white girls' culture? How have girls been influenced by the material culture around them? What is girls' culture? How is girls' culture exclusive from boys' culture? These are a few of the questions that I seek to answer in a proposed anthology about twentieth-century American girls' culture. Essays (25 to 30 pages, not including notes and works cited) should be broadly informed by the insights of interdisciplinary and cultural studies. Along with careful theoretical and historical analysis, I welcome explorations that highlight questions of power, race, sexuality, and gender. Please send completed papers (and curriculum vitae) by 1 January 1997 to Professor Sherrie A. Inness, Miami University, Department of English, 1601 Peck Boulevard, Hamilton, OH 45011; innesss@muohio.edu

**COMMEMORATION AND WAR:** I am seeking contributions for a collection of articles on the physical commemoration of wars of the late 19th and 20th century (cemeteries and memorials). I am particularly interested in commemoration in the aftermath of world wars. Contact: Ron Robin, Dept of History, University of Haifa, Israel 31905; Fax 972-4-824-0128; r.robin@research.haifa.ac.il

**THE DEFINITION OF PORNOGRAPHY:** I am looking for about fifteen papers that address the definition of pornography for a collected work to be published by the University of Illinois Press. I would like to look at the question of what pornography is from all viewpoints: pro, con, legal, semiotic, and anything else that you can think of. Previously presented work is fine, as well as work already published in small markets. For details contact: Solomon Davidoff, American Culture Studies, 211 Moseley Hall, Bowling Green State University, Bowling Green, OH 43403; sdavidoff@opie.bgsu.edu

**ENCYCLOPEDIA OF CIVIL WAR LEADERSHIP:** Garland Publishing is producing an Encyclopedia of Civil War Leadership, edited by Paul Finkelman and Brooks Simpson. Entries will range be-

tween 800 and 2000 words in length, depending on the subject. Essays should focus on a short analysis of the subject's leadership style and impact. If you would like to contribute an entry on one or more leaders of the Civil War, please send the names of the desired subjects along with your curriculum vitae to Paul Finkelman (for civilian subjects), Dept of History, University of Miami, PO Box 248107, Coral Gables, FL 33124; pfinkelman@umiami.ir.miami.edu or Brooks Simpson (for subjects who were prominent in the military or in both civilian and military roles), Department of History, Arizona State University, Box 872501, Tempe, AZ 85287-2501; brooks.simpson@asu.edu

**BORDERLINES: STUDIES IN AMERICAN CULTURE:** *Borderlines* is a fresh and innovative journal published quarterly which examines all aspects of American culture as well as its impact and influence on the wider world. The journal features articles by international scholars, review essays, and book and film reviews. *Borderlines* is currently seeking to expand its portfolio of book and film reviewers. If you are interested in reviewing books for *Borderlines* contact: Mike McDonnell, Book Review Editor, *Borderlines: Studies in American Culture*, Department of American Studies, University of Wales, Swansea, Singleton Park, Swansea, SA2 8PP, UK; Tel 01792-295305; Fax 01792-295719; m.mcdonnell@swansea.ac.uk For information on contributing to a special issue in 1996-1997 focusing on Native Americans in contemporary American culture contact: Candida Hepworth, see address above; c.n.hepworth@swansea.ac.uk Web page: <http://www.swan.ac.uk/american/HomePage.html>

#### IV. FELLOWSHIPS, AWARDS

**SSRC DISSERTATION FELLOWSHIPS:** The SSRC in collaboration with the American Council of Learned Societies (ACLS), conducts a broad range of programs relating to international scholarship in the social sciences and humanities. These programs emphasize the training of scholars who will use their familiarity with distinctive areas, cultures, languages, and historical experiences, in combination with their disciplinary training, to help illuminate scholarly issues that transcend their particular specializations. These programs include fellowships for conducting dissertation research abroad, and for advanced (postdoctoral) research. For further information, contact the Fellowship Office of the SSRC after August 1, 1996. Social Science Research Council, 810 Seventh Avenue, New York, NY 10019; <http://www.ssrc.org>

**AMERICAN MUSIC DISSERTATION PRIZE:** The Sonneck Society for American Music seeks submissions for its first annual dissertation prize. This new \$200 award is designed to recognize a single dissertation on an American music topic for its exceptional depth, clarity, significance, and overall contribution to the field. "American" is understood to embrace North America, and aspects of its cultures elsewhere in the world. We welcome dissertations from American Studies, American History, and other fields beyond theory, musicology, and ethnomusicology as long as the primary focus of the work is on a musical topic. The deadline for submissions is 15 September, 1996. For details contact: Dr. David Hildebrand, 276 Oak Court, Severna Park, MD 21146; davidh@peabody.jhu.edu or davenging@aol.com

**RECOVERING THE U.S. HISPANIC LITERARY HERITAGE:** Grants-in-aid 1997. Recovering the U.S. Hispanic Literary Heritage Project is a ten-year research undertaking to identify, locate, preserve, make accessible and publish works of primary literary sources written by Hispanics in what is now the United States, dating from the Colonial Period to 1960. The Grants-in-Aid program is designed to provide release from Summer teaching duties to a scholar by funding expenditures such as photography, photoduplication, micro-filming, travel to collections, translation, transcription, indexing, scanning, or any such expenses connected with research that would advance a project to the next stage or to a successful conclusion. Scholars at different stages of their careers and advanced graduate students are encouraged to apply for a stipend of up to \$3,000. Deadline October 1, 1996. For application and guidelines, call or write: Recovering the U.S. Hispanic Literary Heritage, University of Houston, 4800

Calhoun E., Cullen Performance Hall, Room 254, Houston, Texas 77204-2172; 713/743-3128; Fax 713/743-3142; artrec@jetson.uh.edu

**INSTITUTE OF EARLY AMERICAN HISTORY AND CULTURE POSTDOCTORAL FELLOWSHIP 1997-1999:** The Institute of Early American History and Culture offers annually a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 1997. A principal criterion for the selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute's field of interest encompasses all aspects of the lives of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815. Further information and application forms may be obtained from the Director, IEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. Application deadline is November 1, 1996.

**1997-98 FULBRIGHT VISITING SCHOLAR-IN-RESIDENCE PROGRAM:** US colleges and universities are invited to submit proposals for a Fulbright grant to host a visiting lecturer from abroad. The purpose of the program is to initiate or develop international programs at colleges and universities by using a scholar-in-residence to internationalize the curriculum, set up global studies or area-specific programs, or otherwise expand contacts of students and faculty with other cultures. Grants are for one semester or the full academic year. Preference is given to proposals in the humanities or social sciences, although other fields focusing on international issues will be considered. Deadline November 1, 1996. For application materials and proposal guidelines, contact: Council for international Exchange of Scholars, 3007 Tilden St., NW, Suite 5M, Box VSNEWS, Washington DC 20008-3009; 202/686-6238; ciesvs@ciesnet.cies.org

**1997-98 EUROPEAN UNION SCHOLAR-IN-RESIDENCE PROGRAM:** Special program to bring officials or academics from the European Union to campuses where there are programs in international affairs, business, political science, or other fields in which an EU official-in-residence would be beneficial. Grants are for one semester or the full academic year. The resident official/scholar will give guest lectures and conduct seminars as appropriate, consult with faculty and students on research, engage in collaborative study, and provide outreach to neighboring institutions and the local community, but is not expected to teach regular course offerings. Deadline November 1, 1996. For application materials and proposal guidelines, contact: Council for international Exchange of Scholars, 3007 Tilden St., NW, Suite 5M, Box VSNEWS, Washington DC 20008-3009; 202/686-6238; ciesvs@ciesnet.cies.org

**CREOLIZATION IN THE AMERICAS:** The University of Texas at Arlington Department of History announces the 1997 Webb-Smith Essay Competition (\$500) in conjunction with the Walter Prescott Webb Memorial Lectures, March 13, 1997, for the best research essay on Creolization in the Americas, Cultural Adaptations to the New World. The winning essay will be included in Volume Thirty-two of the Walter Prescott Webb Memorial Lecture Series, published by Texas A&M University Press, along with essays by David Buisseret, Karl W. Butzer, J. L. Dillard, Daniel H. Usner, Jr., Manuscripts must be submitted by February 1, 1997. Additional information about the Essay Competition and the Webb Lectures should be obtained from: The Webb Memorial Lectures Committee, Department of History, P. O. Box 19529, The University of Texas at Arlington, Arlington, TX 76019-0529.

**SHGAPE THIRD BIENNIAL ARTICLE PRIZE:** The Society for Historians of the Gilded Age and Progressive Era (SHGAPE) announces the third SHGAPE Article Prize, a biennial competition for the best published article dealing with any aspect of U.S. history in the period 1865-1917. The article must have appeared in journals dated 1995 or 1996. Eligibility is open to any graduate student or individual with a doctorate awarded after 1987, who has not yet published a book. The Prize consists of a certificate and a \$500 award. The deadline for 1998 Prize submissions

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Please return completed questionnaire to David Fisher,  
 Organization of American Historians, 112 North Bryan St., Bloomington IN 47408 USA  
 Fax: 812/855-0696 E-mail: fisher@oah.indiana.edu

must be postmarked no later than December 1, 1997. To participate, send a letter addressing the author's eligibility along with three copies of the article to: Professor Nina Mjagkij, Chair, SHGAPE Article Prize Committee, Department of History, Ball State University, Muncie, IN 47306-0480; 00n0mjagkij@bsuvc.bsu.edu

**ROMANIAN SCHOLAR SEEKS FELLOW-SHIP:** I teach World History and British and American Studies in Bucharest. I am very much interested to attend a summer course on these topics but desperately need financial support. I intend to come to the US in the summer of 1997. Contact: Professor Mihai Manea, PO Box 20-71, 74100 Bucharest, Oficiul 20, Romania; Tel/Fax 001-401-321-0535.

### V. CALLS FOR PAPERS, MEETINGS

**PLACES AND OBJECTS OF MEMORY IN THE UNITED STATES:** Université de Savoie, Chambéry, France (in the French Alps), March 7-8, 1997. The organizers of Sites of Memory in the United States, as part of an ongoing effort to apply and adapt the methods developed by Pierre Nora for France to the history and culture of the United States, propose a conference on several themes around the subject of memory. Workshops and panels will be organized around the discussion of varieties of place in memory landscape, institutions, and also the function and production of objects in American memory. Attention will also be given to theoretical work, especially the comparison of memory and the function of place in the United States and France. Proposal deadline September 15, 1996. Paper deadline January 15. Contact: Prof. Jean Kempf, Département d'anglais, Université de Savoie, BP 1104, F-73011 Chambéry, France; Tel 33-79-96-93-38; Fax 33-79-75-85-99; Jean.Kempf@univ-savoie.fr

**AMERICAN COMMUNITIES--PAST AND PRESENT:** Southern American Studies Association Biennial Meeting, February 27-March 2, 1997, Seaside, Florida. We are seeking panels and papers on any aspect of community in America. Seaside is an innovative architectural community on the gulf coast of the Florida panhandle. Widely noted for its embodiment of neo-traditionalist town-planning, Seaside offers a unique meeting site for the discussion of community. Our primary speakers will be Kenneth T. Jackson, Barzun Professor of History and Social Sciences at Columbia University; and Gerald Early, Director of African and Afro-American Studies at Washington University in St. Louis. Deadline September 15, 1996. No previously published works, please. Contact: Dr. Lynne Adrian, Department of American Studies, Box 870214, University of Alabama, Tuscaloosa, AL 35487-0214; ladrian@ua1vm.ua.edu

**DECORUM & DECOR: ORNAMENTS OF SOCIAL SPACE:** American Society for Eighteenth-Century Studies, Nashville, TN, 9-12 April 1997. The title of this seminar has been devised to cast as wide an interdisciplinary net as possible. It will appeal to scholars of art and architectural history as well as scholars of history and literature who pose questions about relationships between the rules governing behavior in particular social spaces, the structure and/or ornamentation of these spaces and the people inhabiting them. Deadline, September 15, 1996. For more information, contact: Candace Jean Kern, 315 Wesley Drive, Chapel Hill, North Carolina 27516-1520; 919/942-1795; cjern@email.unc.edu

**SECULAR and RELIGIOUS REFORM MOVEMENTS in AMERICAN HISTORY** is the theme of the Third Middelburg Conference of European Historians of the United States, to be held 23-25 April 1997 at the Roosevelt Study Center, Middelburg, Netherlands. Historians interested to present a paper at this conference with plenary sessions are invited to send a one-page proposal before 15 September, 1996 to the two conference organizers: Prof. David K. Adams, David Bruce Centre for American Studies, Keele University, Keele, Staffordshire ST5 5BG, United Kingdom; Fax (44) 1782-583460; and Dr. Cornelis A. van Minnen, Roosevelt Study Center, PO Box 6001, 4330 LA, Middelburg, Netherlands; Fax (31) 118-631593.

**ECONOMIC AND BUSINESS HISTORICAL SOCIETY:** The EBHS welcomes proposals for panels and papers on all aspects of North American, European, and non-Western economic and business history (all time periods) for its annual meeting in Richmond, Virginia, April 24-26,

1997. Papers presented at the meeting will be considered for publication in *Essays in Economic and Business History*, the Society's proceedings edited by Professor William Childs. Papers published in the Proceedings are eligible for the Charles J. Kennedy Award of Excellence. A limited number of stipends will be available to help defray the expenses of graduate students who participate in the 1997 program. The initial deadline for proposals and abstracts is September 30, 1996. However, additional proposals will be accepted until January 7, 1997. Please send abstracts of the proposed papers (two page maximum) along with the names of presenters, positions and affiliations, phone numbers, and e-mail addresses to Michael S. Smith, President and Program Chair Economic and Business Historical Society, Department of History, University of South Carolina, Columbia, South Carolina 29208; Fax 803/777-4494; smithm@garnet.cla.sc.edu

**MAPPING AFRICAN AMERICA:** The world of African America extended throughout the northern, central, southern and insular parts of the American continent. The 1997 CAAR conference, "Mapping African America," to be held in Liverpool, England, 24-27 April, takes the creation of that world as a single object of study, tracing significant routes and contacts, building comparisons and contrasts. We are inviting proposals for workshops and papers that examine some aspect of the world of African America. We encourage proposals that have a comparative and/or interdisciplinary focus. We would also welcome proposals that deal with the teaching of African American Studies as well as proposals that focus on the city of Liverpool as a leading slave port. Workshop proposals should have open slots so the conference committee can add participants. One page proposals should be submitted by 15 January 1997 to Professor Dr. Maria Diedrich, President of CAAR, Englisches Seminar / Amerikanistik, Westfälische, Wilhelms-Universität, Johannisstr. 12-20, D-48143 Muenster, GERMANY; +49 251-83 4296; Fax +49 251-83 4652; diedri@uni-muenster.de

**CELEBRATING 50 YEARS OF AMERICAN TELEVISION SITUATION COMEDY 1947-1997:** In celebration of the resilience of the TV sitcom and in an attempt to promote a greater humanistic and intellectual understanding of it, the Program Committee invites colleagues, primary and secondary school teachers, graduate students, undergraduate students, and high school students in Popular Culture Studies and all related disciplines to submit proposals for individual papers, presentations, performances, media productions, panels, roundtables, and workshops that shed light on all aspects of the television situation comedy. Proposals may be philosophical, theoretical, methodological, critical, applied, pedagogical, historical, or empirical. We especially invite proposals for sessions that explore television sitcoms in diverse international cultures as well as the United States. Conference dates, 25-27 September, 1997; Proposal deadline April 1, 1997. Contact: Dr. Angela M. S. Nelson, Librarian, Department of Popular Culture, Bowling Green State University, Bowling Green, OH 43403; 419/372-0284; Fax 419/372-2577; anelson@bgnet.bgsu.edu

**POPULAR CULTURE/AMERICAN CULTURE ASSOCIATIONS, NATIONAL, REGIONAL and INTERNATIONAL MEETINGS:** Popular Culture Studies/American Culture Studies are interpreted broadly and deeply. Participants in all areas of the arts, humanities, social sciences, and physical sciences are invited to attend. Papers are solicited on all subjects. People interested in participating in the meeting(s) are urged to write immediately. For a complete list of conference organizers and meeting dates, contact: Peter Rollins, Popular Culture Center, RR3 Box 80 Cleveland, OK 74020 Rollins@osuunx.ucc.okstate.edu PCA/ACA Web Page: <http://h-net.msu.edu/~pcaaca>

**CHRISTIAN RIGHT IN COMPARATIVE PERSPECTIVE:** The Calvin Center for Christian Scholarship is sponsoring a "Conference on the Christian Right in Comparative Perspective," October 4-5, 1996, at Calvin College, Grand Rapids, MI. Contact: James M. Penning, Dept. of Political Science, Calvin College, Grand Rapids, MI 49546; 616/957-6232; Fax 616/957-8551; penn@calvin.edu; The program can be accessed at its web site: <http://ursa.calvin.edu/academic/pols/confer/> ORAL HISTORY ASSOCIATION ANNUAL MEETING will be held in Philadelphia, October 10-13, 1996. The meeting's theme will be "Oral History, Memory, and the Sense of Place." Among the featured speakers are Robin D. G. Kelley (New

York Univ.) and Spencer Crew (Smithsonian Institution). For registration information contact: the Oral History Association, PO Box 97234, Baylor Univ., Waco, TX 76798-7234; 817/755-2764; Fax 817/755-1571; oha\_support@Baylor.edu

**THE BRITISH ENCOUNTER WITH INDIGENOUS PEOPLES, C1600-1850: 13-15 February 1997.** A major international conference is to be held at University College London, under the auspices of the Commonwealth Fund Colloquium in American History and the Neale Colloquium in British History. The aim is to bring together specialists in British North America and in the encounters with indigenous peoples in Africa, Asia and Australasia. Further details and a registration form can be obtained from Ms. Nazneen Razwi, Department of History, University College London, Gower Street, London WC1E 6BT; Fax +44-171-413-8394; n.razwi@ucl.ac.uk

**POSTMODERN CULTURE, GLOBAL CAPITALISM, AND DEMOCRATIC ACTION** is the theme of the 1997 Couch-Stone Symposium of the Society for the Study of Symbolic Interaction (SSSI). The conference will be held at the University of Maryland, College Park from Thursday April 10 through Sunday April 13, 1997. The conference, like its theme, will be interdisciplinary and international in character. For further information, postings, and conversation, check the conference web site: <http://www.bsos.umd.edu/CSS97/index.html>. Further information is also available by mail from: Richard Harvey Brown, Couch-Stone Symposium, Department of Sociology, University of Maryland, College Park, MD 20742-1315.

**1997 NORDIC ASSOCIATION FOR AMERICAN STUDIES CONFERENCE:** August 13-17, 1997, Goteborg, Sweden. The 15th Biennial Conference of the NAAS, "After Consensus: Critical Challenge and Social Change in America," will focus on changes in American society, politics, and culture--including American Studies itself--associated with the decline of "consensus." For details, contact: Hans Lofgren, English Dept., Goteborg University, S-412 98 Goteborg, Sweden; Fax +46-31-773-4726; hans.lofgren@eng.gu.se

## VI. EXCHANGES

**ARIZONA - U.K. FACULTY EXCHANGE:** Professor of American literature at Arizona State University would like to exchange teaching duties with someone at an English university for the 1997 spring semester (January - May/June). Home exchange possible. Contact: Bert Bender, Dept. of English, Arizona State Univ., Tempe, Arizona 85287-0302; Fax 602/965-3451; Bert.Bender@asu.edu

**STUDENT/FACULTY EXCHANGE OPPORTUNITY IN HOKKAIDO, JAPAN:** Hokkaido University of Education (Sapporo campus), is interested in inaugurating a student/faculty exchange relationship with an American institution. The school has just opened a new undergraduate department of Global Education, and would like to send selected students to the United States for English language and cross-cultural study while playing host to American students, who could enroll in the university's new one-year intensive program combining Japanese language study with courses on Japanese education and Japanese culture. For more information, contact: Mark Lincicome, Assistant Professor of History, College of the Holy Cross Worcester, Massachusetts; lincicome@holycross.edu

**US-AUSTRALIA/NEW ZEALAND EXCHANGE:** U.S. historian from Midwest wishes to exchange positions with same from Australia or New Zealand for either one semester or one academic year, starting no sooner than July 1997. Housing exchange also possible. Midwest location is relatively short drive to research centers in Chicago, St. Louis, Cincinnati, and Indianapolis, and quick, cheap flights to Washington, D.C. Contact: Dr. John E. Findling, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150; jfindlin@iusmail.ius.indiana.edu

**AMERICAN LITERATURE/STUDIES FACULTY EXCHANGE:** I am an associate professor in English, Dalhousie University, Halifax, Nova Scotia, looking for a teaching exchange for the year 1997-1998, beginning in the fall. I teach colonial and 19th century American literature, travel writing, autobiography at the undergraduate and graduate levels, as well as general undergraduate genre classes. Dalhousie is a school of 11,000 students, with graduate and professional schools. My department is flexible as to

teaching interests, and my exchange partner would not necessarily have to be in American literature. The teaching load is 2.5 classes per year (three in one term and two in the other), with a mixture of lecture and seminar offerings. Contact: Bruce Greenfield, Dept. of English, Dalhousie University, Halifax, Nova Scotia, Canada B3H 3J5; 902/494-6873; Fax 902/494-2176; greenfld@is.dal.ca

## VII. HOUSING ACCOMMODATIONS

**FOR EXCHANGE, NEW ZEALAND-SEATTLE, HONOLULU, LINCOLN:** American Historian in New Zealand would be interested in exchanging a house for about one month in July or August 1997 in any of the following locations: Seattle, WA; Honolulu, HI; or Lincoln, NB. Contact: Dolores Janiewski, History, Victoria U. of Wellington, PO Box 600, Wellington New Zealand; Dolores.Janiewski@vuw.ac.nz

**FOR SUBLET OR EXCHANGE IN BERLIN, GERMANY:** Sublet a furnished aptm. (2 bedrooms, living room, kitchen, bath, balcony, fifth floor, w/elevator) in Berlin-Treptow from Jan 1, 1997 - July 31, 1997. Close to the Wissenschafts-zentrum (Science Center) and Humboldt Universitaet (HU), about 45 min. by bus/sub to Freie Universitaet (FU). Will rent or exchange for appt. near Ohio State University, Columbus. Contact: Marc Kothe', John F. Kennedy-Institut, Abt. Geschichte, Freie Universitaet Berlin, Lansstrasse 5-9, D-14195 Berlin, Germany; (030) 534 7345; marcuse@zedat.fu-berlin.de

**FOR EXCHANGE (OR RENT) OR EGON COAST/EUGENE - ITALY (or ?):** Professors in Eugene, Oregon, offer centrally-located 2-bedroom house on nicely-landscaped hill, plus 2-bedroom vacation cabin on the Oregon coast, in exchange for (or could rent) accommodations in northern Italy and/or nearby Mediterranean location: March and/or May 1997. Open to possibilities. We are working in Munich during April and hope to spend a month, before or after, near a daughter who lives in Florence. The other month would be for vacation and writing. We speak Spanish, some Italian, and some German. Contact: Ingrid Wendt, 2377 Charnelton, Eugene, OR 97405, USA. Tel/Fax: 541/343-5101; 103411.2104@compuserve.com

**FOR SUBLET IN CAMBRIDGE, MA:** Sunny, quiet, 5th floor apartment in Cambridge Massachusetts at Harvard Square, just in front of the Harvard Yard (Widener entrance). Available August 1996 through June 1997. Harvard building, one bedroom, furnished, utilities included. \$781/month until December, \$804/month until June. Contact: Dr. Enrica Garzilli Harvard Law School; 617/441-9272; garzilli@shore.net

**FOR SUBLET IN ATLANTA:** 1300 sq. ft. loft in heart of downtown, near Georgia State U, 20 minutes from Atlanta History Center and Emory. Off street parking, new appliances. \$900/mo. Enjoy Olympic amenities from September through December, after the crowds have gone: restaurants, music clubs, clubs, Centennial Park. Contact: Angela Winand, awinand@etta.auc.edu

**SUBLET NEEDED IN WASHINGTON, NEBRASKA, MISSOURI & HAWAII:** Visiting Scholar on Academic Leave would be interested in subletting apartments or houses in the following locations during July-August-September 1997: Seattle, WA; Pullman or Spokane, WA; Lincoln, NB; Kansas City, MO; and Honolulu, HI. Depending upon the research time needed to use the archives in those cities, the sublet would range from a month to one-two weeks. Contact: Dolores Janiewski, History, Victoria U. of Wellington, P O Box 600, Wellington New Zealand; Dolores.Janiewski@vuw.ac.nz

**ACCOMMODATION NEEDED IN AUSTIN, TX:** I am looking for housing in Austin, Texas for six months starting September 1996. I am an Egyptian Post-graduate student (female) and would like to have a private room in a shared apartment, preferably close to campus. Contact: Randa Abou-bakr 50-A, Rayel St., Helwan, Cairo, Egypt; RANDAAB@auc.acs.eun.eg

**ACCOMMODATION NEEDED IN PHILADELPHIA, PA:** Associate Professor of American Studies will be at UPenn August 12 through August 31. Would like to secure housing within easy access to Van Pelt Library. Would also like to make contact with others who share an interest in Lewis Mumford. Contact: Heinz Tschachler, Department of English and American Studies, University of Klagenfurt, A-9020 Klagenfurt, Austria. +43-463-2700-331; Fax +43-463-2700-333; heinz.tschachler@uni-klu.ac.at

## 1996-97 OAH-IU Graduate Fellowships for Minority Students

Indiana University and the OAH are cosponsoring a national fellowship competition for beginning minority graduate students in American history. Applicants must be planning to work toward a Ph.D. Fellows will receive tuition and support for five years. In return, recipients serve two years as an intern with an OAH publication or committee and a third as an associate instructor in IU's history department. This is an annual fellowship competition. January 15, 1996, is the application deadline. Interviews for finalists will be scheduled at Indiana University and the OAH Business Office (Bloomington, Indiana) for mid-February 1996, with notification of the award soon thereafter. For application materials or further information contact: **James Madison, Chair**, Department of History, Indiana University, Bloomington, IN 47405-6624.

## Connections Order Form

Individual copies of CONNECTIONS can be ordered in print or electronic form. Institutions, organizations, associations, journals, etc. wanting to distribute CONNECTIONS to their members may order a copy on computer disk (WP 5.1, 3.5" disk) or by email. All orders for print and disk copies should be sent to: David Fisher, Organization of American Historians, 112 N. Bryan Street, Bloomington, IN 47408, 812/855-8726; Fax: 812/855-0696, FISHER@OAH.INDIANA.EDU

**1. E-mail Orders.** To subscribe to CONNECTIONS via the Internet, send an email message to the Mail Server at OAH: MAISER@OAH.INDIANA.EDU that contains the line: **subscribe connections** (If you have problems, contact the editor, David Fisher: FISHER@OAH.INDIANA.EDU) There is no charge for e-mail subscriptions.

**2. Print Subscriptions (\$5.00/year for four issues).** Return this order form with a \$5.00 (U.S.) check or charge to your credit card. Please provide the following information (PLEASE PRINT CLEARLY!):

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**3. I or my institution would like to become a "Friend of Connections." My \$\_\_\_\_\_ donation is enclosed.**

**4. I would like the following post to appear in the next issue. (Attach separate sheet, if necessary.)**

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## Announcements

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

## Professional Opportunities

### Princeton University

The Papers of Thomas Jefferson, Princeton University, seeks an Assistant or Associate Editor specializing in early American history to 1815. An advanced degree in American history required. Ph.D. and previous experience on a historical editing project preferred. Candidates must be computer literate and a reading knowledge of French is highly desirable. Rank and salary commensurate with qualifications. Send letter, résumé, and three letters of recommendations to John Catanzariti, Editor, The Papers of Thomas Jefferson, Princeton University Library, Princeton, New Jersey 08544. EO/AAE

### California Institute of Technology

The California Institute of Technology seeks applicants for a one-year, half-time research assistantship, with possibility of renewal. Applicants with Ph.D. or ABD in 20th-century U.S. history preferred. Research to be done in residence at Caltech on U.S. since 1940. Salary competitive; standard benefits. Time for taking up position is negotiable. Send application, including a sample of writing, graduate transcript, two letters of recommendation, and statement of interests to Prof. Daniel J. Kevles, Mail Code 228-77, Division of Humanities and Social Sciences, California Institute of Technology, Pasadena, CA 91125. Deadline: September 30, 1996. Caltech is an AA/EO employer. Women, minorities, veterans, and disabled persons are encouraged to apply.

### Swarthmore College

Swarthmore College, Department of History, invites applications for a tenure-track assistant professorship in African-American history to begin Fall 1997. Qualifications must include a strong commitment to undergraduate education, scholarly promise and some teaching experience. Ph.D. or nearly completed Ph.D. is required. Send letter and dossier to Professor Marjorie Murphy, Department of History, Swarthmore College, Swarthmore, PA 19081. EOE. Women and minorities are encouraged to apply. Application deadline November 15, 1996. We intend to interview at the American Historical Association meeting.

### Kentucky Historical Society

Kentucky Historical Society seeks applicants for the position of History Center Division Director. This senior management position reports directly to the society CEO and is responsible for management, marketing and development of the 140,000 sq. ft. Kentucky History Center. Responsibilities include oversight of exhibits/program planning, fund raising, development, marketing, communications, and facilities management. Must have a demonstrated track record of accomplishment in these areas and operation of cultural and/or heritage facilities. Responsible for functions associated with center including revenue generating activities such as gift shop, facilities rental, admissions and special events. Salary commensurate with experience. Masters degree in a humanities discipline or related field; minimum of five years senior management experience; demonstrated expertise in above mentioned areas. Position available October 1, 1996. Send resumes by September 2 to Dr. James Klotter, Director and State Historians, Kentucky Historical Society, P.O. Box 1792, Frankfort, KY 40602-1792. For more information call (502) 564-3016. EEOE.

### Amherst College

The Amherst College departments of History and Women's and Gender Studies invite applications for a jointly appointed, full-time, tenure-track position in U.S. women's history, beginning in the fall of 1997, at the assistant professor level. The appointee will be expected to participate in introductory women's studies courses and to offer both general and specialized courses in U.S. women's history, and the intersections of gender, race and ethnicity in the U.S. context. Completion of the Ph.D. by Fall 1997 is required. Send letter of interest, curriculum vitae, a writing sample and three letters of recommendation to Search Committee, c/o Rhea Cabin, Department of History, Box 2254, Amherst College, Amherst, MA 01002-5000 by December 6, 1996. Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five College Consortium. AA/EOE. Women, minority candidates, and disabled are encouraged to apply.

### University of Illinois

University of Illinois at Springfield, Center for Legal Studies, seeks research specialist for historical research, technical support, editorial skills, and fieldwork accessioning services to the Lincoln Legal Papers project. Requirements: 1) Master's degree in history, concentration in American history; 2) advanced study in two of the following areas: 19th-century American history, legal history, Illinois history, or documentary editing; and 3) minimum of three years applicable experience. Preference given to applicants with demonstrated skill in historical research, editing, bibliography, annotation, and exposition; and technology skills in word processing and database management. Salary appropriate to skills. Send a resume documenting all job requirements, along with names of three references to Martha L. Benner, Lincoln Legal Papers, #1 Old State Capitol Plaza, Springfield, IL 62701-1507. Applicant screening will begin August 13, 1996, but applications will be considered until the position is filled. AA/EOE. Persons with disabilities, women, and minorities encouraged to apply.

### University of Texas

The School of Arts and Humanities at the University of Texas at Dallas invites applications for a tenure-track assistant professorship in United States Women's History. We are seeking a teacher/scholar to join interdisciplinary B.A., M.A., and Ph.D. programs in Art & Performance, Historical Studies, and Literary Studies. Ph.D., university teaching experience, evidence of scholarly accomplishment, and a commitment to interdisciplinary studies required. The appointment will begin September 1, 1997. Send a vita, three recent letters of recommendation, and a sample of scholarly writing by November 15, 1996, to: Academic Search #190, The University of Texas at Dallas, P.O. Box 830688, Richardson, TX 75083-0688. The Committee will not consider incomplete applications. (Indication of sex and ethnicity for Affirmative Action statistical purposes is requested by not required.)

## Activities of Members

Allan Bérubé, an independent scholar in San Francisco, has received a 1996 MacArthur Foundation Fellowship for his work on the experiences of working class people and the intersections of gender roles, cultural expectations, work conditions, and politics in their lives.

David W. Blight, Amherst College, has been awarded an American Antiquarian Society Fellowship for his project, "Reunion and Race: The Civil War in American Memory, 1870-1915."

Laura J. Briggs, Brown University, has won a Woodrow Wilson-Johnson & Johnson Dissertation Grant for her proposed dissertation, "Reform, Medicine, and Empire: Puerto Rico and the Development of Birth Control and Social Hygiene in the U.S., 1910-1960."

President Clinton has named Nicholas C. Burckel, University of Wisconsin, Milwaukee, to the National Historical Publications and Records Commission.

George Austin Chauncey, Jr., University of Chicago, has been awarded a National Humanities Center Fellowship for his project, "American Culture and the Making of the Modern

Gay World, 1935-1975."

David R. Colburn, Gainesville, Florida, has received a Certificate of Commendation from the American Association for State and Local History for his co-authorship of the book, *The African American Heritage of Florida*.

Patrick T. Conley, Professor Emeritus of History at Providence College, attorney, real estate developer, and life member of the OAH has been inducted into the Rhode Island Heritage Hall of Fame in recognition of his many books and articles on Rhode Island History and his chairmanship of several statewide public historical observances including the bicentennials of Independence, the Constitution, and the Bill of Rights.

Bruce Craig is the new Executive Director of the National Park Trust, a Washington, D.C. based land conservancy.

Robin L. Einhorn, University of California, Berkeley, has won a 1996 John Simon Guggenheim award for her project, "Taxation and politics in United States history."

Michael Fellman was a finalist for Gettysburg College's 1996 Lincoln Prize for his book, *Citizen Sherman* (Random House).

David Foglesong, Rutgers University, has received the university's Board of Trustees Fellowship for Scholarly Excellence.

Joanne Barrie Freeman, University of Virginia, has been awarded an American Antiquarian Society Fellowship for her project, "Affairs of Honor: Political Combat and Political Character in the Early Republic."

Gerald H. Gamm, University of Rochester, received a Woodrow Wilson Fellowship for 1996-97 to pursue his project, "Party Leadership and the Emergence of the Modern Senate, 1869-1937."

GaWaNi Pony Boy was invited by the Vietnam Veterans Memorial Fund to close the Memorial Day Ceremony at the Vietnam Veterans Memorial Wall.

William Gillette, East Brunswick, New Jersey, has received an Award of Merit from the American Association for State and Local History for his book, *Jersey Blue: Civil War Politics in New Jersey*.

Jacquelyn Dowd Hall, University of North Carolina at Chapel Hill, has been awarded a 1996 John Simon Guggenheim award and a National Humanities Center Fellowship for her project, "Reticence and Reclamation: Katharine Du Pre Lumpkin and the Refashioning of Southern Identity."

The Kentucky Historical Society presented its annual Richard H. Collins Award to Robert M. Ireland for his essay, "The Politics of the Elective Judiciary During the Period of Kentucky's Third Constitution," which appeared in the autumn 1995 issue of *The Register*, the society's quarterly journal.

Wendy Anne Kline, University of California, Davis, has won a Woodrow Wilson-Johnson & Johnson Dissertation Grant for her proposed dissertation, "These Moron Girls are Extremely Prolific: Gender, Eugenics, and the Medicalization of Sexual Deviance in America, 1885-1952."

Allan Kulikoff, Northern Illinois University, has won a 1996 John Simon Guggenheim award for his project, "The American Yeoman Classes from the Revolution to the Civil War."

Barbara E. Lacey, St. Joseph College, has been awarded an American Antiquarian Society Fellowship for her project, "Religious Imagery Transformed: The Eighteenth-Century American Illustrated Imprint."

Harold D. Langley's *History of Medicine in the Early U.S. Navy* (Baltimore: Johns Hopkins University Press) has won a 1995 John Lyman Book Award in the science and technology category.

Jackson Lears, Rutgers University, received a 1996-97 Winterhur Fellowship to continue work on a book on "Luck in the American Imagination."

Charles H. Lesser, Columbia, South Carolina, has received a Certificate of Commendation from the American Association for State and Local History for his accomplishments in writing South Carolina history.

Martha Jeanne McNamara, Boston University, has received a J. Paul Getty Postdoctoral Fellowship in the History of Art and the Humanities for her project, "Disciplining Justice: Massachusetts Courthouses and the Architecture of Professionalization, 1750-1850."

Frederic M. Miller and Howard Gillette, Jr., Baltimore, Maryland, have received an Award of Merit from the American Association for State and Local History for their book, *Washington Seen: A Photographic History*.

Philip D. Morgan, Florida State University, has been awarded an American Antiquarian Society Fellowship for his project, "The World of an Anglo-Jamaican in the Eighteenth Century." He will also be a John Carter Brown Library Research Fellow for 1996-97, working on his project, "A Regional Interpretation of Early America: The Caribbean ca. 1450-1800."

Ben Mutschler, Columbia University, has been awarded an American Antiquarian Society Fellowship for his project, "Cultures of Sickness, Cultures of Health: Illness in New England, 1690-1820." He also will be a John Carter Brown Library Research Fellow for 1996-97.

David Paul Nord, Indiana University, has been awarded an American Antiquarian Society Fellowship for his project, "The Religious Roots of Mass Media in America, 1800-1860."

Geoffrey Plank, University of Cincinnati, has been awarded an American Antiquarian Society Fellowship for his project, "The Culture of Conquest: Acadia or Nova Scotia in the British Colonial Imagination, 1690-1759."

James Pritchard's *Anatomy of a Naval Disaster: The 1746 French Expedition to North America* (McGill-Queen's University Press) has won a 1995 John Lyman Book Award in the Canadian maritime category.

Walt Whitman's *America: A Cultural Biography*, by David S. Reynolds, the Graduate School and University Center of the City University of New York, has won the Bancroft Prize as well as the Ambassador Book Award, and was a finalist for the National Book Critics Circle Award.

John Rohrbach has been promoted to the position of associate curator of photographs at the Amon Carter Museum.

Dorothy Ross, The Johns Hopkins University, received a Woodrow Wilson Fellowship for 1996-97 to pursue her project, "What Are Our Social Responsibilities? Debates About Social Ethics in the United States, 1865 to Present."

*The Hunt for Willie Boy: Indian-hating and Popular Culture* (University of Oklahoma Press, 1994), by James A. Sandos, University of Redlands, and Larry E. Burgess, has been named an Outstanding Book on the subject of human rights by the Gustavus Myers Center for the Study of Human Rights in North America.

Michael Sappol, Columbia University, has been awarded an American Antiquarian Society Fellowship for his project, "Singing the Body Electric."

Ann Schofield, University of Kansas, received a 1996-97 Winterhur Fellowship to develop a book on "Respectability in Turn-of-the-Century America."

Carlos A. Schwantes, Boise, Idaho, has received an Award of Merit from the American Association for State and Local History for his writings and work on Pacific Northwest history.

Barbara Sicherman, Trinity College, Hartford, has won a 1996 John Simon Guggenheim award for her project, "Reading, Gender, and Identity in American Culture, 1860-1917."

John Y. Simon will deliver the fifth annual Frank L. Klement Lecture at Marquette University on September 16, 1996. His topic will be "Grant and Halleck: Contrasts in Military Command." For information about the lecture, or about purchasing a copy of the published lecture, contact James Marten of the History Department, Marquette University.

Holly Snyder, Brandeis University, has been awarded a John Carter Brown Library Research Fellowship for 1996-97 for her project, "A Sense of Place: Jews, Identity and Social Status in Colonial British America."

Theodore Steinberg, New Jersey Institute of Technology and Rutgers University, Newark, has won a 1996 John Simon Guggenheim award for his project, "The Response to Natural Disasters in American History."

Barbara Tomblin, Mendham, New Jersey, has received a New Jersey Historical Commission grant to support an oral history project on students of the New Jersey College for Women who served during World War II in the military, the American Red Cross, or the USO.

George L. Vogt, South Carolina Department of Archives and History, is the new director of the State Historical Society of Wisconsin.

Penny Marie Von Eschen, University of Iowa, has been awarded a National Humanities Center Fellowship for her project, "Satchmo Blows Up the World: Jazz, Race and Empire in the Age of the Cold War."

Rachel M. Wheeler, Yale University, has been awarded an American Antiquarian Society Fel-

lowship for her project, "Forgotten Conversation: The Indian-European Negotiation of Religion in the Eighteenth-Century Northeast."

**Wayne A. Wiegand**, University of Wisconsin-Madison's School of Library and Information Studies, has won the 1996 Justin Winsor Award given annually by the Library History Round Table of the American Library Association for his essay, "The Amherst Method: The Origins of the Dewey Decimal Classification Scheme."

**Sergei I. Zhuk**, Dnepropetrovsk University, Ukraine, has been awarded an American Antiquarian Society Fellowship for his project, "Brothers in Divorce: Quakers' Attitudes toward Sectarian Religious Groups of Early America in the Seventeenth and Eighteenth Centuries."

## Awards, Grants, and Fellowships

**National Endowment for the Humanities (NEH)** announces new collaborative research grants for up to three years of support for original, full- or part-time research undertaken by two or more scholars and projects coordinated by individual scholars, which because of their scope, complexity, or duration, cannot be accomplished through one-year fellowships. Eligible activities include the editing of works or documents that are of value to humanities scholars and general readers and have been either previously inaccessible or available only in inadequate editions; translating into English works that provide insight into the history, literature, philosophy, and scientific and artistic achievements of other cultures; basic research in the humanities especially research that promises to break new ground or offer fresh perspectives; and research conferences designed to advance the state of research in a field or topic of major importance in the humanities. Deadline for applications is **September 1, 1996**. Information and application guidelines and forms are available at the NEH website [www.neh.fed.us](http://www.neh.fed.us) or by contacting the program office. Division of Research and Education Programs, 1100 Pennsylvania Avenue, NW, Washington, DC 20506; (202) 606-8210; [research@neh.fed.us](mailto:research@neh.fed.us).

Researchers in national politics, government, or related topics, especially in the 1970s, can apply for travel grants up to \$2000 to use **Gerald R. Ford Library** collections. Deadlines are **September 15** and **March 15** of each year. For collections advice and grant information, contact Geir Gunderson, Grants Coordinator, Gerald R. Ford Library, 1000 Beal Avenue, Ann Arbor, MI 48109; (313) 741-2218; fax (313) 741-2341; [library@fordlib.nara.gov](mailto:library@fordlib.nara.gov).

**Larry J. Hackman Research Recency Program**, funded by the New York State Archives Partnership Trust, is intended to support advanced work in **New York State history, government, or public policy**, particularly by applicants working on doctoral dissertations and those at the postdoctoral level. Application forms available at <http://www.sara.nysed.gov> and from Jill A. Rydberg, Archives Partnership Trust, Cultural Education Center, Room 9C49, Albany, NY 12230; (518) 473-7091; fax (518) 473-7058. Deadline is **September 30, 1996**.

**Woodrow Wilson International Center for Scholars** offers approximately 35 residential fellowships. Where appropriate, fellows are associated with one of the center's seven programs, which include Historical, Cultural, and Literary Studies and United States Studies. Deadline is **October 1, 1996**. Application forms are available from the Fellowships Office, The Woodrow Wilson Center, 1000 Jefferson Drive, S.W., SI MRC 022, Washington, DC 20560; (202) 357-2841; fax (202) 357-4439; [wcfellow@svm.si.edu](mailto:wcfellow@svm.si.edu); <http://wwics.si.edu>.

**American Society for Environmental History** offers the following prizes, each of which has a deadline of **October 1, 1996**. For the George Perkins Marsh Prize, which recognizes the best recently published book in environmental history, publishers should submit copies of their nominated 1995-96 books to James Sherow, Department of History, Kansas State University, Manhattan, KS 66506; to Christine Rosen, Haas School of Business, University of California, Berkeley, CA 94720-1900; and to John D. Wirth, Box 1924, Santa Fe, NM 87504. For the Alice Hamilton Prize, which honors the best article in the field of environmental history published in a journal other than *Environmental History*, journal editors or authors should submit copies of nominated 1995-96 articles to Margaret Bogue, 1914 Vilas Avenue, Madison,

WI 53711; John McNeill, Department of History, Georgetown University, Washington, DC 20057; and Susan Rhoades Neel, Department of History, Montana State University, Bozeman, MT 59717. For the Rachel Carson Prize, which recognizes the best Ph.D. dissertation in the field of environmental history, copies of 1995-96 dissertations and an accompanying letter from dissertation advisor should be sent by author or department to Andrew Hurley, Department of History, University of Missouri-SL, St. Louis, MO 63121; Rebecca Conrad, Department of History, Wichita State University, Wichita, KS 67260-0045; and Christopher Hill, Department of History, University of Colorado, 1420 Austin Bluffs Parkway, Colorado Springs, CO 80918-3733.

**American Antiquarian Society** is now accepting applications for three fellowships for pre-20th century historical research by creative and performing artists, writers, film makers, and journalists. Fellowships will be awarded for residence of four to eight weeks at the Society for any time between January 1 and December 31, 1997. Deadline is **October 7, 1996**. Contact John B. Hench, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609-1634; (508) 752-5813 or 755-5221.

**Columbia Society of Fellows in the Humanities** offers several post-doctoral fellowships, with stipends of \$30,000, for the academic year 1997-98; applicants must have received the Ph.D. between January 1, 1991, and July 1, 1997. Application forms available from Director, Society of Fellows in the Humanities, Mail Code 5700, Columbia University, 2960 Broadway, New York, NY 10027. Deadline is **October 15, 1996**.

**National Humanities Center fellowships** for the academic year (a few are awarded for the fall or spring semesters) are available for scholars holding the Ph.D. or having equivalent professional accomplishments. Stipends are individually determined; applicants who do not require funding are welcome to apply for non-stipendiary fellowships. Application materials available from National Humanities Center, P.O. Box 12256, Research Triangle Park, NC 27709-2256; or by e-mail at [nhc@uncs.edu](mailto:nhc@uncs.edu). Deadline is **October 15, 1996**.

**Pew Program in Religion and American History** at Yale University announces a fellowship and research grant competition for historians entering the college and university teaching profession whose scholarship stresses interrelationships between religion and American history in any era and region from 1600 to 1980. Deadline is **October 18, 1996**. Applications available from the Pew Program in Religion and American History, Yale University, P.O. Box 208287 (320 Temple Street), New Haven, CT 06520-8287.

**American Philosophical Society** makes grants towards the cost of scholarly research in all areas of knowledge except those where support by government or corporate enterprise is more appropriate. Projects likely to culminate in scholarly publications are preferred. Grants cover travel to the objects of research, purchase of photoreproductions of documents, and consumable professional supplies not available at the applicant's institution. Deadline for decision by mid-February is **November 1, 1996**. Written requests for forms must indicate eligibility (Applicant must have had doctorate for one year; foreign nationals applying from abroad must state precisely what objects of research only available in the U.S. need to be consulted), specify area of research, state proposed use of grant funds, and include a self-addressed mailing label. Contact Committee on Research, American Philosophical Society, 104 S. 5th Street, Philadelphia, PA 19106-3387.

**Graduate Center Foundation, Inc.**, at the Graduate School and University Center of the City University of New York announces the **Martin Duberman Fellowship in Lesbian and Gay Studies**. Deadline is **November 15, 1996**. Strong preference will be given to those working on subject matter relating to areas of the world other than the United States or Western Europe, though an applicant doing work on indigenous people, e.g., Native Americans, would be given preference. Contact Bernd Brecher, Executive Director of the Graduate Center Foundation, the CUNY Graduate School, 33 West 42nd Street, Room 1701B; (212) 642-2021.

**Stanford Humanities Center** will offer up to six external fellowships for 1997-98 for senior and junior scholars, ranging from \$27,500 to \$40,000, plus a housing and travel subsidy. Application materials and further information may be obtained from the Stanford Humanities Center, Mariposa House, Stanford University,

Stanford, CA 94305-8630; (415) 723-3052; fax (415) 723-1895. Deadline is **November 15, 1996**.

**Immigration History Society** announces competition for the **George E. Pozzetta Dissertation Award** (\$750) and invites applications from any Ph.D. candidate who will have completed qualifying exams by December 1, 1996, and whose thesis focuses on U.S. immigration, emigration, or ethnic history. Applicants must submit a 3-5 page descriptive proposal (discussing the significance of the work, the methodology, sources, and collections to be consulted), a proposed budget, a brief c.v., and a supporting letter from the major advisor. Deadline is **December 15, 1996**. Send in triplicate hardcopy (no faxes accepted) to Professor Thomas Dublin, Department of History, SUNY-Binghamton, Binghamton, NY 13902-6000; [tdublin@bingvmb.cc.binghamton.edu](mailto:tdublin@bingvmb.cc.binghamton.edu) or (717) 663-2339.

The DeWitt Stetten, Jr., Museum of Medical Research at the National Institutes of Health invites applications for the **Stetten Memorial Fellowship in the history of twentieth-century biomedical sciences and technology**. The fellowship supports either one year of dissertation research or up to one full year of post-doctoral work for a fellow in residence at the museum. Deadline is **December 16, 1996**. For application materials, write to: Ms. Lois Kochanski, Executive Director, Foundation for Advanced Education in the Sciences, Inc., 1 Cloister Court, Bethesda, MD 20814-1460.

**William P. Clements Center for Southwest Studies** in the Department of History at Southern Methodist University in Dallas welcomes applications for the Clements Research Fellowship in Southwestern Studies and the Summerlee Research Fellowship in the field of Texas history. Applicants should send a c.v., description of their research project, sample chapter or extract, and three letters of reference. Contact David J. Weber, Director, Clements Center for Southwest Studies, Department of History, SMU, Dallas, TX 75275. Deadline is **January 15, 1997**.

**Louisiana Historical Association** announces the 1996 competition for the best graduate-level, unpublished, article-length essay on Louisiana or related topic, which is based on original research. Deadline is **January 15, 1997**. Essays should be submitted in triplicate to Mr. Glenn R. Conrad, Secretary-Treasurer, Louisiana Historical Association, P.O. Box 42808, Lafayette, LA 70504-2808.

**Myer and Rosaline Feinstein Center for American Jewish History**, in cooperation with the American Jewish Committee, announces a new one-year, \$18,000 fellowship for a graduate student in **American Jewish women's history**, who is in the concluding stages of his or her dissertation. Deadline is **February 1, 1997**. Contact Dr. Murray Friedman, 117 S. 17th Street, Suite 1010, Philadelphia, PA 19103; (215) 665-2300; fax (215) 665-8737.

**Quaker Collection of Haverford College** announces the availability of three \$1500 Gest Fellowships for one month of research using Quaker Collection materials to study a topic that explores the connections and relationships between various ways of expressing religious belief in the world. The fellowships, which are available for dissertation research, post-graduate or social activist study, may be used for any one-month period between June 1, 1997, and January 31, 1998. Application deadline is **February 3, 1997**. Contact Ann W. Upton, Quaker Collection, Haverford College, Haverford, PA 19041.

**James Madison Memorial Fellowship Foundation** awards **James Madison Fellowships to in-service secondary school teachers** of American history, American government, and social studies in grades 7-12 and to graduating or graduated collegians who wish to become secondary school teachers of the same subjects. The awards of up to \$24,000 cover tuition, fees, books, room, and board associated with study leading to master's degrees in American history, political science, or education with concentrations in the framing, principles, and history of the U.S. Constitution. Stipends cover five years of part-time study by teachers or two years of full-time study by recent baccalaureates. Deadline is **March 1, 1997**. Contact James Madison Fellowship Program, P.O. Box 4030, Iowa City, IA 52243-4030; 1-800-525-6928; fax (319) 337-1204; [recogprog@act-act4-po.act.org](mailto:recogprog@act-act4-po.act.org).

**Society for Historians of the Gilded Age and Progressive Era (SHGAPE)** announces its third biennial competition for the best published article dealing with any aspect of U.S. history in the period 1865-1917. The article must have appeared in journals dated 1995 or 1996. Eligibility is open to any graduate student or indi-

vidual with a doctorate awarded after 1987, who has not yet published a book. Send a letter addressing author's eligibility along with three copies of article to Professor Nina Mjagkij, Chair, SHGAPE Article Prize Committee, Department of History, Ball State University, Muncie, IN 47306. Deadline for the 1998 prize is **December 1, 1997**.

**Telluride Association** announces travel and research fellowships available for graduate students in the history of education with an interest in the writings and educational projects of American industrialist Lucien L. Nunn (1853-1925). **Rolling deadline**. Contact Telluride Association, Attn: Archival Research Fellowship Committee, 217 West Avenue, Ithaca, NY 14850.

## Calls for Papers

**British Association for American Studies** welcomes paper, panel, workshop, and roundtable debate proposals for its conference, "**Reconstructing America**," April 4-7, 1997, at the University of Birmingham. Topics might include the reconstruction of disciplines and interdisciplinary studies; the relationship between history and memory in studies of the American past; and cross-Atlantic and cross-border perspectives on the United States. Send one-page abstracts of proposed papers by **September 1, 1996**, to Liam Kennedy, Department of American and Canadian Studies, University of Birmingham, Edgbaton, Birmingham, B15 2TT, England.

**Southern Association for Women Historians** invites proposals for the fourth **Southern Conference on Women's History** to be held June 12-14, 1997, at The College of Charleston in South Carolina. Proposals are welcome from all parts of the country. Include a stamped, self-addressed envelope or postcard. Contact Professor Jane Turner Censer, Department of History, MSN3G1, George Mason University, Fairfax, VA 22030-4444; (703) 993-1250. Deadline is **September 15, 1996**.

**Institute of Early American History and Culture** will sponsor its third annual conference, June 5-7, 1997, in central North Carolina. Individual submissions should include a proposal of not more than three pages and a short-form c.v.; proposals for panels should be submitted in one packet by the designated organizer with a shortform c.v. for each presenter and a page concerning each presentation. Ten copies of each proposal should be sent to Professor Peter H. Wood, IEAHC Meeting, Department of History, 208 Carr Building, Duke University, Durham, NC 27708-0719, by **September 20, 1996**.

**Groupe de Recherche et d'Etudes Nord-Américaines** welcomes proposals for its next annual meeting, "**Travels and Travellers**," to be held March 21-23, 1997. Papers may be presented in French or English in the fields of literature, history, and culture. Deadline is **October 1, 1996**. Contact Serge Ricard or Gérard Hugues, IRMA, Université de Provence 29, Avenue Robert-Schuman 13621, Aix-en-Provence Cedex 1, France; [irma@aixup.univ-aix.fr](mailto:irma@aixup.univ-aix.fr) or [ricard@newsup.univ-mrs.fr](mailto:ricard@newsup.univ-mrs.fr).

The Program Committee of the **Southern Historical Association** invites proposals for sessions and papers for its 1997 meeting in Atlanta, Georgia, November 5-8. Sessions should consist of two papers. Proposals should include a concise summary of the content, thesis, and significance of each paper, a brief c.v. for each participant, and a cover sheet listing title of session or paper and the names and institutional affiliations of participants. Deadline is **October 1, 1996**. Contact Lacy K. Ford, Chair, SHA Program Committee, Department of History, University of South Carolina, Columbia SC 29208; fax (803) 777-4494.

**Great Lakes American Studies Association's** annual conference, "**Trans-National, National, and Regional Cultures in an International Age**," will be held March 7-8, 1997, at Indiana University, Bloomington, Indiana. Send three copies of proposals to Professor Sherry Linkon, Coordinator, American Studies Program, Youngstown State University, Youngstown, OH 44555-3415; fax (330) 742-2304. Deadline is **October 15, 1996**. For more information, contact Professor Sherry Linkon, (330) 742-1951, [sjlinkon@cc.yosu.edu](mailto:sjlinkon@cc.yosu.edu); or Professor Casey Blake, (812) 855-0001, [blake@indiana.edu](mailto:blake@indiana.edu).

Proposals for the **Third Annual Conference of the Western Jewish Studies Association**, to be held April 6-8, 1997, at the University of Ar-

izona, are due by **October 15, 1996**. The theme of the conference is "Women in Jewish Life and Culture." Send five one-page abstracts and c.v. to Esther Fuchs, Program Chair, Judaic Studies Program, University of Arizona, P.O. Box 210080, Tucson, AZ 85721-0080.

**North American Society for Sport History** will hold its 25th annual conference at Springfield College, Massachusetts, May 23-26, 1997. Any-one interested in organizing a session or presenting a paper should submit abstracts for review by **October 15, 1996**, to Patricia Vertinsky, University of British Columbia, Educational Studies, 2125 Main Mall, Vancouver, B.C. V6T 1Z4, Canada; (604) 822-5359; fax (604) 822-4244; vertinsk@unixg.ubc.ca.

Proposals for papers and sessions in all areas of history are welcome for the **40th Annual Missouri Valley History Conference**, Omaha, Nebraska, March 6-8, 1997. Proposals, accompanied by a one-page abstract and c.v., should be sent by **October 15, 1996**, to Lorraine Gesick, Program Chair, MVHC, University of Nebraska at Omaha, Omaha, NE 68102.

Paper and session proposals are welcomed for the "Cincinnati Symposium on Computers and History: The Future of History in the Electronic Age" to be held May 2-3, 1997, at the University of Cincinnati. The conference organizers encourage proposals on all topics concerning the application of computer technologies to historical endeavors. One-page abstracts should be sent by **October 31, 1996**. Contact Dennis A. Trinkle, Department of History, University of Cincinnati, Cincinnati, OH 45221-0373; trinkids@uc.edu.

As part of the **Western Social Science Association's 39th Annual Conference** in Albuquerque, New Mexico, April 23-26, 1997, the Rural Studies Section calls for proposals by **November 1, 1996**. Panels and papers on any aspect of rural or agricultural history are welcome. For details, contact Brooks Flippen, Social Sciences Department, Southeastern Oklahoma State University, Durant, OK 74701; (405) 924-0121; fax (405) 920-7475.

**Ohio Academy of History** seeks papers, and especially panels from all fields of history for its annual spring conference, 4-5 April 1997, at Malone College in Canton, Ohio. Send abstracts of proposal to Lowell J. Satre, Department of History, Youngstown State University, Youngstown, OH 44555; (330) 742-1608; fax (330) 742-2304. Deadline is **November 1, 1996**.

**Pennsylvania Historical Association** invites proposals for papers, panels, roundtables, and workshops on any aspect of the history of the Mid-Atlantic region and/or Pennsylvania for its annual meeting, November 7-8, 1997, on Independence Mall in Philadelphia. Paper proposals should include a one-page abstract of the paper and one-page c.v. Other submissions should include this information for each participant, as well as a one-page description of the proposed session. Deadline is **November 15, 1996**. Contact Rosalind Remer, Department of History, Moravian College, 1200 Main Street, Bethlehem, PA 18018-6650; fax (610) 861-3980; mernr01@moravian.edu.

**Society for the History of Authorship, Reading, and Publishing (SHARP)** will meet July 4-7, 1997, at the University of Cambridge. Deadline for proposals for individual papers or full panels is **November 20, 1996**. All participants, including presenters, will be expected to pay their own expenses, including registration fee; so please submit proposals only if you can arrange for your own funding. Contact The Acting Secretary, SHARP Conference Programme Committee, 51 Sherlock Close, Cambridge CB3 0HP, United Kingdom.

"**Modernism and Technology, 1900-1945**," is the subject of the 1997 Hagley Fellows Conference at the Hagley Museum and Library, Wilmington, Delaware, on March 7, 1997. Papers should examine topics related to modernism and technology; comparative and international papers are welcome. Send two copies of the paper, a one-page abstract, and a c.v. by **December 1, 1996**, to Shepherd W. McKinley, Department of History, 401 Ewing Hall, University of Delaware, Newark, DE 19716-2547; (302) 831-2371; fax (302) 831-1538; shepmck@brahms.udel.edu.

**Oral History Association** invites proposals for its September 25-28, 1997, annual meeting in New Orleans, Louisiana. The theme of the conference is "Looking In, Looking Out: Retelling the Past, Envisioning the Future." We invite proposals that demonstrate how the use of oral sources has led to creative reexamination of any aspect of modern history. Include a title and one-page description of the issues and questions papers will address, and the names, affiliations, short c.v., mailing address, and phone number of each presenter, including convener and suggested commentator. Deadline is **December 10, 1996**. OHA policy prevents those who have presented papers at the 1996 annual meeting from doing so in 1997.

Contact Alphine W. Jefferson, Department of History, College of Wooster, OH 44691; (330) 263-2452; fax (330) 263-2614; aljefferson@acs.wooster.edu; or contact Steven J. Novak, UCLA Oral History Program, UCLA 157511, Los Angeles, CA 90095; (310) 825-7524; fax (310) 206-2796; sjnovak@library.ucla.edu.

Mid-America American Studies Association invites proposals for sessions and papers on a lively variety of topics in American Studies. MAASA is particularly interested in proposals dealing with "American Studies and Everyday Life," looking for papers that illuminate the beliefs and behavior of ordinary people, and for contemporary Americans who are not academics. Abstracts of papers (1-2 pages) should be sent by **December 15, 1996**, to James J. Farrell, American Studies, St. Olaf College, 1520 St. Olaf Avenue, Northfield, MN 55057; farrellj@stolaf.edu.

On April 3-6, 1997, the City University of New York Graduate School and University Center will host "Forms of Desire: The Seventh Annual Queer Graduate Studies Conference." Papers (8-10 pages), abstracts, or panel proposals in history, philosophy, literature, art, music, and other fields should be sent by **December 20, 1996**, to The Forms of Desire Planning Committee, The Center for Lesbian and Gay Studies, 33 W. 42nd Street, Room 404N, New York, NY 10036; fodquny@aol.com.

An informal consortium of Mennonite historical societies invites papers and proposals for the conference, "One People, Many Stories: Comparing Mennonite Experiences in the United States and Canada through the Twentieth Century," at Columbia Bible College, Abbotsford, British Columbia, on October 23-25, 1997. Deadline is **January 10, 1997**. Contact Perry Bush, co-Chair, Planning Committee, History Department, Bluffton College, 280 W. College Avenue, Bluffton, OH 45817; (419) 358-3278; bushp@bluffton.edu.

Program committee of the **33rd annual meeting of the Joint Atlantic Seminar in the History of Biology and Medicine**, April 11-12, 1997, at Yale University School of Medicine, invites proposal abstracts of no more than 300 words on all aspects of the history of biology, medicine, and the life sciences. Deadline is **January 31, 1997**. Contact Joint Atlantic Seminar 1997, c/o Section of the History of Medicine, Yale University School of Medicine, L132 Sterling Hall of Medicine, 333 Cedar Street, New Haven, CT 06510; (203) 785-4338; josephdg@biomed.med.yale.edu.

Papers are invited for the symposium, "Chicago and the Midwest in the Civil War Era," at the Chicago Historical Society, Chicago, IL, September 26-27, 1997. Submit four copies of abstract, along with c.v., to Program Committee, National Archives-Great Lakes Region, 7358 South Pulaske Road, Chicago, IL 60629; (312) 581-7816; fax (312) 353-1294; archives@chicago.nara.gov. Deadline is **April 1, 1997**.

*Newsletter of Marxist Literature*, a new publication, seeks book reviews and scholarly as well as more popular articles of a journalistic nature about present day Marxism or historical Marxism, as well as about Marx and Engels and the history of their period. Contact Rhett Moran, Editor, 1980 65th Street 3D, Brooklyn, NY 11204; (718) 331-5960; fax (718) 331-4997. No deadline given.

*Biography: An Interdisciplinary Quarterly* invites submissions for its 20th Anniversary issues, to appear in 1997. Submit two copies of 2,500- to 7,500-word manuscripts on any theoretical, generic, historical, or cultural aspect of lifewriting—especially those that extend the range of biography, autobiography, hagiography, oral and group history into other fields and disciplines—to the Center for Biographical Research, c/o Department of English, 1733 Donaghoo Road, University of Hawaii at Manoa, Honolulu, HI 96822; (808) 956-3774; biograph@hawaii.edu. No deadline given.

Society for the History of Authorship, Reading, and Publishing (SHARP) is launching a new scholarly journal, *Book History*. Articles dealing with any part of the American hemisphere or the Middle East should be submitted (hardcopy and WordPerfect diskette) to Professor Ezra Greenspan, Department of English, University of South Carolina, Columbia, SC 29208; those on other parts of the world to Prof. Jonathan Rose, Department of History, Drew University, Madison, NJ 07940. No deadline given.

**National Social Science Association** is now accepting proposals for the fall national meeting to be held November 13-15 in New Orleans, Louisiana. This national conference will feature papers, discussions, workshops, and symposia in all social science disciplines. Send or fax your proposal with a 25-word abstract to NSSA New Orleans Meeting, 2020 Hills Lake Drive, El Cajon, CA 92020-1018; fax (619) 258-7636; (619) 449-4709. No deadline given.

Routledge is launching of a new international

journal, *Rethinking History - The Journal of Theory and Practice*, devoted to encouraging debate on the accepted methods of studying history. Papers will include those which address theoretical issues such as the linguistic turn, as well as "real" practical historical pieces. Publication details: ISSN 1364-2529; first issue due July 1997. Contact Dr. Alun Munslow, Editor, Rethinking History, Historical Studies, Staffordshire University, Stoke-on-Trent, ST4 2DE, United Kingdom; artam@staffs.ac.uk. Free sample copies available on publication from Routledge Journals, 29 West 25th Street, New York, NY 10001-2299; info.journals@routledge.com. No deadline given.

The **Instituto de Historia de Cuba**, and the Workers' Cuban Confederation (CTC), invites institutions, historians, scholars, professionals of information, and interested persons to participate in the Second Scientific Workshop on May Day which will be held in our venue on April 28-30, 1997. Our objective is to encourage reflection on and debate about workers, their past, and challenges at present on the threshold of the 21st century. In addition to the central theme of workers (in and outside of Cuba), papers on a wide variety of topics are acceptable. Both Spanish and English will be the official languages. Contact Dr. Luis H. Serrano Perez, Instituto de Historia de Cuba, Palacio Aldama, Amistad No. 510, e/ Reina y Estrella, Ciudad de La Habana, Cuba. No deadline given.

## Meetings and Conferences

American Association for State and Local History Annual Meeting, "The Place of History, the History of Place," will be held at the Holiday Inn Crowne Plaza in Nashville, Tennessee, September 11-14, 1996. Contact Susan Goodsell at (615) 255-2971 or aashl@nashville.net.

Fordham University School of Law will be holding a symposium on "Fidelity in Constitutional Theory" on September 20-21, 1996. One of the panels, "Fidelity Through History," includes Jack Rakove, Akhil Amar, Christopher Eisgruber, and Larry Kramer. Contact Helen Herman, Director of Academic Programs, Fordham University School of Law, 140 West 62nd Street, New York, NY 10023; (212) 636-6885; fax (212) 636-6984; hherman@mail.lawnet.fordham.edu.

"Capitalism and Slavery Fifty Years later: Eric Williams and the Post-Colonial Caribbean," an international conference, will be held September 24-28, 1996, at the University of the West Indies at St. Augustine, Trinidad, Republic of Trinidad and Tobago. For registration and conference information, contact Professor Selwyn H. H. Carrington, Department of History, University of the West Indies, St. Augustine, Trinidad, Republic of Trinidad and Tobago; 1-809-663-2222, ext. 2022; fax 1-809-663-9684; United States contact is E. Connell, (305) 271-7246; fax (305) 271-4160.

**Sixth Annual Oil History Conference** at Titusville and Oil City, Pennsylvania, will be September 27-28, 1996. Contact Sixth Annual Oil Heritage Conference, Oil Heritage Region, Inc., P.O. Box 128, Oil City, PA 16301; (814) 677-3152.

Oral History Association Annual Meeting will be held in Philadelphia, October 10-13, 1996, at the Holiday Inn Select Center City. The meeting's theme will be "Oral History, Memory, and the Sense of Place." Among the featured speakers are Robin D. G. Kelley and Spencer Crew.

Contact the Oral History Association, P.O. Box 97234, Baylor University, Waco, TX 76798-7234; (817) 755-2764; fax (817) 755-1571; oha\_support@baylor.edu.

The annual fall conference of the **New England Historical Association** meets at Roger Williams University in Bristol, Rhode Island on October 19, 1996. Their next annual conference will be on April 26, 1997, at Northeastern University in Boston, and the deadline for proposals is January 15, 1997. Contact Professor James Leamon, Department of History, Bates College, Lewiston, ME 04240.

The semiannual meeting of the **New England Archivists** will be held on October 25-26, 1996, at the University of Rhode Island in Kingston, Rhode Island. The theme emphasizes strategies for career management, dealing with change, and the human resource aspects of the profession. Contact Dave Maslyn, Special Collections, Library, University of Rhode Island, Kingston, RI 02881; (401) 874-2594.

Mystic Seaport Museum will sponsor its seventeenth annual symposium on **New England maritime history**, November 2, 1996. Five topics of various regional maritime interest will be presented. Contact William N. Peterson, Curator, Mystic Seaport Museum, Mystic, CT 06355-0990.

American Studies Program at Michigan State University is sponsoring the Fall Festival of the American Arts. Scheduled for November 13-16, 1996, the festival will focus on "What is an American?: Changing Faces of Identity in American Life," and will include a national academic conference and special museum, musical and theatrical events. For more information about conference registration, contact Michigan State University American Studies Program at (517) 353-9821; amstudys@pilot.msu.edu; or http://at146.atl.msu.edu/ams/ams.html.

**First Annual Dallas Conference on the Death of John F. Kennedy** will be held November 21-23 at the Grand Hotel, Dallas, Texas. Contact Debra Conway, JFK Lancer Publications, 25172 Calle Pradera, Lake Forest, CA 92630; (714) 699-2744; jfklancr@exo.com. For more information on participants and presentation topics, contact George Michael Evica, 107 North Beacon Street, Hartford, CT 06105; (860) 232-9673; evica@uhavax.hartford.edu.

In 1997 Lincoln Memorial University will celebrate its centennial. As part of this celebration, on April 10-12, 1997, the Abraham Lincoln Museum will host a symposium entitled, "Lincoln and His Contemporaries." Contact the Abraham Lincoln Museum, Box 2006 Harrogate, TN 37752; (423) 869-6235; lmuseum@centuryinter.net.

"**Out of New Babylon: The Huguenot and Their Diaspora**," is an international conference to commemorate the tricentennial of the 1697 Huguenot Naturalization Act in South Carolina. The meeting will be held May 15-17, 1997, at the University of Charleston. Contact Randy J. Sparks, History Department, 66 George Street, College of Charleston, Charleston, SC 29424-0001; (803) 953-8273; sparksr@cofc.edu.

**Washington Women Historians** group invites new members. Open to all women interested in issues of history, not just professional historians or those studying women's history, the group meets six times a year to discuss works in progress, exchange notes, and provide intellectual solidarity. Graduate students are particularly welcome. For information write: Sarah Larson, 1668 Wainwright Drive, Reston, VA 20190; (703) 742-0578.

## 1997 Lerner-Scott Prize

Named for Gerda Lerner and Anne Firor Scott, both pioneers in women's history and past presidents of the OAH, the Lerner-Scott Prize is awarded for the best doctoral dissertation in U.S. women's history. To be eligible in 1997, a dissertation must be completed during the period July 1, 1995 through June 30, 1996. Application must contain a letter of support from a faculty member at the degree-granting institution, along with an abstract, table of contents, and sample chapter from the dissertation. One copy of each entry must be received by each member of the prize committee by **November 1, 1996**. The winner will receive \$1,000 and a certificate at the 1997 OAH Annual Meeting in San Francisco, California, April 17-20.

Mail one copy directly to: **Professor Barbara Sicherman, Committee Chair**, Department of History, Trinity College, Hartford, CT 06106 —AND— **Professor Ardis Cameron**, American and New England Studies, University of Southern Maine, 96 Falmouth Street, P.O. Box 9300, Portland, ME 04104-9300 —AND— **Professor Stephanie J. Shaw**, Department of History, 106 Dulles Hall, Ohio State University, 230 West 17th Avenue, Columbus, OH 43210. ALL ENTRIES SHOULD BE CLEARLY LABELED "1997 LERNER-SCOTT DISSERTATION PRIZE ENTRY" For more information contact Award and Prize Coordinator, 112 N. Bryan St., Bloomington, IN 47408-4199; tel. (812) 855-9852; email: kara@oah.indiana.edu. http://www.indiana.edu/~oah

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Professors Deborah Gray White  
and Mia Elisabeth Bay, Project Directors  
Rutgers Center for Historical Analysis  
Rutgers-- The State University of New Jersey  
88 College Avenue  
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## INSTITUTE POSTDOCTORAL FELLOWSHIP 1997-1999

The Institute of Early American History and Culture offers annually a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 1997. A principal criterion for the selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute holds first claim on publishing the appointed fellow's completed manuscript. The Institute's field of interest encompasses all aspects of the lives of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

Fellows devote most of their time to research and writing, work closely with members of the editorial staff, and participate in colloquia and other scholarly activities of the Institute. In addition to a beginning stipend of \$30,000, the fellowship provides office, research, and computer facilities as well as some funds for travel to conferences and research centers. Fellows hold concurrent appointment as assistant professor in the appropriate department at the College of William and Mary and teach a total of six semester hours during the two-year term. Institute fellows also have the option of spending a summer at the Huntington Library on a full grant within five years of their residency in Williamsburg.

For the calendar year 1998 the fellow will be supported principally by the National Endowment for the Humanities through its program of fellowships at Centers for Advanced Study. During that year he or she will be designated both an NEH and an Institute fellow.

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

Further information and application forms may be obtained from the Director, IEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. Application deadline is November 1, 1996.