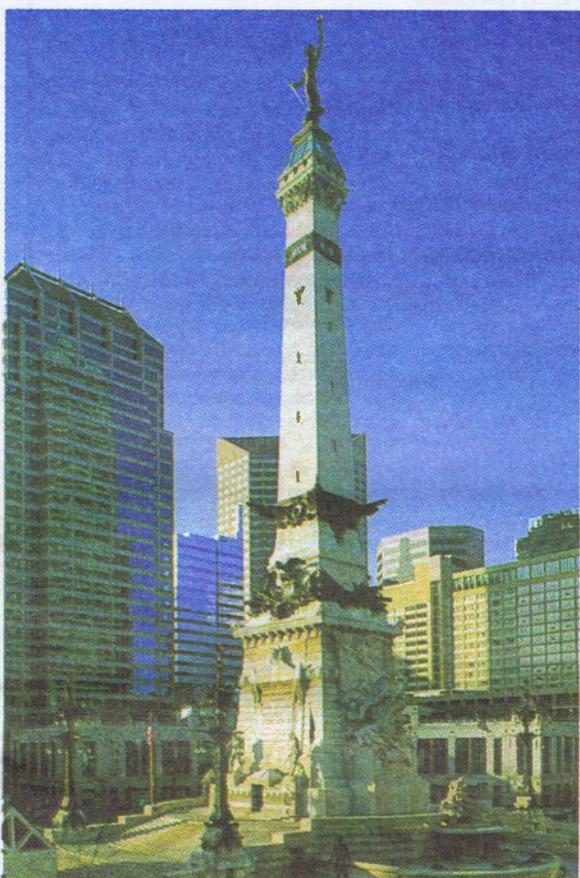


OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

Volume 25, Number 4 / November 1997

Monument Circle, Indianapolis



© Michael Vaughn Photography

Circle City Hosts 91st Annual OAH Convention

Kathryn Kish Sklar, Program Cochair

For its upcoming annual meeting, the OAH convenes in the revitalized downtown of the Midwestern heartland city of Indianapolis, at the Westin Hotel and Indiana Convention Center, April 2-5. Over 130 sessions will be held, beginning at 1:00 P.M. Thursday, April 2 and lasting through Sunday, April 5 at 11:00 A.M. In addition to over 100 exhibits displaying publications of major presses, convention visitors will be able to take advantage of several off-site sessions and tours. With the theme "Boundaries," the 1998 program features the crossing of boundaries as well as their maintenance. The program embraces subfields and areas of inquiry that will appeal to the diverse constituencies of the organization, both chronological and topical. Participants range from graduate students to senior historians.

Highlights include a plenary session on Thursday evening featuring Professor Garry Wills on "The Politics of Assassination in American History." Mary Frances Berry will chair this session, the first of several opportunities that the program offers to remember the life and work of Martin Luther King, Jr., whose death from an assassin's bullet occurred April 4, 1968.

In recognition of George Fredrickson's pioneering work in comparative history, one session will be devoted to a discussion of what South African and

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Conference Brings Journal Editors, Digital Revolution Together

History Journals and the Electronic Future

Scott M. Stephan

The traditional scholarly journal is an "awkward artifact" that "will likely disappear within 10 to 20 years, and the electronic alternatives will be different from current periodicals," according to Andrew Odlyzko.¹ Like many forecasting the future of scholarly journals, Odlyzko, a researcher at AT&T Bell Laboratories, concentrates on the sciences—where the speed of electronic publishing has found a natural constituency. But how might electronic publishing alter the dissemination and uses of journals in the historical profession?

To grapple with that question, a group of twenty-five history journal editors assembled in August in Bloomington, Indiana, for a six-day conference, "History Journals and the Electronic Future," funded by the Mellon Foundation and sponsored by the Organization of American Historians and the American Historical Association. After listening to presentations offered by a range of experts, including representatives of academic

presses, attorneys, and librarians, the editors charted a preliminary course for navigating the challenges and opportunities of electronic publication for history journals.

Demonstrations of model electronic projects created by historians—such as the electronic discussion forum, H-Net; the Civil War-era social history laboratory, "The Valley of the Shadow"; and the CD-ROM survey, *Who Built America?*—underscored the advantages of electronic media over print: interactivity, audio and visual capacity, searchable text, and hypertext links to related sites.² Many editors were surprised to learn that most journals now online merely replicate their print versions, with searchable text the only value-added feature of the electronic version. Harnessing other advantages of electronic media is still too costly and labor intensive for journals that produce both print and electronic versions. Further-

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OAH cosponsors conference on internationalizing American history



Historians from the United States, Europe, Latin America, Africa, and Asia came together last summer at La Pietra, New York University's conference center in Florence, Italy (above), for a planning meeting on internationalizing the study of American history. The event was organized by the International Center for Advanced Studies at NYU, with additional support from the American Council of Learned Societies, and was cosponsored by the OAH. See page 21 for the full story on this important conference.

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Preparing Future Faculty

Noel Stowe

Those responsible for doctoral programs in history have long assumed that nearly all their graduates would teach in institutions of higher education virtually identical to the ones granting the degrees. Professors, therefore, have believed that duplicating their own training would adequately prepare their students. Yet the reality today is that most students who enter academe will have careers quite different from those of their mentors. They will likely be faculty in institutions much different from those where they are completing their graduate education. Their careers will require different kinds of preparation for a broad range of faculty roles.

The preparation of doctoral students should include discussions about the teaching, research and service roles of faculty in the broader community. Yet college faculty normally avoid systematic review of these three components or how they vary among different institutional settings. How can we as a profession better prepare our future faculty? In answer to this question, this essay outlines some of the problems graduate history programs face, as well as several general areas where they can be improved. It advocates defining a professorate track as an integral component of a doctoral program. It highlights the work of the Preparing Future Faculty Project (PFF) at Arizona State University as an illustrative model. A clearly-defined professorate track should consider the variety of settings in higher education beyond research institutions—comprehensive universities, liberal arts colleges, and community colleges, as well as private and public schools, large and small, urban and rural, church-related and secular. There are two possible approaches to this training. Some students may benefit from a long-term program integrated in their first years of graduate education. Others might gain more from a more concentrated approach that takes place in one semester, or as a series of workshops, organized colloquia, or inter-session courses. Both approaches should be rigorously structured, highly focused, and draw in a cross disciplinary discussion about teaching, research, and service roles from other disciplines. They should include the active collegial participation of faculty members selected locally from the sorts of institutions likely to employ graduates as assistant professors. This broader faculty and institutional network enlarges the doctoral setting, provides the doctoral candidate with multiple mentors, and brings additional voices to the conversation about future demands that will be made for research, teaching, and service.

In 1994, institutions participating in the PFF project launched a two-year effort to nurture fresh thinking about preparation for the professorate. Based on a prior pilot program and considerable discussion, PFF emerged under the aegis of the Association of American Colleges and Universities and Council of Graduate Schools and was funded by the Pew Charitable Trusts. The project encouraged experimentation at seventeen doctorate-granting Research I universities and their partner institutions, with five of them receiving larger grants to take on more ambitious programming. The project challenged these schools to rethink their goals, strategies, and frameworks for preparing future faculty in ways appropriate to their institutional settings. At ASU Main, PFF fostered

a cross disciplinary discussion drawing in faculty and students from participating departments, included structured participation with local faculty at nearby institutions, developed higher level (e.g., mentored) teaching experiences within a program as well as off site in the other institutions, incorporated conversations with administrators and faculty committees on the home campus and their counterparts elsewhere, planned expanded experiences at professional meetings, and fostered a richer discussion about the landscape of higher education and the issues confronting faculties and institutions. PFF's second iteration began this fall as a three-year program at fifteen research university campuses—ten continuing programs and five new ones.

Operating under the premise that most doctoral stu-

This was not a series of quick fixes—a two hour workshop here, a brown bag lunch or seminar there. It was a highly structured program . . .

dents will not find assistant professor positions in Research I, doctorate-granting institutions, PFF programs place a significant emphasis on understanding faculty roles in other higher-education settings, where the emphasis is on undergraduate education and teaching. Because no single PFF model exists, PFF at each institution and discipline-based program necessarily varies according to the unique needs of those settings. Arizona State University Main received one of the larger Pew grants. As a member of the Graduate College, I served on the committee that prepared the original proposal, as project co-director and interim graduate dean the first year, and later as principal director and associate dean. Other committee members included faculty from potential partner institutions in the area: a comprehensive university, a small church-related liberal arts university, and the community college system. We created a pilot program with five ASU doctoral programs (Biology, English, Music, Psychology, and the interdisciplinary program in Curriculum and Instruction). History joined in year three along with four other programs, and eleven more were added in year four (1997-98) with a total of sixty participating fellows.

When we started, the five cooperating doctoral discipline faculties at ASU Main were providing benchmarks

for quality research preparation. Graduate students from these departments would continue to publish scholarly articles and monographs. But we also sought a fresh approach to teaching that went beyond the TA experience to discussions about trends in undergraduate education and to structured teaching experience with faculty mentors from nearby institutions. And, agreeing that we were engaged in career preparation and not just helping students land their first job, we believed we needed to talk about the diverse roles faculty have over time in pursuing their research, teaching, and service agendas. It was important, for example, to refashion the discussion about service to encompass professional service outside academe (for our discipline this, of course, is public history). Many senior faculty involved with graduate education do not know what contemporary faculty cultures are like in non-doctorate-granting institutions. We found that much of what we were telling our students was based on hearsay or past experience. So we took our students into those settings to talk with faculty and administrators and see their resources firsthand, encouraged mentored experiences (in teaching, research, and service roles), and planned sessions where faculty and administrators in those institutions talked about trends and issues in higher education from their point of view. We became convinced that these broader-based discussions would better prepare our graduates to enter the job market.

Along the way, we identified a set of practical activities that history departments can readily adapt. For example, we required students to document their experiences in a journal and to develop a career portfolio along the lines of the teaching portfolio model described in an American Association of Higher Education (AAHE) publication. We supported proposals from PFF fellows to attend professional meetings not only to give papers but also to set up appointments with faculty to learn how their career paths had unfolded and to visit nearby campuses. In the second year my co-director developed a weekly pattern of reading and responding to the journal entries. This was not a series of quick fixes—a two hour workshop here, a brown bag lunch or seminar there. It was a highly structured program that meshed with and enhanced traditional doctoral training, incorporating two semesters of a seminar course and a concrete set of carefully defined experiential activities.

We created a centralized PFF component under the Graduate College with an advisory steering committee. We asked each program to establish a faculty-student PFF committee to determine programming for the unit. In addition to our local partner faculty, we brought in faculty visitors from outside Arizona, as well as administrators and consultants on university projects. We learned, at one point, that the ASU Main faculty task force charged with studying the "University for the Next Century" had invited Dr. Ernest Lynton, editor of the journal *Metropolitan Universities*, to campus as its consultant on professional service issues. We distributed his 1995 AAHE

▼ Editors / From 1



Participants in the last day of sessions in Bloomington were (left to right): Carolyn Sharenko, Indiana University Library; Allyn Roberts, *American Historical Review*; Sandria Freitag, *American Historical Association*; David Thelen, *Journal of American History*; Ilan Troen, *Israeli Studies*; Marty Minner, Indiana University; Charles Wetherell, *Historical Methods*; John Boles, *Journal of Southern History*; Phillip Eppard, *American Archivist*; Anne Butler, *Western Historical Quarterly*; Anand A. Yang, *Journal of Asian Studies*; Jay Kleinberg, *Journal of American Studies* (UK); Susan B. Hanley, *Journal of Japanese Studies*; John B. Hench, *American Antiquarian Society*; Daine Koenker, *Slavic Review*; Augustine Konneh, *Journal of Negro History*; Michael Grossberg, *American Historical Review*; Arnita Jones, Organization of American Historians; Mark Szuchman, *Hispanic American Historical Review*; Susan Armeny, *Journal of American History*; Michael Moore, *Albion Journal*; Scott Stephan, *Journal of American History*.

more, representatives of academic presses who are pioneering in the publication of exclusively electronic journals on the World Wide Web, such as MIT Press, reported disappointment with their sluggish subscription rates, raising doubts among publishers and editors about cost recovery for new features.

Participants voiced two hopes for the future of history journals in general: availability and usability. Electronic media should increase the availability of journals to libraries that are unable to afford the print versions of many journals, while ensuring the diversity of print journals. The editors also want journals, whether print or electronic, to retain their usefulness for scholars. Publishers, librarians, and editors agreed that the proliferation of information, both reliable and unreliable, will make the traditional screening roles of scholarly journals, such as peer review, even more important in the future.

Unfortunately, two trends threaten both the availability and usability of scholarly journals in the electronic future: "bundling" and "disaggregation." Third parties who repackage the journals as electronic versions have a tendency to bundle together a variety of electronic journals and often sell them as one group. This practice prevents libraries from selecting only the journals they need for their patrons and frequently puts electronic journals out of reach of all but the largest research universities. Libraries that can afford to purchase bundled electronic journals face the added challenge of providing the necessary hardware and software to deliver this information, especially given the number of competing technologies which currently exist. Computer experts at the conference also disagreed over which technologies will prevail in the future of electronic publishing.

One alternative to bundling is "disaggregation," or the creation of databases composed of individual articles and reviews detached from the journal where they originally appeared. With the advent of electronic commerce, several experts at the conference envisioned a future where individuals either purchase an allotted amount of time for access to entire databases or "pay by the drink," paying a small fee for access to an individual article or review. While this scheme may allow researchers to locate specific information, it should complement rather than replace the print version because it discourages the casual reading and browsing of journals that can disseminate knowledge within and across disciplinary boundaries.

Although impressed with the opportunities of electronic publishing, editors in attendance voiced concern that the "electronic middle man," through either bundling or disaggregation, might price scholarly journals beyond the reach of many institutions and individuals: a perilous possibility since the intellectual content and authority of journals rests on contributors and reviewers' unpaid labor.

Both experts and editors at the conference agreed

that electronic reproduction will impact the creation, distribution, and use of scholarly journals, but even the experts acknowledged that it is unclear what form those changes will take. To make the transition to an electronic future as successful as possible, the conference attendees resolved to initiate an ongoing exchange of information and ideas among all editors of history-related journals. The group agreed that print history journals will not vanish soon. Even those institutions that purchase electronic journals continue to subscribe to the print version. Yet the editors acknowledged that change is coming; several journals represented at the conference, including the *Journal of American History*, already have electronic versions of back issues.³

Increasingly, journal editors must work with people outside the discipline. Through increased cooperation, agreements can be reached over such issues as distribution and cost recovery, copyright and licensing issues, standardizing software file types among journals to simplify the migration of back issues into an electronic archive, and standardizing Internet citation styles. To confront the costs of bundling, some university and college librarians have formed purchasing consortia for electronic journals. Such cooperative relationships have made these digital resources more accessible to smaller institutions.

The challenges and opportunities posed by electronic publishing will also require greater collaboration among editors. As they confront electronic media, they need to consider as a group what they have done in the past, define what they do best in the present, and consider what path to take in the future to better serve readers, members, and the discipline as a whole. □

Scott M. Stephan is a graduate student in history at Indiana University and is an editorial assistant at the *Journal of American History*.

Notes

1. Andrew M. Odlyzko, "Tragic Loss or Good Riddance? The Impending Demise of Traditional Scholarly Journals," in *Scholarly Publishing: The Electronic Frontier*, ed. Robin Peek and Gregory B. Newby (Cambridge, Mass., 1996), 91.
2. H-Net [<http://www.h-net.msu.edu>]; Valley of the Shadow: Two Communities in the American Civil War [<http://jefferson.village.virginia.edu/vshadow2/>]. For hypertext links to conference presenters, see: [<http://www.indiana.edu/~amhrev>]. For a discussion of history-related sites on the web, see Michael O'Malley and Roy Rosenzweig, "Brave New World or Blind Alley? American History on the World Wide Web," *Journal of American History*, 84 (June 1997), 132-55. Their article is also available on line: [<http://chnm.gmu.edu/chnm/essays.html>].
3. The *Journal of American History* has an agreement with JSTOR (Journal Storage) to have all back issues converted into an electronic form. JSTOR is available at subscribing institutions; for more information see <http://www.jstor.org/about> The *Journal of Southern Religion* [<http://www.ece.wvu.edu/~bkt/jsr.htm>], for example, will only appear in electronic form on the World Wide Web in early 1998.

▼ Circle City / From 1

American historians have learned from the study of each other's history. The panel will feature the distinguished South Africanist, Charles van Onselen, whom the late Herbert Gutmann once called "the finest social historian in the world."

Several noteworthy sessions on African-American history and African-American women's history will be held at the Walker Building, a national landmark that commemorates Madam C. S. Walker. One features the Chicago Renaissance, highlighting the cultural productions of artists, performers and writers too long eclipsed by the more studied Harlem Renaissance. A second session showcases new research in Black women's history, providing further testimony to the burgeoning of this important new field. Reflecting a trend apparent in recent OAH panels, women's history is woven into other sessions throughout the program.

Many sessions feature changes within well-established fields, as exemplified by "Expanding the Boundaries: New Approaches to the History of U. S. Foreign Relations." Robert Berkhofer's recent book, *Beyond the Great Story*, which urges historians to utilize contemporary literary criticism, will also be discussed by the distinguished Dutch philosopher of history, Frank Ankersmit, and two intellectual historians, James Kloppenberg and Carol Quillen. In addition, a roundtable featuring the social and political theories of philosopher Nancy Fraser demonstrates the program's commitment to interdisciplinary discussions. Fraser will be there to comment on her contributions.

"Comparative History: Problems and Benefits" will feature a single paper from David Brion Davis on "Looking at Slavery from Broader Perspectives," with Peter Kolchin, Rebecca Scott, and Stanley Engerman as commentators. Besides presenting the current state of scholarship on slavery in an international context, this panel will reveal the new directions in David Davis' work as well as that of the commentators themselves.

A series of seven sessions designed to serve the needs of graduate students will also be offered. These include panels on job market strategies, employment in teaching and public history, scholarly publishing, and the future of the profession. A panel titled "Teaching and Telling Stories: Toward a Pedagogy of Narrative History" will bring together John Demos, William McFeeley and others to explore the boundaries between history and literature, as well as between teaching and practice.

The program also offers many opportunities to evaluate recent historical films, including Laurel Thatcher Ulrich's *A Midwife's Tale*. "Assessing *The West*" will feature a roundtable discussion of the PBS documentary, with Patricia Nelson Limerick and Richard White, who were the major academic consultants and participants, as well as David Gutierrez and Steve Aron, also prominent historians of the American West. Robert Brent Toplin, film reviewer for the *JAH*, will chair the panel. This session will be held in the Western History Museum, just a few blocks from the convention hotel.

We hope to see you all there! □

2000 AND BEYOND

Membership Survey to accompany Program Mailing

To better serve our members and provide information for long-range planning efforts of the executive board, we are seeking your input on a variety of membership issues. Please share your opinions with us. Complete the questionnaire included in the convention mailing in January or call the toll free telephone survey line in February. Thank you!

How Can I Get Tenure if You Won't Publish My Book?

Roy Rosenzweig

University press editors report that in recent years they have increasingly heard this plaintive question from distressed academics. The growing concern of editors and others that meritorious scholarly work is failing to be published led to the organization of a recent conference on "The Specialized Scholarly Monograph in Crisis," co-sponsored by the American Council of Learned Societies, the Association of American University Presses, and the Association of Research Libraries and held in Washington, D.C., on September 11-12, 1997. About two hundred people gathered to take the vital signs of what University of Pennsylvania Provost Stanley Chodorow called the "comatose body" of the scholarly monograph.

All university press editors and publishers present at the conference said that they increasingly had to reject manuscripts based on marketability rather than quality. They attribute the problem largely to the decline in library purchases of specialized scholarly works over the past two decades. Whereas they once counted on a guaranteed library sale of 800 cloth copies, that figure has now dropped to 250. At the biggest academic libraries in the country (those belonging to Association of Research Libraries), book and serial budgets have actually risen in the past decade, but they are buying fewer books and serials because of rising prices. At many smaller libraries, both the book budget and number of titles purchases has dropped sharply.

According to figures presented by Marlie Wasserman, Director of Rutgers University Press, a book needs to sell about 1,000 copies in cloth to cover its costs—even assuming a barebones production budget for the book (e.g., no dust jacket, poorly paid outside copyeditors, etc.). Unfortunately, Wasserman thought that 600 cloth sales would be optimistic for a book that has no real potential as a classroom text, resulting in a \$13,600 loss for the publisher. In some fields, the prospects are particularly bad. Sanford G. Thatcher, Director of Pennsylvania State Press, cited a multiple award winning book in Brazilian history that sold 500 copies. Because university presses often have subsidies and also publish more marketable books, they can, in fact, afford to lose money on some titles. But decreasing subsidies and growing losses

mean that the number of money losers that a press can publish has declined.

Although the evidence is clear that the presses are having trouble publishing works of scholarly merit, there was some disagreement over the nature and extent of the "crisis." In an opinion piece published in the *Chronicle of Higher Education* before the conference, Ken Wissoker, editor in Chief at Duke University Press, argued that "Scholarly Monographs Are Flourishing, Not Dying," noting that between 1983 and 1995, the total number of new books published by university presses went from 4,697 to 8,011. Thatcher, however, countered that the increase had sharply leveled off in the 1990s with only a 1 percent growth between 1993 and 1995. Others pointed out that the overall increase masks the shift in the composition of university press lists where more marketable books (some of them picked up from trade presses abandoning midlist titles) are squeezing out specialized scholarly works. Some academics present questioned whether the squeeze had actually kept people from getting tenure. Charles Beitz, Dean for Academic Affairs at Bowdoin College, argued that "good people are not having trouble getting good work published." But others offered a more pessimistic assessment. A more fundamental question came from those who wondered whether there was really a loss to the scholars and the public from the failure of some works to appear in print.

Just as there were differences over the nature of the crisis, conference attendees also differed over the possible solutions. Robert Langenfeld, the publisher of ELT Press, commented on the potential role of small presses in publishing monographs that university presses have abandoned. Kate Wittenberg of Columbia University Press described the recently-launched "Columbia International Affairs Online," an ambitious online-only publication that will contain a selection of working papers, journal abstracts, conference proceedings, and full-text books. Norris Pope, Director of Stanford University Press, talked about the startup of a networked book publication series in Latin American studies.

At the same time, some expressed skepticism about the degree to which electronic publishing can resolve the crisis. Most speakers thought that online publica-

tion would save between one-fifth and one-third of current publication costs, a modest savings but perhaps enough to "save" some "endangered monographs." University of Michigan Press Director Colin Day, however, argued strongly that "any change must be evaluated at the system-wide level"—for example, people might start printing out copies of online books with the costs just showing up someplace else on university budgets. Many also thought that scholars would be likely to resist the disappearance of the physical book, and some worried that tenure committees would not adequately value electronic publications. Moreover, no one has yet come up with a successful cost recovery model for online publishing, although Columbia and Stanford are experimenting with promising subscription models.

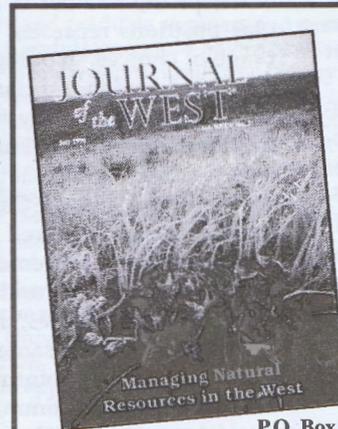
Although scholars are the group most likely to be affected by this crisis, they have been surprisingly absent from this discussion as they were from the conference (most came from presses and libraries; only a dozen were faculty members). The American Historical Association, however, has been working with the ARL on a proposal to deal with the crisis. American historians have probably been less affected than many other scholars; indeed, in an ironic way, the difficulty of selling books in smaller fields has made publishers more interested in U.S. history and has resulted in more competition for the most saleable books in American history. At the same time, publishers with whom I spoke reported that they routinely turned down books in U.S. history (labor history was one field they cited) that they thought would have small sales. The question is in what ways the impact has been felt by people working in U.S. history. Has meritorious work failed to find an outlet? Have people been denied tenure because they could not get their work published? Should American historians join with their colleagues in scholarly publishing to respond to this crisis? □

Roy Rosenzweig is professor of history at George Mason University in Arlington, Virginia, and is a member of the OAH Executive Board.



Howard University Chair Department of History

The Department of History at Howard University invites applications for Chair of the department, beginning July 1998. All applicants should be seasoned scholars qualified for a senior appointment, with an area of specialization in the African Diaspora. This may include the Diaspora in the Americas (including the United States), in Europe or in Asia. The deadline is December 1, 1997. Send applications to Emory Joel Tolbert, Chairman, Department of History, Howard University, Washington, D.C. 20059.



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Two Reports on the Use of Part-Time and Adjunct Faculty

Conference Addresses Growing Use of Part-Time Faculty

TERRI SNYDER

On September 26-28, OAH representatives attended the American Historical Association sponsored "Conference on the Growing Use of Part-Time/Adjunct Faculty" held in Washington, D.C. The representatives included OAH Executive Director Arnita Jones, Elizabeth Kessel (Anne Arundel Community College) and Terri Snyder (California State University, Fullerton). Along with nearly fifty participants from a variety of national academic organizations in the humanities and social sciences, such as the Modern Language Association, the American Political Science Association, and the American Association of University Professors, we participated in plenary sessions and workshops which culminated in drafting a policy statement to address the implications of the increasing reliance on adjunct, part-time, and full-time non-tenure-track faculty and formulate guidelines for recommended institutional practices regarding the treatment of these "nonregular" faculty.

The numbers of part-time and adjunct faculty in history departments across the U.S. is low relative to other disciplines. According to Charlotte V. Kuh of the National Research Council, in 1981 12 percent of history Ph.D.s held fulltime non-tenure-track appointments, a figure that increased two percentage points, to 14 percent by 1995. During the same period, the percentage of history doctorates employed on a part-time or adjunct basis rose from 5 to 7 percent. On the face of it, these numbers may not appear alarming, but they are no doubt exacerbated by the imbalance between the oversupply of new history doctorates relative to new academic history jobs. Adding even more complexity to the increase in nonregular appointments is the simultaneous decline in the percentage of history Ph.D.s holding tenure-track appointments, from 82 percent in 1981 to 79 percent in 1995. The growth in nonregular appointments within all humanities fields, including history, has been consistently accompanied by a decline in probationary faculty, from 83 percent to 78 percent overall, with only a very slight growth in academic employment. All indications suggest that these trends will continue.

If these directions in the composition of history department faculties do not immediately appear disturbing, try considering them from an institutional rather than a disciplinary vantage point. Compared to 1975, more students today study with relatively fewer faculty in larger institutions. Among all higher education institutions, the proportion of tenured faculty has remained fairly constant since 1975, but, more tellingly, the number of probationary, tenure-track appointments has declined by 9 percent. Additionally, during this same period, the proportion of non-tenure-track faculty rose from 19 percent to 28 percent, and the percentage of all faculty members who were employed part-time nearly doubled. These national statistics are

underscored by the extreme conditions at some campuses, such as California State University, Hayward, where the percentage of students taking history classes taught by part-time lecturers jumped from 14 percent in 1991 to 42 percent in 1995. In 1992 Hayward employed 407 tenured and probationary faculty and 142 lecturers institution wide, but by 1995—in five short years—the numbers were 373 and 330, respectively.

According to Jack Schuster of Claremont Graduate University, changes in academic staffing are mirrored by changes in students' patterns of attending colleges and universities. The percentage of undergraduates attending colleges and universities part-time was 42.2 percent in 1992, and this figure is rising. In higher education today, fewer students and faculty are engaged in full-time pursuit of their academic responsibilities.



Conference attendees included (left to right): Julia Kirk Blackwelder (Texas A&M University), Elizabeth Kessel (Anne Arundel Community College), Barbara N. Ramusack (University of Cincinnati), Terri Snyder, California State University, Fullerton. (Front row): AHA Executive Director, Sandria Freitag, and OAH Executive Director, Arnita Jones.

Both the precirculated papers and the conference sessions contained troubling information on the characteristics of part-time, full-time non-tenured, and adjunct faculty. Women along with younger, newly minted Ph.D.s are disproportionately represented among their ranks. Nonregular appointments are certainly desired by some individuals, but increasingly in fields like history where the supply of doctorates outstrips the number of new academic hires, nonregular positions represent the best option in a limited range of choices. Nonregular faculty frequently have research agendas and classroom skills on par with tenured and probationary faculty, but they simply lack traditional positions. Furthermore, the work environments of nonregular faculty are strikingly varied. In some systems, like the California State University, full-time lecturers are hired for multiple-year contracts, with health and retirement benefits, access to faculty development funds, and eligibility for performance-based salary increases, and part-time faculty can receive many of these same benefits if they have at least a one-half time appointment for a full academic year. Yet in California's community colleges, part-time faculty frequently lack these benefits and can often find themselves without offices, telephones, and administrative support.

Reliance on part-time, adjunct, and full-time non-tenure-track appointments are often justified by citing the pressures of increasing enrollments and a lack of funding to keep pace with them. Participants of the conference began to address the material consequences and problems of these continuing trends. In real ways, the growing reliance on nonregular appointments ultimately erodes faculty governance and departmental stability and weakens the ability of departments and institutions to provide sound educational experiences for their students. This is not because nonregular faculty are somehow or inherently less qualified or capable academic employees, but rather because the overall quality of instruction is substantially and negatively effected when the percentage and turnover of nonregular faculty is high, when they are not compensated for course preparation, advising, or grading, and when they work without contractual benefits or protections. The policy statement drafted by conferees urges administrators and educators to find their common interest in avoiding excessive nonregular faculty, and, when they do employ them, to provide regularized, equitable, and humane conditions of employment. Only by placing limits on the use of nonregular faculty and by providing reasonable conditions of employment for them can we ensure that our commitments to scholarship, teaching, and collegiality will endure as we adapt to changing institutional circumstances. □

Terri L. Snyder
California State University, Fullerton

Part-Timers Fare Little Better at Community Colleges

ELIZABETH KESSEL

For a long time, we in the history profession in higher education have observed the devastating impact of declining course enrollments and tighter budgets on the job market for new Ph.D.s seeking tenure-track jobs. Perhaps we have been less aware that the same set of conditions is producing an army of greatly exploited part-time faculty. Recently, I attended the AHA Conference on the Growing Use of Part-time/Adjunct Faculty, held in Washington D.C., as an OAH representative from the community colleges. Sixty-eight delegates from different types of institutions and disciplines met to consider how the academy should respond to this disturbing trend.

It is hard to get a firm grasp on the situation of part-time faculty, since there is inconsistency in the reporting of data. Nonetheless, in all post-secondary institutions, part-timers accounted for 40 percent of faculty. Depending on which reporting agency one follows, anywhere from 52 percent (AAUP) to 64 percent (ACE and NCES) of community college faculties hold part-time appointments. Of course, this large group is not homogeneous. Particularly at the community college level, experts such as engineers, law-

Abolition Exhibit Illuminates Issues of Slavery, Race, and Reform

Joan Cashin



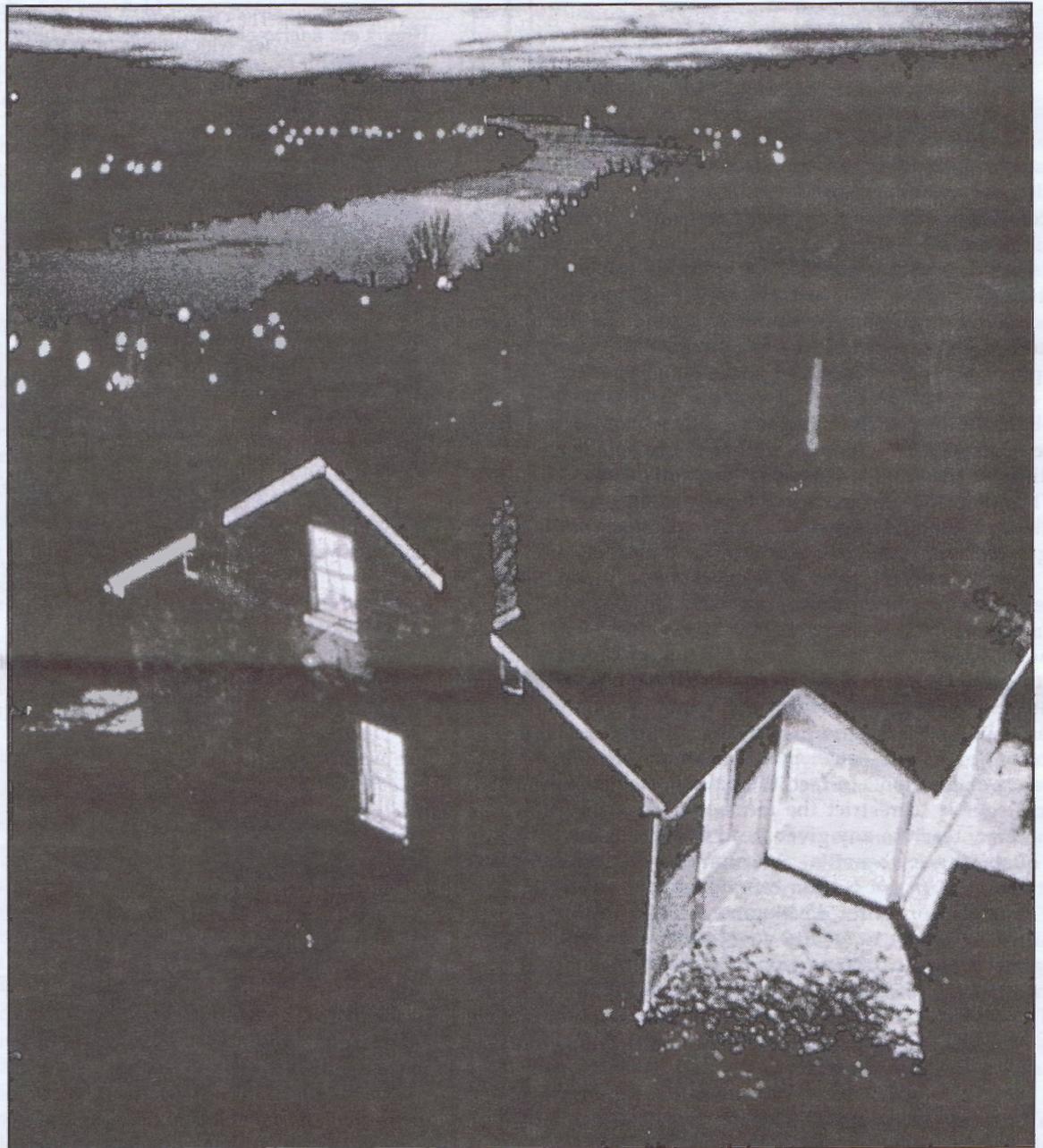
In September 1997, a compelling exhibit entitled "Free at Last: A History of Abolition of Slavery in America," opened in downtown Cincinnati, Ohio. The exhibit aims to provide the context for a more informed discussion of contemporary racial issues, and it does a fine job of introducing the history of the abolition movement to the public. Curated by Professors David

Brion Davis and James Horton, the exhibit has been developed by the Gilder Lehrman Institute of American History, and sponsored by the National Underground Railroad Freedom Center; the Jacob G. Schmidlapp Trusts, which are administered by the Fifth Third Bank, funded the project. The exhibit consists of nineteen panels, a brief film, and a brochure, and is currently on display at a branch of the Fifth Third Bank. The exhibit plans a nationwide tour. The panels communicate a great deal of information in a clear, taut narrative, assisted by a timeline of red-letter dates from the 1780s up to the dawn of Reconstruction in 1865. They present a number of wisely-chosen illustrations, such as ads for runaway slaves, political cartoons, and portraits of such figures as Phillis Wheatley, Thomas Jefferson, and Frederick Douglass, all arranged in a collage-like format.

Yet the narrative does not sacrifice the complexity of the story, suggesting, for example, the great difficulty in putting together political compromises over slavery in the late antebellum era, as well as their ultimate futility. The panels offer some absorbing details too, including George Washington's vow in 1785 that he would never buy another slave, and the fact that approximately one hundred black men served as officers in the United States Army during the Civil War. The reproduction of manuscripts, such as a letter by John Quincy Adams and a page from Angelina Grimké's *Appeal to the Christian Women of the South*, give the viewer an idea of the documents upon which historical knowledge of the movement is based. Photographs of objects, such as a Lincoln ribbon from the 1860 Presidential campaign, convey a sense of immediacy.

The exhibit strongly impresses on the viewer several key themes regarding the history of American race relations, beginning with how much opposition the abolitionists encountered, in the North and the South. The horrors of slavery are also vividly represented, including the grueling labor that slaves performed, the ways they resisted bondage, and how difficult it could be to escape slavery. Finally, the exhibit persuades the viewer that slavery was the chief cause of the Civil War. In keeping with these themes, the wartime panels emphasize the centrality of Abraham Lincoln's role in bringing about emancipation, underscoring his political shrewdness and the transformation in his racial attitudes. The film alludes to the troubling legacy of the racial history of the nineteenth century, and the brochure highlights the ties between the era of slavery and modern prejudices. In different ways, the exhibit, the film, and the brochure succeed in linking past events with contemporary concerns about race relations.

In light of these accomplishments, it is unfortunate that women's experiences are not featured throughout the narrative. Some black women, such as Harriet Tubman and Sojourner Truth, appear in the



This recent photograph of abolitionist John Rankin's house, which must have appeared as a "beacon in the dusk" to fugitive slaves, is part of the exhibit. (Courtesy National Underground Railroad Freedom Center, Cincinnati, Ohio.)

antebellum narrative, but the panels on the War, which contain ten paragraphs of text, are devoted to the experiences of men. The service of black men in the army receives due attention, but black female nurses, such as Susan King Taylor, are omitted, as are the black and white women who performed espionage for the Union, such as the members of Elizabeth Van Lew's spy ring in Richmond. Even more striking is the statement that the "war experience buttressed the drive for black suffrage and strengthened the nation's commitment to voting rights for all free men." Thus the exhibit writes women out of the debate on the franchise, surely one of the most significant issues of this period. During my visit to the exhibit, all of the other visitors were women, and it seems only appropriate that their sisters' part in the last phases of the abolition movement be included in the story.

"Free at Last" is, nevertheless, a worthwhile exhibit on dimensions of history that some American

museums are not yet willing to address. It should help dispel the persistent and appalling lack of public awareness about the history of slavery, abolition, and emancipation, and for this the curators, the Freedom Center, the Lehrman Institute, and the corporate sponsors are to be commended. Like all good exhibits, it reminds us of the great wealth of visual images for this period, and the inspirational power of those images. One of the panels includes a truly breathtaking photograph of the home of abolitionist John Rankin. His luminous house, with all the windows alight, shines like a beacon in the dusk, just as it must have appeared to the fugitive slaves who crossed the Ohio River in their quest for freedom. □

Joan E. Cashin is associate professor at Ohio State University and author of *Our Common Affairs: Texts from Women in the Old South*.

▼ Part-Time / From 6

yers or doctors may teach a single course. These people usually view their teaching as a public service—they do not care about salary, benefits, or even support services. The conference really was not concerned with their situation.

Part-timers who try to make a living by teaching was the group under discussion. These people usually teach several courses, most often at more than one institution. They are paid low wages and usually have no support services or access to professional development or governance. The conference attendees worried about the long-term impact this group would have on the quality of education as well as the impact that this difficult situation will have on the individuals.

The good news for part-time faculty in community colleges is that the representatives from community colleges at the conference reported that their institutions provide clerical support services, offices, telephones, mailboxes, and parking facilities. This is rarely the pattern at four-year or research institutions. The bad news, however, is that salaries are lowest at community colleges. Here, also, faculty are hired course-by-course. There are no contracts offered beyond the academic year. Furthermore, part-time faculty usually receive no benefits—such as life insurance, medical insurance or pension. In fact, the pattern at community colleges is to restrict the number of courses an adjunct may teach in any given year, to prevent them from qualifying for benefits. At community colleges, part-timers rarely get tuition reimbursement or any other type of support for development. They are not permitted to belong to faculty governing committees or organizations. In comparison to part-time faculty at other types of institutions, they hold fewer Ph.D.s.

The conference made me think about the situation at my own institution. Anne Arundel Community College is the third largest community college in Maryland. It is a comprehensive community college and has a transfer rate of about 30 percent. Part-timers definitely help us stretch the budget. Forty percent of our courses are taught by adjuncts, which is the state limit. A corollary to the part-time situation is that we are not replacing full-time faculty when they leave. Furthermore, we are also increasing the number of term faculty. At last count, 35 percent of our full-time faculty were on term appointments. Term faculty do not have access to the sick leave pool and cannot take leaves of absence or get sabbaticals.

My concern (or perhaps outrage) was eased somewhat when I returned to my campus and read in a newsletter that our institution was making the part-time issue a high priority for the coming year. The battle will be hard; there is not much give in the budget. (It will be even harder at four-year and research institutions, because the public feels that college tuition has already reached unreasonable amounts. This is less an issue at community colleges, where we raise tuition very reluctantly.) The difficulty of the challenge must not stop us from addressing these issues in our institutions and professional organizations. The quality of higher education and the morale and well-being of our colleagues depend upon our efforts. □

Elizabeth A. Kessel
Anne Arundel Community College

Short-Term Residencies for U.S. Historians in Japanese Universities Fall 1998

The Organization of American Historians and the Japanese Association for American Studies, with support from the Japan-United States Friendship Commission, are pleased to announce a second year of competition open to OAH members. OAH and JAAS will send three U.S. historians to Japanese universities in the fall of 1998.

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

Historians will offer lectures and seminars on the subject of their specialty. They will enter the collegial life of their host university, consulting with individual faculty and graduate students, and contributing to the expansion of networks of scholars in the two nations. We are particularly interested in encouraging the application of mid-career scholars for whom this would be their first academic trip to Japan. We hope to foster international and cooperative work among historians in both nations, who will remain in contact with each other over the years.

Participants in the 1996-97 competition are encouraged to update their application materials and re-submit them, indicating interest in and availability for one or more of the new university residencies.

The award covers round trip airfare to Japan, housing, and modest daily expenses. In order to fit the needs of the Japanese host institutions and the Japanese academic calendar, the following residencies are available for 1998:

Tohoku University, Sendai Department of American Studies

Field: intellectual history (overview and specific topics)
Two weeks to be scheduled Oct. 13-Nov. 2 (preferably Oct. 20-Nov. 2)

Tokyo Woman's Christian University, Tokyo Department of Cross-cultural Studies

Field: women's history
Two weeks to be scheduled Oct.-Nov.

Ritsumeikan University, Kyoto Center for American Studies

Field/interests: (1) ideology of conservatism (new conservatism, public school choice, libertarianism, or communitarianism); or (2) concept of "public" in history; or (3) suburbia, the middle class, and conservatism
Two weeks to be scheduled Oct.-Nov.

To Apply

Each application letter should include the following:

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

Applications must be postmarked by **December 1, 1997**, and sent to:

Selection Committee, OAH-JAAS International Residencies, OAH, 112 N. Bryan Street, Bloomington, IN 47408-4199. Application materials may be sent in the body of an electronic mail message, before midnight December 1, 1997, to japan@oah.indiana.edu.

Applicants must be current members of the OAH.

Envisioning the Future: Creating the Humanities Classroom of the 21st Century

Page Putnam Miller

On the weekend of September 25, over three hundred people gathered at Michigan State University's Kellogg Center to explore the most effective ways of using new technologies in the teaching of the humanities and especially the teaching of history. This is one of the best conferences I have attended in years: we are moving into new territories that promise to offer both pit falls and exciting new possibilities. We need to work very deliberately and collectively to ensure that enriched educational opportunities result from the new digital environment. The National Endowment for the Humanities and H-Net, the conference sponsors, and Mark Kornbluh and Melanie Shell, the conference coordinators, assembled some of the pioneers in the field of teaching in the digital age. They also gathered many of the teachers from the trenches who are trying to make the most of new opportunities and changing demands by their university administrators.

George Landow, a noted writer on the digital word, gave the keynote address and set the tone of the conference. He examined the features of both the traditional book and electronic text. He posed the very basic question of how to maximize the advantages of the latter. Describing hypertext, Landow used terms such as multi-sequential links and trails between documents. He also considered issues such as self-contained hypertext in CD-

ROM format versus hypertext on the Internet, as well as the difference between books that have been digitized and electronic texts with hypertext capabilities written from the ground up.

Unlike many academic conferences, few formal papers were presented. Instead there were roundtable discussions of basic principles and directions, demonstration sessions followed by discussions of strengths and weaknesses, and conversation sessions on such issues as setting standards, university policies, and interaction with the commercial world. In the kick-off session entitled "The Cutting Edge: Multimedia Presentations," Edward Ayers gave one of the four presentations on the interactive web site "The Valley of the Shadow: Two Communities in the Civil War (<http://www.iath.virginia.edu/vshadow2>)." He stressed not only the engaging research opportunities that this interactive program offered to students, but also warned of the enormous costs and time spent building the project's database of diaries, newspapers, military records, tax lists, church records, and other primary sources for just two counties during the Civil War era. Ayers' project is in its third year and has been funded by the University of Virginia and the NEH.

Of the few panel sessions at the conference, most used a demonstration mode for the presentation and were geared at addressing such issues as faculty-library part-

nerships that would link classrooms to sources and the integration of new technology into classroom pedagogy. A session on distance learning explored ways to resist the dilution of teaching and to instead enrich the learning process.

An afternoon electronic poster session gave participants a chance to visit over two dozen booths to see and learn about a wide range of multimedia educational projects. Throughout the afternoon small groups huddled around various

terminals to sample them and to talk about their strengths and weaknesses with project directors. Randy Bass, the director of the American Studies Crossroads Project, talked about the ambitious goals of the American Studies Association in creating a comprehensive online resource to assist faculty and students in making the best use of technology in their teaching, learning, research and global collaborations. The electronic Crossroads web site (<http://www.georgetown.edu/crossroads/>), a work in process, is being sponsored by the American Studies Program at Georgetown University, the U.S. department of Education's Fund for the Improvement of Postsecondary Education, and the Annenberg/CPB Project.

The final day provided opportunities to attend workshops on teaching with primary sources at the National Archives, creating Web pages, and using hypermedia in the history classroom. H-Net editors were on hand to answer technical questions. Many of the editors of H-Net (Humanities and Social Sciences Online) participated in the conference, and their commitment to providing a positive, supportive, egalitarian environment for the friendly exchange of ideas contributed to the success of the conference. The H-Net website (<http://www.h-net.msu.edu>) includes not only information about H-Net's 88 free electronic interactive lists but also book reviews, and information on this conference. Currently the conference program and some of the sessions are online at <http://www.h-net.msu.edu/~envision/>.

I left the conference having been richly stimulated but with an overload of information, images, and vexing questions. Yet it was the strength of the conference to constantly call upon the participant to evaluate the content of the new technology and the learning process and not just the bells and whistles, to explore its impact on the evolving role of the university, to study the cost effectiveness of interactive projects, to examine the ways that new technology can enable us to do things that were impossible in the past, to uphold high standards of content and student performance in the digital age, to use new technology to enhance relationships with students, and always to remember that technology is a tool, not an end in itself. □

The Schomburg Center for Research in Black Culture

The Schomburg Center, a unit of The New York Public Library's Research Libraries, announces its Scholars-in-Residence Program for the academic year of 1998-99. The residency program assists those scholars and professionals whose research in the black experience can benefit from extended research in the Center's collections.

The Fellowship Program encompasses projects in African, Afro-American, and Afro-Caribbean history and culture. The Program is also open to professionals in fields related to the Schomburg Center's collections and program activities—librarianship, archives and museum administration, special collections, photographs, audiovisual material, and publications. Studies in the social sciences, the arts, science and technology, psychology, education, and religion are eligible if they utilize a humanistic approach and contribute to humanistic knowledge. Applicants are encouraged to consult the Center's staff regarding holdings.

Fellows are required to be in full-time residence at the Schomburg Center during the period of the award. They are expected to substantially complete research on their project, present their findings in the form of a presentation at the Schomburg Center's Colloquia on Biography, Social History and African-American Cultures, and prepare a report on work accomplished at the end of their residency.

Persons seeking support for research leading to degrees are not eligible under this program. Candidates for advanced degrees must have received the degree or completed all requirements for it by the application deadline. Foreign nationals are not eligible unless they will have resided in the United States for three years immediately preceding the award date of the fellowship.

Fellowships funded by the Program will allow recipients to spend six months or a year in residence with access to resources at both the Schomburg Center and The New York Public Library. The fellowship stipend is \$15,000 for six months and up to \$30,000 for twelve months. The Program is supported by the National Endowment for the Humanities and the Aaron Diamond Foundation.

For brochure and application form, write to the Scholars-in-Residence Program, Schomburg Center for Research in Black Culture, 515 Malcolm X Boulevard, New York, NY 10037-1801; Tel: (212) 491-2203; **Application deadline is January 12, 1998.** <http://www.nypl.org/research/sc/scm/specfea.html>

Castleton State College

Castleton State College is accepting applications for a tenure track position in U. S. history, beginning August 1998, for a U.S. historian with international perspective, in the Department of History, Geography, Economics and Politics. Field of specialization open, excluding labor history. Emphasis on both undergraduate liberal arts core and the history major programs, with special value placed on teaching and undergraduate education. Qualifications: Ph.D. preferred/ABD considered. Teaching experience desirable. Rank (Instructor/Assistant Professor) and salary (ranging from \$25-32K) dependent upon qualifications and experience. Send letter of application, plus current vitae and list of three references by February 1, 1998 to Dr. Joseph T. Mark, Dean of the College, Castleton State College, Castleton, VT 05735. Equal Opportunity Employer.

The Medieval Future of Intellectual Culture: Scholars and Librarians in the Age of the Electron

Stanley Chodorow

The electronic revolution is taking us back to the middle ages. As librarians and as scholars, we are on a tape running fast-forward to the past. When the tape reaches its end, our professional lives will be changed. You will be the managers of an information environment very different from one you deal with now. As a teacher and scholar, my relationship with students, colleagues, and information will have been transformed.

The changes I am talking about are not the obvious ones we can all see clearly today. Right now, at the beginning of the electronic revolution, we are preoccupied with the exponential growth of information resources on the World Wide Web. Scholars and information purveyors are producing this growth. Scholars, students, and librarians are trying to cope with it. In case you librarians have not yet noticed, let me say that the scholars and students are depending on you to figure out how to catalog and organize all the information out there on the Internet. We are counting on you to produce a new Melvil Dewey.

Hard as that task will be, it will not be the hardest problem that the revolution will create for us. The real problems of the new medium for research and publication will arise from the way it will change scholarly discourse, and it is in that change that we will retrace our steps to the intellectual culture of the middle ages. Today, I want to focus on that change and its effects.

In medieval intellectual culture, works of literature—history, theology, law, medicine, and literature in the strict sense—flowed from author to author, across generations, growing and changing as individual contributors worked on them.

Medieval chroniclers used the work of their predecessors, adding and filling in material to make the work their own. In the modern editions of these works, scholars have marked the layers of the text by printing them in different sizes; the critical editions of works that grew over many generations—such as some of the monastic chronicles of the Alsace-Lorraine—are the mothers of all eye charts.

The standard—or, as they are called, vulgate—glosses on the Bible and on the foundational texts of law, medicine, theology, and philosophy were also composite works, the melding of the works of several generations of teachers and scholars.

Papal and imperial privileges were reissued with each new reign, growing or changing in response to contemporary political interests while preserving the essence of the original privilege. All of these kinds of medieval words and documents grew organically from generation to generation. What was significant about them was not who wrote them but what they contained.

In the not-so-distant future, our own intellectual culture will begin to look something like the medieval one. Our scholarly and information environment will have territories dominated by content, rather than by distinct individual contributions. The current geography of information is the product of the seventeenth-century doctrine of copyright. We are all worrying about how the electronic medium is undermining that doctrine. In the long run, the problem of authorship in the new medium will be at least as important as the problem of ownership of information.

Works of scholarship produced in and through the electronic medium will have the same fluidity—the same seamless growth and alteration and the same de-empha-

sis of authorship—as medieval works had. The harbingers of this form of scholarship are the listservs and bulletin boards of the current electronic environment. In these forums, scholarly exchange is becoming instantaneous and acquiring a vigor that even the great scholarly battlers of old—the legendary footnote fulminators—would admire. Scholars don't just work side by side in the vineyard; they work together on common projects.

What these harbingers reveal is the first effects of a fundamental change in the means of communication. The modern forms of scholarship—the works we have been collecting, cataloging, and organizing for several centuries—are products of a particular means of communication. The codex dates from late antiquity. It was a technological advance on the scroll and the highest development of the possibilities of manuscript. The scientific article and the journal in which it appeared was invented in the seventeenth century. This form of publication realized the possibilities of the printing press. (The

The real problems of the new medium for research and publication will arise from the way it will change scholarly discourse, and it is in that change that we will retrace our steps to the intellectual culture of the middle ages.

article as a mode of scientific communication was the invention of Edmund Halley, the astronomer who financed the publication of Newton's *Principia* and who used Newton's theory to predict the return of a comet that now bears his name.) We have not yet developed the best form for work published on the Internet, but we—and especially you, the librarians—need to begin to speculate about its characteristics in order to cope with its arrival on the scene and with the stages of its evolution.

A work of scholarship mounted on the Internet will belong to the field it serves and will be improved by many of its users. Scholar-users will add to the work, annotate it, and correct it, and share it with those with whom they are working. All the really important works of scholarship, the works we commonly call research tools, will quickly evolve into several subspecies in the hands of scholars.

We historians of medieval canon law distinguish between the French and Bolognese versions of the *Breviarium* of Bernard of Pavia, which evolved from the textbook of papal judicial opinions that Bernard produced about 1191-92. Will we soon be able to speak of the French, German, and American versions of an electronically transmitted calendar of papal letters? Or will the versions emerge within international circles representing different kinds of users of the letters—the political historians, social historians, and legal historians? The only certainty is that such works will evolve continuously once we begin to take advantage of our new medium for information.

I have been talking of the flow of information and the fluidity of works of scholarship on purpose. The future world of scholarship I am envisioning is one in which the information used by teams of scholars will be in liquid form. The electronic format encourages constant change—addition, subtraction, alteration—and its organization is fundamentally different from the one used in

printed materials.

Right now, much of the material on the Internet is made up of digitized pictures of printed works, which can be cited by chapter, page, and paragraph. When scholars create information resources directly on the Internet, they use a variety of new organizational methods and expect the materials to grow and change constantly, perhaps even to be given a completely new organizational form in mid-stream, if someone develops a better way to present the data. We can expect many scholars to resist such fluidity in their information resources, because it will relegate the traditional footnote—to which some of us are inordinately attached—to the dustbin. Some future edition of *The Chicago Manual of Style* will provide models of citation to suit the new medium.

This imagined world is one in which the electronic medium has radically changed the nature of "publication." In the fluid world of the electron, the body of scholarship in a field may become a continuous stream, the later work modifying the older and all of it available to the reader in a single database or a series of linked databases. The prospect is exciting, but it contains some scary features.

One of these features is that a truly collaborative work, particularly a work in progress, blurs the concept of authorship and makes it difficult to judge the significance of individual contributions. Now, we manage information mostly by author. We will have to find another way.

Another scary feature of the new environment is that the electronic medium is evolving as fast as the scholarly discourse being carried out in it. What happens, then, when the discourse takes a break? All fields go through periods of stagnation. If the medium of scholarship continues to change, then the preservation of electronic resources must involve migration from one "platform" to another. So long as the discourse is lively, or at least animate, scholars and librarians who serve them will port it from system. Who will use up space and effort keeping a database alive during periods of downtime?

For a long time now, librarians have been moving cautiously towards greater and greater cooperation. The progress has been slow, because the large institutional investments in libraries have made us proprietary. The electronic medium requires that we speed up the move towards collaborative action. We need to decide how we will preserve electronic information resources. Every month, great resources are being lost in the trash heap of old technology.

The recent progress of collaboration among libraries, such as it is, rests on the stability of the print medium. Whichever institution buys, catalogs, and shelves printed material, all other institutions in the collaborative loop will be able to use the material. But the electronic medium is unstable, and our institutions are leapfrogging one another as they upgrade their systems in response both to the needs of their patrons and to the possibilities of ever-developing technology. Until and unless our technology marches together in rank and file, the assumptions that have worked well during the age of print will fail us. The electronic revolution destroys the illusion that independent collection development and management can produce adequate information resources for the scholarly community, indeed for the community at large.

I am confident that we scholars will work out a way to mark our contributions to the collaborative scholarly effort that we create in the electronic medium, so that you librarians will be able to give us the credit we deserve.

The challenge before you today is to create a map—a catalog—of the electronic medium of information. Together, you must develop new organizational principles and techniques that work in this medium—that guide us to the precise source of information, identify the author of the information, and place the information in a chronological order. This is the information about information that scholarship requires.

In creating this organization of knowledge, you will also have to design a new model of the information specialist. So long as there are printed resources—which will continue to pour out of press as long as you think they will—the skills and knowledge you have accumulated and passed on in your profession will have high value. But the growing importance of information resources in electronic form will certainly change the skills and knowledge needed by librarians. In my opinion, the librarians who will help us deal with the electronic medium will have to be members of the disciplines they serve.

In his novel *The Name of the Rose*, Umberto Eco imagined the ideal of the medieval librarian—the information scholar who held the key to knowing. The librarian of the electronic age, like the librarian of the ancient and medieval worlds, will have to be a scholar among scholars. He or she will be the information specialist in every research group, the person who helps the group keep up with and understand the state of knowledge and its history.

This role will require training in a discipline as well as in information science, and it will make the role of librarians international. Today, a librarian is hired to serve the needs of a particular library and the community of scholars dependent on it. Even today, however, a librarian may serve as a resource for scholars far and wide who send queries by email. When the electronic age matures, the librarian will serve an international community of scholars in his or her field. The location of librarians and colleagues, formerly called patrons or clients, will be designated by electronic addresses, not mail codes.

So, how will we, the people responsible for managing local resources and local institutions, decide whom to hire? We might decide that all librarians have to be able to do local tasks as well as international, scholarly ones. Then, we will hire the complement of people we need to run our libraries and assume that the special disciplinary interests of our librarians will take care of themselves. But scholars will not be content with the accidental nature and impermanence of that arrangement. They will not care where their librarian lives and works, but they will want to know that they can count on him or her.

Now is the time for the library community, which has hovered between isolationism and international cooperation for decades, to make a decisive commitment to cooperation. There is a great deal to be done if the return of the medieval intellectual culture, with its fluid and international character, is to be as productive and important for human civilization as it was the first time it came around. □

Stanley Chodorow is Provost at the University of Pennsylvania. Dr. Chodorow read this essay at a recent Association of Research Libraries Membership Meeting program on Redefining Higher Education. Reprinted with permission from the ARL: A Bimonthly Newsletter of Research Library Issues and Actions, December 1996.

1998 IU-OAH Graduate Fellowships for Minority Students

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

This is an annual fellowship competition. **January 1, 1998**, is the application deadline. Interviews for finalists will be scheduled at Indiana University and the OAH Business Office (Bloomington, Indiana) for mid-February 1998, with notification of the award soon thereafter.

For application materials or further information contact: **John Bodnar, Chair**, Department of History, Indiana University, Bloomington, IN 47405-6624.

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

Non-Profit Tables at OAH Meeting

Any small non-profit organization of historians (defined by the OAH Executive Board as having less than one thousand members) may establish, without cost, a table at a convenient, public place to be determined by the convention manager. Table requests will be accepted on a first-come, first-served basis, depending on space available in any given year. At this table, the organization will be permitted to distribute materials, solicit members and subscriptions, and sell journals and other products of the organization to promote its activities. There are no general storage facilities available beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Requests for table space must be made in writing and should include the organization's tax exempt number (or other proof of non-profit status) and a statement of the organization's size, and must be received no later than March 2, 1998. Correspondence should be directed to Sheri Sherrill, OAH Convention Manager, OAH, 112 N. Bryan St., Bloomington, IN 47408-4199.

Corrections

Due to a production error, the wrong abstract of Richard Cullen Rath's essay, "Echo and Narcissus: The Afrocentric Pragmatism of W.E.B. Du Bois," appeared in the August *OAH Newsletter*. His work was also incorrectly described as a dissertation; it was in fact an article published in the September *JAH*. The correct abstract is below.

In his classic collection of essays, *The Souls of Black Folk*, W.E.B. Du Bois described his voice as African. Richard Cullen Rath's "Echo and Narcissus: The Afrocentric Pragmatism of W.E.B. Du Bois" is an exploration of Du Bois's construction of what was African about his life, about the lives of black folk, and about American identity at the turn of the twentieth century. By coming to terms with what was self-consciously African about Du Bois's thought one can comprehend what is African about American identity. Grasping Du Bois's Afrocentric vision lends a coherence to his work that is lost when it is considered solely within European-derived intellectual traditions. But Du Bois did not relinquish his European and American training. Instead he wrote from two discourses at once, packing multiple meanings into his prose. Rath shows how and why Du Bois constructed notions of race, agency, consciousness, power relations, and aesthetics from a "double ground" that was African and American in its outlook.

Leslie Rowland's name was misspelled in George Fredrickson's column in the August *Newsletter*.



Booker T. Washington



W. E. B. Du Bois

Washington and Du Bois at the Turn of Two Centuries

A National Park Service and OAH Symposium to discuss Booker T. Washington and W. E. B. Du Bois, their historical context, thoughts, and influences, and the meaning of their legacies for America.

March 19-21, 1998, Roanoke, Virginia

Keynote speaker Julian Bond will head a program that brings together academic and public historians, local teachers and students, cultural leaders, park service professionals, and others interested in the lives and impact of Washington and Du Bois and race issues in the United States today. The symposium, emphasizing cultural resources and interpretive issues, will consist of several moderated panel sessions, a "focus on teaching session" for K-12 to college history educators, and a tour and program at the Booker T. Washington National Monument in nearby Hardy, Virginia. Speakers include Louis Harlan, August Meier, David Levering Lewis, Edward Ayers, and director of NPS, Robert Stanton.

To receive a program and registration materials, please send your name and mailing address to OAH, Washington-Du Bois Symposium, 112 North Bryan Street, Bloomington, IN 47408-4199; tel. (812) 855-7345 or send e-mail to john@oah.indiana.edu. (Photos courtesy Booker T. Washington National Monument)

The LINCOLN PRIZE

at Gettysburg College

The Board of Trustees of the Lincoln Prize
takes pleasure in announcing the 1997 Laureate

Don E. Fehrenbacher

who received the St. Gaudens bronze bust of Lincoln
and \$50,000 for a lifetime of achievement.

The 1997 Jury especially singled out the classic works *Prelude to Greatness: Lincoln in the 1850's* (Stanford University Press, 1962) and *The Dred Scott Case: Its Significance in American Law and Politics* (Oxford University Press, 1978).

No one wrote more eloquently about this award than the 1994 Lincoln Prize Laureate, Columbia University's *Barbara Fields*:

"I was delighted to learn of Don E. Fehrenbacher's selection to receive this year's Lincoln Prize. *The Dred Scott Case* alone would be enough to ensure immortality for any historian. In fact, all of his books display an uncanny flair for communicating the most abstruse and technical points of law or historical evidence in prose sculpted from marble by a master's hand. The profession also owes him a debt for completing and seeing through to publication David Potter's *The Impending Crisis* — a brilliant collaboration and a generous act in the best tradition of collegiality in our craft. I cannot remember a major prize in which I have taken such satisfaction. Please communicate my congratulations and thanks to the jury and the Board of Trustees."

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

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Joseph Glatthaar, University of Houston



News for the Profession

Shaping State History Standards

Loretta Sullivan Lobes, Director
National History Education Network



In the August *OAH Newsletter*, Alan Singer, Sean Wilentz, Gary B. Nash, and Kenneth T. Jackson differed in their opinions about social studies; however, they would all agree about one thing: the need for historians to participate in the development of state history standards. Whether a state chooses a history or a social studies focus to organize their standards, each one

includes history standards in their guidelines. Historians and history teachers who want to shape how history is taught in schools should take a serious interest in contributing to the development and review of state standards.

Over the past academic year, 1996-1997, 39 states have revised their standards. State departments of education do not act alone in developing them. Curriculum committees that assist in their drafting include state department of education representatives, district curriculum developers, elementary, middle, and high school teachers, informed citizens, business leaders, and education professors. While state committees have always combined a wide range of individuals, until recently, few professional historians have engaged in any stage of the standards process.

The form and content of history/social studies standards is different for every state and therefore the review process must be done on a state-by-state basis. State standards contain content standards that outline what students should know and should be able to do, as well as performance standards that specify how well a student should demonstrate their subject knowledge. Some states organize standards by individual grade level, while other states group standards into three grade levels: elementary school, middle school, and high school. Standards may also outline the requirements for state assessment examinations. In addition, several states specify course descriptions for individual grades and elective courses. Thus, depending on the specifics involved, history/social studies standards can vary in length from several pages to book-length. Last year, New Mexico published 19 pages of history/social studies standards; in contrast, Alabama's standards were 254 pages.

Historians are most effective when they help curriculum committees draft state standards from the beginning. According to *Making Standards Matter*, an American Federation of Teachers survey, four states—Hawaii, Nebraska, South Carolina, and Wyoming—have indicated plans to review history/social studies standards this year. State standards are available to any interested citizen either free of charge or for a nominal fee. The National History Education Network's web site (<http://hss.cum.edu/nhen>) lists addresses for obtaining standards from these states.

When draft standards are available, historians will want to send their specific written comments to that state's department of education. Curriculum committees find specific suggestions related to individual standards to be the

most valuable. Commentators who read standards will want to identify areas where pedagogical skills or historical content may be enhanced. Some reviewers may want to provide a comprehensive critique of content standards and performance standards by offering a line-by-line analysis for them.

Currently, there are many history resource materials that can provide assistance for standards reviewers. The National Standards for History are available from the National Center for History in the Schools. NCHS also publishes *Bring History Alive!*, a collection of curriculum outlines for U.S. history and world history. The Organization of American Historians produces the *Magazine of History* that features lesson plans and curriculum guidelines for elementary and secondary teachers. The American Historical Association prints a pamphlet series for history teachers on topics that range from the Constitution to women's history. The National Council for History Education also produces a variety of curriculum and teacher workshop materials including the original *Bradley Commission Report*.

Annually, school/college partnerships offer workshops that address the subject mastery and pedagogical knowledge called for in state standards. School/college partnerships provide an excellent opportunity for history teachers, college faculty, public historians, and museum historians to increase communication and share their common concerns about teaching history. These cooperative partnerships build personal relationships and create alliances across educational levels that result in stronger history education in schools and colleges. Organizations may also schedule workshops that address teaching history. For example, last year the National Endowment for the Humanities funded teacher workshops that included "Slavery and the Civil War" and the "Theater of the Holocaust." The California History-Social Science Project organizes teacher workshops at nine regional sites across the state. CH-SSP encourages educators by facilitating professional development and promoting the examination of classroom practices. Although school/college partnerships require commitments of time and energy, the experience benefits everyone involved.

Individuals and groups of educators may also apply for funding to improve school curricula in history. For more than a decade, James J. Lorence, of the University of Wisconsin Center, Marathon County, has organized History Teaching Alliance workshops with teachers in his area. Currently, Mark Blum, of the University of Louisville, is cooperating with secondary school teachers to create a shared vocabulary for teaching history in order to span the divide between high school and college courses. Don Schwartz, of the California State University, Long Beach, is part of the Long Beach Community Partnership that works with teachers to develop consistent history/social science teaching for elementary schools, middle schools, high schools, community colleges, and universities. Local collaboratives offer excellent opportunities to enhance history teaching and learning.

The only real answer for how to improve history/social studies standards is for historians to get involved. Because standards development is an ongoing process, this year, many historians will have the opportunity to join Singer, Wilentz, Nash, and Jackson in contributing their ideas on the standards movement. California's history/social science standards offer a hopeful example for those about to enter the standards fray. From the beginning, the California State Department of Education incorporated professors of history and professors of education in standards development. After hard work and many compromises this partnership produced state history/social science standards about which Californians are justifiably proud. If historians gain greater familiarity with pedagogical terminology, increase their participation on state standards committees, and enter into multilevel educational collaboratives, this positive result can be repeated. Historians across the country need to enter into partnerships with state governments and the entire educational community to improve state standards for history.

Suggestions from the National History Standards Adapted for Reviewing State Standards:

- Historical thinking and historical understanding should be represented through chronological thinking, historical comprehension, historical analysis and interpretation, historical research skills, and issue-related decision making.
- Historical thinking should include identification of time, context, evidence, perspective, and cause and effect relationships.
- Historical understanding should encompass analyzing narratives, arguments, decision making, and historical interpretations.
- Historical spheres should include components from the social, political, economic, cultural, and scientific/technological disciplines.
- Curriculum scope and sequence should include all the major eras of U.S. history and world history. K-6 curriculum should be history based.
- National Center for History in the Schools, "The National Standards for History" (Los Angeles: National Center for History in the Schools, 1996). □

Smithsonian Institution Fellowship Program

GRADUATE STUDENT, PRE-, POST-, AND SENIOR POSTDOCTORAL FELLOWSHIPS in American history, history of science and technology, history of American art, twentieth-century American crafts and decorative arts, and social and cultural history of the United States. Tenable in residence at the Smithsonian and its research facilities. Stipends and tenures vary.

Deadline: January 15th annually
Contact: Smithsonian Institution
Office of Fellowships and Grants
955 L'Enfant Plaza, Suite 7000, Desk H
Washington, D.C. 20560
(202) 287-3271
E-mail: siofg@ofg.si.edu

Awards are based upon merit without regard to race, color, religion, sex, national origin, age, or condition of handicap of applicant.

1998 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 1998 AWARD ARE DUE DECEMBER 1, 1997.**

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.

Mr. Eric Rothschild (Committee Chair)
Scarsdale High School
1057 Post Road
Scarsdale, NY 10583

Professor Kenneth T. Jackson
Department of History
603 Fayerweather Hall
Columbia University
New York, NY 10027

Award and Prize Coordinator
Organization of American Historians
112 North Bryan Street
Bloomington, IN 47408-4199

**ALL ENTRIES MUST BE CLEARLY LABELED
"1998 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.

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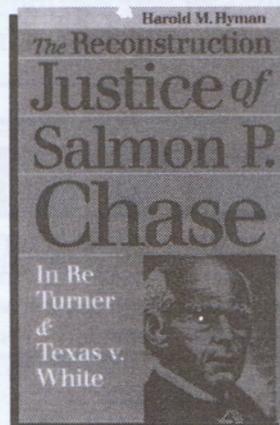
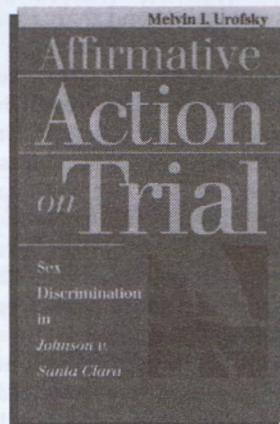
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Summary of FY'98 Appropriations

As we go to press, the appropriations process is not yet over. However, The Conference Committees, which reconcile the differences between the House and Senate bills, have completed their work for both the Treasury Appropriations Bill—which includes the budgets for the National Archives and the National Historical Publications and Records Commission (NHPRC)—and the Interior and Related Agencies Appropriations Bill—which includes many cultural and historic preservation agencies. Following are the amounts agreed to by the House/Senate Conference Committees and will in all likelihood be the final figures. On many fronts there is good news to report on FY'98 appropriations.

National Endowment for the Humanities

FY'98 budget of \$110.7 million, a small increase over \$110 million of this year. The big news this year is the survival of the National Endowment for the Arts. The House of Representatives' Interior Appropriations report called for the elimination of NEA in FY'98 and the elimination of NEH in FY'99. Many scholars have viewed NEA as a fire wall protecting NEH. The fact that NEA came out of this year's appropriation process with strong support in the Senate to counter the negative forces in the House was very encouraging. NEA's budget was cut by only \$1.5 million.

National Historical Publications and Records Commission

The FY'98 budget for the grants program of NHPRC is \$5.5 million. This is a 10 percent increase over the current amount and a thirty percent increase over the President's request of \$4 million. When NHPRC's proposed strategic plan eliminated documentary editing from those categories of projects slated as a top priority for funding in November, 1996, the historical profession launched a major effort to not only revise the strategic plan but also to increase funding for NHPRC. On both counts the major advocacy effort was successful.

National Archives and Records Administration

The FY'98 budget is \$205.165 million for the operating budget of the Archives (a 4 percent increase) and \$14.65 million for repairs and restoration of National Archives' buildings.

Woodrow Wilson International Center for Scholars

The House appropriation bill included only \$1 million in FY'98 for the Wilson Center while the Senate bill allocated the current funding level of \$5.8 million. A bipartisan group of Representatives wrote the chair of the House Appropriations Subcommittee and stated that: "Rather than forcing the Center to close, we believe Congress should work with the Center to help this living memorial to President Wilson reach its full potential." The letter urged the House conferees to accept the Senate appropriation of \$5.8 million, which they did.

Historic Preservation

The FY'98 budgets for historic preservation are at approximately the same funding levels as 1997.

The Institute of Museum and Library Services

The FY'98 budget for the museum component of the institute will be \$23.39 million, which is \$1.1 million more than its current level.

Smithsonian

The total FY'98 budget is \$402 million up from \$372 million this year. The Smithsonian budget is broken down into a number of categories: \$333.5 million for operating expenses, \$32 million for repairs and restorations, \$3.8 million for new construction at the Zoo, \$4 million for a new Air and Space facility near Dulles Airport, and \$29 million for the construction of the new National Museum of the American Indian on the Mall (this will provide half of the total cost of the new museum).

Gerald George Leaves NHPRC To Head Archives' Policy and Communications Staff.

On September 18, U.S. Archivist John Carlin announced that Gerald George would be leaving his position as Executive Director of the National Historical Publications and Records Commission to become Director of the National Archives' Policy and Communications Staff, a position that Deputy Archivist Lew Bellardo had been filling in an acting capacity. Carlin noted George's qualifications for this position and stated that George's move which will occur on October 1 "will have the further advantage of freeing up Deputy Archivist Lew Bellardo to devote more time to helping me deal with major issues confronting NARA."

Carlin has asked Roger Bruns, who is currently on the communications staff, to serve as acting executive director of NHPRC. For many years Bruns served as a deputy executive director of the NHPRC and is very familiar with NHPRC's operations. The Commission of NHPRC will, according to statute, choose a successor to Jerry George. Their next meeting is in November.

Smithsonian Works to Defuse Criticism of Exhibition.

An exhibition at the Smithsonian's National Museum of American History titled "Between a Rock and a Hard Place: A Dialogue on American Sweatshops, 1820-Present," scheduled to open on April 15 is facing criticism from some apparel manufacturers. Peter Liebhold, one of the exhibit's curators, has stressed the museum's efforts to have a balanced presentation. From the beginning of the planning process, he said, they have sought the participation of manufacturers, unions, retailers, and foundations. Seeking to place the issue in a broad context, the curators explore such topics as the historic relationship between immigration and sweatshops. A controversial aspect of the exhibit are plans to include a re-creation of portions of an El Monte apartment complex sweatshop where illegal Thai immigrants were discovered working under deplorable conditions in 1995. Although the curators have tried to include "good industry practices" as well as poor ones, the American Apparel Manufacturers Association and the National Retail Federation have voiced criticism. While encouraging continued dialogue with the critics, the leadership of the Smithsonian, nevertheless, stands strongly behind the exhibit which has undergone a thorough review process.

President Intends to Nominate William Ferris To Head NEH

The President has announced his intention to nominate William Ferris, the founder and director of the Center for the Study of Southern Culture at the University of Mississippi, to the position of Chairman of the National Endowment for the Humanities. Sheldon Hackney, who has completed his four year term as head of the agency, returned in September to the University of Pennsylvania where he will teach history. Ferris, who is widely respected for his scholarly books and documentary films, has said the nomination was quite unexpected but that he was greatly honored and had the highest admiration for the endowment and its work.

Trent Lott (R-Miss), the Senate Majority Leader, and Senator Thad Cochran (R-Miss) have both endorsed the nomination of Ferris. The official White House announcement of the nomination of Ferris will not be made until the background checks are completed. Senator Cochran, who has known Ferris for thirty years, said that he expects the confirmation process to move quickly.

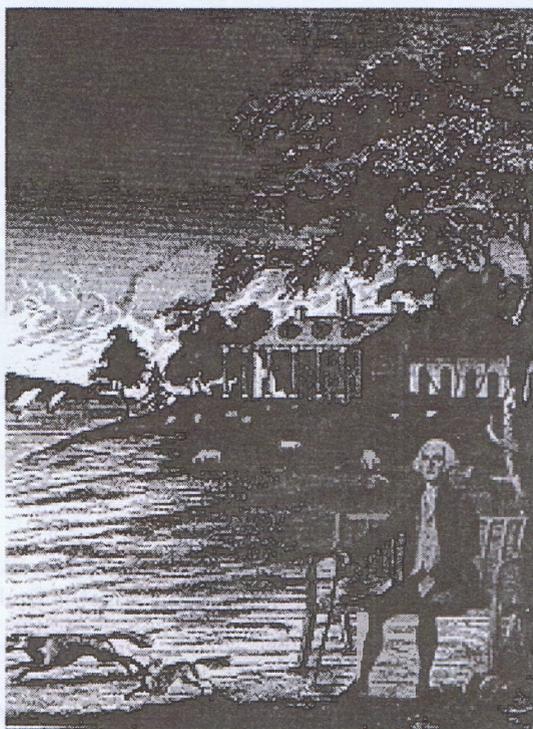
With Sheldon Hackney's departure, the President announced that the Acting Chairman of the NEH, who will serve on an interim basis until the new Chairman is confirmed, will be Bruce Lehman, the Assistant Secretary of Commerce and the Commissioner of Patents and Trademarks. Lehman will be retaining his Assistant Secretary and Commissioner responsibilities; thus, Juan Mestas, the Deputy Chairman of the NEH, will handle the day to day affairs of the Endowment. A recent interpretation of law by the Justice Department requires all acting heads of agencies to have previously been confirmed by the Senate.

Advisory Committee on the Records of Congress Hears From Task Force on Electronic Records

On September 15 at the meeting of the Advisory Committee on the Records of Congress, Karen Paul, the Archivist in the Senate Historical Office, reported on the work of the Task Force on Electronic Records. The task force's work of identifying major electronic information systems has led to the transfer of a large quantity of electronic records from Senate offices to archival facilities both at the National Archives' Center for Legislative Archives and at the repositories across the country where Senators' papers have been deposited. The transferred electronic records included the master index to the cases of the Permanent Subcommittee on Investigations, the Web pages of Senate Committees, the Joint Inaugural Committee, and individual Senators from the 104th Congress. From individual Senator's offices, the transferred electronic records include diskettes from professional staff, tapes of word processing documents from entire offices, and CD-ROMs with mail management systems.

Although the task force's survey of electronic records has not been completed, they have already made a significant start—with help from the National Archives and the Senate Computer Center staff—in archiving electronic records. Preparation of an electronic records chapter for the Records Management Handbook for United States Senators will soon be completed. The task force has found that electronic records of historical value are pervasive in electronic systems, that increasingly substantive work is occurring on e-mail and networked information systems, and that appraisal of electronic records needs to proceed on a case-by-case basis to ensure that the receiving repository can deal with the media that it is receiving and that sufficient system documentation accompanies the transfers. □

Ten Great Books on George Washington



The Organization of American Historians and Mount Vernon, the historic home of George Washington, are conducting a poll of historians in an effort to compile a list of ten great books on Washington. The results will be promoted and made available to the national media, book retailers and libraries. The object of the poll is to encourage Americans to investigate the life and legacies of Washington while the nation commemorates the 200th anniversary of his death 1999.

From a list of about fifty works, professional historians are asked to check off ten of their favorites. In order to present a checklist of manageable proportions, the subject heading "George Washington" was consulted in the latest edition of *Books in Print*. It was determined that some of these publications, while still in print, were not as widely distributed as others and, thus, not as readily available to historians. Works aimed at juvenile audiences also were not included on the checklist. Furthermore, there are a number of outstanding publications that examine aspects of Washington's life and career but are not listed under his name by *Books in Print*. In these cases, historians have an opportunity to "write in" up to three nominations in order to help ensure that noteworthy scholarship is acknowledged and tallied.

The poll will be available to historians here in the *OAH Newsletter* and will be mailed to members of OAH who have expressed an interest in colonial, revolutionary, and early national American history. **The deadline for completing the poll is February 22, 1998. Please check up to ten (10) titles below and return this form to: TEN GREAT BOOKS, MOUNT VERNON LADIES'S ASSOCIATION, MOUNT VERNON, VIRGINIA 22121. Please provide your name and affiliation with your response.**

▼ Future Faculty / From 3

monograph, *Making the Case for Professional Service*, to the PFF fellows which sparked a challenging debate on the subject. We taped and transcribed sessions like this one for future use, and established a listserv to facilitate ongoing discussions via electronic mail. A particularly heated list-discussion ensued over the requirement of faith statements in certain church-related colleges. The list also fostered conversations about teaching, active learning versus the traditional stand-up lecture mode, service learning, the application of scholarship through professional service, and interviewing for faculty positions.

The fellows responded enthusiastically to the program. They hungered for knowledge about how individual faculty members carried out their teaching, research, and service responsibilities, and how faculty roles diverge in their own disciplines, on other campuses, and in other fields. They especially wanted to talk about the value and place of teaching in these institutions. Eventually the students became more comfortable talking with these professors and administrators from our partner institutions—the very sort of people they would meet in job interviews in the future. Dr. Leigh De Neef, who has been involved in Duke University's PFF program since 1990, observed: "Every time I return from an evening at one of our sister institutions during which the PFF students talk with cluster faculty members about what they look for in job applications or in the on-campus interview, I hear: "Boy, I wish my dissertation advisor had heard that conversation." I sympathize with the students' shock at how narrow the experience of their graduate advisors has been, and appreciate anew how critical their mentoring relation with a cluster campus faculty member has become in helping them prepare for the job search."

If graduate students are to know about the different institutional settings of the academy and be familiar with contemporary issues in higher education that will influence the development of their career paths, they must understand how faculty roles vary from campus to campus. We as educators must move beyond the assumption that Ph.D. programs naturally prepare future faculty as a matter of course. The promise of this effort is a new generation of faculty who are not only prepared in the discipline, but also for the highly diverse job market, and who, through their teaching, research, and service, are better able to contribute to their students, their colleagues, and their communities. □

Noel Stowe is professor of history and senior director of the graduate program in public history at Arizona State University in Tempe.

- Abbot, W. W., Dorothy Twohig, eds. *The Papers of George Washington*
- Alden, John R. *George Washington: A Biography*
- Allen, William B., ed. *George Washington: A Collection*
- Baker, William S. *Itinerary of General Washington*
- Brookhiser, Richard *Founding Father: Rediscovering George Washington*
- Callahan, North *Thanks Mr. President: The Trail-Blazing Second Term of George Washington*
- Clark, E. Harrison *All Cloudless Glory*
- Conway, Moncure D. *George Washington and Mount Vernon*
- Decatur, Stephen *The Private Affairs of George Washington*
- Cunliffe, Marcus *George Washington: Man and Monument*
- Ferling, John E. *The First of Men: A Life of George Washington*
- Fitzpatrick, John C., ed. *The Last Will and Testament of George Washington...*
- Fleming, Thomas J. *First in Their Hearts: A Biography of George Washington*
- Flexner, James T. *George Washington, a Biography*
- Higginbotham, Don *George Washington and the American Military Tradition*
- Hofstra, Warren R., ed. *Washington and the Virginia Backcountry*
- Irving, Washington *George Washington, a Biography*
- Jackson, Donald; Dorothy Twohig, eds. *The Diaries of George Washington*
- Jones, Robert F. *George Washington*
- Kaminski, John P., Jill A. McCaughan, eds. *A Great and Good Man: George Washington in the Eyes of His Contemporaries*
- Knollenberg, Bernhard *George Washington: The Virginia Period, 1732-1775*
- Kwasny, Mark V. *Washington's Partisan War, 1775-1783*
- Longmore, Paul K. *The Invention of George Washington*
- Marling, Karal A. *George Washington Slept Here: Colonial Revivals and American Culture*
- Marshall, John *Life of George Washington*
- McDonald, Forrest *The Presidency of George Washington*
- Mitnick, Barbara J. *The Changing Image of George Washington*
- Morgan, Edmund S. *The Genius of George Washington*
- Morgan, Edmund S. *The Meaning of Independence: John Adams, George Washington, Thomas Jefferson*
- Parry, Jay A.; Andrew M. Allison *The Real George Washington*
- Reuter, Frank T. *Trials and Triumphs: George Washington's Foreign Policy*
- Rhodehamel, John, ed. *George Washington: Writings*
- Schroeder, John F., ed. *Maxims of George Washington*
- Sears, Louis M. *George Washington and the French Revolution*
- Short, James R.; Thad W. Tate, eds. *The Journal of Major George Washington*
- Smith, Richard N. *Patriarch: George Washington and the New American Nation*
- Spalding, Matthew and Patrick J. Garrity *A Sacred Union of Citizens: George Washington's Farewell Address...*
- Sparks, Jared *The Life of George Washington*
- Treese, Loretta *Valley Forge: Making and Remaking a National Symbol*
- Wall, Charles C. *George Washington: Citizen Soldier*
- Weems, Mason L. *Life of Washington*
- Zagarri, Rosemarie, ed. *David Humphreys' "Life of General Washington"*
- George Washington's Rules of Civility*

If your favorites aren't listed here, include their titles and authors below:



Visit the *OAH Newsletter* Online at www.indiana.edu/~oah/nl for a full discussion on preparing future faculty.

News for the Profession

National Research Council Releases New Data on Employment

The 1995 *Profile* report just released by the National Academy of Science's National Research Council is based on the tenth in a series of biennial surveys of the humanities doctorate population that was begun in 1977. It draws from a sample of all individuals who earned their degrees in a humanities field from a U. S. institution between January 1942 and June 1994, and who were age 75 or younger and residing in the United States in 1995.

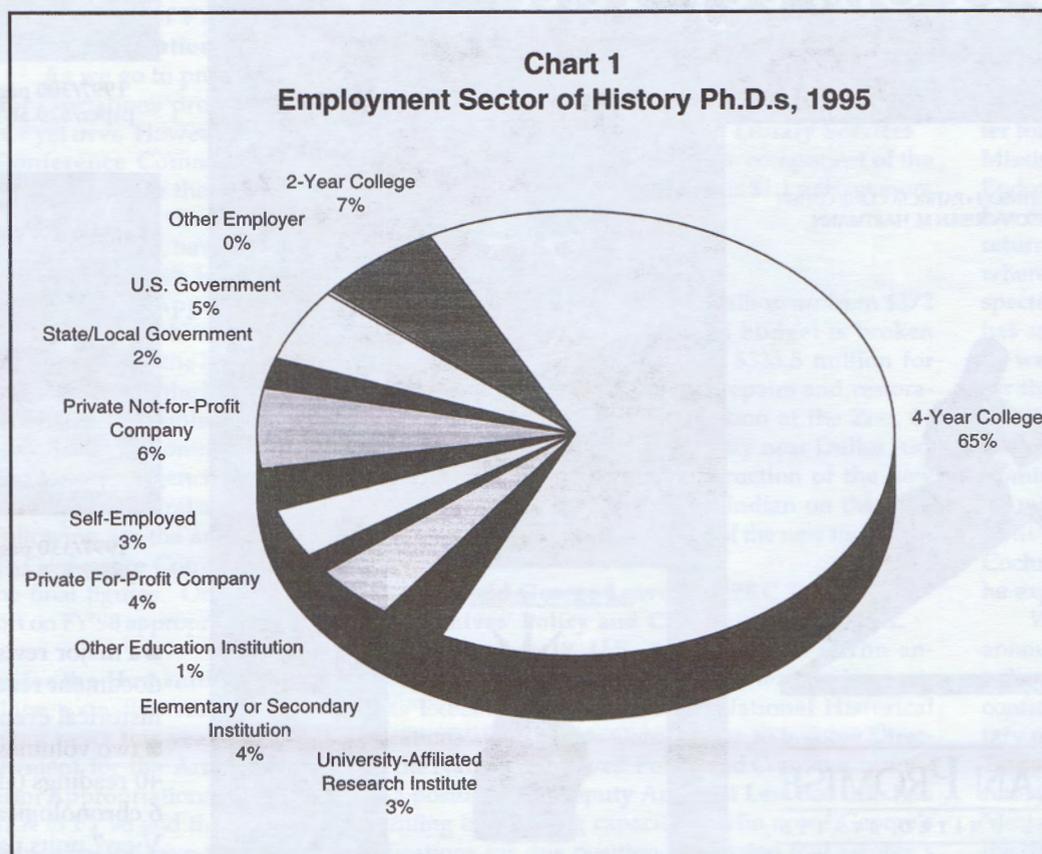
Demographics

Of the total 113,700 humanities doctorates in 1995, 23,800 (or 20.9 percent) were in the field of history. Of this number 21.3 percent were women, as compared with 35.4 percent for humanities as a whole. 4.8 percent of historians identified themselves as members of a minority group while minorities comprised 6.5 percent of all humanities fields combined. Historians also tended to be older than other humanities fields, with only 34.8 percent having received their degrees since 1980, in contrast to 43 percent of the total humanities doctorate population.

Employment

Of the 23,800 history doctorates analyzed in this survey 80 percent were full-time employed. Another 6.6 percent of historians were employed part-time while 9.7 percent were retired. 1.6 percent reported themselves as seeking employment. These figures are comparable to all humanities fields combined, with 7.8 percent part-time employed, 8.9 percent retired, and 1.6 percent seeking employment.

64.4 percent of the 20,700 historians in the labor force (the total population minus retirees and those choosing not to work) were employed in 4 year colleges or universities. 79.6 percent were working in education institutions of some kind, with 3.7 percent employed in for-profit companies and 7.6 employed in government at one level or another (see Chart 1). Of this same group only 51.7 percent recorded their primary work activity as teaching, while 16.9 percent listed management/administration, 11 percent research, and 7.9 percent writing and editing (see chart 2). Only 66.8 percent of histori-



ans reported their jobs as being closely related to their doctoral educations.

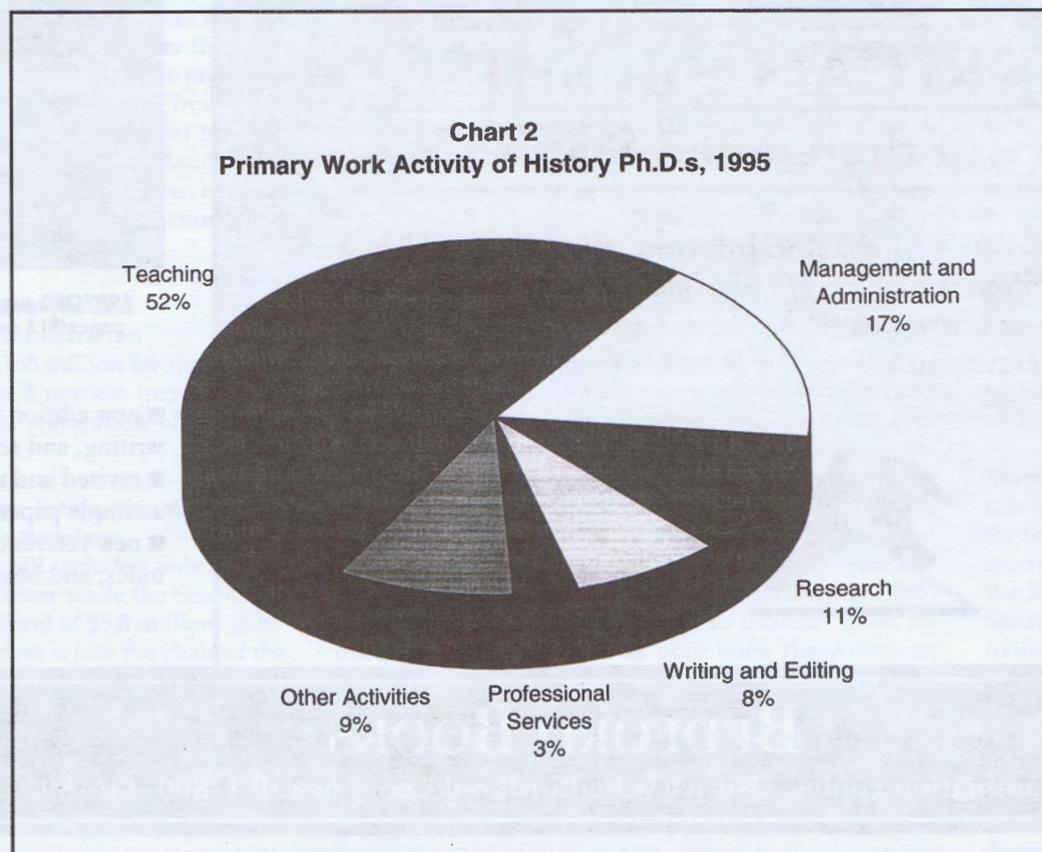
47.4 percent of the 15,600 historians employed in higher education institutions were full professors, in contrast to 37.5 percent of all humanities fields. 64.7 percent were ten-

ured, with another 13.4 percent on tenure track appointments. 21.9 percent of historians working in higher education institutions were in jobs that held no promise of tenure. With \$50,000 median annual salaries historians also earned more than their counterparts in other disciplines, with a low of \$40,000 for music and the next highest figure for philosophers at \$46,800. There was a gender gap in salaries in these fields however, with \$51,000 median annual salaries for male historians versus to \$43,000 for women.

Because the survey of doctorate recipients is a longitudinal study which measures demographic and employment characteristics of the same sample over time, it provides an excellent measure of changes within a field. Viewed in comparison with the 1985 survey, history as well as humanities in general demonstrate remarkable stability. There has been modest growth in sheer numbers of over this decade. The employed population for history has grown from 19,400 to 20,700; comparable figures for the whole humanities population are 81,600 and 99,000 respectively. History has, in fact, lost slightly in its share of the total humanities population over these years, from 23.5 percent to 21 percent.

While there has been some change in gender distribution, from 82.6 percent male in 1985 to 78.7 percent in 1995, there has actually been a change in earlier trends toward greater participation of minorities in the historical profession. In 1985, 92.5 percent of history doctorates reported their race as white; in 1995 95.2 percent so identified themselves. In 1985, 1.6 percent of history doctorates did not report on race/ethnic status; virtually all did so in 1995. However, even when this group is taken into account, 6 percent of history doctorates identified themselves as minorities that year, as opposed to 4.8 percent in 1995.

Alas, the 1995 Profile will be the last to include humanities fields, since the National Endowment for the Humanities decided to withdraw support from the study after its budget was severely reduced in 1995. □

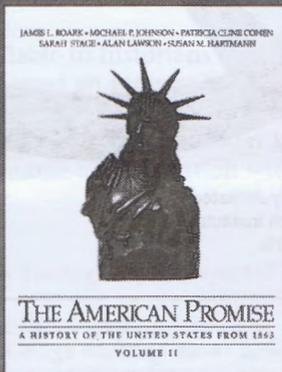
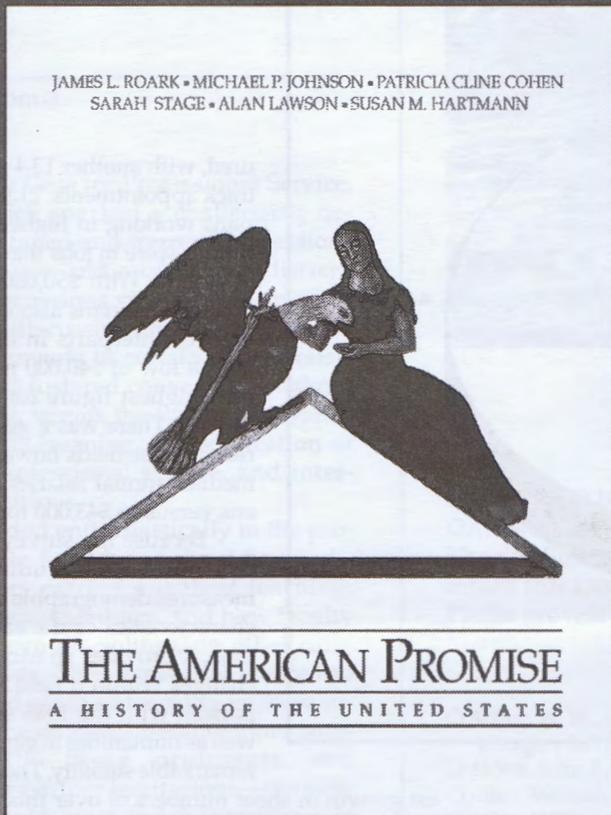


Copies of *Humanities Doctorates in the United States: 1995 Profile* are available from the National Research Council, Room TJ, 2006, 2101 Constitution Avenue, NW, Washington, DC 20418.

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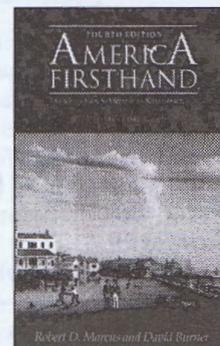
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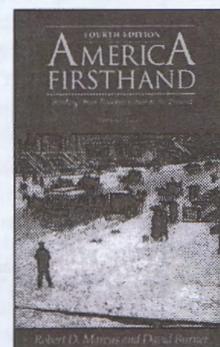
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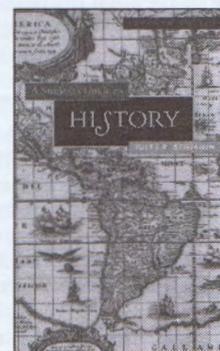
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News of the Organization

From the OAH President

American History Beyond the Nation

George M. Fredrickson



Elsewhere in this issue, you will find a detailed account of the OAH's participation in the planning conference on Internationalizing the Study of American History held this past July in Florence, Italy. This project, jointly sponsored by the OAH and New York University, is a path-breaking effort to reconceive the history of the United States in an age of global-

balization. The meeting brought together ten Americans—including the president, past-president, president-elect, and executive director of the OAH, as well as the editor of the *Journal of American History*—and nine foreign scholars specializing in American or international history. It was a most exciting and illuminating opportunity to exchange ideas on how to make U.S. history relevant to that of the rest of the world, and the history of the rest of the world relevant to that of the United States. This conference was part of the OAH's general effort to transform itself from an organization of American historians of the United States

into an international organization of scholars and teachers of American history.

The internationalization effort is well launched. The *Journal of American History* currently has international contributing editors from fifty-seven countries and features an increasing number of articles and reviews by foreign scholars. We award a prize every two years for the best book on American history published in a foreign language, the only caveat being the difficulty of getting these works translated into English and published in the United States (negotiations with publishers are underway to resolve this problem, however). During the past year, the OAH joined with the Japanese Association of American Studies to establish a program of short-term residencies in Japan for U.S. historians. Efforts are being made to turn it into a permanent project with the support of the Japan-United States Friendship Foundation. Receptions for international scholars are becoming a standard feature of our annual meetings, and some of these visitors are participating in the program itself. One is Charles van Onselen, the eminent South African social historian, who is on a panel on comparative aspects of South African and U.S. history that is slated for the Indianapolis convention. Also, non-American members are beginning to be appointed to OAH committees. This year, for example, I appointed Adam Fairclough of the University of Leeds (UK) to the James A. Rawley Prize Committee. Many of these endeavors have been initi-

ated and put into effect by our International Committee, which was recently given permanent status. There is, however, one area of conspicuous failure. Rather than increasing, our foreign membership has in fact been declining in the past few years. We need to find out why this is happening and make efforts to rectify it. One possibility would be to appoint a membership representative to recruit additional members in all countries where a critical mass of OAH members already exists.

I have long felt that as a profession we have unjustly neglected the contributions of non-Americans to scholarship in American history. My favorite example is William R. Brock of Glasgow University (and later Cambridge). His writings deserve to rank close to the top of all historians of the Middle Period of American history over the past thirty to forty years, but he nevertheless has received scant recognition among U.S. Americanists. Outsiders can often bring exciting new perspectives to bear on important questions that American historians have neglected or need to reconsider. As the rest of the world tries to come to terms with the United States as the world's only remaining superpower, foreign interest in American history is bound to increase. The OAH needs to be receptive and inclusive in its attitude toward scholarly contributions from abroad. I think we have made a good start in overcoming our parochialism and opening ourselves up to the rest of the world. As president, I am doing everything I can to further the process of internationalizing the OAH. □

Horace Samuel & Marion Galbraith Merrill Travel Grants in Twentieth-Century American Political History

Throughout his forty-year career as a professor of history at the University of Maryland, Horace Samuel Merrill earned the high regard of colleagues and students as a committed teacher, productive scholar, and caring mentor. An outstanding American political historian of the Gilded Age and Progressive Era periods, with interests extending through the New Deal, Professor Merrill took particular delight in assisting the younger scholars he met while conducting manuscript research at the Library of Congress. With the assistance of Marion Galbraith Merrill, his wife and scholarly collaborator, Professor Merrill provided fostering hospitality to several generations of younger historians, even beyond those who formally studied under his guidance. Many went on to their own productive and fulfilling careers with a deep appreciation to the Merrills for the intellectual and social sustenance that made a difference in the early years of their professional lives.

The Horace Samuel & Marion Galbraith Merrill Travel Grants in Twentieth-Century American Political History are being inaugurated in 1998 to promote access of younger scholars to the Washington, DC, region's rich primary source collections in late nineteenth- and twentieth-century American political history. The grants also provide the opportunity for scholars to interview former and current public figures residing in the metropolitan Washington area. This program offers stipends to underwrite travel and lodging expenses for members of the Organization of American Historians who are working toward completion of a dissertation or first book.

Please send four **complete** copies of application materials by **January 8, 1998** to the Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47408-4199, attention Horace Samuel & Marion Galbraith Merrill Travel Grants in Twentieth-Century American Political History.

Amounts: Grants range from \$500 to \$3,000 and are awarded to individuals on a competitive basis.

Application requirements: There is no standard application form. The complete application should not exceed ten pages.

Cover sheet: Include name, address, phone numbers, social security number, institutional affiliation when appropriate, project title, a project abstract not to exceed one hundred words, and total amount requested.

Project description: In one thousand words or less, describe the project's goals, methods, and intended results.

Vita: Submit a standard résumé of academic experience and achievements.

Budget: Indicate how the requested funds will be spent and the extent of matching funds available.

References: Graduate students must include two letters of reference from people familiar with their academic work.

Selection process: A committee of three judges will consider the significance of the research project; the project's design, plan of work, and dissemination; its contribution to American political history; its relationship to current scholarship; and appropriateness of the budget request.

The State Historical Society of Wisconsin

John C. Geilfuss Fellowship for Business and Economic History

Amy Louise Hunter Fellowship for the History of Women and Public Policy

The **John C. Geilfuss Fellowship** carries an outright grant of \$2,000 and is awarded for research at the graduate level and beyond in Wisconsin and U.S. business and economic history, with preference given to topics on Wisconsin and the American Midwest and/or for research using the collections of the State Historical Society of Wisconsin. **Deadline: February 1, 1998.**

The **Amy Louise Hunter Fellowship** carries an outright grant of \$2,500 and is awarded in even-numbered years for research at the graduate level and beyond on topics related to the history of women and public policy, broadly construed, with preference given to Wisconsin topics and/or for research using the collections of the State Historical Society of Wisconsin. **Deadline: May 1, 1998.**

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

Applications should be addressed to Dr. Michael E. Stevens, State Historian, State Historical Society of Wisconsin, 816 State Street, Madison, WI 53706-1488. For further information, call (608) 264-6464.



ARIZONA STATE UNIVERSITY

POSITION ANNOUNCEMENT SPECIALIST IN AFRICAN AMERICAN HISTORY

African American/Diaspora. African American Studies at Arizona State University invites applications and nominations for an open rank, tenured or tenure-track appointment depending on qualifications. Doctorate in History or related field by date of appointment with a specialization in African American History. Evidence of potential in teaching and research appropriate for rank. **Area of specialization:** African American Reconstruction/Post Civil War with the ability to teach a course on U.S. slavery and African American pre-civil war history. The regions of diaspora interest may include West Africa and/or the Americas slave trade. Desired: ability to teach African American women or African American religious history, or a general survey on the African diaspora.

It is anticipated that the successful candidate will be a founding faculty of a new African American Studies Program with joint appointments in the History Department. An initial two courses per semester. Teaching duties will begin no later than August 16, 1998. The salary is competitive.

Send: Vita, letter of application, writing sample, names and three references who will send confidential letters of recommendations by October 15th, or the 30th and 15th of each month thereafter until the position is filled. Send all materials to:

History Search committee, Chair
African American Studies
Arizona State University
Box 872803
Tempe, Arizona 85287-2803

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Search Plan:

This position will be advertised in the Chronicle of Higher Education, American Historical Association Newsletter Perspectives, Organization of American Historians Newsletter, Journal of Blacks in Higher Education, African American Studies, Association of Black Studies Newsletter, Journal of Negro Education as well as the appropriate listservs (e.g. H-Net).

Until the position is filled we will also make contacts at Professional Meetings, including the Association for the Study of Negro Life and History (Los Angeles, October, 1997), the American Studies Association (October 30-November 2), African Studies (Columbus Ohio, second week of November), and the American Historical Association (Seattle, January 8-12).

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News of the Organization

Where is America? A Planning Conference on Internationalizing American History

Last summer some twenty historians from the United States, Europe, Latin America, Africa, and Asia came together at La Pietra, New York University's conference Center in Florence, Italy, for a planning meeting on internationalizing the study of American history. The event was organized under the auspices of the International Center for Advanced Studies at NYU, with additional financial support from the American Council of Learned Societies, and was cosponsored by the Organization of American Historians.

The group's agenda was to begin a process of rethinking the framing of American history, to consider ways of undertaking research, and telling the story (or stories) of American history with a greater awareness of the international setting and the intercultural and transnational processes that today capture so much attention in fields outside of American history.

One hundred years ago Frederick Jackson Turner famously announced that American history would play itself out under importantly different circumstances. With the closing of the frontier and the rapid expansion of urban and industrial centers as the focus of national development, Americans would have a new relation to their past and historians would rewrite and reinterpret the nation's history from this altered perspective.

American history and historiography, it seemed to the organizers, have again reached such a protean moment: a new awareness of global and translocal economic, social, political, and cultural processes and institutions invites a reconsideration of the American past from a more international perspective. One can no longer believe in the nation as a hermetically sealed, territorially self-contained, or internally undifferentiated place.

The traditional division in historical narrative and popular thinking that the U.S. is "here" and the "international" is "over there" must be overcome. This is necessary both to enhance our understanding of American history, but also to enable new American perceptions of the larger world, visions with a greater verisimilitude and thus better able to explain (in causal as well as descriptive terms) contemporary history. Indeed, one of the most persistent domains of political contestation in American history has turned on precisely the question of what is "outside" (whether racially, spatially, culturally, economically, chronologically) and what is "inside."

To help frame the discussion, we asked each participant in the conference to write a paper in response to one of the three following questions:

1. How would an international perspective affect research and teaching in your own special field and what general implications do these changes have, if any?
2. How does the study of American history from the outside differ from its study from within?
3. What gains and losses might one expect from the internationalization of American history, or, put differently, what gains and losses might be expected from decentering the study of American history and historicizing its position in the world?

Our discussions in Italy greatly advanced our understanding of these issues. But our objective was larger than that: it was not only to give more precise meaning to the rubric that shaped the meeting, but also to find ways of communicating the importance of the internationalizing of historical consciousness to fellow historians, inside and outside of the academy, at all levels and

in all teaching forums.

Out of the discussions at La Pietra emerged several ideas, concepts, and areas of debate that might be called framing issues. Upon them, we hope to build a more fully developed understanding of American history in an international or transnational perspective. These framing issues, a sampling of which follow, fall roughly into two domains. First, the politics of history. How might politics be clarified through an international perspective? Second, theoretical debates about the nature and practice of history, including the relation of history to other disciplines.

- What have been the consequences of the unexamined assumption of the nation as the only unit of historiography? To what is the historian attached if not the state? From what place, both literally and figuratively, does the historian speak? How would one redefine the historian's relation to his/her audience?

- Has this attachment to the state produced distortions with social consequences (e.g., character and significance of the Mexican War, or the story of immigration)? Have alternative narratives been suppressed by professional historiography because of its commitment to the nation? Does release from that commitment invite the development of such narratives? Is there danger in giving a global orientation to the history of the United States? Does it invite a teleological history not unlike "modernization theory"? Might historians thus become unwitting historiographical collaborators in a kind of triumphalism?

- What are the alternatives to the nation? Is it a choice, or is the task one of achieving a more subtle understanding of the relations and interactions of a spectrum of social/spatial units?

- Do other modes of making and communicating history (e.g., public history venues such as documentary films, museums, historical sites; commercial culture such as Disney, movies generally, tourism) create alternative narratives that might more effectively address the issues raised by the internationalization and transnationalism questions?

- What is the place and standing of American history outside of the United States, not only in academic culture but in the general culture?

- There are, of course, areas in the historiography of the U.S. where considerable internationalization of historical explanations have taken place: diasporas and migrations, economic history, slavery and race relations, environmental history, feminism. Other areas seem to invite more internationalization than is so far evident: intellectual history, foreign relations, urban history. Discussion necessarily turned to the relation of international or transnational histories to the already established practice

of comparative history.

- The prospect of transnational histories invites a far more serious reflection on the meaning of space and time in historical analysis. Put differently, when we open up the question of the spatial configuration of history, we simultaneously raise questions of temporality.

- The United States from the perspective here being developed is a partially-bounded area that is deeply implicated in a variety of channels that connect it to every part of the world, and it has always been thus both as image and as social practice, though over the centuries it has moved from the periphery to the center.

The point of the project is to give a nudge to an emerging perspective. It is not exclusivist, nor does it propose to devalue other approaches to American history. The aim is simply to encourage a wider lens and a less ethnocentric historiography. By extending the horizon of America, it will provide a new terrain for historiography and offers to renew our sense of wonder about the past by radically reframing historical problems. The aim is not to abolish the nation, but to relocate it—making it fit in relation to other territorial units and structures of power.

Participants agreed that there were several items for the future agenda of the project. Three future conferences were planned; one on the conceptual and interpretive issues raised; one providing exemplary essays reconfiguring both the geography and chronology of the field; and a third addressing curricular and professional issues raised. The first two would result in books; the third in a report. Funding for the future conferences has been secured from the Rockefeller Foundation and the Gladys Kriebel Delmas Foundation.

This support, combined with additional funding still being sought, will enable this joint NYU-OAH project to sponsor participation by members of the OAH from the U.S. and abroad. Up to sixteen competitive fellowships will be available for participants in these conferences. The director of the project is Thomas Bender of NYU. However, questions about the fellowships or requests for the full length report of the planning committee (in electronic form) should be directed to John Dichtl at the OAH office (see notice on page 23). □

Columbia University Asian American Studies

Columbia University seeks an assistant professor in Asian American Studies for appointment in anthropology, history, political science, or sociology. Earned Ph.D. and commitment to teaching required. Letter of application, CV, sample course syllabus, and names of four referees to: Asian American Search, 208 Hamilton Hall, Mail code: 2805, Columbia University, New York, NY 10027. Review of applications to begin December 1, 1997. Columbia University is an AA/EOE.

Call for Papers

1999 OAH Annual Meeting Program

Toronto, Ontario Canada

State and Society in North America: Processes of Social Power and Social Change

During the past three decades much scholarship in American history has focused on exploring the interconnections between social and political history. Of particular importance in this exploration has been the effort to understand how individual and group identities are constructed, how power and resources are allocated among groups, and the ways by which, on the one hand, those in power exercise social and political control, and, on the other, how those denied power seek to challenge and change the existing distribution.

In these processes, the State plays a critical role. Whether one views the State as an instrument of those in power, or as a broker between those contending for power, the dialectic between the State and different groups in society is a critical component of any understanding of factors influencing social cohesion and social change.

Our theme this year is intended to invite reflections and research on these issues and to advance the ongoing search for a better understanding of the interconnections among political, social, economic, and cultural history. Because this is the first meeting of the Organization of American Historians to be held outside the borders of the U.S., we especially invite papers and panels that reach beyond those borders, whether in exploring Canadian history or comparative approaches to state and society. How do historical differences in state and society in North America affect our interpretations of social power and social change? How does nation state affect the historiographical questions asked in Canada and the U.S., as well as in other national histories?

This year's program committee encourages formats that will promote discussion. We welcome proposals that are organized as "conversations" among up to five panelists, or "debates" that air disagreements, as well as traditional sessions with papers and commentators.

In addition to proposals from individuals, the Program Committee also encourages proposals from other historical organizations wishing to co-sponsor a session at the Annual Meeting. The Program Committee has the final authority for accepting proposals from individuals and organizations. Proposals accepted from organizations will be listed in the Annual Meeting Program as cosponsored.

All proposals for papers, sessions, debates, and conversations must identify their format, specify participants, and attach single-page vitae. Each must contain a title page copied from the model on the right, and five (5) copies of the entire proposal, which should include an abstract of no more than 500 words, and a prospectus for each paper of no more than 250 words. Although we encourage proposals for entire sessions, we will energetically seek to find a place on the program for outstanding individual papers. We also welcome volunteers to act as chairs or commentators as assigned by the Program Committee. Send your c.v. and a letter of interest directly to the OAH Office. All proposals must be post-marked no later than **January 12, 1998** and sent to: 1999 Program Committee, Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47408-4199. Neither Faxes nor electronic mail can be accepted.

Participation in Consecutive Annual Meetings

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

Affirmative Action and Membership Requirements

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

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

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

1999 Program Committee

- Bruce Daniels, University of Winnipeg
- Philip Deloria, University of Colorado
- Tom Dublin, SUNY Binghamton, Co-chair
- Estelle B. Freedman, Stanford University, Co-chair
- Carl Guarneri, St. Mary's College of California
- Carol F. Karlsen, University of Michigan
- Bruce Schulman, Boston University
- Deborah Gray White, Rutgers University, New Brunswick
- Shirley J. Yee, University of Washington

ORGANIZATION OF AMERICAN HISTORIANS 1999 Annual Meeting

COVER SHEET
(Required for all proposals)
Print or Type ONLY
Toronto, Ontario, Canada — April 22-25

I. PROPOSAL FOR (Circle one)

Session Panel Workshop
Debate Conversation

Single Paper (Include single paper title here):

II. SESSION/PANEL/WORKSHOP TITLE

III. PROPOSER

Name:
Department:
Institution:
Telephone: E-mail:
Address:

IV. CHAIR

Name:
Department:
Institution:
Telephone: E-mail:
Address:

V. PRESENTER(S)

1) Name:
Department:
Institution:
Telephone: E-mail:
Address:

Paper/Discussion Title:

2) Name:
Department:
Institution:
Telephone: E-mail:
Address:

Paper/Discussion Title:

3) Name:
Department:
Institution:
Telephone: E-mail:
Address:

Paper/Discussion Title:

VI. COMMENTATOR

Name:
Department:
Institution:
Telephone: E-mail:
Address:

Paper/Discussion Title:

POSTMARK DEADLINE: JANUARY 12, 1998

The Stuff of Women's History: Using Artifacts, Landscapes, and Built Environments to Research and Teach Women's History in the Classroom

A CONFERENCE TO
CELEBRATE THE 150TH
ANNIVERSARY OF THE
FIRST WOMEN'S RIGHTS
CONVENTION

❖
AUGUST 20-22, 1998
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AND
WOMEN'S RIGHTS
NATIONAL HISTORICAL
PARK

Elizabeth Cady Stanton and Susan B. Anthony recognized the importance of teaching women's history, working to include women in memorials to the past. Now their homes are resources for teaching about the origins of the nineteenth century women's movement. This conference, in honor of the 150th anniversary of the Seneca Falls women's rights convention, aims to explore the ways that buildings, streetscapes, landscapes, monuments, artifacts, and other three-dimensional evidence can help students and researchers understand women's pasts.

Proposals may address any of three areas: methodological issues of reading and using three-dimensional evidence as historical documentation, new research on women based on such evidence, and classroom teaching techniques that incorporate three dimensional materials in lesson plans. Workshops that demonstrate use of the web, electronic bulletin boards, and other electronic teaching methods to bring tangible natural and cultural resources into the classroom are particularly welcomed.

Proposals for single papers, panels, roundtables, and other traditional formats are welcome; proposals for performances, demonstrations, workshops, posters, and other non-traditional formats are equally welcomed and encouraged. There is no form or cover sheet for proposals, but each proposal should include a one page summary of each presentation and one-page vita for each presenter.

Extended Deadline: January 16, 1998, with notification of acceptance by February 1, 1998

Program Committee Chair: Vivien Rose, Ph.D., Women's Rights NHP, National Park Service, 136 Fall Street, Seneca Falls, NY 13148; phone 315-568-0007 or fax 315-568-2141; email vivien_rose@nps.gov

WHERE IS AMERICA?

A JOINT NEW YORK UNIVERSITY-ORGANIZATION OF
AMERICAN HISTORIANS CONFERENCE ON
INTERNATIONALIZING THE STUDY
OF AMERICAN HISTORY, JULY 1998

New York University and the Organization of American Historians will convene a group of up to 32 historians at La Pietra, NYU's conference center in Florence, Italy, to focus on developing an argument for the internationalization of American history and sketching out the historiographic issues embedded in such work.

Where is America?

I. Locating the Nation

What is L'Amerique? [The international symbolic extension of the U.S.]

Where is America?

What Time is America?

II. The Politics of Historical Knowledge

Historians and the Making of the Modern Nation

What Does the Nation Hide?

What is the Public Responsibility of a Cosmopolitan Historian?

What is History For?

Historical Space in Popular History, Commercial Culture, and Professional History

How People Think Themselves into History

The "Americanization" of Knowledge and the Future of History

III. Concepts

Comparative and Translocal Histories

Space-Time Decompression

Spaces of Power and Horizons of Experience

Multi-nodal Narrative

The conference is the first of a series of three which will explore these and other related issues (see page 19 for more information). Up to half of those attending will be chosen by a competitive application process, but applicants must be members of the OAH at the time that their application is received.

Applications will be due January 15, 1998.

Applicants will be expected to participate fully in the conference. Part of the application will be a brief paper on one of the conference subthemes. These papers will be distributed in advance of the meeting and will be discussed there. Some successful applicants may be asked to expand these papers into full length papers for either the conference or the planned book(s).

For each participant, all expenses in Florence will be paid—hotels and meals and local transportation. It is hoped that most participants will be able to secure their air travel funds from their academic institutions. For those who cannot, the Project will cover these costs

For more information contact: John Dichtl, OAH, 112 North Bryan Street, Bloomington, IN 47408-4199; 812-855-7345; john@oah.indiana.edu

The Society for Historians of American Foreign Relations

In the spring of 1967, a group of committed historians created the Society for Historians of American Foreign Relations (SHAFR). They convened for the first time at the OAH annual meeting, and continue to hold special sessions and luncheons at the annual conventions of the OAH and American Historical Association. SHAFR also holds its own annual meeting every June, usually on the east coast or in the Washington, D.C. area.

In the 1970s the Society grew rapidly, and in 1976 began publishing its quarterly journal, *Diplomatic History*, which has become the journal of record for historians of U.S. international history and foreign relations. From the start, the journal offered students of U.S. foreign relations the opportunity to publish scholarly articles in an increasingly competitive academic environment. Under Michael Hogan, journal editor since 1976, *Diplomatic History* has shifted to larger issues while maintaining its commitment to younger scholars. Indeed, recent volumes offer fascinating reading for many outside the field of diplomatic history, including an excellent critical survey of recent Persian Gulf War history by Robert Divine (vol. 19, no. 1); a symposium entitled "Hiroshima in History and Memory" (vol. 19, no. 2), which offers both American and Japanese perspectives; another titled "African Americans and U.S. Foreign Relations"; a roundtable review on Robert McNamara's *In Retrospect* (vol. 20 no. 3), which includes an inciteful essay by Noam Chomsky; and a survey entitled "Soviet Archives: Recent Revelations and Cold War Historiography" (vol. 21, no. 2). The Society also recently completed a major undertaking, the comprehensive bibliography *Guide to American Foreign*

Relations Since 1700, which was supported with grants from the NEH and the Bentley Foundation.

Over the years, SHAFR has been helped in large part by the generous donations of Gerald and Myrna Bernath, whose son, Stuart, died an untimely death while attending college in the 1960s. A student of Thomas A. Bailey (who became the first president of the Society), Stuart had aspired to be one of the "new" diplomatic historians who emerged as papers related to the second World War began to be released from U.S. government offices. The Bernath's preserved their son's memory by supporting the kind of scholarship that had been his passion. Two book prizes under the family name are awarded each year, including the Stuart L. Bernath Book Prize and the Myrna F. Bernath Book Prize and Research Fellowship. The latter is awarded to women scholars.

Private funding, like that provided by the Bernath's, is a major reason for the success of the society. As David M. Pletcher, Professor Emeritus, Indiana University and SHAFR president in 1980 notes, "most early presidents were principal backers of the organization," which has grown in recent years to 1,800 members. "Dues are cheap," as Robert Ferrell, Professor Emeritus, Indiana University and Past President of SHAFR notes frankly. Annual dues currently stand at fifteen dollars for students and the unemployed, and thirty dollars for regular members.

Visit the website of *Diplomatic History* at: <http://www.cohums.ohio-state.edu/history/projects/diplhist.htm>

Call for Papers

The Society for Historians of American Foreign Relations (SHAFR) invites submissions for its Twenty-fourth Annual Conference to be held in College Park, Maryland, June 18-20, 1998. Local cosponsors are the University of Maryland, College Park, and the National Archives and Records Administration.

SHAFR welcome proposals from historians and scholars in related disciplines dealing with the broadest range of topics in international history and foreign policy. Preference will be given to proposals for complete panels and roundtables.

Please send proposals—including a one-page abstract for each paper, a current, one-page c.v. for each participant, and current mailing and e-mail addresses for each participant—to: Professor Chester Pach, Chair, SHAFR Program Committee, Contemporary History Institute, Ohio University, Athens, Ohio 45701. **Deadline for submission of proposals is December 4, 1997.**

For questions or further information, please contact Professor Pach, at: (614) 593-4362 (voice), (614) 593-0097 (fax), pach@ouvaxa.cats.ohiou.edu (e-mail). For information on local conference arrangements, contact: SHAFR 1998, Department of History, University of Maryland, College Park, MD 20742. SHAFR98@wam.umd.edu; (301) 405-4286, Professor Keith W. Olson, cochair, Local Arrangements Committee; (301) 415-1965, Dr. J. Samuel Walker, cochair, Local Arrangements Committee. □

ONE YEAR TEACHING OPPORTUNITY IN CHINA US History/Foreign Policy

The Paul H. Nitze School of Advanced International Studies (SAIS) of Johns Hopkins University invites applications/nominations for a visiting faculty position in U.S. history at the university's innovative joint venture campus in China: The Johns Hopkins University-Nanjing University Center for Chinese and American Studies in Nanjing, P.R.C. The appointment is for 1998-99 academic year and may be renewable. Students will be Chinese graduate students in the social sciences whose English is adequate for academic course-work.

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

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

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

Qualified applicants should send a letter of application, curriculum vitae and the names, addresses and telephone numbers of three references to: Dr. Anthony J. Kane, Executive Director; Hopkins-Nanjing Program Faculty Search, 1619 Massachusetts Avenue, NW, Washington, DC 20036-2213. The application deadline is November 28, 1997. For additional information contact the Hopkins-Nanjing Center/Washington office, 202-663-5801, or e-mail <akane@mail.jhuwash.jhu.edu>. Johns Hopkins is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

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SAIS

Harvard University CHARLES WARREN CENTER for Studies in American History 1998-99 FELLOWSHIPS

The Charles Warren Center invites applications for its 1998-99 fellowships from scholars who are involved in research on divisions of labor from the colonial period to the present. Projects focussing on particular work cultures, industries, or regions are welcome, as are broader studies of the implications for work of gender, race, ethnicity, language diversity, age, or class. Fellows will share in a semi-monthly Warren Center colloquium, open to interested scholars in the Boston area, and in other Center activities. In the course of the year they will make some presentation of their own work.

The Center welcomes applications from scholars who are not citizens of the United States. Applicants must not be degree candidates at any institution, and should have a Ph.D. or equivalent degree. Preference will be given to those who can accept a full-year fellowship.

Fellows are members of the University, with access to the Harvard libraries and other facilities. They have a private office in the Center, and photocopying and postage privileges. Fellows must remain in residence at the Center for the nine-month academic year (or four months in the case of one-semester fellows). Stipends are individually determined in accordance with the needs of each fellow and the Center's ability to meet them.

Application forms, due January 15, 1998, may be obtained by writing to the Administrator, Charles Warren Center, 128 Robinson Hall, Harvard University, Cambridge, MA 02138.

News of the Organization

From the OAH Executive Secretary

Finding the Facts on Higher Education

Arnita A. Jones

Should we admit fewer students to our graduate program? Am I likely to find a teaching job when I finish my dissertation? Are salaries at our college competitive with those of our peer institutions, or are we falling behind? Are other institutions experiencing the declining undergraduate enrollments that we are?

For historians struggling to find answers to these and other questions about the status of the profession, help is on the way!

As a matter of fact, over the last decade several new studies have been initiated that report on the demographics of faculty and students in higher education, as well as their conditions of work, changes in enrollment patterns, and student attitudes and achievement. Moreover, older studies—such as the UCLA Higher Education Research Institute's freshman survey, or the National Research Council's annual doctorate survey—have accumulated rich sets of data over the years. Yet many institutional planners and decision makers, as well as individuals whose careers are heavily impacted by these trends, remain unaware of the fact that a substantial body of sound information exists that could inform their choices. In an era of downsizing, greater pressures for accountability, and dramatic shifts in institutional priorities, remaining ignorant is an option exercised with peril.

The following are only a sample of new and existing studies which can provide critical information for historians and others in higher education. Some of these surveys are supported with public monies; others are conducted by private associations or organizations. In all cases detailed summary reports are available at little or no cost—sometimes through Internet access—while specialized tabulations of data can be prepared for a modest fee.

The **National Study of Postsecondary Faculty** is the most comprehensive nationally representative sample of faculty and instructional staff available. It is sponsored by the U. S. Department of Education's National Center for Education Statistics, with support from the National Endowment for the Humanities and the National Science Foundation. First conducted in 1987-88 and again in 1992-93, the study provides a national profile of faculty members including sociodemographic characteristics, academic and professional backgrounds, rank and tenure status, institutional responsibilities, career and retirement plans, compensation, benefits, professional development activities, and attitudes about jobs and various academic issues. Data are available by discipline, including history.

Characteristics and Attitudes of Instructional Faculty and Staff in the Humanities was published in September 1997 and is based on the 1993 survey. It primarily analyzes data on full time humanities faculty from four year colleges and universities, some 40 percent of total humanities faculty, of which 11,383 are in history. Highlights include the following comparisons:

- Historians from this population are more likely than their colleagues in other fields to hold the doctorate. 88.6 percent of historians have earned PhDs, in contrast to 84.7 percent in social sciences, 74.4 percent in English and literature, and 77.6 percent for all program areas combined.

- Historians are also more likely to be tenured, with 70.8 percent of their number having gained this status in comparison to 55.7 percent for English and literature, 60.1 percent for social sciences and 63.3 percent for natural sciences, and 55 percent for all program areas combined.

- Not surprisingly, historians are older than their colleagues in higher education, with 34.3 percent of their number in the 55 and older category, in contrast to 26.1

percent for all program areas. Historians' average age is 50.3, the highest of any field reported.

- It would also appear that historians are a hard working lot. 87.5 percent of historians in these institutions report teaching as their principle activity, as opposed to 70.7 for all program areas, 66.4 percent for social sciences, and 85.5 percent in English and literature. This amounts to a mean student contact hours (defined as number of hours per week spent teaching classes multiplied by the number of students in those classes) of 345.9 for historians, versus 302.9 for all fields, 239.2 in English and literature, 182 in foreign languages, and 305.8 in philosophy and religion.

The **National Postsecondary Education Data System (IPEDS)** is maintained by the United States Department of Education's National Center for Education Statistics (NCES). Encompassing all higher education institutions, it includes annual surveys of undergraduate and graduate enrollments and degrees conferred, as well as institutional revenues and expenditures, complete with faculty salaries by discipline. The IPEDS database is also used for the development of additional longitudinal studies such as High School and Beyond, which has monitored changes and developments in a national sample of students, schools, teachers and parents since 1980. The NCES World Wide WEB address is <http://www.ed.gov/NCES/>.

The **Survey of Graduate Enrollments** is conducted by the Council of Graduate Schools and collects information on masters and doctoral degrees conferred, by gender, during the previous school year as well as enrollment by gender, ethnicity, citizenship, enrollment status (full-time and part-time) as well as first-time enrollment. The study involves 51 disciplines, including history. The Council on Graduate Schools World Wide Web address is <http://198.77.138.1/default.htm>.

The **Survey of Earned Doctorates** is sponsored annually by the National Science Foundation, the U. S. Department of Education, the National Institutes of Health and the National Endowment for the Humanities. It collects demographic data as well as information on cumulative debt, parents' educational attainment, postgraduation plans, sources of support for graduate study, and time-to-degree for virtually all doctorate recipients in the United States. Information is reported for individual disciplines, and sub-fields, including American history. This study, which has been conducted since 1958, was recently transferred from the National Academy of Sciences to the National Opinion Research Center at the University of Chicago. The National Academy of Sciences World Wide Web address is <http://www.nas.edu/>.

The **Higher Education Research Institute (HERI)** survey American freshman has been conducted since 1966 in cooperation with the American Council on Education. Based on a national sample of 250,000 entering, full-time freshmen in United States colleges and universities, it collects data, by discipline, on demographic characteristics of students and parents, academic skills and prep-

aration, attitudes, values, financial support and future plans, including intended major. Because the survey has now been conducted for more than a quarter of a century it comprises a rich database of such information as the number of intended history majors over time. The HERI World Wide Web address is <http://www.gse.ucla.edu/heri/heri.html>.

The Carnegie Foundation's **National Survey of Faculty** periodically surveys a sample of faculty in a random sample of higher education institutions, stratified by Carnegie Classification type. In addition to demographic data and information on the education, professional experience and attitudes of faculty, the study also collects information on faculty views concerning the goals of collegiate education, academic standards, faculty participation in campus decision-making, as well as the status of the profession, including the relative roles of teaching, research and service. The Carnegie Foundation for the Advancement of Teaching World Wide Web address is <http://www.carnegiefoundation.org>.

Now thanks to a new database housed at the **National Endowment for the Humanities**, scholars will soon be able to take advantage these and other information resources via the Internet. The project, originally initiated by the OAH under a special contract with the Mellon Foundation, undertook the production of a catalogue of data resources on humanities fields. Once the initial stage was completed, the project—still supported by the Mellon Foundation—migrated to American Council of Learned Societies, which contracted with the Modern Language Association to develop a means of updating the database on a regular basis and making this information available electronically.

Now managed by NEH, the new electronic inventory of humanities data will provide a systematic overview of available information on the humanities, thereby facilitating further research on the field, as well as institutional and national planning. Searchable by topic and field, the inventory will serve as a guide to data sets that deal with 1) aspects of institutions in which the humanities are taught or practiced; 2) the characteristics of those engaged in humanities pursuits; 3) funding from public and private sources; and 4), the nature of research and scholarship in the humanities.

When released on the NEH Website, the inventory will go a long way toward helping the agency address its congressional mandate—which has been revised twice in recent years—more fully, by providing regular statistical data on conditions in the humanities. □

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Correspondence

To the editor:

I want to commend OAH President George Fredrickson for his column on the Shaw Monument Rededication (*OAH Newsletter*, August 1997). As one of the principal organizers, I am delighted that he chose to give great credit to Boston National Historical Park, the National Park Service (NPS), and to me personally. The NPS was a critical player and the OAH played a significant role. I was pleased to help deepen the already substantial relationship between the OAH and the NPS. By working together, these two organizations will be able to accomplish a great deal in presenting significant, accessible public history programs to a large national audience.

The Shaw centennial celebration, however, resulted from an impressive public-private partnership with a wide array of participants.

In addition to the National Park Service, the leading institutions in organizing the centennial were the Massachusetts Historical Society, wonderfully represented by Donald Yacovone, the Metropolitan District Commission, major sponsor BankBoston, and principal sponsor State Street Corporation. Other sponsors who contributed financially to the centennial included the Massachusetts Foundation for the Humanities, Raytheon Corporation, NYNEX, the City of Boston, and the *Boston Globe*. Other cooperating institutions besides the OAH included The Boston Foundation, Boston Athenaeum, the Museum of Afro American History, the Massachusetts Black Legislative Caucus, Prince Hall Masons, the 54th Massachusetts Regiment Reenactors, Suffolk University, and the Friends of the Public Garden and Boston Common.

Our centennial involved a rededication to the ideals that the Monument represents—a struggle for social justice and unity between blacks and whites to advance common ideals. Without a broad coalition of forces, we could not have been so successful in increasing public awareness of the critical role African Americans played in the Civil War, promoting racial harmony, and helping to strengthen community bonds for this and for future generations. □

Martin Blatt
Boston National Historical Park

To the editor:

I was glad to see President Fredrickson's note in the August *Newsletter* concerning Boston's "Shaw Monument Rededication." The brief article focused on the value of OAH and NPS collaborations, a worthy purpose.

But I regret that the *Newsletter* did not give more ample coverage to the event. Professor Fredrickson's words on a panel that "noted historical inaccuracies," of the film *Glory* could well have been amplified in your pages.

I'll do no more, considering the limitations of space available for letters, than to quote, with her permission, an excerpt from the remarks of Professor Barbara Jeanne Fields of Columbia as delivered to the panel:

"One of the saddest consequences of the misrepresentations propagated by *Glory* is that, by turning the men of the Massachusetts 54th into fugitive slaves in order to portray them as naive and inarticulate, they also bury even further from sight the remarkable history of a regiment that preceded the 54th, that in some ways served as its model, and that was in fact composed of fugitive slaves, (or, as a Union commander called some of their predecessors, slaves of fugitive rebels.)

"I speak of the 1st South Carolina Volunteers, organized in mid-October 1862 and commanded by the Unitarian minister and man of letter, Thomas Wentworth Higginson, who has chronicled the experience of his regiment in the classic *Army Life in a Black Regiment*. If one fact stands out in the history of the Civil War, and is clearly manifest in Higginson's recounting of his men's experience, it is the clear-mindedness with which slaves understood the political dynamics of the war far ahead of Abraham Lincoln and most of the politicians."

There is so much more that could be said about teaching with the aid of Higginson's book that I regret that reasons of space, and the interest I must declare as editor of the current Norton paperback edition of the book discourage. □

Howard N Meyer

Obituaries

Paul L. Murphy

On July 20, 1997 Paul L. Murphy died in Minneapolis of cardiac arrest. At the time of death, he was Regents' Professor of History and American Studies at the University of Minnesota, Twin Cities, and, since 1985, Distinguished Adjunct Professor at Hamline University Law School. He is survived by his wife, Priscilla Murphy, and by two daughters, Karen and Patricia.

With Paul's death, constitutional and legal historians lost a valued colleague and the academy, a staunch advocate. Paul believed in the possibility of progress through education and learning, in the thrill of the archival chase, and, as he once put it, the "lights in students' eyes" that only a master teacher can produce. He believed, too, in the necessity of freedom, the value of individual voices, and civic virtue as James Madison used the term. "He was, in the very finest sense of the phrase," one of his former undergraduates observed, "a gentleman and a scholar."

Born in Caldwell, Idaho, on September 23, 1923, the son of classics professor Paul Murphy and music teacher Ruth Weltner Murphy, Paul earned his B.A. at the College of Idaho in 1947, and both his M.A. and Ph.D. at the University of California at Berkeley, in 1948 and 1953, respectively. After teaching stints at Colorado State University and the Ohio State University, he joined the faculty of the University of Minnesota, achieving the rank of full professor in 1970 and the distinction of regents' professor in 1990.

Paul garnered a number of fellowships and awards—among them, a year's leave at the Center for the Study of the History of Liberty in America (now the Warren Center) at Harvard, a Guggenheim fellowship, a National Humanities Center fellowship, and a senior Fulbright lectureship in Lagos, Nigeria. The last of these awards cemented his vision of public education as a trans-cultural enterprise.

Paul was a prolific scholar. His books, especially *The Constitution in Crisis Times* (1972, part of the New American Nation series and a selection of the Lawyer's Literary Club); *The Meaning of Freedom of Speech* (also 1972, another Lawyer's Club selection, and winner of the ABA's Gavel Award in 1973), and the controversial *World War I and the Origin of Civil Liberties in the United States* (1979), reflected his "first loves" as well as his force of mind. He wrote dozens of book chapters, articles, essays, and reviews on subjects ranging from political parties to jurists, Native American rights, the Bill of Rights at various moments, freedom of the press, the so-called "Revolution of 1937," and, as a young scholar, water rights in the West. His article, "Time to Reclaim: The Current Challenge in American Constitutional History" (*American Historical Review*, October 1963) reminded everyone, including the justices of the Supreme Court, of the importance of good history in the service of constitutional interpretation. In Paul's terms, that meant securing evidence and treating historical actors in context. With James Morton Smith, Paul edited a document collection, *Liberty And Justice*, long regarded as a standard text in American constitutional history courses. In addition, he served indefatigably as general editor for several legal history publication series: the Borzoi Series in American Constitutional History (Knopf), Contributions in Legal Studies (Greenwood), and The Bill of Rights and American Legal History (20 vols., Garland).

Paul Murphy, however, was more than the sum of his books, articles, and awards. He was one of the academy's best citizens. He donated much time and energy to the American Civil Liberties Union. He

served as chair of the University of Minnesota's academic senate, sat on dozens of Ph.D. committees in several programs, and held myriad offices as a member of the Organization of American Historians, American Historical Association, and American Society for Legal History. At the time of his death, he was in his second year as president of the ASLH.

Two events shaped Paul's personal beliefs and his scholarly pursuits. The first was his disgust at the internment of Japanese-Americans, which he witnessed first-hand, and the other, while a student at Berkeley, was the demand that he sign a loyalty oath that he was not a member of the Communist Party. One of the reasons that he remained in Minnesota, even though he had countless opportunities to go elsewhere, was the state's (and university's) long-term identification with progressivism and liberalism. Few academics have so fully embodied the best elements of the American liberal tradition. He was a seeker after justice as well as freedom and equality, a student and custodian of the First Amendment (a sacred article in his personal constitution), and a champion of emancipatory uses of the modern nation-state.

In the classroom, Paul did not dispense truth, he facilitated learning. On the occasion of his induction in 1995 into the University of Minnesota's Teachers Hall of Fame, one of his students summed matters up nicely: "He really inspired us to think deeply about the subjects he taught and he brought those subjects alive and engaged us in the intellectual process." Because he feared tyrannical overreach of all kinds, he worked the lecture hall and the seminar room quietly, with seeming reticence and abundant modesty, often sketching the outlines of a field or problem and leaving it to the students to discover what might reside at the center. He insisted that they find the way themselves; Paul's job was to provide resources and new angles of vision. He refused to micro-manage Ph.D. dissertations: students ran with their own ideas, often in very different directions from that of their mentor. As Paul once noted: "I've never wanted to have disciples; I wanted students to develop their own minds." He followed each student's career carefully, opening doors and keeping them open, writing long letters of recommendation, and making time for coffee and conversations. Paul was legendary as a teacher.

Not surprisingly, he had little time for laziness or lassitude. In an archive, he rivaled Sherlock Holmes, and, with undergraduates and advanced students alike, hammered home the importance of hard, patient spadework. He entered his library carrel before 8 A.M., buried himself in a new pile of books, and left only for classes, lunch, and office hours. It was an awe-inspiring example; it also expressed Paul's boundless faith in the future of scholarship and the human mind.

Paul L. Murphy was an unfailingly good and generous man, a maker of sly jokes, a superb jazz piano player, an utterly trustworthy mentor and colleague, a model of scholarly integrity, and the embodiment in life—and now in death—of the values of the humanistic spirit and the life of the mind. □

Kermit L. Hall
The Ohio State University
Robert Kaczorowski
Fordham University School of Law
John Johnson
University of Northern Iowa
Sandra VanBurkleo
Wayne State University

CONNECTIONS

AMERICAN HISTORY AND CULTURE IN AN INTERNATIONAL PERSPECTIVE

VOLUME 3, ISSUE 4

NOVEMBER/DECEMBER 1997

The OAH is looking for one or more volunteers to share responsibility for editing *Connections* with the Eccles Center at the British Library in London. (The volunteer could come from U.S. or abroad.) Editors have responsibility to solicit, annotate, and categorize "postings." The OAH will continue, as in the past, to distribute the monthly e-mail and quarterly print "issues" that are assembled by the editors and continue the electronic mail listserv group. The OAH can provide technical advice and modest cash assistance to help the new editor get started. We welcome inquiries from anyone who is interested in exploring this possibility for serving Americanists around the world. Please contact Armita Jones, Executive Director, OAH. oah@oah.indiana.edu

The History Division of the Broadcast Education Association invites paper submissions for the 1998 BEA Convention in Las Vegas, April 3-6. Papers relating to all aspects of electronic media history are welcome. Papers should not exceed 25 typed, double-spaced pages. Papers will be returned only if accompanied by a stamped, self-addressed envelope. Deadline is December 5, 1997. Send four copies of the paper to J. Steven Smethers, The School of Journalism and Broadcasting, 309 Paul Miller Building, Oklahoma State University, Stillwater, OK 74078. Contact: (405) 744-6848;

The University of Gent, Belgium, is looking for an urban historian or sociologist to cooperate on a project on the problems of spatial fragmentation and sociocultural segregation in the contemporary metropolis. The research group is trying to link the city as physical fact and as cultural phenomenon. Applicants should have done previous work on this topic, be familiar with the relevant scholarly literature, and hold a Ph.D. or equivalent. Send applications with full c.v. and list of publications to Professor Kristiaan Versluys, University of Gent, English Department, Rozier 44, B-9000 Gent, Belgium; Tel 011 32 9 264 3697; Fax 011 32 9 264 4184;

The International Forum for U.S. Studies, a Rockefeller Foundation Humanities Residency Site from 1997 to 1999, is now accepting applications from scholars. Five fellows will be selected to participate in our third year of the program, the spring of 1999. The fellowships are open specifically to non-U.S. scholars. Contact: International Forum for U.S. Studies, 226 International Center, The University of Iowa, Iowa City, Iowa 52242-1802, USA; (319) 335-2476, fax: (319) 335-0280; ifuss@blue.weeg.uiowa.edu

The University of Iowa Obermann Center for Advanced Studies will hold its 1998 Faculty Research Seminar entitled, "Legacies of 1898: Sovereignty and

Colonialism in Puerto Rico, Cuba, Guam, the Philippines and Hawaii, and Their Impact on the United States," June 15-July 2, 1998, in Iowa City, Iowa. Applications are welcome from scholars in area studies, the social sciences, and the humanities. Applicants should hold a Ph.D. or comparable professional degree. Deadline is January 26, 1998. Contact: Jay Semel, Director, Obermann Center for Advanced Studies, Oakdale Hall, The University of Iowa, IA 52242; (319) 335-4034; lornalson@uiowa.edu.

Bradley University will hold its annual English language seminar June 21-July 4, 1998 in Berlin and Prague. This seminar is for college faculty in diplomatic history, international affairs, and European History and Politics. Faculty interested in attending should contact: Lester H. Brune, International Programs Office, Bradley University, Peoria, IL 61625; fax (309) 677-3687; bontemps@bradleybradley.edu. Please indicate if you would like to serve as a commentator for sessions addressed by German or Czechoslovakian personnel.

The North American Labor History Conference invites proposals for panels and single papers on the theme, "Labor, Past and Present," for the meeting to be held October 15-17, 1998 at Wayne State University in Detroit. They are interested in sessions/papers which will reflect and evaluate the state of labor history and/or labor movement in North America, Latin America, Europe, Africa, Asia, Australia, and New Zealand. Submissions are to include 1-2 page abstracts and c.v.s for all participants. Panel and paper proposals are due by March 1, 1998 and can be mailed to: Elizabeth Faue, Coordinator, North American Labor History Conference, Department of History, College of Liberal Arts, 3094 Faculty / Administration Building, Wayne State University, Detroit, MI 48202; (313) 577-3330.

The Wisconsin Veterans Museum and the Big Ten Consortium of the Society of Military History announce a special conference, "The American Military Experience in Asia, 1898-1998," to commemorate the one hundredth anniversary of major American military commitments in the Asia-Pacific region. The conference will be held October 23-25, 1998 at Madison, Wisconsin. Papers that deal with military-military relations, civil-military relations, occupation and pacification policies, and coalition warfare are requested. Potential participants can either propose individual papers or groups of no more than three papers. Paper proposals are due by March 1, 1998. Contact: Dr. Brian Linn, Department of History, Texas A&M University, College Station, TX 77843-4220; fax (409) 862-4314;

The International Committee of Historical Sciences has chosen Oslo, Norway for the 19th International Congress of Historical Sciences, August 6-13, 2000. The Congress will consist of three major themes of one full day each, 20 specialized themes with half a day each, and 25 roundtable discussions. English and French will be the official languages of the Congress, and simultaneous translation will be provided for plenary sessions. For more information visit their homepage at: <http://www.hf.uio.no/hi/prosjekter/verdenskongressen/>.

University of Maryland College of Library and Information Services Preparing for the Archival Careers of the 21st Century

The University of Maryland College of Library and Information Services invites applications to its graduate program that prepares archivists, records managers, and related information professionals for successful careers in the new century. We offer an Archives concentration within the MLS degree program and the History/Library Science (HiLS) dual degree program with the University Department of History. Both programs are highly regarded and draw students nationally and internationally as well as from the MARAC region.

At Maryland, you'll have an opportunity to learn about archival principles and practices and experience the unparalleled archival resources of Archives II, the Library of Congress, and other important repositories in the Baltimore-Washington area.

Want to know more? We'd be glad to send you information about our program and courses. Please contact: Office of Student Services, CLIS, 4110 Hornbake Building, University of Maryland, College Park, MD 20742-4345; Phone: 301-405-2038; Fax: 301-314-9145; E-Mail: clisumcp@umdacc.umd.edu; Web site: <http://www.clis.umd.edu>.

Announcements

Professional Opportunities

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

University of Tennessee, Knoxville

The Department of History at the University of Tennessee, Knoxville invites nominations and applications for the endowed Bernadotte Schmitt Professorship and Chair of Excellence in the history of the American New South, a position formerly held by Professor James C. Cobb. The appointment will be effective August 1998. Candidates for the endowed chair should have impressive research and publication records. Primary teaching responsibilities will be in the department's MA and PhD programs, with some teaching at the undergraduate level. Please send nominations and applications to Professor William Bruce Wheeler, Chair, Schmitt Search Committee, Department of History, University of Tennessee, 915 Volunteer Blvd., Dunford Hall, Knoxville, TN 37996. The committee will continue to accept applications until the position is filled. UTK is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA Employer.

University of California—Riverside

The University of California—Riverside invites applications for a tenure-track assistant professor position. Applicants must have Ph.D. in allied field to teach in Dance History and Theory graduate program, an interdisciplinary Ph.D. program for research on the cultural, historical and political significance of the body and dance. To insure full consideration, curriculum vitae and three reference letters must be received by December 5, 1997. Send to: Susan L. Foster, Department of Dance, University of California, Riverside, CA 92521. (909) 787-5424. The University of California is an EEO/AA employer. Inquiries: <http://www.ucr.edu/CHSS/depts/dance/DanceHome.html>.

Iowa State University

The History Department of Iowa State University invites applications for a tenure-track appointment in United States history beginning August 1998. Teaching responsibilities of two courses per semester including undergraduate courses in United States agricultural history, United States rural social history, and the introductory survey of United States history and graduate seminars and proseminars. Candidates should have a research interest in midwestern rural social history. The successful candidate will participate in the department's doctoral program in agricultural history and rural studies. Ph.D. required, evidence of successful teaching expected, and publications preferred. Rank of assistant professor. Salary commensurate with qualifications. Send letter of application, curriculum vitae and three letters of recommendation by December 15, 1997, to Dr. R. Douglas Hurt, Department of History, 603 Ross Hall, Iowa State University, Ames, Iowa 50011-1202. AA/EOE. Women and minorities encouraged to apply.

Ohio Wesleyan University

Ohio Wesleyan University, a selective, private liberal arts college, invites applications for a tenure-track assistant professorship,

pending final administrative approval, in the area of United States history since 1877. Position begins August 1998. Ph.D. in history and strong commitment to undergraduate teaching and scholarship required. Teaching load will be three courses per semester and will include survey and upper-division courses. Send letter of application, e-mail address, c.v., transcripts, teaching evaluations (if possible), and three letters of recommendation to: Chair of the Search Committee, Department of History, Ohio Wesleyan University, Delaware, Ohio 43015. Deadline for receipt of all materials is November 30, 1997. Ohio Wesleyan University is an AA/EOE. Women and minorities are encouraged to apply.

DePauw University

The DePauw University History Department invites applications for a full-time, tenure-track position at the rank of instructor or assistant professor beginning August 1998 in Latin American history (chronological period and primary field open). Teaching responsibilities include a one-year survey course in Latin American history and topical discussion courses. Two-semester academic year with a three-course load each semester plus a January term every other year. Ph.D. or A.B.D. Teaching experience is desirable; a commitment to undergraduate teaching is essential. Send a letter of application, vita, and letters of recommendation by December 1, 1997, to John Schlotterbeck, Chair, Department of History, DePauw University, Greencastle, IN 46135-1777. Women and minority candidates are especially invited to apply.

Hunter College

Hunter College invites applications for an associate to full professor position (anticipated position) in African-American history beginning 9/1/98. Significant publication and teaching experience required; experience directing graduate students desirable. Preferred secondary fields include World or Comparative history. Salary commensurate with qualifications and experience. Send CV and three references to African-American History Search Committee, Department of History, Hunter College, 695 Park Avenue, New York, NY 10021. AA/EOE/ADA.

University of Wisconsin—Milwaukee

The University of Wisconsin—Milwaukee invites nominations and applications for the position of Director of the Roberto Hernandez Center for Latino Studies. Candidates should be scholar-teachers in the area of U.S. Latino Studies, with substantial records of publication and professional service, and a commitment to community involvement. The successful candidate will have a Ph.D. or its equivalent and qualify for a tenured appointment at the rank of Associate Professor or Professor in a department of the College of Letters and Science. Fluency in Spanish is highly desirable. Application deadline: January 9, 1998. Starting date: August 24, 1998. Contact: Professor Gregory Jay, Chair, Search Committee, Roberto Hernandez Center, College of Letters and Science, University of Wisconsin—Milwaukee, Milwaukee, WI 53201. The College of Letters and Science and UWM are affirmative action, equal opportunity employers.

Armstrong Atlantic State University

Armstrong Atlantic State University has reopened their search to fill a tenure-track position in African American history to begin September, 1998. Rank open. Ph.D. or near completion required. Major field in African American history (time period open). Secondary fields such as Africa, comparative slavery, diaspora studies, race relations, or public history preferred. Teaching experience preferred and ability to teach World and U.S. surveys essential. Salary competitive. Letter of application, c.v. or dossier, three letters of recommendation, and transcripts must be received by January 2, 1998. Send to Nancy A. White, Head, Department of History, Arm-

strong Atlantic State University, Savannah, GA 31419-1997. AA/EOE. George is an open records law state.

University of Kansas

The University of Kansas invites applications for an assistant professor, tenure-track position in post 1920 U.S. history and one or more of the following fields: cultural, intellectual, political, social. Required Qualifications: Ph.D. in hand by start of appointment; ability to teach the second half of the U.S. history survey as well as advanced undergraduate and graduate courses in the faculty member's area of specialization. Preferred qualifications: Evidence of effective teaching; publications. Salary Range: \$34,000 to \$36,000. Women and minority candidates are strongly urged to apply. Initial review of applicants will begin November 15 and continue until position is filled. Interviews will be conducted at the University of Kansas. Send letter of application, CV and at least three letters of recommendation to Professor Thomas J. Lewin, U.S. Search Committee, Department of History, 3001 Wescoe, University of Kansas, Lawrence, KS 66045-2130. Appointment is contingent on final budget approval. EO/AA.

California State University, Sacramento

The History Department at California State University, Sacramento invites applications for a probationary, tenure-track position at the assistant professor level in U.S. social history and U.S. history in the 19th century. The successful candidate will teach survey courses in U.S. history, undergraduate and graduate courses in U.S. social history and 19th century political history, and seminars in historical method. Candidates should provide evidence of high quality teaching and of working effectively with a diverse student population. We prefer experience as a teaching assistant or college or university instructor. Ph.D. must be completed by February 2, 1998. Review of applications will begin on that date. CSUS is AA/EOE. Send vita, transcripts, statement of interest in teaching and research, and names and telephone numbers of three references to: Dr. George S. Craft, Chair, Department of History, California State University, Sacramento, Sacramento, CA 95819-6059.

Rochester Institute of Technology

The History Department, College of Liberal Arts, at Rochester Institute of Technology invite applications for an Assistant Professor, tenure track position in the field of American Environmental History, beginning September 1, 1998. Ph. D. required. Candidates must be committed to undergraduate teaching in a liberal arts curriculum for non-majors. Teaching experience is desirable. Candidates should be prepared to teach one of the department's two core courses: Modern American History or Modern European History. Opportunities will be available to teach environmental studies courses offered by the STS department. Please send letter of application, c.v., and the names of, at least, four referees to Dr. Frank Annunziata, Chair, History Department, College of Liberal Arts, Rochester Institute of Technology, 92 Lomb Memorial Drive, Rochester, NY 14623-5604. Deadline for receiving applications is December 15, 1997. RIT is an AA/EOE.

Rochester Institute of Technology

Rochester Institute of Technology's College of Liberal Arts invites applications for a tenure-track assistant professorship in United States history, beginning September 1, 1997. Teaching responsibilities will include courses in African-American history and the History of Women in the United States and a Modern American history survey course. Historical period and disciplinary specialization are open. Ph. D. required and teaching experience preferred. Candidates must be committed to undergraduate teaching in a liberal arts curriculum for non-majors. Women and minorities are encouraged to apply. Deadline for receiving applications is December 15, 1997. Please send letter of applica-

tion, c.v., and the names of, at least, four referees to Dr. Frank Annunziata, Chair, History Department, College of Liberal Arts, Rochester Institute of Technology, 92 Lomb Memorial Drive, Rochester, NY 14623-5604. Deadline for receiving applications is December 15, 1997. RIT is an AA/EOE.

University of Texas at Dallas

The School of Arts and Humanities at the University of Texas at Dallas invites nominations and applications for the Watson Professorship in U.S. history, with an emphasis on social/cultural history and the history of Texas or the Southwest. We are seeking a teacher/scholar in history and the history of ideas to join B.A., M.A., and Ph.D. programs that emphasize the integration of the arts and humanities and transcend traditional disciplinary boundaries. Ph.D., university teaching experience, and evidence of significant scholarly accomplishment commensurate with appointment as a full professor required. The appointment begins September 1, 1998. Send c.v., three letters of recommendation, sample course syllabi, and samples of scholarly writing by December 1 to Academic Search #193, University of Texas at Dallas, Box 830688, Richardson, TX 75083-0688. UT-Dallas is an AA/EOE that encourages applications from minority group members and women.

Activities of Members

Daniel Burnstein, Seattle University in Seattle Washington, received a Kerr Prize Honorable Mention for his article, "The Vegetable Man Cometh: Political and Moral Choices in Pushcart Policy in Progressive Era New York City," which appeared in the January 1996 issue of *New York History*. The Honorable Mention includes a purse of \$250.

Daniel Clark, Purdue University, was awarded a grant for his work on, "Forging a Professional Ideal in a Consumer Age: College Education and the Development of Corporate America, 1900-1960," from the Center for the History of Business, Technology, and Society.

Evan Cornog of New York City was awarded the first Dixon Ryan Fox Manuscript Prize by the New York State Historical Association for his study of DeWitt Clinton, "The Birth of Empire: DeWitt Clinton and the American Experience, 1769-1828."

Daniel Czitrom, Mount Holyoke College, is co-recipient (with Bonnie Yochelson) of a collaborative Research grant from the National Endowment for the Humanities for a project titled "Jacob Riis Rediscovered: An Interdisciplinary Study of His Photographs and Writings."

George Fishman, New Haven, Connecticut, has had his book, *The African American Struggle for Freedom and Equality: The Development of a People's Identity, New Jersey, 1624-1850*, issued by Garland Publishing.

Paul A. Gilje, University of Oklahoma at Norman, has been awarded the 1997 Kerr History Prize by the New York State Historical Association for his article, "On the Waterfront: Maritime Workers in New York City in the Early Republic, 1800-1850," which appeared in the October 1996 issue of *New York History*. The prize includes a purse of \$1000.

Michael G. Kammen, Cornell University, presented a lecture at the Library of Congress in a series devoted to Books That Matter to Our Citizenship, Statecraft, and Public Policy. His subject was "The Politicization of *Democracy in America*, or Alexis de Tocqueville is Not Our Contemporary."

Linda K. Kerber, University of Iowa, delivered a public lecture entitled "Historical Research and the Public Good" at the annual meeting of the American Antiquarian Society in October.

Jama Lazerow, Wheelock College, received the E. Harold Hugo Memorial Book Prize from the Old Sturbridge Village Research Library Society for the book, *Religion and the Working Class in Antebellum America* (Smith-

sonian, 1995).

Rafael Medoff, State University of New York at Purchase, authored the book *Zionism and the Arabs: An American Jewish Dilemma, 1898-1948*, just published by Praeger.

Page Putnam Miller, executive director of the National Coordinating Committee for the Promotion of History, was the recipient of the first Robert Kelley Memorial Award. Dr. Miller was chosen from nearly a dozen nominations in recognition of her exemplary scholarly contributions to public history, for her service to NCPH, and for her dedication to public history in general. She received a \$500 check and a framed certificate bearing an artistic rendering of Robert Kelley.

Susan L. Smith, University of Alberta, Canada, was awarded the 1997 Lavinia Dock Award for Exemplary Historical Research and Writing from the American Association for the History of Nursing, for her book *Sick and Tired of Being Sick and Tired: Black Women's Health Activism in America, 1890-1950* published by University of Pennsylvania Press, 1995.

Suzanne Thurman has accepted a tenure-track position in women's history at Mesa State College, Grand Junction, Colorado, beginning this fall, 1997.

Awards, Grants and Fellowships

The **Minnesota Historical Society** has announced grants available in several categories to support original research and writing leading to interpretive works on the history of Minnesota by academicians, independent scholars, and professional and nonprofessional writers. Preference is given to projects that will produce article- or book-length manuscripts to be considered for publication in *Minnesota History* or by the Minnesota Historical Society Press. Projects that add a multicultural dimension to the area's history are especially encouraged. Applications deadlines during the year are **September 2, January 2, and April 1**. For a copy of the Research Grants Program Information and Guidelines and an Application Form, write to Deborah L. Miller, Research Department, Minnesota Historical Society, 345 Kellogg Blvd. West, St. Paul, MN 55102; debbie.miller@mnh.s.org; or call Florence Regan at (612) 297-2221.

The **Ford Foundation** offers several Predoctoral and Dissertation Fellowships for minorities. Awards are made for study in research-based doctoral programs that lead to careers in teaching and research at the university or college level in the behavioral and social sciences, humanities, engineering, mathematics, physical sciences, and life sciences. Deadline is **November 15, 1997**. For application information see the National Research Council home page: <http://fellowships.nas.edu>.

The **Rockefeller Archive Center**, a division of The Rockefeller University, invites applications for its program of Grants for Travel and Research for 1998. The program makes grants up to \$1,500 for U.S. and Canadian researchers and up to \$2,000 to researchers from abroad in any discipline. The Center will also award up to seven grants for research on topics related to the history of the social sciences. Deadline for both programs is **November 30, 1997**. Contact: Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Ave., Pocantico Hills, Sleepy Hollow, NY 10591-1598; <http://www.Rockefeller.edu/archive.ctr/>.

The **Pew Evangelical Scholars Program** has announced its program of Research Fellowships for the 1998-99 academic year. Sixteen grants of \$35,000 are available to scholars to pursue research in the humanities, social sciences, or theological disciplines. Proposals on both non-religious and religious topics are invited. Deadline is **November 30, 1997**. Contact: Michael S. Hamilton, Pew Evangelical Scholars Program, G123 Hesburgh Library, University of Notre Dame, Notre Dame, IN 46556; (219) 631-8347; fax (219) 631-8721;

ND.pesp.1@nd.edu.

The **American Philosophical Society** invites applications for the John Clarke Slater Fellowship to support doctoral dissertation research in the history of the twentieth-century physical sciences. This fellowship carries a stipend of \$12,000 and is open to candidates for the doctorate in the United States and abroad. Deadline is **December 1, 1997**, and written request forms (must indicate eligibility of applicant and project) can be sent along with a self-addressed mailing label to: Slater Fellowship, American Philosophical Society, 104 South Fifth Street, Philadelphia, PA 19106. Questions concerning eligibility of a topic are accepted at (215) 440-3429 (M,T,Th, F 9-5, W 9-1) or to eroach@amphilosoc.org.

Rutgers Center for Historical Analysis invites applications for senior and post-doctoral fellowships from individuals engaged in research on topics related to "The Black Atlantic: Race, Nation, and Gender." Designed to map the comparative and international history of the modern black experience, this project welcomes applications from all disciplines and regional specializations. Deadline is **December 15, 1997**. Contact: 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, New Brunswick, New Jersey 08901.

Agricultural History presents the Everett E. Edwards Award to the graduate student who submits the best manuscript to the journal during the calendar year. The award includes a \$200 honorarium and publication of the manuscript. Graduate students are encouraged to submit their work on any agricultural or rural history topic to: R. Douglas Hurt, editor, *Agricultural History*, 618 Ross Hall, Iowa State University, Ames, Iowa 50011. Deadline is **December 31, 1997**.

The **Agricultural History Society** awards the Theodore Saloutos Memorial Award to the author who publishes the best book in U.S. agricultural history, broadly conceived, during the calendar year. Nominations for this \$500 award should be sent to: R. Douglas Hurt, Center for Agricultural History, 618 Ross Hall, Iowa State University, Ames, Iowa 50011. Deadline is **December 31, 1997**.

The **Institute of American Cultures**, UCLA, offers fellowships to postdoctoral scholars in support of research on African Americans, American Indians, Asian Americans, or Chicanos/os. Awards range from \$23,000 to \$28,000 per year plus health benefits and up to \$3,000 in research support. Contact: Institute of American Cultures, 1237 Murphy Hall, Box 951419, Los Angeles, CA 90095-1419; (310) 206-2557; <http://www.gdnet.ucla.edu/iacweb/iachome.htm>. Deadline is **December 31, 1997**.

Yale University offers an interdisciplinary Program in Agrarian Studies that will award four to six Postdoctoral Fellowships tenable from September 1998 - May 1999. Fellowships include a stipend of \$30,000 per academic year. Fellows must have finished the dissertation and have a full-time paid position in which to return. Deadline is **January 2, 1998**. Contact: James C. Scott, Program in Agrarian Studies, Yale University, Box 208300, New Haven CT 06520-8300; fax (203) 432-5036.

The **Ford Foundation** has announced approximately twenty-five postdoctoral fellowships available to minorities. Awards are made for postdoctoral research in the behavioral and social sciences, humanities, engineering, mathematics, physical sciences, life sciences, or for interdisciplinary programs composed of two or more eligible disciplines. Deadline is **January 5, 1998**. For more information see the National Research Council home page: <http://fellowships.nas.edu>.

The **University of Oklahoma** announces a junior- or senior-level Andrew W. Mellon Postdoctoral Fellowship in the History of Science for the 1998-1999 academic year. The fellowship will be awarded for research and teaching that explore the intersections of the biological and social at the borders of science and culture. Deadline is **January 10, 1998**. Contact: Dr. Katherine Pandora, Department

of History of Science, The University of Oklahoma, 601 Elm, Rm. 622, Norman, OK 73019-0315; (405) 325-3427; fax (405) 325-2363; kpandora@ou.edu.

The John Carter Brown Library, Brown University, will award approximately twenty Research Fellowships for the year June 1, 1998 - May 31, 1999. Both short- and long-term fellowships are available. The short-term fellowships are available for periods of two to four months and carry a stipend of \$1,000 per month. These fellowships are open to those engaged in pre- or post-doctoral, or independent, research. Graduate students must have passed their preliminary or general examinations at the time of application. Long-term fellowships are for five months with a stipend of \$13,375. Applicants must be American citizens or have been resident in the United States for the three years immediately preceding the fellowship. Graduate students are not eligible for long-term fellowships. Applications may be obtained from the Director, John Carter Brown Library, Box 1894, Providence, RI 02912 or requested by e-mail at JCBL_Fellowships@Brown.edu. Deadline is **January 15, 1998**.

The Louisiana Historical Association announces the 1997 competition for the best graduate-level unpublished article-length essay on Louisiana or a related topic. Applicants must be enrolled in an accredited graduate program at the M.A. or Ph. D. levels. The essay must be based on original research. A cash prize of \$300 will be awarded at the annual meeting of the LHA, March 12-14, 1998. Deadline is **January 15, 1998** and should be submitted in triplicate to Mr. Glen R. Conrad, Secretary/Treasurer, Louisiana Historical Association, Box 42808, Lafayette, Louisiana 70504-2808.

The Missouri Conference on History seeks nominations for its 1998 book and article prizes. The book award will be given to the best volume on any historical topic written by a Missouri resident and published during 1997. Articles eligible for nomination must relate to a Missouri history topic and have been published during 1997. Deadline is **January 15, 1998**. Three copies of each nominated book or article should be sent to James W. Goodrich, Executive Director, State Historical Society of Missouri, 1020 Lowry Street, Columbia, MO 65201-7298.

The William P. Clements Center for Southwest Studies, Southern Methodist University, Dallas, welcomes applications for two grants. The first is the Clements Research Fellowship in Southwest Studies, in any field in the humanities or social sciences from individuals doing research on Southwestern America. The second is the Summerlee Research Fellowship, specifically in the field of Texas History. Fellowship holders would be expected to spend the 1998-99 academic year at SMU as research fellows of the Clements Center. The Fellowships are designed to provide time for senior or junior scholars to bring book length manuscripts to completion. The Research Fellows will each be expected to teach one course during the two semester duration of the fellowship and participate in Center activities. Each fellow will be given a stipend of \$30,000, health benefits, a modest allowance for research and travel expenses, and support for publication of their book. Applicants should send a c.v., a description of their research project, a sample chapter or extract, and three letters of reference from persons who can assess the significance of the proposal and the scholarship record of the proposer. Send applications to: David J. Webber, Director, Clements Center for Southwest Studies, Dept. of History, SMU, Dallas, TX 75275-0176. Deadline is **January 15, 1998**.

The Filson Club Historical Society is pleased to announce the creation of The Filson Fellows program. The program encourages the scholarly use of The Filson Club's collections, which are especially strong for the frontier, antebellum, and Civil War eras of Kentucky's history. Full-time university history faculty and doctoral students outside Kentucky are eligible for a \$400 stipend for a one-week fellowship period. Partial support is available for scholars living in Kentucky.

Deadline is **January 31, 1998**. Please send all application material to Filson Fellows Committee c/o Dr. Nelson L. Dawson, Director of Publications, The Filson Club, 1310 S. Third Street, Louisville, KY 40208. Contact: (502) 635-5083; Dawson@aye.net.

The Friends of New Netherland offers the Hendricks Manuscript Award, an annual prize of \$1,000, for the best published or unpublished manuscript focusing on any aspect of the Dutch colonial experience in North America. Works of fiction and works of article length are not eligible. Three ribbon copies or clear, readable photocopies and a letter of intent should be sent to: Hendricks Manuscript Award Committee, Friends of New Netherland, c/o The New Netherland Project, New York State Library - CEC 8th Floor, Albany, NY 12230. Deadline is **February 1, 1998**.

The Library Company of Philadelphia has announced a number of short-term fellowships for research in residence in its collections, which are capable of supporting scholarship in a variety of fields and disciplines relating to the history of North America, principally in the 18th and 19th centuries. The fellowship program supports both post-doctoral and dissertation research. The project proposal should demonstrate that the Library Company has primary sources central to the research topic. Candidates are encouraged to inquire about the appropriateness of a proposed topic before applying. The fellowships are tenable for one month at any time from June 1998 to May 1999. The stipend is \$1,400. International applications are especially encouraged. Deadline is **February 1, 1998**. To apply please send four copies each of a c.v., a two- to four-page description of the proposed project, and a single letter of reference to: James Green, Assistant Librarian, Library Company of Philadelphia, 1314 Locust Street, Philadelphia, PA 19107; (215) 546-3181; fax (215) 546-5167; jgreen@worldlynx.net.

The Museum of the Confederacy invites nominations for its 27th annual book awards competition. The Jefferson Davis Award is presented annually for the best book-length narrative relating to the Civil War. Deadline is **February 1, 1998**. The Founders Award is presented biennially for documentary editing. Entries must be submitted by **February 1, 1999**. Contact Dr. John M. Coski, Historian, The Museum of the Confederacy, 1201 E. Clay St., Richmond, VA 23219; (804) 649-1861 x27; library@MOC.org.

The U. S. Army Center of Military History invites civilian graduate students to apply for two Dissertation Fellowships. These fellowships carry an \$8,000 stipend and access to the center's facilities and technical expertise. Applications may be obtained from the head of your History Department, Financial Aid Office, or from the Executive Secretary, Dissertation Fellowship Committee, U. S. Army Center of Military History, 1099 14th Street, N.W., Washington, DC 20005-3402; (202) 761-5402/5364. Deadline is **February 1, 1998**.

The Quaker Collection of Haverford College has announced the availability of three Guest Fellowships for one month of research. Each of these fellowships is worth \$1,500 and are available for pre- or post-graduate work for any month between July 1, 1998 and January 29, 1999. Deadline is **February 2, 1998**. Contact: Ann W. Upton, Quaker Collection, Haverford College, Haverford, PA 19041; (610) 896-1161; fax (610) 896-1102.

Radcliffe College announces programs of honorary visiting appointments, research support grants, and dissertation grants at its Arthur and Elizabeth Schlesinger Library on the History of Women in America. Honorary Visiting Scholars will be expected to spend time working at the Library and will give a colloquium or other public presentation during the term of her or his appointment. Research Support Grants are awarded to faculty and independent scholars. Awards range from \$100 to \$2,000 and will be made to scholars who have completed a doctoral degree at least a year before the time of application, or who have equivalent research and writing

experience. Doctoral Dissertation Grants are awarded to support graduate students using the holdings of the Schlesinger Library. The program will award two or more grants of up to \$1,500. Applicants must be enrolled in a doctoral program in a relevant field, have completed their course work toward the doctoral degree, and have an approved dissertation topic by the time of application submission. Deadline for all programs is **February 2, 1998**. Priority will be given to projects that require access to materials that can be used only at the library. Contact: Grants Administrator, Schlesinger Library, Radcliffe College, 10 Garden Street, Cambridge, MA 02138.

The Architect of the Capitol invites applications for the thirteenth year of the United States Capitol Historical Society Fellowship. This fellowship is designed to support research and publication on the history of the art and architecture of the United States Capitol and related buildings. Graduate students and scholars may apply for periods ranging from one month to one year; the stipend is \$1,500 per month. Deadline is **February 15, 1998**. Contact: Dr. Barbara Wolanin, Curator, Architect of the Capitol, Washington, DC 20515; (202) 228-1222.

The Columbia University Oral History Research Office seeks two annual fellows, as well as two shorter term fellows of six months or less. Applications will be accepted from individuals working in fields related to oral history who have a sustained interest in questions of reflexivity, methodology, and interpretation. Deadline is **February 15, 1998**. Contact: Mary Marshall Clark and Ronald J. Grele, Oral History Research Office, Box 20, Butler Library, Columbia University, New York, New York 10027; (212) 854-2273; fax (212) 854-5378; www.columbia.edu/cu/libraries/indiv/oral/.

The Missouri Historical Society announces its 1998 research fellowship. Fellows may participate in an oral history study of African American history. Length, one to three months; stipend, \$1,700/month. Deadline is **February 28, 1998**. Contact MHS Research Division, Box 11940, St. Louis, MO 63112.

The American Association for the History of Medicine invites graduate students to enter the Shryock Medal Essay Contest. The award is given for an outstanding, unpublished essay on any topic in the history of medicine. The essay must be the result of original research or show an unusual appreciation and understanding of problems in the history of medicine. Deadline is **March 1, 1998**. Contact: Arleen Tuchman, Ph.D., History Department, Vanderbilt University, Box 1652-B, Nashville, TN 37235.

The American Numismatic Society has announced fellowships and funding in support of the study of numismatics. Through the Donald Groves Fund, the Society seeks to promote publication in the field of early American numismatics involving material dating no later than 1800. Funding is available for travel and other expenses in association with research as well as for publication costs. The Frances M. Schwartz Fellowship was created in 1985 to support work and the study of numismatic and museum methodology at the Society. Applicants must have the B.A. or the equivalent; the stipend will vary with the term of tenure but will not exceed \$2,000. The Society will also award a Fellowship of \$3,500 to a graduate student in the fields of the humanities or the social sciences who will have completed the general examinations for the doctorate, will be writing a dissertation during the academic year 1998-99 on a topic in which the use of numismatic evidence plays a significant role, and who has attended one of the society's graduate seminars prior to the time of application. Deadline for all is **March 1, 1998**. Contact the American Numismatic Society, Broadway at 155th Street, New York, NY 10032.

The American Numismatic Society will hold its Forty-sixth Graduate Seminar in Numismatics June 17 - August 15, 1998. The seminar is an intensive program of study including lectures and conferences conducted

by specialists in various fields, preparation and oral delivery of a paper on a topic of the student's choice, and actual contact with the coinages related to that topic. Applications are accepted from students who will have completed at least one year of graduate work in classical studies, history, economic history, or related disciplines. Applications are also accepted from junior faculty members with an advanced degree in one of these fields. Deadline is **March 1, 1998**. Contact the American Numismatic Society, Broadway at 155th Street, New York, NY 10032.

The Center for the Study of New England History will offer approximately sixteen short-term research fellowships in 1998. Each grant will provide a stipend of \$1,500 for four weeks of research at the Massachusetts Historical Society. Awards are open to independent scholars, advanced graduate students, and holders of the Ph.D. or the equivalent, with candidates who live fifty or more miles from Boston receiving preference. Deadline is **March 1, 1998**. Contact: Len Travers, Assistant Director, Center for the Study of New England History, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215; (617) 536-1608.

The History Division of the Association for Education in Journalism and Mass Communication announces that it will award a \$500 prize to the author of the best essay or article in communication published in 1997. Book Chapters in edited editions also may be nominated. Nominations, including one copy of the entry, should be sent by **March 1, 1998**, to Prof. Karen K List, Department of Journalism, University of Massachusetts, Amherst, MA, 01003.

The International Center for Jefferson Studies, Charlottesville, Virginia, is pleased to announce a Thomas Jefferson Memorial Foundation program of residential fellowships and travel grants. They are open to all scholars working on Jefferson or Jefferson-related projects. Fellowships are awarded for one-month's residency at the International Center and may include lodging. Travel grants are available on a limited basis for scholars and teachers wishing to make short term visits to Monticello for research or educational projects. Deadline for both is **March 1, 1998**. Applications should include a succinct description of the applicant project, a current c.v., and the names and addresses of three references. Send applications to: Douglas L. Wilson, Saunders Director, International Center for Jefferson Studies, Monticello, Box 316, Charlottesville, Virginia 22902.

The 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. Deadline is **March 1, 1998**. Contact: James Madison Fellowship Program, Box 4030, Iowa City, Iowa 52243-4030; (800) 525-6928; fax (319) 337-1204; Recogprog@act.org; <http://www.jamesmadison.com>.

The National Endowment for the Humanities is offering teachers opportunities to study humanities topics in a variety of Summer Seminars and Summer Institutes. All teachers selected to participate in a seminar or institute will be awarded a stipend. The amount of the stipend will depend on the length of the seminar or institute. Contact: National Endowment for the Humanities' Seminars and Institutes Program; (202) 606-8463; research@neh.fed.us.

The Virginia Foundation for the Humanities is accepting applications for its NEH Summer Institute for College Teachers. The subject will be "Roots: The African Background of American Culture through the Trans-Atlantic Slave Trade" and will be held at the Virginia Foundation for the Humanities from June 8-July 3, 1998. Participants will include 25 full- or part-time undergraduate teachers. Co-directors are Jerome S. Handler (Anthropology) and Joseph C. Miller (History). Contact web site: www.virginia.edu/

vfh/roots.nehinst, or Handler at the VFH, 145 Ednam Drive, Charlottesville, Virginia 22903-4629; (804) 924-3296; fax (804) 286-4714; jh3v@virginia.edu. Deadline is **March 2, 1998**; notification by April.

Monticello, Stratford Hall Plantation, and the University of Virginia are sponsoring a summer seminar on "Leadership in Revolutionary America," June 21- July 10, 1998. Principal "classrooms" will be Jefferson's Monticello and the Lees' Stratford Hall Plantation, but many historic sites will be visited. The program is open to social studies teachers grades K-12 who are active full-time in the classroom. Six semester graduate credits from the University of Virginia will be conferred upon successful completion of the seminar. Included are free room, board and textbooks, plus generous travel grants. Deadline is **March 9, 1998**. An application can be downloaded from our website at www.stratfordhall.org. Contact: Summer Seminar Staff, Stratford Hall Plantation, Stratford, Virginia 22558; (804) 493-8572; fax (804) 493-8006; shpedu@stratfordhall.org.

The **Early American Industries Association** announce for 1998 an increase for a total of \$6,000 to provide grants to individuals or institutions engaged in research for projects that relate to the study and better understanding of early American industries in homes, shops, farms, or on the sea. The number and amount of each grant is to be given at the discretion of the committee, with no one award to exceed \$2,000. Deadline is **March 15, 1998**. Contact: Justine J. Mataleno, Coordinator, 1324 Shallcross Ave., Wilmington, DE 19806; (302) 652-7297.

The **William P. Clements Center for Southwest Studies** announces an annual fellowship to encourage broader and more intensive use of the special collections at DeGolyer Library, Southern Methodist University. The Clements-DeGolyer Library Fellowship is awarded to facilitate scholarly research on any aspect of the Southwest experience. The fellowship includes a stipend of \$1,000 to assist in the cost of living away from home, travel, and research materials. Applicants should live outside of Dallas and Fort Worth metropolitan area. Deadline is **March 15, 1998** and must include an outline of the project, a c.v., and two letters of reference from persons who can assess the significance of the project and the scholarship record of the applicant. Contact: Jane Elder, Associate Director, Clements Center for Southwest Studies, Southern Methodist University, Dallas, TX 75275-0176; (214) 768-3684; fax (214) 768-3684; swcenter@mail.smu.com.

Stratford Hall Plantation and Virginia Commonwealth University are sponsoring a two-week Seminar on Slavery, July 19-31, 1998. The program is open to secondary school teachers of history and social studies who are employed full-time in the classroom. Three semester hours of graduate credit in history will be awarded by Virginia Commonwealth University upon successful completion of the seminar. Included are free room, board, and all course materials. Participants will receive a stipend after their arrival. Deadline is **March 23, 1998**. Contact Slavery Seminar Staff, Stratford Hall Plantation, Stratford, Virginia 22558; (804) 493-8572; fax (804) 493-8006; shpedu@stratfordhall.org.

The **Oral History Association**, Baylor University, invites applications for three awards for 1998. Awards will be given for a published article or essay that uses oral history, for a completed oral history project, and to a postsecondary educator who has made outstanding use of oral history in the classroom. The Association welcomes entries and nominations from all who practice oral history. For guidelines and submission information, write Oral History Association, Baylor University, Box 97234, Waco TX 76798-7234; OHA_Support@Baylor; <http://www.baylor.edu/~OHA/>. Deadline is **April 1, 1998**.

The **Institute of United States Studies**, University of London, invites applications for their 1998-99 John Adams Fellowships. Research at the Institute may include any schol-

arly work in the traditional humanities or social science disciplines with a focus on American Studies. Deadline is **May 1, 1998**. Contact The Programme Officer: abrooke@sas.ac.uk.

Calls for Papers

The **Virginia Social Science Association** will hold its annual meeting on March 20-21, 1998 at Bridgewater College. The program will include two history sessions, one on colonial Virginia and the other on post-Revolutionary Virginia. Contact: Chuck Carey, Central Virginia Community College, 3506 Wards Road, Lynchburg, VA 24502 (colonial) or Barry Westin, Department of History, University of Richmond; WESTIN@URICH.EDU (post-Revolutionary).

The **John Muir Center for Regional Studies** will sponsor the Third International History & 50th California History Institute Conference entitled "Pacific Centuries" April 24-26, 1998. The conference invites individual and session proposals on this general Pacific Centuries theme. Deadline is **November 15, 1997**. Contact: Pacific Centuries Program Committee, c/o Professor Dennis O. Flynn, Department of Economics, University of the Pacific, Stockton, CA 95211; (209) 946-2913; doflynn@uop.edu.

The **Association for Living Historical Farms and Agricultural Museums Conference** will be held June 21-25, 1998. This conference will address both the minutiae and rhythms of daily life that concern our living history sites and agricultural museums. The Association is looking for quality papers for presentations, panels, or workshops. Proposals should include a one-page summary of each presentation and a resume for each presenter. Presenters are expected to submit their presentation in written form prior to the conference. Selected papers will be published in the Conference Proceedings. Deadline is **November 28, 1997**. Please forward submissions to: Cathy Blackburn, Joseph Schneider Haus Museum, 466 Queen Street South, Kitchener, Ontario, Canada N2G 1W7; (519) 742-7752; fax (519) 742-0089.

Southern Illinois University at Edwardsville invites proposals for papers to be given at an interdisciplinary conference on April 8-10, 1998. Paper proposals in all disciplines which investigate the African American experience in Illinois are welcomed. Please include a 1-2 page c.v. and a 2-3 page prospectus. Deadline is **November 30, 1997**. The planning committee also invites papers for a panel composed of master's and doctoral candidates. Submit a completed paper, c.v., and a letter of recommendation from the thesis or dissertation advisor. The winning entrant will receive a cash award of \$500. Deadline is **February 1, 1998**. Send proposals and papers to African Americans in Illinois History Conference, Department of Historical Studies, College of Arts and Sciences, Southern Illinois University at Edwardsville, Edwardsville, Illinois 62026-1454. Contact: Shirley J. Portwood; (618) 692-3962; sportwo@siue.edu or Sundiata Keita Cha-Jua; (618) 692-2724; schajua@siue.edu.

The **Third Biennial Scholars' Conference on American Jewish History**, under the sponsorship of the Jacob Rader Marcus Center of the American Jewish Archives and the Academic Council of the American Jewish Historical Society, will be held on the Cincinnati Campus of the Hebrew Union College-Institute of Religion on June 10-12, 1998. This conference will explore such issues as the new paradigms in American Jewish History; comparative Jewish experience within the Western Hemisphere; the implications of emerging work on gender, race, multi-culturalism, and ethnicity within the study of Jewish history; the preservation of Jewish space, documents, and artifacts in archives, museums, and historical sites; and the construction of American Jewish historical memory and culture. One page paper abstracts and panel proposals for the June conference will

be due **November 30, 1997**. Please send them to: Scholars' Conference on American Jewish History, Professor Karla Goldman, HUC-JIR, 3101 Clifton Ave., Cincinnati, OH 45220.

The **American Studies Association** will be holding their annual meeting November 19-22, 1998 in Seattle, Washington. The deadline to request guideline for submissions of possible panels or papers for this meeting is **December 1, 1997**. Contact: 1998 ASA Program Committee, 1120 19th Street, N.W., Suite #301, Washington, DC 20036; (202) 467-4783; fax (202) 467-4786; pp001366@mindspring.com.

The **Missouri Conference in History** invites submission of papers and paper sessions, particularly those that trace changes and trends in the study and writing of all facets of history during the twentieth century. Papers focused on other local, regional, national, and international topics are also welcome. Deadline is **December 1, 1997**. Send a one-page abstract and a brief c.v. to Lynn Wolf Gentzler, Associate Director, State Historical Society of Missouri, 1020 Lowry Street, Columbia, MO 65201-7298.

The **Brooklyn Campus of Long Island University** announces a conference to celebrate the centennial of Paul Robeson's birth, the premier African-American artist, athlete, and activist on February 28, 1998. The conference will feature the New York City Labor Chorus and a revival of Earl Robinson's opus: "The Ballad for Americans." Papers should focus on the multi-dimensional facets of Robeson's life. A letter of interest is required by **December 15, 1997**. Completed papers should be submitted by **January 15, 1998**. A select group of papers will be published. Contact Professor Joe Dorinson, Department of History, Long Island University Brooklyn Campus, University Plaza, Brooklyn, NY 11201-5372; (718) 488-1191; fax (718) 448-1086; jdorinso@hornet.liunet.edu.

The **Council on America's Military Past** requests papers for its 32nd Annual Military History Conference May 6-10, 1998, in Lexington, Kentucky. The emphasis of the papers should be the opening of the West, the military in the Old Northwest Territory, and conflicts from the French and Indian War through the Civil War. Deadline is **December 15, 1997**. Send topic for twenty minute talk to: CAMP '98 Conference Papers, Box 1151, Fort Myer, VA 22211-1151. Contact: (703) 912-6124; fax (703) 912-5666.

The **German Historical Institute**, Washington, D.C., requests proposals for its conference entitled "America's War and the World: Vietnam in International and Comparative Perspectives" to be held November 19-22, 1998. Younger scholars and colleagues from Asia are encouraged to submit proposals. Preference will be given to papers that include comparative aspects. Proposals should include a short abstract (no more than two pages), a brief c.v., and, if available, a list of publications. Send proposals by **December 15, 1997** to: Vietnam Conference, German Historical Institute, 1607 New Hampshire Avenue, N.W., Washington, DC 20009; (202) 387-3355; fax (202) 483-3430.

The **Oral History Association** invites proposals for papers and presentations for its 1998 annual meeting to be held October 15-18 in Buffalo, New York. The meeting's theme is "Crossing the Boundary, Crossing the Line: Oral History on the Border." Proposals are encouraged from oral history practitioners in a wide variety of disciplines and settings. Deadline is **December 15, 1997**. Contact: Debra Bernhardt, Robert F. Wagner Labor Archives, 70 Washington Square South, New York, NY 10012; (212) 998-2640; fax (212) 995-4070; bernhardt@elmer1.bobst.nyu.edu or Cliff Kuhn, Department of History, Georgia State University, Atlanta, GA 30303; (404) 651-3255; fax (404) 651-1745; hiscmk@panther.gsu.edu.

The **Southeastern American Society for Eighteenth-Century Studies** invites submissions for its annual article competition. An award of \$250 will be given for the best article on an eighteenth-century subject published in a scholarly journal, annual or collection between September 1, 1996 and August 31, 1997. Authors must be members

of the organization and can be submitted by others acting in his/her behalf. Send articles in triplicate, postmarked by **December 31, 1997** to: Charles M. Carroll, 1701 80th Street North, St. Petersburg, FL 33710-3703.

The **American Society for Legal History** requests proposals for panels and papers for its meeting to be held October 22-24, 1998, in Seattle, Washington. Deadline is **January 15, 1998**. Proposals for complete panels are preferred. Proposals should include a statement of the common issues raised by the panel (amounting to no more than 500 words) as well as an abstract of each paper (amounting to no more than 250 words). Send panel proposals together with the c.v.s and e-mail addresses of each participant to Daniel R. Ernst, Professor of Law, Georgetown University Law Center, 600 New Jersey Ave., NW, Washington, DC 20001; (202) 662-9475; fax (202) 662-9444; ernst@law.georgetown.edu. E-mail submissions of panel proposals and paper abstracts are preferred.

The **Brooklyn Campus of Long Island University** announces a conference to celebrate the centennial of the 1898 consolidation of New York and Brooklyn on October 21-23, 1998. Proposals for papers and videos should focus on Brooklyn as part of New York City or as a distinct place spanning diverse cultures. A letter of intent is requested by **January 15, 1998**. Deadline for submission of completed papers is **May 15, 1998**. Please do not submit previously published material. A select group of papers will be published. Contact Professor Joe Dorinson, Department of History or Professor Jose Sanchez, Department of Urban Studies, Long Island University, University Plaza, Brooklyn, NY 11201-5372; (718) 488-1057; fax (718) 488-1086; jdorinso@hornet.liunet.edu; jsanchez@hornet.liunet.edu.

The **Florida Historical Society** requests papers on "The Spanish American War: A Centennial Observance, 1898-1998" for its annual meeting to be held May 28-30, 1998. Deadline is **January 15, 1998**. Send a brief synopsis of no more than 500 words with a c.v. to: Dr. Raymond Arsenault, Department of History, University of South Florida-St. Petersburg, 140 7th Avenue South, St. Petersburg, FL 33701. Individual papers and panels accepted. Please include audio-visual requirements, if any. Specify which date (Friday or Saturday) best suits your travel plans.

The **Lewis Wilson Institute and David du Plessis Archive** invite papers on the theme "Pentecostal and Charismatic Movements in California: Historical and Contemporary Perspectives" for their conference to be held October 9-10, 1998. Papers on all aspects of the history, theology, sociology, and culture of the Pentecostal and charismatic traditions in California are encouraged, as are papers on the interface among these and other religious traditions. Deadline is **January 15, 1998**. Send two copies of an abstract to Kate McGinn, Fuller Theological Seminary, 135 North Oakland Avenue, Pasadena, CA 91182; (626) 584-5311; kmcginn@fuller.edu.

The **New England Historical Association** welcomes papers and proposals for its meeting to be held April 17-18, 1998 at University of Vermont. Deadline is **January 15, 1998**. Contact: James P. Hanlan, Executive Secretary, N.E.H.A., Worcester Polytechnic Institute, Worcester, MA, 01609-2280, (508) 831-5438; jphanlan@wpi.wpi.edu.

The **Pennsylvania History Association** invites proposals for papers and sessions for its annual meeting to be held October 16-17 at Muhlenberg College in Allentown, Pa. The theme will be "Regionalism and Pennsylvania History." Papers and panels that look at the state in regional context are especially encouraged, but proposals on all topics will be considered. Send one-page proposals and short c.v. by **January 15, 1998** to PHA Program Committee, History Department, Muhlenberg College, Allentown, PA 18104. Questions to: Sally Griffith at (610) 853-3146; sgriffit@philly.infi.net.

The **Society for Historians of the Early American Republic** is accepting proposals for its annual meeting at Harpers Ferry, West Virginia, from July 16-19, 1998. The theme of

the conference will be "The Invention of American Nationalism(s)." This theme is not exclusive to the topics of proposals. Single paper and session proposals (two papers per session) are due by **January 15, 1998** to: Jack Rakove, SHEAR Program Chair, Department of History, Stanford University, Stanford, CA 94305-2024; (415) 723-4514; fax (415) 725-0597; rakove@leland.stanford.edu.

The **World History Association** invites proposals for its seventh international meeting to be held June 19-22, 1998 at Colorado State University. The theme of this meeting is "World History: Teaching for the 21st Century." Deadline is **January 15, 1998**. Contact: Matthew Downey, Program Chair, Institute for History & Social Science Education, University of Northern Colorado, Greeley, Colorado 80639; mtdowne@bentley.univnorthco.edu.

The **Center for the History of Business, Technology, and Society at the Hagley Museum and Library** invites proposals for the conference, "New Technologies and Art in the Twentieth Century," to be held October 30, 1998. Proposals should provide a historical and contextual perspective on artistic uses of new materials, the appropriation of machines in art, and electronic media. Papers on representations of technology in art are discouraged. Funds may be available to support travel to the conference by speakers. Deadline is **March 2, 1998**. Proposal should include an abstract of no more than 500 words and a brief c.v. Contact: Dr. Roger Horowitz, Associate Director, Center for the History of Business, Technology, and Society Hagley Museum and Library, Box 3630, Wilmington, DE 19807; fax (302) 655-3188; rh@udel.edu.

The **Illinois History Symposium Committee** invites proposals for the next symposium to be held in Springfield on December 4-5, 1998. Papers on any aspect of the state's history, culture, politics, geography, literature, archaeology, and related fields as well as cognate subjects such as archives, historic sites, and museums in Illinois are encouraged. Proposals should include a summary of the topic and a one-page resume of the participant. The summary should specify the major primary and secondary sources used in the research. Deadline is **March 23, 1998**. Proposals should be sent to Thomas F. Schwartz, Illinois State Historian, Illinois Historic Preservation Agency, 1 Old State Capitol, Springfield, IL 62701-1507; (217) 782-2118; fax (217) 785-7937; tschwartz@hpa084r1.state.il.us.

The **American Journalism Historians Association** requests research papers and panel proposals for its 1998 annual convention in Louisville on October 22-24. Papers and panels may deal with any facet of media history. They should not have been submitted to or accepted by another local, regional or national conference, convention or publication. Research papers should not exceed twenty-five double-spaced pages, including references. Each should include a cover sheet indicating the paper's title, the author's name and address, and the author's institutional affiliation as well as the author's position at that institution. Four copies of a paper and four single-page abstracts should be submitted along with a stamped, self-addressed postcard for notification of receipt. Panel proposals should include a brief description of the topic, the names of the moderator and participants, and a brief summary of each participant's presentation. Research papers should be sent to: Patrick S. Washburn, School of Journalism, Ohio University, Athens, Ohio 45701. Panel proposals should be sent to: Tracy Gottlieb, Department of Communication, Seton Hall University, South Orange, NJ 07079. Deadline is **May 1, 1998**.

The **League of World War I Aviation Historians** is sponsoring a student paper competition open to undergraduate and graduate students enrolled at accredited institutions during the 1997-1998 academic year. Monetary prizes will be awarded for the best original paper on any aspect of aviation during the 1914-1918 War. Papers should be at least 10 typed pages in length and must be submitted double-spaced in manuscript form on

white 20# paper, 8.5"x11" in size. Bibliography and source notes are to be placed on separate pages at the end of the manuscript and are to be in a format according to the style guide of your institution. Each submittal is to include a reference to the academic institution in which the author is enrolled. Entries must be received by **May 31, 1998** and shall be addressed to Mr. Noel Shirley, 727 Swanswood Court, San Jose, CA 95120.

Conferences

The **U.S. Capitol Historical Society** and the **Center for the Book in the Library of Congress** will commemorate the centennial of the Thomas Jefferson Building of the Library of Congress as the subject of the Society's 1997 annual conference on the art and architectural history of the U.S. Capitol. The conference, to be held **November 14, 1997**, will examine the history, architecture, and art of the Jefferson Building. Registration for the conference is required. Contact: U.S. Capitol Historical Society at (202) 543-8919.

The **John Nicholas Brown Center for the Study of American Civilization**, Brown University, is pleased to announce that it will host a conference titled "Rhode Island Reconsidered," to be held **November 14-15, 1997**. The purpose of the conference is to explore how recent scholarship has challenged common perceptions of Rhode Island's place in regional and national history. Open to all, free of charge, this conference requires pre-registration. It is expected that this conference will be accepted as certifiable in-service training for secondary school teachers. Contact: Conference Coordinator, John Nicholas Brown Center for the Study of American Civilization, Box 1880, Brown University, Providence, Rhode Island 02912; (401) 272-0357; fax (401) 272-1930.

The **Georgia Historical Society** will sponsor a lecture entitled "The Rise and Fall of King Cotton" by Dr. Jonathan Bryant, Georgia Southern University, on **November 20, 1997**. This lecture will take place in the Library at Hodgson Hall, 501 Whitaker Street, Savannah, Georgia and is free and open to the public. Contact: (912) 651-2125.

The **Cincinnati Seminar on the City** will be holding a lecture on **January 14, 1998**, given by Karen Benedict, an archival consultant from Columbus Ohio, entitled, "Archives and the City." The lecture will take place at the Cincinnati Historical Society in the Cincinnati Museum Center. Contact: Geoffrey Gigierano, Cincinnati Historical Society, 1301 Western Avenue, Cincinnati, OH 45203; (515) 287-7093.

The **Cincinnati Seminar on the City** will be holding a lecture on **February 11, 1998**, given by Judith Sealander from Bowling Green State University. The lecture will be entitled, "Recreation and The City." The lecture will take place at the Cincinnati Historical Society in the Cincinnati Museum Center. Contact: Geoffrey Gigierano, Cincinnati Historical Society, 1301 Western Avenue, Cincinnati, OH 45203; (515) 287-7093.

The **Great Lakes American Studies Association** has announced that its annual meeting will be held **March 6-7, 1998** at Miami University in Oxford, Ohio. The theme of the 1998 conference will be Landscape/Memory/Identity. Contact: Marjorie McLellan; (513) 529-1850; mcllellm@muohio.edu.

The **Cincinnati Seminar on the City** will be holding a lecture given by Jay P. Dolan of the University of Notre Dame on **March 11, 1998**. The lecture will be entitled, "Religion and the City." The lecture will take place at the Cincinnati Historical Society in the Cincinnati Museum Center. Contact: Geoffrey Gigierano, Cincinnati Historical Society, 1301 Western Avenue, Cincinnati, OH 45203; (515) 287-7093.

Point of View and the **Center for Afroamerican & African Studies** will be hosting a meeting entitled "The Crisis of the Negro Intellectual' Past, Present, & Future: A Conference in Tribute to Harold Cruse" on

March 13-14, 1998 at the University of Michigan, Ann Arbor. Contact: Point of View, c/o Center for Afroamerican & African Studies, 200 West Hall, University of Michigan, Ann Arbor, MI 48109-1092; (313) 764-5513; fax (313) 763-0543; cruseconf@umich.edu.

The **Cincinnati Seminar on the City** will be holding a lecture on **April 8, 1998**. The lecture will be given by Charles P. Korr of the University of Missouri-St. Louis and will be entitled, "Baseball and the City." The lecture will take place at the Cincinnati Historical Society in the Cincinnati Museum Center. Contact: Geoffrey Gigierano, Cincinnati Historical Society, 1301 Western Avenue, Cincinnati, OH 45203; (515) 287-7093.

The **University of Virginia** and the **Thomas Jefferson Memorial Foundation** will sponsor lectures, small group conversations, and tours investigating Thomas Jefferson's 1786 visit to England, **April 13-19, 1998** at Trinity College, Oxford, England. Contact Tom Dowd, U.Va. Continuing Education; (800) 346-3882 or tsd3r@virginia.edu.

The **National Council on Public History** will hold its 1998 meeting in Austin, Texas, **April 15-19**. The themes of the meeting include the international practice of public history, the ways in which the practice of public history includes multicultural perspectives, and the interactions of various disciplines in public practice. Contact: Carl Phagan and Kris Mitchell, Batelle Pantex, Box 30020, Building 12-2B, Amarillo, Texas 79120-0020; KMITCHEL1@pantex.com.

The **Siena College Multidisciplinary Conference** on "Theodore Roosevelt and the Dawn of the American Century" will be held on **April 18-19, 1998**. This conference will include papers on literature, art, education, Pragmatism, Progressivism, muckraking, military and naval history, American expansionism and exceptionalism, urban expansion and reform, immigration, and religion. Contact: Thomas O. Kelly, II, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (515) 783-2512; fax (518) 786-5052; kelly@siena.edu.

The **Cincinnati Seminar on the City** will be holding a lecture entitled "Photography and the City" on **May 13, 1998**. The lecture will be given by Connie Shultz of the University of South Carolina. The lecture will take place at the Cincinnati Historical Society in the Cincinnati Museum Center. Contact: Geoffrey Gigierano, Cincinnati Historical Society, 1301 Western Avenue, Cincinnati, OH 45203; (515) 287-7093.

The **Omohundro Institute of Early American History and Culture** will hold its fourth annual conference **June 5-7, 1998**. The meeting will take place at the American Antiquarian Society, Worcester, Massachusetts. 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. Contact: Professor Richard D. Brown, Program Chair, Fourth Annual OIEACH Conference, Department of History, U-103, University of Connecticut, Storrs, CT 06268-2103.

The **University of Virginia** has announced "The Jefferson Symposium: Thomas Jefferson and the Adams Family" will be held **June 17-20, 1998** in Charlottesville, Virginia. This symposium will explore the long and complex relationship between Jefferson and John Adams and his extended family. Contact Tom Dowd, U.Va. Continuing Education; (800) 346-3882 or tsd3r@virginia.edu.

The **University of Virginia** will sponsor a conference entitled "Rethinking United States History," **June 26-29, 1998** to be held at the University of Virginia, Charlottesville. Major events of U.S. history will be discussed as they relate to the broad historical constructs of nation, region, gender, race, ethnicity, and class. Contact: Marilyn Roselius, UVA Global Studies; (804) 982-5276 or mjm6h@virginia.edu.

The **United States Holocaust Memorial Museum** has announced that the fourth an-

nual Arthur and Rochelle Belfer National Conferences for Educators will be held **July 12-14, 1998** or **July 19-21, 1998**. Middle and high school educators, with five or fewer years teaching the Holocaust, are invited to apply to attend one of these conferences. Museum educators and scholars will share rationales, strategies, and approaches for presenting this complex topic to students. Seminar sessions will emphasize planning and implementing units of study for teaching about the Holocaust in middle and high schools. Applications will be available in mid-January. The application deadline is **March 11, 1998**. Contact: Sylvia Kay, Conference Coordinator, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2150; (202) 488-2639; fax (202) 314-7888; skay@ushmm.org.

The **Library of Congress** will display George Washington's commission as "commander-in-chief of the army of the United Colonies" for three months beginning **November 22, 1997**. The 1775 commission is part of "American Treasures of the Library of Congress," a permanent, rotating exhibition of the rarest and most significant items in the Library relating to America's past. Groups of 10 or more are requested to call the Visitor Services Office at (202) 707-9779 to arrange a tour. For recorded information about the exhibition, call (202) 707-3834, (202) 707-6200 TTY. The commission can also be viewed from the Library's World Wide Web site at <http://www.loc.gov/exhibits/treasures>.

The **University of Louisville School of Education** invites nominations for the 1998 University of Louisville Grawemeyer Award in Education. The award and accompanying cash prize of \$150,000 will be given to the author(s) of a work of outstanding educational achievement published in the recent past that is judged to have the most potential for worldwide impact. To be considered, a nomination letter and all supporting materials for the nomination (including a signed Nominee Form, six copies of the work, and six copies of the nominee's c.v. or resume) must reach the University of Louisville by **December 1, 1997**. Contact: (502) 852-6411; fax (502) 852-1464; edaward01@ulkyvm.louisville.edu; <http://www.louisville.edu/ur/onpi/grawemeyer/graweduc.html>.

The **Midwestern American Society for Eighteenth Century Studies** will hold its annual meeting at Mackinaw City, MI, October 8-10, 1998. The theme is Cultural Crossroads. The deadline for panel proposals is **December 20, 1997**; the deadline for paper proposals is **April 1, 1998**. Contact: Cinda May, Lilly Library, Indiana University, Bloomington, IN 47405; cindamay@indiana.edu.

The **Five College Women's Studies Research Center** invites applications for its Research Associate positions for 1998-99 from scholars and teachers at all levels of the educational system, as well as from artists, community organizers, and political activists, both local and international. Affiliation with a women's studies program is not necessary although your project must be centrally focused on women. Deadline is **February 10, 1998**. Contact the Center, Dickinson House, Box AH, Mount Holyoke College, 50 College Street, South Hadley, MA 01075-6406; (413) 538-2022; fax (413) 538-2082; fcwsrc@persephone.hampshire.edu.

The **Modern Language Association of America** has announced the descriptions and requirements for the MLA book prizes to be awarded in 1998. The deadline for the 1997 Lowell Prize is **March 1, 1998**; for all others, it is **May 1, 1998**. No book may compete for more than one MLA prize. The cash awards for all MLA book prizes are \$1,000 each. For detailed information about specific prizes, write or call the Office of Special Projects, MLA, 10 Astor Place, New York, NY 10003-6981; (212) 614-6406; fax (212) 477-9863; awards@mmla.org.



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The Cushwa Center for the Study of American Catholicism at the University of Notre Dame

Announces a new initiative:

Catholicism in Twentieth Century America

The Charles and Margaret Hall Cushwa Center for the Study of American Catholicism, with generous support from the Lilly Endowment, Inc. and the University of Notre Dame, announces a national fellowship and research grant competition for historians and other scholars interested in exploring the relationship between the American Catholic community and U. S. society and culture in the 20th century. The Cushwa Center will fund books and dissertations in two broad areas of inquiry: the "public presences" of Catholicism, and the historical experience of Catholic women (lay and religious).

Proposals in the "public presences" category might address themes in the following historical areas: social history; labor; intellectual life; Catholic and other American institutions; politics; urban history; race and ethnicity; economics; diplomatic history; material culture; religious ecumenism.

Proposals in the "Catholic women" category might address themes such as: Catholic women in American institutional, intellectual, and cultural life; Catholic women in social movements; the vocational and professional life choices of Catholic women; public images of Catholic women; spirituality; and sexuality issues.

Applicants at all stages of their scholarly careers will be considered for appropriate funding. Faculty fellowships include stipends of up to \$35,000; dissertation research awards carry stipends of up to \$15,000. For details and application forms please write: **Cushwa Center for the Study of American Catholicism, 614 Hesburgh Library, University of Notre Dame, Notre Dame, IN 46556-5629.** The deadline for completed applications is **February 1, 1998.** Awards will be announced by April 6, 1998.

e-mail: cushwa.1@nd.edu



Illinois Historic
Preservation Agency



The Illinois Historic Preservation Agency and the Illinois State Historical Society are pleased to announce the 1997-98 recipients of the King V. Hostick Award:

- Michael J. Bennett, Saint Louis University
- Wallace Best, Northwestern University
- Tracey Deutsch, University of Wisconsin-Madison
- Rosemary Holz, University of Illinois at Urbana-Champaign
- Lynnea Magnuson, University of Illinois at Urbana-Champaign
- Doris Malkmus, University of Iowa
- Wendy Plotkin, University of Illinois at Chicago
- Mark Santow, University of Pennsylvania
- Andrew B. Smith, University of California at Los Angeles
- Randi Storch, University of Illinois at Urbana-Champaign

The Illinois Historic Preservation Agency and the Illinois State Historical Society invite applications for the 1998-99 King V. Hostick Award. The award was established by the late manuscript dealer, King V. Hostick, to provide financial assistance to graduate students in history and library science writing dissertations dealing with Illinois. Preference may be given to research conducted at the Illinois State Historical Library. Stipends are individually determined up to \$3,000. **All applications must be received by February 28, 1998.** For further information, contact Thomas F. Schwartz, Illinois State Historian, Illinois Historic Preservation Agency, One Old State Capitol Plaza, Springfield, Illinois 62701-1507, 217/782-2118, fax 217/785-7937.