

OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

Volume 28, Number 2 / May 2000

We Met in St. Louis

David Montgomery

The St. Louis convention of the OAH was a resounding success. Eighteen-hundred and seventy-five people participated in lively discussions of new research and writings, teaching methods, public history, and problems facing the profession, while enjoying memorable tours of the region's historic sites, all in an atmosphere of conviviality, amplified by sunny spring weather. It took an effort to remember that only two months earlier the OAH had faced the prospect of a small gathering seething with animosity, or perhaps no convention at all. During those intervening days, however, members and officers of the OAH, scores of historians and other citizens of St. Louis and its vicinity, and a prodigiously hardworking and creative OAH staff, pulled together a memorable convention, one that has revitalized our organization and its bonds with the public at large.

It was in December, well after the program had been completed by the OAH Program Committee, the National Council on Public History (NCPH), and the Missouri Conference on History (MCH), and four years after the OAH had contracted with the Adam's Mark hotel for the convention site, that the Department of Justice charged the hotel with racist mistreatment of African American guests, in violation of the Civil Rights Act of 1964. The charges seconded those already filed by guests of the Daytona Beach branch, the National Association for the Advancement of Colored People, and the Attorney General of Florida. After months of investigation, the Department had expanded its accusations of discrimination to include six Adam's Mark hotels, among them the headquarters hotel in St. Louis.

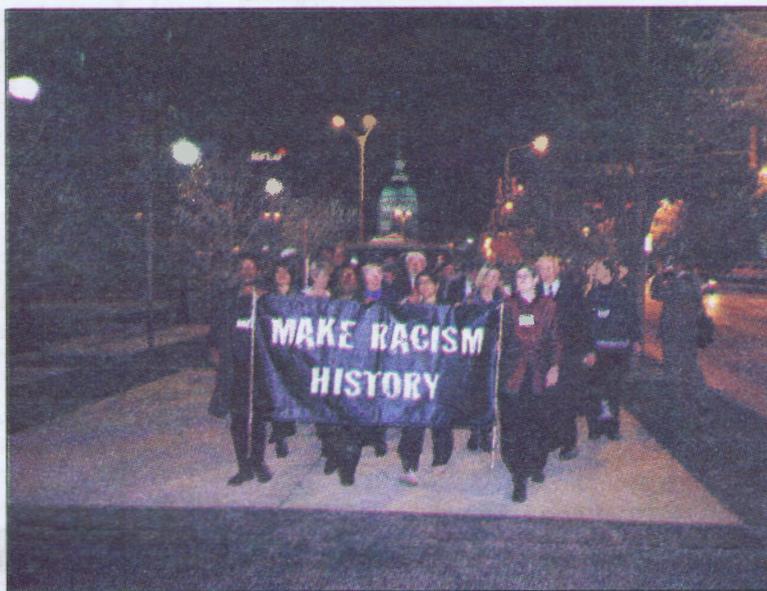
By early January the OAH office was receiving notice from alarmed members that they could not in good conscience take part in activities in a hotel whose African American patrons had complained of special surveillance and inferior accommodations. Members in St. Louis added a reminder that the St. Louis hotel had been found guilty of employment discrimination, and that the appeals court, upholding the verdict in 1998, had carefully reviewed and accepted testimony from witnesses, who described a pervasively racist environment among management. That evidence lent credibility to the charges arising from Daytona Beach. It also explained the enthusiastic response of St. Louis to the course of action ultimately adopted by the OAH.

The executive board quickly agreed on basic principles, which informed its various actions during the next three months. One was that the OAH would not meet under circumstances that made any members feel unwelcome or unwilling to participate because of racial discrimination. The second was that we should not simply walk away



Local organizers in St. Louis held a "Rally Against Racism" on the steps of the Old St. Louis Courthouse.

Nearly 300 historians take part in a "March Against Racism" at the OAH Annual Meeting in St. Louis



Historians took to the streets in downtown St. Louis, and marched over a mile toward Christ Church Cathedral, the location of the OAH Presidential Address, Friday evening, 31 March 2000.

For more on the St. Louis meeting, please see page 3.

An Interview with Spencer Crew

Director of the Smithsonian Institution's National Museum of American History

February was a busy month for Spencer Crew, Director of the National Museum of American History in Washington D. C., yet he graciously found the time in his schedule to meet with Linn Shapiro, Executive Director of the Humanities Council of Washington, DC, for the following interview. —Eds.

Linn Shapiro: You are trained as a research historian—you hold the Ph.D. from Rutgers, and have taught at the university level. You have worked at the National Museum of American History (NMAH) since 1981 and have been its director since 1994. How did you get from academia to public history?

Spencer Crew: It wasn't a planned path. When I came out of graduate school, I started teaching at the University of Maryland-Baltimore County. I had been doing that for a couple of years when a new director came to the National Museum of American History. He was looking to add new blood to the staff, in terms of people who had been trained in social history. So, I came for a year, just to see what I thought of it, and I fell in love with the place. I liked the forum of public history and the chance to communicate with a much broader, diverse body of people than you do in the university. I love the university; I love the students; I will always miss that, but the chance to have an impact on a much larger number of people is pretty amazing. We get about five and a half million visitors a year. I don't know how many classes I would have to teach to get to that level.



Crew

See Montgomery / 10 ▶

See Crew / 4 ▶

Join the Organization of American Historians

Individual Membership Options

Individual members in the following categories receive four issues each of the *Journal of American History* and the *OAH Newsletter* as well as a copy of the *Annual Meeting Program*. Member rates are based on annual income.

- | | |
|--|---|
| <input type="checkbox"/> \$40, income under \$20,000 | <input type="checkbox"/> \$45, Emeritus |
| <input type="checkbox"/> \$55, income \$20,000-29,999 | <input type="checkbox"/> \$55, Associate |
| <input type="checkbox"/> \$75, income \$30,000-39,999 | <input type="checkbox"/> \$1,200, Life (paid in two installments) |
| <input type="checkbox"/> \$85, income \$40,000-49,999 | <input type="checkbox"/> \$1,500, Patron (paid in four installments) |
| <input type="checkbox"/> \$95, income \$50,000-59,999 | <input type="checkbox"/> \$40+, Dual, receive one copy of <i>JAH</i> |
| <input type="checkbox"/> \$105, income \$60,000-69,999 | (select income category for one member, add \$40 for second member) |
| <input type="checkbox"/> \$115, income \$70,000-\$79,900 | <input type="checkbox"/> \$25, 50-Year OAH Member (must be OAH member for 50 or more years) |
| <input type="checkbox"/> \$130, income \$80,000 and over | |
| <input type="checkbox"/> \$150, Contributing Member | |

OAH Student Membership

\$25. Students receive four issues of the *OAH Newsletter* and one copy of the *Annual Meeting Program*. In addition, students may choose to receive the *Journal* or the *Magazine*:

- Journal of American History* *OAH Magazine of History*

History Educator Membership

\$40. Individuals in this category receive four issues of the *OAH Magazine of History* and the *OAH Newsletter* and one copy of the *Annual Meeting Program*.

OAH Magazine of History—Subscription Only New Prices!

- | | |
|---|---|
| <input type="checkbox"/> \$12 per year for students | <input type="checkbox"/> \$25 per year for nonmembers |
| <input type="checkbox"/> \$15 per year for members | <input type="checkbox"/> \$30 per year for institutions/libraries |

Name _____

Address _____

City _____ State _____ ZIP _____

Payment Information	Membership Dues \$ _____ Magazine of History Subscription \$ _____ Postage Outside U.S. (\$20 Indiv. Member/\$25 Instit. Sub) \$ _____ TOTAL (prepayment required) \$ _____ <input type="checkbox"/> Check or money order enclosed (must be U.S. funds, drawn on U.S. bank) <input type="checkbox"/> Credit card: <input type="checkbox"/>  <input type="checkbox"/>  Card Number _____ Exp Date MM/YY _____
----------------------------	---

Signature _____

Organization of American Historians
 112 N. Bryan Ave, Bloomington, IN 47408-4199; Tel: (812) 855-7311
 Join online: www.oah.org ▲ member@oah.org

11/00 • NL • 100

OAH NEWSLETTER



VOLUME 28 • NUMBER 2 • MAY 2000

CONTENTS

We Met in St. Louis	
David Montgomery	1
An Interview with Spencer Crew	
Linn Shapiro	1
Stirring the Sauce	
Lee W. Formwalt	3
States Collaborate on Social Studies Assessment	
Loretta Sullivan Lobes	5
Focus on Teaching	
Understanding Student Interest: A Survey	
Robert Cassanello and Daniel S. Murphree	7
An American Historian in Japan	
Lynn Dumenil	9
Capitol Commentary	
Page Putnam Miller	11
From the Archivist	
John Carlin	13
OAH Prize and Award Winners	14
2000 OAH Lectureship List	17
Secret Subventions: Troubling Legacies	
Paul Buhle	27
News of the Organization	
OAH Executive Board	29
Obituaries	30
Correspondence	30
Viewpoint	
Respecting Diversity in the OAH	
E. G. Pollack	31
News for the Profession	35
Announcements	37

EDITORIAL OFFICE

Executive Director
 LEE W. FORMWALT
Managing Editor
 MICHAEL REGOLI
Associate Editor
 ROARK ATKINSON
Editorial Intern
 JASON STAHL

Production Assistance

JOHN DICHTL
 KARA L. HAMM
 AMY M. STARK

Membership Director

GINGER L. FOUTZ

Interim Advertising Manager

DAMON FREEMAN

Business Manager

JEANETTE CHAFIN

EDITORIAL BOARD

ANN DURKIN KEATING
North Central College

BRYAN LeBEAU
Creighton University

REBECCA SHARPLESS
Baylor University

HARVARD SITKOFF
University of New Hampshire

CONTRIBUTING EDITOR FOR TEACHING

GARY W. REICHARD
*California State University,
 Long Beach*

OAH Executive Board

KENNETH T. JACKSON, *Columbia University*, President *
 DARLENE CLARK HINE, *Michigan State University*, President-Elect *
 LEE W. FORMWALT, OAH Executive Director *
 GALE E. PETERSON, *Ohio Humanities Council*, Treasurer *
 JOANNE MEYEROWITZ, Editor, *The Journal of American History* *
 DAVID MONTGOMERY, *Yale University*, Past President *
 WILLIAM H. CHAFE, *Duke University*, Past President
 GEORGE M. FREDRICKSON, *Stanford University*, Past President

RAMÓN A. GUTIÉRREZ, *University of California, San Diego*
 JULIE SAVILLE, *University of Chicago*
 JANNELLE WARREN-FINDLEY, *Arizona State University*
(Terms Expire in Spring, 2001)

DREW GILPIN FAUST, *University of Pennsylvania*
 PATRICIA N. LIMERICK, *University of Colorado at Boulder*
 JAMES O. HORTON, *George Washington University*
(Terms Expire in Spring, 2002)

DOUGLAS GREENBERG, *Chicago Historical Society*
 EMMA LAPSANSKY, *Haverford College*
 GLORIA MIRANDA, *El Camino College*
(Terms Expire in Spring, 2003)

* Designates Members of the Executive Committee
 Visit OAH online: www.oah.org
 Board composition updated 1 May 2000

Copyright © 2000, by the Organization of American Historians. All rights reserved. The *OAH Newsletter* (ISSN 1059-1125) is published each February, May, August, and November by the Organization of American Historians, 112 North Bryan Avenue, Bloomington, IN 47408-4199. Telephone (812) 855-7311; Fax (812) 855-0696; and e-mail: newsletter@oah.org; web: www.oah.org ¶ The *OAH Newsletter* encourages submissions of articles, announcements, and brief letters to the editor related to the interests of our members. Material submitted for consideration should be typed in double-spaced format, with all notes integrated into the text. The *OAH Newsletter* reserves the right to reject articles, announcements, letters, advertisements, and other items that are not consonant with the goals and purposes of the organization. Copy may be condensed or rejected because of length or style. The OAH disclaims responsibility for statements made by contributors. ¶ Deadlines for receipt of all copy are as follows: 1 January for the February issue; 1 April for May; 1 July for August; and 1 October for November. Full-, half-, and quarter-page display advertisements and job announcement advertisements ("Professional Opportunities") are available. Contact the advertising manager (advertising@oah.org) for rates; charges for "Professional Opportunities" announcements are as follows: \$65 for fewer than 101 words; \$90 for 101-150 words (announcements of more than 150 words will be edited). Job application closing dates should be after the end of the month in which the announcement appears, and job announcements should represent an equal opportunity employer. Send advertisement inquiries and "Professional Opportunities" announcements to the attention of the advertising manager. Recent back issues of the *OAH Newsletter* are available for \$3.00 each. For more information contact the membership director (member@oah.org).

From the Executive Director

Stirring the Sauce

Lee W. Formwalt

Shortly after my arrival in Bloomington last fall, Assistant Executive Director John Dichtl and I were discussing with outgoing *Journal of American History* editor David Thelen ways to promote the upcoming annual meeting in St. Louis. We needed a catchy phrase and Dave provided us with a quote from Karl Marx (in a letter to Fredrick Engels) about the 1877 general strike in St. Louis: "a nice sauce is being stirred over there." Using Marx's quote in some of our advertising, we had little idea just how prescient it would be.

Less than four months before the annual meeting was to start the sauce began to simmer when the Justice Department sued the Adam's Mark Hotel for racial discrimination. At times, it looked like the pot would boil over and the meeting would not take place; at other times it appeared that it might happen but with much smaller than usual attendance. Then there were those times when we allowed ourselves a glimmer of hope that this would be one of the best meetings ever. By the end of March, optimism triumphed, the sauce was cooked to perfection, and we, indeed, had a successful meeting.

The success had a lot to do with the way OAH reached out to its members and to the people of St. Louis for help and guidance in this struggle. For the first time the OAH executive office sent mass e-mailings to its members. These postings detailed the background to the racial discrimination lawsuit against the OAH convention facility. Not only did our members tell us how they felt about the Adam's Mark situation, they expressed their appreciation on being consulted in such matters. We also turned to our members and other citizens and leaders in St. Louis and found that they were very interested in the Adam's Mark case. Together we were able to make alternative plans for the annual meeting and to take an important stand against racism.

The annual meeting in St. Louis also provided American historians with an opportunity to carry the story of America's past out of the lecture hall and hotel conference room to the larger public and to shatter the stereotypes that many Americans have about historians, if not all academics. A St. Louis policeman observing the hundred or so historians gathered for a rally against racism across from the old federal courthouse where the Dred Scott case was first heard remarked, "That's a bunch of professors? I thought they just talked. I didn't know they do things."

American historians attending the annual meeting in St. Louis did do things and we came away from the convention having learned a number of important lessons. For some of us, these were not new, but a confirmation of what we already knew. If anyone had the impression that the civil rights movement began and ended in the middle of the twentieth century, that illusion was dispelled by the lawsuits and subsequent events in St. Louis. The timing of the Adam's Mark settlement, about a week before the meeting, suggests that individuals working together in common cause can make a difference.

In the last three months before the meeting, we scrambled to meet and learn from as many St. Louisans as we could. In return, they embraced us and worked closely with us to deconstruct the original meeting and then reconstruct it at Saint Louis University. Once we stepped outside the hotel and the convention and visitors commission and began speaking with the residents of St. Louis we began to see the city in a whole new way. As we look to future meetings in other cities, we will be consulting with local residents as well as the hoteliers and the chamber of commerce in an effort to get a much fuller picture of the community in which we plan to meet.

Community college historians from St. Louis and elsewhere, a small but growing number of the OAH membership, were important players at the annual meeting. They

joined in the Friday evening March Against Racism carrying their own banner proclaiming, "Community College Historians Against Racism." An hour earlier I had heard them stirring their own sauce at a session where they complained how their voices were often drowned out in large national organizations like OAH. They reminded listeners that the value of scholarship resides in its being taught to the next generation and that more college students learn their American history from community college historians than from anyone else. Although the OAH is often associated with *The Journal of American History* and the annual meeting where the latest scholarship is discussed and disseminated, it must not be limited to that role. In the end, all historians are teachers in one way or another and the OAH is the appropriate forum that unites all American historians wherever they teach.

For many years, the OAH has recognized the importance of historians at the precollegiate level and in two- and four-year colleges.

We publish a quarterly *Magazine of History* for history teachers. The OAH also has included Focus on Teaching sessions at its annual meetings and has established regular committees on Teaching and on Community College Historians. But our numbers of precollegiate, community college and 4-year college members are still low. Currently more than two-thirds of OAH members teach or are historians in training (i.e., graduate students). Of those 62 percent are at universities, 18 percent are at 4-year colleges, 13 percent are precollegiate teachers, and 7 percent are in community colleges. Clearly then, most of the OAH's future members work outside the large research universities.

As we learned the value of reaching out to the local St. Louis community during the recent crisis, we applied this lesson to our efforts to bring more two- and four-year college historians into the organization. We decided to go out to where these historians gather at the local, state, and regional level. In March, in the middle of the Adam's Mark imbroglio, several of us took some time out to attend the annual meeting of the Indiana Association of Historians in New Harmony to meet with Indiana historians and talk about OAH and the developments relating to the St. Louis meeting. Then following the OAH annual meeting, we

attended the Georgia Association of Historians annual meeting. Both of these state organizations tend to include historians from the states' community and four-year colleges with relatively few colleagues from the flagship institution in either state. We will be visiting other state organizations of historians as we expand our efforts to bring more American historians at all levels into the OAH.

Another major initiative we are undertaking to bring more historians into the fold is our first Midwest Regional Conference that will be held at Iowa State University in Ames on 3-6 August. At the recommendation of two- and four-year college historians already in the organization, the OAH executive board decided on an innovative format for the conference. In addition to regular sessions one would find at a typical annual meeting, the regional conference will have professional development sessions to update historians on the historiography in various fields over the last twenty years or so. These state of the art sessions will include such notables as Mark Summers and Allan Lichtman on political history, Kenneth Lockridge and David Edmunds on biography, Lee Ann Whites and Catherine Kelly on gender and women's history, David Montgomery on labor history, David Goldfield on urban history, and Paul E. Johnson on history of religion. By having the conference on a university campus in the summer, we sought to make it inexpensive and convenient. We hope to hold future regional conferences cosponsoring them with institutions in the region.

High School and college historians are not the only practitioners who stir the sauce. In his interview (p. 1), National Museum of American History Director Spencer Crew, reveals how public historians at times expand our understanding of the past by addressing controversial issues. No matter where historians practice their craft, we cannot forget that the power of history is often grounded in the local community in which the historian either lives or comes from. As the OAH moves from the Adam's Mark crisis and successful 2000 meeting on into the twenty-first century, it will make the effort to strengthen its connection with historians at the local and regional level while meeting the needs of American historians as only a national professional organization and learned society can. We hope to stir up a national sauce with many fine local and regional ingredients that will enhance the historical understanding of all who partake. □



Lee Formwalt is interviewed by a reporter from KMOX radio in St. Louis at the entrance to the OAH exhibit hall. (More images from the St. Louis meeting may be found online at <<http://www.oah.org/meetings/2000/images.html>>.)

2000 OAH Election Results

President

Kenneth T. Jackson, Columbia University

President-Elect

Darlene Clark Hine, Michigan State University

Executive Board

Douglas Greenberg, Chicago Historical Society

Emma Jones Lapsansky, Haverford College

Gloria Elizarraras Miranda, El Camino College

Nominating Board

David W. Blight, Amherst College

Elizabeth Jameson, University of Calgary

Michael J. Hogan, Ohio State University

Victoria Z. Straughn, La Follette High School

Marie Tyler-McGraw, National Park Service

Total Number of Ballots: 1435

(See photos on page 33.)

▼ Crew / From 1

LS: Did you think of it as an alternative career? As prestigious as Smithsonian is, if you have a Ph.D., you really should be at a university.

SC: That's what I have heard. I was at the point where I wanted to experiment with other things. Not that I'd been teaching a long time, but I needed something different to recharge the batteries. I came here to get away for a little bit, to take a deep breath, maybe do a little bit of writing, and then go back to the university. But I was captivated by the work in a museum. It was not a career I would have even considered prior to that. I don't think I had been at the Smithsonian more than once or twice prior to coming here to work.

LS: What captivated you? Did you immediately think, "Five and a half million people that I could influence."

SC: No, I wasn't that bright. I think what struck me—and I give a lot of credit to Bernard Finn, then head of the Department of the History of Technology and Science—is that he started me off by giving me an assignment to do a medium-size exhibition. That exposed me to a variety of people around the institution, gave me a sense of what the various tasks were that went into exhibition development, and the skill and ability needed to take very complex historical concepts and present them in a way that was digestible by the public. It's akin to designing a freshman introductory course. You've got to put it in a format that people can understand, digest, and get excited about. The exhibition work really captured my attention.

LS: Central to museum work is the exhibition team. Central to scholarship is the solitary investigator. Had your graduate training in history or your teaching given you those skills? Did you need to learn new skills to become a curator and an administrator?

SC: There was quite a learning curve. The way you learn is by doing exhibitions, and I did a lot of them, in terms of working with exhibition teams over the first three or four years that I was here. That, as much as anything, helped to hone my abilities. Also, having taught in different kinds of schools—learning how to provide information to fit your audiences—was part of the training that university life gave me. I translated that to a museum setting. The important part was bringing the rigor and the discipline training from the academy. But more intriguing was trying to figure out how to translate the acquired scholarly information into a public setting.

LS: The academic training was an essential base?

SC: Yes. I believe that people who do public history need to come in with subject area expertise and with the skills for research, so that the research you do is meticulous and you can verify it, as you're going to have to do with any kind of a publication. In the Smithsonian, one of the things we pride ourselves on is the accuracy and the crispness of our presentations. This requires pretty stellar scholarship. We try to share our work on exhibitions with our colleagues in the academy before we go public. You want to make sure when you send things out to your colleagues that you feel confident that what you're doing is of the highest quality.

LS: In my eyes, you are a very powerful person. You're the head of the National Museum of American History—which tells the nation's story. You are in some way defining how the nation's history is told to the public. What is the national story—or stories—that you are telling? What is the role of museum director in determining how U.S. history is presented? What do you understand as the constraints on your control of that presentation?

SC: I think the plural is correct and that our approach is to begin to unpeel, if you will, the variety of stories that make up the American story. We want to tell stories about the nation's many peoples and how those stories come together to create the American story, if you want to say that. We are trying to expose as much of the various experiences that make up the American narrative over time. We're picking and choosing constantly, trying to bring new ideas forward, new perspectives, histories of new groups. There is a chance for visitors to learn something new beyond their own circle of experience, and then con-

nect it back to their own. Our task is to begin to illustrate the richness and complexity of history: that it's not a singular story and that there is no one single truth. There are, in fact, lots of different pieces of information that are cobbled together by all of us in many ways. If people begin to understand the various pieces of information that go into the American story, it helps them to think differently about that story. If nothing else, I would hope that people leave here as critical thinkers—that they don't necessarily accept things at face value—but are constantly thinking, analyzing, and trying to figure out how the information we have presented fits within the realm of information that they have.

LS: That is a large goal—leaving as critical thinkers.

SC: If you are an educational institution of any type—for me that's a fundamental value—that you want to teach people to be critical thinkers, so that they can navigate the world in which they live.

LS: What do you know about us, your audience?

SC: Well, besides gross numbers, we know some preferences. We also know the profile of visitors to the museum. They tend to be age 25 and older. They tend to be fairly well educated, probably more middle class, and fairly affluent. That's a profile of those coming in the door presently. We want to change that profile, to broaden the base of people coming in. Early on during the time I became director, we did a year-long audience survey to catch a sense of what kinds of things people expected, how difficult it was to navigate the museum, and what things were not here that visitors would like to see. That has helped to key the kinds of work we're trying to do for the future.

LS: Given that profile and that, it seems to me, the stories museums are telling are getting more and more complex, do you have any way of knowing if audiences are following? I'm thinking of the First Ladies gowns exhibition. It used to be a simple story—fancy gowns that reflected changes in fashion. Now it is much more complicated.

SC: Yes, through audience surveys. I can't say we do it in every instance, but the model is to do a front-end audience survey. As you're developing the exhibition concept, different ways of presenting it, you're sharing it with the public to see if they're getting it, and to see if you're getting it in ways that resonate for them, so that they want to be engaged with it. When you're done, ideally you do back-end evaluations to see if, in fact, it's working the way you want to. We are working to increase how often we do that, but I'd say that is more and more the pattern that we follow. It is clear that the First Ladies exhibition we have now, the new one, is the most popular exhibit we have in the building. The adding on of layers has not dampened that whatsoever. Certainly they are still awed by the gowns, but I think a lot of people greatly appreciate the context. That's what we want to do as much as possible, not only give you these wonderful objects, but also a context for them, so you understand their meaning, significance, and reverberations.

LS: That raises the question of objects. You've

written, "Objects are dumb, not eloquent. And if by some ventriloquism they seem to speak, they lie." How does this museum deal with the dumbness of objects?

SC: It's not that objects don't speak, but what they say depends on the context in which we put them. To assume that the object by itself is going to tell a particular story is not true. Whoever comes in brings with them a personal set of experiences, and they read the object differently. The point of that quotation is to argue that just laying the object out and assuming it will tell you what it is, is not truthful. We're always consciously making decisions, even when we don't think we are. Why not just understand that proposition and recognize that you are giving context. That's not to say that I don't think objects are powerful. I think objects are the key to our means of presentation in museums. But we have to be very conscious about them and about how we use them and not presume it is enough just to put them out there and let people enjoy them. Even if you are putting a number of objects that show the progression of a particular machine, you are still making a statement about progress. Not to recognize that is a mistake. It parallels the conversation we had in the academy about writing history, that if you lay out the narrative, it will tell the story itself. Well, we all recognize that as a historian, you are making choices about what information you include in that narrative and what you exclude. It is the same thing in the context of objects.

LS: There are probably more curators and designers than research historians on any given exhibition team. Exhibition staffs have a fair amount of freedom. Scholarship is always changing. So where does the central exhibit idea come from? If it is not from the objects, is it from human heads?

SC: It is a combination of both. Here, and I think in most places, a good curator has subject-area expertise and

See Crew / 6 ►

Don't miss the June JAH . . .

Some highlights include:

<i>Walter Johnson</i>	The Slave Trader, the White Slave, and the Politics of Racial Determination in the 1850s South
<i>Gervasio Luis Garcia</i>	I Am the Other: Puerto Rico in the Eyes of North Americans, 1898
<i>Adam Fairclough</i>	"Being in the Field of Education, and Also Being a Negro Seems . . . Tragic": Black Teachers in the Jim Crow South
<i>Jonathan Zimmerman</i>	"Each 'Race' Could Have Its Heroes Sung": Ethnicity and the History Wars in the 1920s
<i>Pamela Grundy</i>	From Amazons to Glamazons: The Rise and Fall of North Carolina Women's Basketball, 1920-1960
<i>Robin D. G. Kelley</i>	An Interview with Herbert Aptheker
<i>Herbert Aptheker</i>	An Autobiographical Note
Exhibition Reviews	"William Sidney Mount: Painter of American Life," by Karl Kusserow
	"Breaking Through: The Creative Engineer," by Richard O'Connor

Read the *Journal of American History* online!

<http://www.historycooperative.org/>

www.indiana.edu/~jah

News from the National History Education Network

States Collaborate on Social Studies Assessment

Loretta Sullivan Lobes

Since 1990, when President George Bush called an "Educational Summit" of the nation's governors in Charlottesville, Virginia, the standards and assessment movement has exploded. Today, most states have legislated K-12 standards-based educational reform. The District of Columbia, Puerto Rico, and every state except Iowa have adopted academic content standards for student learning in mathematics, English, science, and social studies. Now, states are turning their attention toward evaluating student learning with assessment instruments; so far, forty-seven states have committed to using assessments in order to measure student achievement against content standards.

Currently, twenty-five states have developed or are developing social studies assessments that include history. While history courses form the vast majority of the social studies classes offered in schools, history has only a limited role in social studies assessments. When states developed content standards, they incorporated history into social studies standards that also included economics, geography, and civics. As a result, history is being evaluated within social studies assessments. Frequently, social studies assessments limit historical topics to about twenty-five percent of assessment questions. Even in Virginia, where historical content dominates the social studies standards, history questions represent only one-quarter of the



questions on the state assessment examinations.

Creating high quality, large-scale assessments in social studies, that include challenging questions about historical thinking and understanding, is a difficult task for state departments of education. Underfunded state education departments are struggling to fulfill state-mandated deadlines that require the measurement of student learning in social studies against standards. In order to produce assessment instruments, education departments may contract for items with educational testing companies, purchase assessments from textbook companies, or develop test items in-house. Other than the Educational Testing Service (ETS), which produces the U.S. History National Assessment of Education Progress (NAEP), history achievement tests, and advanced placement examinations for history, very few states or testing organizations have extensive experience with large-scale assessments in social studies. However, ETS is not currently working with states. Several states are purchasing social studies assessments from textbook companies such as Harcourt Brace or developing assessments with educational measurement companies such as American College Test or Advanced Systems. But textbook and educational testing assessments are expensive. Other states are developing social studies assessment questions with teachers, but this is a slow process because writing assessment items requires specific expertise. To answer the need for assessments at a lower cost and to acquire experience developing assessment instruments, a collaborative of states applied to the U.S. Department of Education in 1997 for funding

to develop social studies assessment instruments. This collaborative, called the Comprehensive Social Studies Assessment Project (CSSAP), is comprised of the Missouri Department of Education, the Council of Chief State School Officers (CCSSO), ACT Inc., and twenty-three state departments of education.

CSSAP, the largest social studies collaborative in U.S. history, received a \$3.5 million multi-year grant from the Office of Educational Research and Improvement (OERI); the National Institute on Student Achievement, Curriculum, and Assessment of the U.S. Department of Education; and the National Geographic Society Foundation. CSSAP proposed the development of a pool of social studies assessment items from history, economics, geography, and civics including multiple-choice and constructed response questions as well as performance tasks for portfolios. In addition to assessment items, the Project's CD-ROM and website plan to incorporate model social studies tests, resource materials for professional development, and portfolio assessment protocols.

CSSAP assembled a

large taskforce to produce the assessment framework including individual items, professional development materials, and the CD-ROM. The taskforce also included an administrative team of CCSSO personnel, state social studies coordinators, and ACT advisors, as well as disciplinary scholars and teachers. Because state standards vary greatly, the administrative team engaged disciplinary scholars to help identify common themes and topics across individual state standards. Scholars used the national standards for history, geography, economics, and civics to assist the management team with the development of a consensus social studies framework that state coordinators could use to make teacher item-writing assignments. Referencing national standards helped to guide teachers toward evaluating student knowledge and understanding of major concepts. History assignments identified an era in United States or World History drawn from the National Standards for History and highlighted one of four themes: Change and Continuity in Political Systems; Interactions of People, Cultures, and Ideas; Economic and Technological Changes; and Comparative History of Major Developments. Then state social studies coordinators selected 135 outstanding teachers to create two fifty-minute assessment modules that included a stimulus, three multiple-choice questions, a short answer, and an extended response (short essay). Teachers also developed a performance task to be completed over several weeks, which required students to research and analyze a subject, issue, event, experience, or idea for an assessment portfolio. Disciplinary scholars served as consultants and advised teachers in selecting module topics and reviewing items that were scheduled for field-testing in 1999-2000. The Project produced over 1,300 social studies questions that ACT is currently field-testing and analyzing for validity and reliability. Performance tasks will be field-tested in fall 2000.

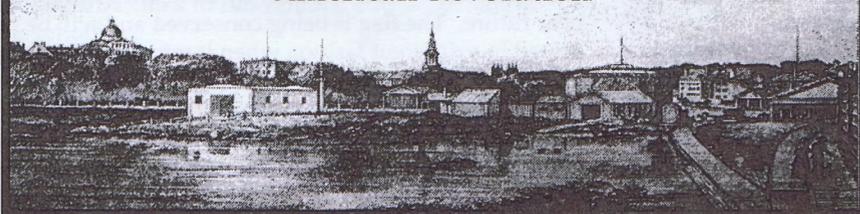
Even as field-testing items and assessment analysis begins, the CSSAP management team agrees that there are areas for improvement. Future projects should make teacher assignments more specific to either state or national standards. More extensive professional development in assessment writing and content knowledge is necessary for teachers before item-writing begins. Finally, future projects need to create a larger pool of assessment items.

In spite of some deficits, CSSAP is making a contribution to social studies and history assessment by demonstrating good techniques for states currently implementing large-scale assessments. By including several types of assessment items—multiple choice, constructed response, and portfolios—the Project demonstrates assessment methods that accommodate different learning styles and demand a variety of skills. CSSAP is promoting item-writing based on content standards and encouraging state social studies coordinators to work with disciplinary scholars. Involving ACT helps to ensure fairness and reliability for students. Also, the Project relates professional development materials to both assessment item-writing and content knowledge. By demonstrating multiple assessment methods as well as linking content standards and professional development with assessments, CSSAP is taking the first steps toward developing challenging, valid, and reliable assessment instruments for history and social studies.

As states struggle to create social studies assessments for K-12 students that document students' mastery of content standards, it is important for historians to be involved in assessment development and review. Only by being part of the assessment development team can historians ensure high-quality history assessment items and argue for an increased percentage of history questions on state assessments. □

CHANGING MEANINGS OF FREEDOM

The 225th Anniversary of the
American Revolution



June 2-3, 2000

Boston, Massachusetts

A public symposium, co-sponsored by the Organization of American Historians, "Changing Meanings of Freedom: The 225th Anniversary of the American Revolution," will be held in Boston June 2-3, 2000. David McCullough, historian and host of "The American Experience", will give the opening address and Eric Foner, author of *The Story of American Freedom*, will give the plenary address. Other featured speakers include Pauline Maier, Edward Countryman, Joseph J. Ellis, Linda Kerber, Gary Nash, James O. Horton, Byron Rushing, Alfred Young, David Hackett Fischer, and Barbara Clark Smith. For more information, visit the website at <<http://www.nps.gov/bost>>, or contact Annemarie Schoen at Boston National Historical Park, Charlestown Navy Yard, Boston, MA 02129, phone (617) 242-5668, or send e-mail to annemarie_schoen@nps.gov. The symposium will be free and open to the public (although preregistration is mandatory).

▼ Crew / From 4

object expertise. That person's breadth of experience and ability is helping to shape the exhibition. But it's not done in isolation. It is done in conversations with colleagues inside and outside the museum. There's an entire process of evolution of a script and exhibit idea. You may come forward with something and in the conversations it gets shaved and changed and moved around based on what the scholarship is, what you think the object says versus what other people perceive, what educators are telling you what the audience is understanding. All of those things shape the final product, and it is a long process of shaping and reshaping, so that what you begin with may not, in fact, end up as the final product. What we are interested in is the intellectual, design, and educational process that gets you to the final product.

LS: Is there an average time to exhibition?

SC: It depends on the size. If a permanent exhibition is a large one—I'd say it takes three to five years' of work. You can imagine after three or five years it is a little bit different than where it began. That's a nice gestation process, because it allows you to play with your ideas. You get input from colleagues, your supervisor, the director, senior managers. You get input from every place, and that input helps to shape and reshape the final product.

LS: Does this museum work with focus groups?

SC: In a rudimentary fashion. As we pick a topic area, we're trying more and more to talk with people who have expertise in that area—academics as well as non academics—to get a variety of perspectives. On a lot of exhibitions, if we're working on a period when people are still alive, we will want to have contact with them, get their sense of it to help shape our perspective. We have a group now, for instance, looking at work, so we're talking to workers. We did a show several years ago about memories of World War II—we talked to people from that era,

to veterans and other folks—to help figure out the issues, the ideas that ought to be in the center of that conversation. We haven't been as sophisticated about focus groups as such. I think that's a new direction that we want to take and do more of it. As we get more sophisticated, our marketing and publicity activities will get better and better, and we will get a larger educational staff. Our educational staff has not been the size that it needs to be. We're working very hard to try to make it bigger.

LS: Is that a financial issue?

SC: It's a budget problem. It's the reality of tight budgets in Washington for the last ten years, and the fact that we've had a shrinking staff rather than an expanding one. So it has been how do you hold the line and not lose as much as possible.

LS: Putting a positive spin on the *Enola Gay* exhibition and controversy, I would describe it as having opened a dialogue between the Institution, Congress, the public, and other funders, about how history should be told in this country. Yet, there is also the perception of a chilling effect and the avoidance of controversy. How did *Enola Gay* affect this museum? Have curators' spirits been dampened? Has corporate sponsorship, which is increasing in this museum, been affected?

SC: Several things strike me as the result of the *Enola Gay*. It really told us we have to pay attention to the stakeholders in our presentations, especially when they are still around and can have an impact. Much of the conversation around *Enola Gay* was the memory of the veterans versus what the historians saw from a distance. Maybe we didn't take into sufficient account the power of those memories and our need to pay attention to them. The whole thing the field is talking about now—the importance of memory and how it plays out—*Enola Gay* may have been one of the first times that happened in the public setting. As public scholars, we needed to pay more attention to that, because the debate clearly is at a much more active level when we do it, as opposed to in a book.

I think the other thing that we began to realize was our need to focus more on the complexity of issues and to not focus as much on a singular interpretation. The term we use for it around here is a 'balanced presentation.' I think there was an impact on the curatorial ranks after *Enola Gay* and a great concern—more of self-censorship than anything else—that things wouldn't emerge or people would be too cautious. I think that happened briefly, but we're back in balance. People certainly are keeping the lesson of *Enola Gay* in their heads but aren't self-censoring to the same degree.

LS: Can you spot the next *Enola Gay*? Is there anything in the pipeline that that might be potentially controversial?

SC: Not right now, but I could mention a couple that have come through already. The most obvious one was the show we did about a year and a half ago on sweatshops. We very carefully thought that one through. There was some controversy around it, but by having anticipated some of it, we were much more successful than we might have been otherwise.

The other one was a photographic show that we did on the last days of the Nixon presidency. We thought about it ourselves and took it to the board of the museum to ask, "What do you think? What do we have to anticipate?" They were really terrific about saying, "Here are the things you have to think about. You should do the show, but here are the things we need to do to position ourselves in the best possible way." As it turned out, we didn't have much controversy about it. Our biggest fear was that the impeachment trial of Clinton would last forever. That show, in the middle of the impeachment trial, was going to be a tough one to do. Either people would decide that you're denigrating Nixon or you're trying to embarrass Clinton. The best thing that happened was that they got the trial over with, and we could open the show and put it in a historical perspective.

LS: Do you hear from Congress about any of these exhibits?

SC: Sure. It's the nature of being at the Smithsonian, being in Washington. You hear from Congress about a lot of things. We've learned that's part of life. You pay attention to it; you don't dismiss it. You try to be honest and responsive to the issues that are raised.

LS: And do you feel like Congress is fairly responsive to the museum?

SC: Yes, I think we're in a good situation these days.

LS: The official guide describes this museum's tasks as collecting, preserving, studying, interpreting, exhibiting, and honoring the heritage of the American people. How do you shape a museum's activities to honor the heritage of a people?

SC: That is one among our many tasks. People very often come here on a sacred trek to find history, to find themselves in history, to see those icons and those objects that they've heard about and have never had a chance to get near. That has to be part of what you present to people. There are aspects to our history that we really should honor, that ought to be part and parcel of the experience we provide to visitors. Those icons like the Star Spangled Banner, and the lap desk on which Jefferson wrote the Declaration of Independence, and George Washington's uniform.

LS: Have the icons been reinterpreted over the last twenty years? Is there new text for Jefferson's desk?

SC: That's part of the work we are trying to do now. We will use the desk in a slightly different setting in the near future. The flag is being conserved and will be presented in a different fashion when it returns. We want to take into account newer scholarship. You don't want to keep the same things up for over thirty years.

LS: The museum opened in 1964 as the Museum of History and Technology. The name changed in 1980 to the National Museum of American History. There still seems to be a lot of technology exhibitions, not to mention installations that make use of technology. What was the reason for the name change, and what impact has it had on exhibition and collection?

SC: The reason for the name change was to say that first and foremost we're interested in history. Technology is a subset of that, as is social history, the history of science, intellectual history, political history. You are right that there is plenty of technology and history of science in the museum, but more and more they are connected to people, to society, to trends. It is not the story of the progress of a particular piece of machinery, but how does the evolution, the activities of that piece of technology, and those technological changes, impact people? The *Material World* exhibition that visitors see when entering the museum represents that transition. We are trying to talk technology and culture and people—not only what is the object made of, but how does it connect to your life? You recognize the object because it connects to you in some way. Then you think about what it's made of and how the world has changed as a consequence of these materials. That begins to give a bigger canvas to the issues and the ideas we are interested in.

LS: Is that exhibition permanent?

Oh Freedom! Oh Freedom!



The Freedom Singers from the Albany (Georgia) Civil Rights Movement Museum helped lend a powerful voice to the March Against Racism at the OAH annual meeting in St. Louis. Help support the singers and the museum by purchasing an exclusive Freedom Singers T-shirt. Each shirt features an image of the singers (shown above), along with the words, "Oh Freedom Oh Freedom." Shirts are 50/50 cotton/poly blend. Available in black or burgundy. Sizes M,L, XL are \$13. Sizes XXL, XXXL are \$15. Prices include sales tax. Add \$4 to each shirt for shipping. For more information, or to order, contact:

Freedom Singers T-Shirt, c/o Albany Civil Rights Movement Museum
P.O. Box 6036
Albany GA 31706
fax/voice at (912) 432-1698 • e-mail: mtzion@surfsouth.com
<http://members.surfsouth.com/~mtzion/>

Focus on *Teaching*

Understanding Student Interest: A Survey

Robert Cassanello and Daniel S. Murphree

As teachers of history, many of us spend countless hours constructing "perfect" lectures, ones that not only successfully challenge our students' cognitive processes and critical thinking skills, but ones that also spark their interest in the subject matter. While this may be the goal for most of us, few teachers have ever asked their students what topics actually interest them in the first place. At Florida State University (FSU), where we both served as teaching assistants, we used to get into heated discussions with our colleagues about student interest in different kinds of subject matter. Out of these conversations came an idea to poll student interest on possible topics to be

Table 1: Student Interest in Lecture Topics

Topic	Students	Percent
Military	357	36.8%
Political/Diplomatic	279	28.8
Science/Technology	443	45.7
Social	565	58.2
Women's	412	42.5
Ethnic	466	48
Economic/Business	322	33.2
Religious	412	42.5

taught in the introductory level history classes. This article reports on the findings of our surveys.

In the 1996-1997 academic year we conducted our first survey of about 200 students in our classes. At the same time, the department of history at FSU was trying to tackle serious questions of declining enrollment and course selection. Seeing an opportunity to help shed light on their specific needs, the department's faculty asked us to conduct our survey on a much larger scale with departmental funding and support. We were glad to comply. In our survey, we asked students to rate lecture topics which interested them, and to report general demographic information which would be helpful in analyzing their responses. This second, larger survey took place in the 1997-1998 academic year and had 976 respondents. An estimated 1,200 students were enrolled in survey classes that semester. The students who participated in the survey were enrolled in the introductory-level American, World, Asian, and Latin American Civilization classes. Over 90% of the participants were between the ages of 17 and 21, while almost 90% were either freshmen or sophomores. Over 60% of the respondents were of European descent, over 12% were of African descent, almost 10% were Latino/Chicano, and 3% were of Asian descent. By gender, over 46% were male, while over 52% were female (2% chose to leave the category unanswered).

At the outset, some of the FSU teaching assistants argued that lectures should emphasize military, political and diplomatic history, since a majority of students were interested in such subject matter. They further postulated that students dramatically lost interest when a class is "burdened" with issues of race, class and gender. Others, including the two of us, countered the opposite.

The results of the survey were too complex to validate either view completely. Of the students who responded to the survey, 37% expressed an interest in military topics and 28% expressed an interest in political and/or diplomatic topics. This supports the idea that a large percentage of any class has an interest in such traditional topics and approaches. In the same survey, however, 58%

expressed interest in lectures containing social topics (described as the lives of everyday people in history), 48% expressed interest in ethnic topics, and 42% expressed interest in women's topics. In other words, large numbers of students expressed interest in issues related to race, class and gender. Although this confirmed our original hypothesis, we became more critical of our assumptions and we probed deeper than originally planned. What we were able to discern from the study was that a large number of students had interest in many topics, and if an instructor chose to design a class around either purely traditional or purely social topics, s/he might fail to tap the interest of a significant percentage of the students. To put this into a culinary analogy, one was not likely to become a great chef by using only one or two ingredients in one's cooking.

While our survey shed light on the larger questions we asked, it also contained implications for other assumptions that most of us held to be true or had never questioned. For example, at the outset none of us particularly championed science and technology. Yet, in spite of the fact that many introductory texts and instructors either neglect or gloss over these topics, 46% of the students expressed an interest in these areas (1). Another neglected topic was religion—yet over 40% of the respondents expressed an interest in religious topics as well, almost 60% of whom were women.

Many of the survey's results led us to question our beginning assumptions concerning interest and gender. We assumed that there would be an equal distribution by gender for those interested in general topics such as social history. To the contrary, 70% of all women expressed an interest in social history, while only 45% of the men expressed an interest. This data would suggest that social history is generally more attractive to women than men. As with "women's" topics, the gender gap was also pronounced with respect to gay and lesbian history topics. While 22% of all women expressed an interest in gay and lesbian topics, only 9% of all men expressed any interest in the topic. This disparity indicates that while a large number of women might find interest in traditionally male-dominated topics, few men make a similar leap in the area of women's history or gay and lesbian history.

The survey also produced some interesting insights when we cross-tabulated an interest in topics with the ethnicity of the respondents. Of the respondents of European descent, almost 42% and 30% expressed an interest in military and political/diplomatic history respectively, which closely resembled the interest of the respondents of Latino and Asian descent. Yet, the students of African descent did not express interest in those topics at the same rate; 17% expressed an interest in military topics and 21% expressed an interest in political/diplomatic. Interest in women's history topics crossed ethnic lines: 69% of female students of European descent expressed an interest as compared to 79% of female students of African descent, 77% of Latino/Chicano students, 62% of Asian students, and 80% of those who described themselves as "other" (2). While 7% of male students of European descent expressed an interest in women's history as compared to 20% of male students of African descent, 9% of Latino/Chicano students, 7% of Asian students, and 17% of those who described themselves as "other." Women of non-European descent expressed an interest in social topics and gay and lesbian topics almost two to one compared to their male counterparts. Men in all ethnic categories made little more than 10% of the respondents within their ethnic group who expressed any interest in women's history topics.

This survey was not meant to be conclusive or to silence any faction or subdiscipline within the profession. In fact it was purely a means of questioning our own assumptions about teaching. But, the survey had two direct consequences. One was that the history department at FSU began to offer courses that it had not offered in the recent past, such as race/ethnicity and North American Indian history. These courses quickly became so popular that they served to increase the overall enrollment in history classes. Secondly, the survey led us as teachers to question the assumptions we had about our students. Specifically, we realized that we might have been asking the wrong questions in the first place. What we should have been asking as teachers and scholars of history was, "what kind of assumptions, biases and prejudices do I have concerning my own students?" As historians with professional training, we are expected to evaluate biases in historical scholarship, as well as any in our own scholarly work. Yet how many of us use that yardstick of objectivity when it comes to what we think we know about the interests of our students? Moreover, how many of us actually care?

History professors have been attacked outside and inside the classroom for the past decade. Outside the classroom, there are administrators equipped with data on low class enrollments who threaten history programs by cutting the number of required history courses and not replacing lines of retired faculty. A departmental survey of student interest can be useful, as it was at FSU, in maximizing non-major student enrollment and in revitalizing a program that the administration and competing departments deem to be lagging. Secondly, at the end of every semester, students are given the opportunity to evaluate an instructor and the material covered in class. Most stu-

Table 2. Student Interest in Lecture Topics—by Gender

Topic	Males (%)	Females (%)
Military	263 (57%)	94 (18%)
Political/Diplomatic	164 (36)	115 (22)
Science/Technology	280 (61)	162 (32)
Social	207 (45)	357 (70)
Women's	44 (9)	368 (72)
Ethnic	166 (36)	300 (59)
Economic/Business	186 (40)	136 (26)
Gay/Lesbian	43 (9)	112 (22)
Religious	171 (37)	241 (47)

dents, with expedience, fill out these evaluations perfunctorily assuming they have no real impact on the course or the instructor. Usually we are left with only one or two meaningful comments about the content and curriculum to consider for the future. Since this undertaking, we have begun using informal surveys to gain an understanding of student interest and to make minor adjustments during the rest of the course. Such information is more beneficial to instructors during the course than it is after the course has ended. We did not become history teaching gurus as a result of this project, but we did become better teachers from the experience, because it led us to question our assumptions and our teaching objectives, and helped us design courses which more closely matched the interests of our students.

▼ Crew / From 6

SC: No.

LS: What will be there next?

SC: *American Legacies*, which in an engaging and attractive way gets at questions of how we think of ourselves as Americans and how museums think of themselves. It looks at several things simultaneously: What has been the changing perception of the meaning of being an American? How have we thought of ourselves differently over the years? How do we do research and create interpretation? How does one object have several different interpretations at the same time, depending on what avenue of inquiry you decide to make? The other part is sort of a history of collecting at the museum. The objects that we decide to bring in help to create the memory that people have of the history of this country, so it is at the core of what the museum is really focused on trying to accomplish. We're really excited about *American Legacies*. I think it will create a different initial experience of the museum.

LS: How is the museum itself organized? Is it structured like a university with academic departments?

SC: It's not quite like a university. You have the director, the deputy director, then five or six units below the director. The five units are management and administration; curatorial affairs, which is the curators and collections management and conservation folks; public service, which is education and exhibit production; external affairs, which is development, marketing, publicity; and capital programs, focused on special projects, infrastructure, and facilities. Closest to a university is the office of curatorial affairs, where most of the curatorial scholarly staff is located.

LS: That's where historians would be employed?

SC: Yes.

LS: What activities do historians perform in this museum?

SC: If you're interested in working at a museum like this one, you are expected to be a public scholar, to do research directed toward a public outlet. You need to be thinking about forums in which you can share history with the public. It could be an exhibition, it could be a public program, it could be a written piece for a public setting—those sorts of things need to be the end products that one thinks about in this setting, which is quite different from our colleagues in the academy.

LS: Would you recommend that people who are working toward doctorates think about this kind of work

or are you looking for people with other skills, like the education staff who might not necessarily be Ph.D. historians?

SC: I recommend it as a place to think about. As historians, we have to think about getting the public excited about history, presenting history in a way that people say 'Gosh, you know, that's interesting, something I want to know more about.' Now it tends to be 'Gosh, it's just boring facts and figures and nothing else.' History, for those of us who love it, is not the dates; it is the connections and the events and understanding how the current of things change and differ over time. The task is translating the excitement that we find in our work to the public so they have that same joy, or at least interest in that, as we do. As I said earlier, you need good scholarship to help ground that, but it's then thinking about the way in which you disseminate it—that is the difference.

LS: Is the museum world more open to women historians and people of color than the academic world?

SC: I think it reflects society. If you look at the museum field, access for women may be a little bit better than it is other places, but overall, I would say it pretty much reflects society. I'm working with a group that is really trying to think about that issue in the museum field. How do we prepare more non-traditional people to think about museums as a career? It is a pipeline problem. Not a lot of people grow up thinking, 'I want to be a curator.' It's just not the first thing that comes to your mind. Making people aware of this possibility is crucial. The other thing is getting to the point where going to work at a museum—as a scholar—is not seen as somehow straying from the true path. I think a lot of us in the early years who chose to do this were seen as lesser historians. It is much, much better now. It's not perfect yet, but it is better. Museum work needs to become recognized as important work in the academy, so that if someone wants to do an exhibition as part of their work toward tenure it is not sloughed off as 'Well, it is in the public service fifth of your work, but where's your book?'

LS: What are the museum's relations with K-12 teachers?

SC: We have an education office that works with teachers to, among other things, create educational kits and programming. Over the last two years, we've developed a terrific new program called "Our Story in History." We take museum objects and create a storytelling morning around them—bringing in storytellers and books on the topic—and then have activities and exchanges for younger visitors. They can see what connects them with the stories, so that they see that the history and the stories we're telling have some parallels to them. We're also part

of the National Council for History Education and very active with National History Day.

LS: I want to talk a little bit about the exhibit, *Field to Factory: African American Migration, 1915-1940*, which you curated. What role does personal biography play in curatorial practice?

SC: With all our research, personal interest certainly plays a role in the things that we pursue. My dissertation work is on the migration period in New Jersey, which has no connection to me personally, but I'm very interested in the movement of African Americans to cities in the early twentieth century and how that changes the nature of the city and the nature of the demands put on it. I am also interested in the nature of the perception of African Americans in the history of this country. I brought those interests to the museum, and when I had a chance to do my own exhibition, those were the topics I wanted to explore. The sidebar to it was wonderful—I was able to learn more about my own family's history. Rufus Crew, a man in one of the exhibit's photos, is my grandfather. He moved from South Carolina to Cleveland around the 1920s. Thus, the idea of the exhibition is to personalize it, not just for me but for everyone who comes in. We want you to be pulled in and find resonance in your existence. The neat thing about the exhibit is that that resonance is not only there for African Americans. It is a story that really is part of the history of a lot of people in this country. People moving for opportunity's sake is the legacy of this nation. You are seeing it through an African American perspective, but people can connect it very quickly to their own personal family histories.

LS: Each visitor entering *Field to Factory* has to choose to walk through a door labeled "white" or a door labeled "colored." That's one of the most powerful museum experiences I've ever had. I've watched people make the choice. Most walk easily up to the doors and then freeze as they note the racial designation. Rarely do white people walk through the colored door, at least when I've been watching, but they have stopped and noted that they are walking through the white door. There's no interpretive commentary before or after. What did you hope to have us learn by presenting that choice? Do you have any information on visitor response?

SC: Only anecdotal. People are most conscious of their children's response. Children are constantly surveying their world, up and down, all around, because they're short, and they've got to look around. Adults are sort of locked in and don't look around them. The purpose is to remind people of the tyranny of segregation, that nobody had a choice. Not only did segregation contain a commentary to people of color about their place, but many whites didn't have a choice either. That system imposed itself on everyone, no matter how you might've felt about it. There were repercussions for making the wrong choices no matter who you were. The point is to show once again, in a very strong way, how segregation forced people to choose.

LS: It works.

SC: When I worked with the designer, we took a deep breath and showed it to the then director. He didn't bat an eyelash, which was terrific.

LS: Is *Field to Factory* a permanent exhibit?

SC: Yes.

LS: What are the criteria for designating an exhibition as permanent?

SC: *Field to Factory* didn't start off as a permanent exhibition. It was slated for no more than a year. Fortunately, its popularity kept it up. I have told the staff, 'If you think of something better, I am not going to be territorial.' Each time they tell me, 'No, it's going to stay,' so I think it has some resonance, which is good. Most often we will have thought about the designation of an exhibition beforehand. *Field to Factory* was an anomaly in a sense. There was recognition that the museum needed to do more to attract the African American population into the museum. The hope was that *Field to Factory* would start that

▼ Cassanello and Murphree / From 7

Table 3. Student Interest in Lecture Topics—by Ethnicity

	European	African	Latino/ Chicano	Asian	Other
Military	265 (42%)	21 (17%)	32 (33%)	9 (31%)	28 (31%)
Political/Diplomatic	191 (30)	26 (21)	33 (34)	3 (10)	23 (25)
Science/Technology	301 (48)	45 (37)	46 (47)	11 (37)	35 (38)
Social	367 (59)	72 (59)	49 (51)	19 (65)	54 (60)
Women's	229 (37)	73 (59)	46 (47)	11 (37)	50 (55)
Ethnic	236 (38)	97 (79)	66 (68)	20 (68)	41 (45)
Economic/Business	219 (35)	35 (28)	32 (33)	9 (31)	26 (28)
Gay/Lesbian	88 (14)	24 (19)	13 (13)	3 (10)	26 (28)
Religious	254 (41)	62 (50)	40 (41)	12 (41)	40 (44)

Endnotes

1. See Heilron, J. L. and Kevles, Daniel J. "Science and Technology in US History Textbooks: What's There and What Ought to be There," *Reviews in American History*, 16 (1988) 173-185.

2. We were able to gather that students who choose the "other" category considered themselves of mixed ethnic background. Many of them either bubbled in two choices for ethnic background or chose "other" and wrote on the side of the answer "mixed race."

Robert Cassanello is Assistant Professor of History at Miles College. His current research includes a study of Florida in the New South. Daniel S. Murphree is a Teaching Assistant at Florida State University. His dissertation is on the construction of race in the colonial Gulf South.

An American Historian in Japan

Lynn Dumenil



Dumenil

In October 1997, I participated in the first year of the OAH's Land Japanese American Studies Association's Residency program for American historians. For two weeks I was affiliated with International Christian University, whose beautiful campus is located in a suburb of Tokyo. Somewhat similar to a U.S. liberal arts college, ICU proved an especially good match for me as I teach at Occidental College in Los

Angeles. The residency program provides a welcome contrast to giving guest lectures, where the visitor zooms in and zooms out, barely having an opportunity to engage in her surroundings. At ICU, I participated in an American Studies course taught by one of my hosts, Professor Naoki Onishi. The class text was the *Norton Anthology of American Literature*, and I integrated my three lectures to their readings. Spreading my lectures out over the course of my stay enabled me to adjust my presentations to my students and gave them the opportunity to get used to my interactive lecture style. I enjoyed their comparative perspectives and remember particularly students' interest in the topic, "The 1950s and the Male Mystique." In response to my comments about *The Man in the Grey Flannel Suit*, one young man explained to me that the parallels for contemporary Japan were striking, except that the "salaryman's" suit was blue.

As interesting as I found the experience at ICU, I was also appreciative of the opportunity to visit other Tokyo campuses. My husband, Norman S. Cohen, who is also a U.S. historian, joined me in a shared seminar on "Multicultural Perspectives on the 1920s" at the American Studies Center at the University of Tokyo, where we immensely enjoyed the ensuing discussion with graduate students and professors. Especially rewarding was an afternoon spent at Tsuda College. After a lecture to a large group of undergraduates, Norman and I met with Professor Fumiko Fujita's graduate students and some of her American Studies colleagues to explore trends in recent social history. The students then shared with us their research interests. We were impressed with all the graduate students we encountered in Tokyo. Their command of the literature in their field was excellent and they seemed exceptionally open and enthusiastic.

In the planning stages of the trip, I had concentrated on preparing for specific lectures and seminars, but what I had not clearly anticipated was how important the extracurricular activities would be. Our hosts were very generous with their time and resources. The students at ICU staged a wonderful going-away party for us and there were numerous other memorable meals with faculty from various institutions. The food was terrific, but not as wonderful as the conversations where we talked about our respective research interests (including Professor Onishi's work on the mythology connected to Plymouth plantation and the celebration of Thanksgiving and Professor Fujita's on American engineers employed in Japan's northern frontier, Hokkaido, in the late nineteenth century).

While history and American Studies was the focus of my trip to Japan and my classroom activities kept me quite busy, I am happy to report that the structure of the residency is flexible enough to include some time for exploring and traveling. Although Norman and I could never manage to get up early enough to make it to the famous Tokyo fish market in time to see all the action, as dedicated food hounds, we did visit the area, where we had our best sushi of the trip.

We also traveled further afield. Professor Ken Kon-do, one of our hosts at ICU, helped us make the arrangements for two weekend trips. We had two unforgettable days in Kyoto, a charming city whose shrines, gardens, and temples, embody so much of "old" Japan. Our second weekend was more dramatic. We took a bullet train to Hiroshima and spent an afternoon exploring the museum there. The wall text in English was eloquent, but balanced. In keeping with the overall message of "peace," in addition to its major focus on the American bomb that shattered the city on 6 August 1945, it also detailed Japan's aggression in the Far East. The museum provided an excellent opportunity for ruminating about how history is packaged for public consumption and speculating about the similar and different ways in which visitors from all over the world might "read" the Hiroshima story.

If this account borders on the genre of "How I Spent My Summer Vacation," it's because it is so hard to convey the intangible rewards of teaching American history abroad. While I hope, of course, that I offered valuable insights to scholars and students in Japan, I am mostly aware of how much I benefitted from the experience. The OAH/Japanese American Studies residency program provided an excellent opportunity for me to hone my skill at conveying American history and to gain new insights drawn from international perspectives. □

Lynn Dumenil is Robert Glass Cleland Professor of American History at Occidental College.

Short-Term Residencies for U.S. Historians in Japanese Universities, Spring and Fall, 2001

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 fifth year of a competition (pending funding approval) which is open to all OAH members. OAH and JAAS will send three U.S. historians to Japanese universities in the summer and fall of 2001.

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 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 previous competitions 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. Institutions, dates, and topics for 2001 will be announced soon at <<http://www.oah.org/activities/japan/>>.

Application Procedures

Each application letter should include the following:

- A two-page curriculum vitae emphasizing teaching experience and publications. Also include the names and addresses of three references.
- The institution or institutions for which you would like to be considered.
- 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 **15 December 2000**, and sent to:

Selection Committee
OAH-JAAS International Residencies
112 N. Bryan Avenue
Bloomington, IN 47408-4199

Application materials may be sent in the body of an electronic mail message, before midnight **15 December 2000**, to <japan@oah.org>. Applicants must be current members of the OAH.

▼ **Montgomery / From 1**

from racism but should challenge it publicly. The third was that we would not cancel the contract with Adam's Mark, because to do so could expose the organization to a penalty possibly equal to one-third or even one-half our annual budget.

These principles reflected decisions made half a century ago by our progenitor, the Mississippi Valley Historical Association. Between 1951 and 1954 the Association had engaged in often acrimonious debates over the question of whether or not it should meet in hotels which barred African American members from attending. President Merle Curti initiated the debate by announcing in 1951 that he would not deliver his presidential address in a New Orleans hotel that accepted only white guests. Eventually, a referendum of the members was followed by a decision of the executive committee never to meet where black members were not admitted to all the facilities of the hotel. It reached that decision one month before the Supreme Court handed down its 1954 ruling in *Brown v. Board of Education*.

In January 2000 discrimination by hotels had long been forbidden by law. Our members were astounded and many of them irate to learn that the first federal prosecution for violation of that 1964 law ever undertaken against a hotel involved the very one where the convention was scheduled to meet. Unlike our precursors in the 1950s, however, members of the OAH were virtually unanimous in repudiating offensive and oppressive treatment based on race. But that was not the only difference: this year we had but three months in which to decide and execute an appropriate course of action, and a contract was already in force.

The executive board sent a letter to Fred Kummer, Jr., owner of the Adam's Mark, calling upon him to promptly reach a negotiated settlement of the charges, with guarantees against racist practices in the future, thus providing an accommodating environment for our forthcoming convention. Failing such an agreement, the OAH would publicize its protest against racism, create a special committee to act upon any charges brought against the hotel during our convention, and make no future agreements with the hotel chain.

Kummer's only response was to proclaim that he was committed to diversity. Having scheduled a meeting with OAH representatives on 8 February, he canceled the meeting, while hotel trade magazines floated a false announcement that an agreement with the government was at hand. Many members then wrote personally to the Adam's Mark, urging it to settle. During these same days, an increasing number of scheduled convention participants announced that they would not take part in any activities held in the Adam's Mark. Members who declared that any course of action other than cancellation of the contract was tantamount to accommodating racism, vigorously organized support for their position.

Then a break appeared in the clouds: Saint Louis University offered us the facilities of its campus for any or all activities of the convention. The turning point came 16-18 February, when Executive Director Lee Formwalt and OAH graduate assistant Damon Freeman visited St. Louis and found welcome mats rolled out everywhere. They easily settled on Saint Louis University as the most accessible and accommodating alternative site for our convention. The local Convention Special Events and Publicity Committee, headed by Kathy Corbett and Leslie Brown, had converted itself into a large action committee of St. Louis citizens, which set to work planning convention activities and rallies protesting racism. After hearing Formwalt testify, the Board of Aldermen placed city facilities and the convention bureau at our disposal. And the *St. Louis Post Dispatch* initiated a series of editorials commending the action of the OAH.

Our course of action was then clear. The OAH decided to keep its contract with the Adam's Mark, while it moved all official activities out of that hotel to other loca-

tions. Most sessions that had not already been scheduled in public sites around the city by the NCPH and the MCH were transferred to Saint Louis University, as were publishers' book exhibits. The presidential address and awards ceremony were held in the splendor of Christ Church Cathedral, by invitation of the Episcopal diocese. Shuttle busses were hired to move participants about the city. The St. Louis committee organized public rallies and a grand procession against racism, with OAH support and participation.

A week before our convention assembled, the Adam's Mark finally reached a settlement with the Department of Justice, providing for \$8 million in compensation to aggrieved guests and others and for outside supervision of future practices. Proud of its role in helping bring about this historic agreement, members of the OAH who came to St. Louis were doubly proud of their own commitment to the organization and its principles. That commitment made possible civil scholarly discussion. It also forecast a future that finds the OAH in closer rapport with its increasingly diverse membership and also with this country's interested public. □

▼ **Crew / From 8**

interest, and it did, and it turned into a permanent show. In the future we want to plan better for permanent shows. We want to focus on spaces that have not changed for many years and update them in terms of scholarship and presentation format. You really want to do things that work for today's audience.

LS: How much space do you need to work on?

SC: I'd say probably a third, at least. We've got work for several years ahead of us. Most of the exhibitions we do now are funded on the outside. Funding for exhibitions is not federally supported, except for staff. Their funding comes from Congress, which we're happy to have. In terms of the other monies that you need to do these exhibits, we rely on fund-raising.

LS: Where will we see the innovations in the museum in the coming years? In exhibition design? Collecting? Technology?

SC: I think the innovations will be in design and presentation, because I think we need to figure out the presentation format for the twenty-first-century audience, with people raised on MTV and Game Boys. I think that technology will also help in terms of providing our experiences, our programming, beyond the walls of the museum. We are going to have to look at the Internet and long distance learning as ways of sharing our knowledge with people who can't come to the museum and are interested in that material. The conservation work will change, too. We're learning a lot through the work we're doing on the Star Spangled Banner about a textile of that size and age. That information is helping to inform our colleagues across the country. The biggest challenge for us is to be more sophisticated in our understanding of our audience's interests, by presenting exhibitions that have a foundation built on good, solid research and scholarship and are also interesting.

LS: From your perspective, as a historian and as director of our national museum of history, what are the most important tasks facing historians in the new century?

SC: Our most important task is to be in the middle of the conversation about American identity. What does it mean to be an American? How do we reconcile those different perceptions and understand them better? If you talk about the new millennium, you're talking about a nation that is changing dramatically. We want to help people see not only the differences but the connections that exist, and to have comfort with that rather than feel ill at ease. Facilitating that kind of a conversation is critical, if we're going to be successful as a nation and cope with the changes that are in front of us. □

Linn Shapiro is the Executive Director of the Humanities Council of Washington, D.C.

Upcoming OAH
Annual Meetings

Los Angeles, California
April 26-29, 2001
Westin Bonaventure Hotel

Washington, D.C.
April 11-14, 2002
Renaissance Hotel

Memphis, Tennessee
April 3-6, 2003
*Memphis Cook
Convention Center*

☐ www.oah.org/meetings

**Slate of Candidates for
the 2001 OAH Election**

President: DARLENE CLARK HINE, Michigan State University

President-elect: IRA BERLIN, University of Maryland at College Park

Executive Board (Paired):

JOHN DITTMER, DePauw University
HELEN LEFKOWITZ HOROWITZ, Smith College

PAGE P. MILLER, National Coordinating Committee for the Promotion of History (until June 2000); University of South Carolina (after June 2000)
CONSTANCE B. SCHULZ, University of South Carolina

KATHLEEN COCHRANE KEAN, Nicolet High School, Glendale, Wisconsin
TED M. DICKSON, Providence Day School, Charlotte, North Carolina

Nominating Board (Paired):

NEIL FOLEY, University of Texas at Austin
KENNETH W. GOINGS, University of Memphis

BETH BAILEY, University of New Mexico
SUSAN E. HIRSCH, Loyola University of Chicago

MAUREEN MURPHY NUTTING, North Seattle Community College
JAMES J. LORENCE, University of Wisconsin-Marathon County

Correction

In the activities of members section in the November newsletter, it reads that Julian Zelizer is at the New York University at Albany. This is incorrect. Mr. Zelizer is actually at the State University of New York at Albany.

News from the NCC

Capitol Commentary

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



Page Putnam Miller

Appropriations Hearings on FY 2001 Budgets

On 23 March William Ferris, the Chairman of the National Endowment for the Humanities, testified before the Subcommittee on the Interior of the House Appropriations Committee. Representative Ralph Regula (R-OH), the chair of the subcommittee, presided. Also in attendance were

Representatives David Obey (D-WI), Ranking Minority on the House Appropriations Committee; Joe Skeen (R-NM); George Nethercutt (R-WA); Norman Dicks (D-WA), Ranking Minority Member; James Moran (D-VA); Robert (Bud) Cramer (D-AL); and Maurice Hinchey (D-NY). The one-hour hearing was a love fest as each of the eight representatives present joined in extolling the programs of NEH and praising Ferris's leadership. This hearing illustrated strong bi-partisan support for the NEH.

In his opening statement Ferris stressed the ways in which the almost 40-percent cut in the NEH's budget in 1996 had deprived Americans of many quality films and exhibits. He also noted the opportunities to enhance public education and to provide research assistance to scholars that the NEH had to pass up due to the budget cut. In advocating the administration's request for an increase from \$115 million to \$150 million, Ferris said that he recognized the challenges facing the subcommittee in making its budget decisions, but he asserted that NEH was the subcommittee's best investment for giving a significant return on tax dollars to the American people. Frequently during the hearing Ferris spoke of the way NEH grants provide seed money that give a stamp of approval that then assists projects in gaining private sector support. Since its founding, Ferris said that NEH funding had leveraged \$1.59 billion in private and corporate funds.

During the question and answer portion of the hearing, there was extended discussion of the ways that NEH can serve rural areas and small communities. Several members asked for more details about the kinds of programs that Ferris said would help the country to guard against "historical amnesia," a concern that historian James McPherson had raised almost a decade ago in testimony before Congress. There were also questions about the new NEH initiative to create regional humanities centers and about NEH's efforts to raise additional funds from corporations and foundations.

One part of the administration's budget proposal that was not discussed at the hearing, but which is of special interest to scholars, is the increase in the stipends for the approximately 170 full-year research fellowships that NEH awards. Since 1990 the stipend for year-long fellowships has remained at \$30,000, an amount that is well below the annual salaries of most applicants. In view of the need to continue to attract serious humanities researchers, the NEH would increase the level in 2001 to \$35,000; and if additional funds are available, the following year that amount could be raised to \$40,000. There is also a plan to phase-in an increase for stipends for the approximately 130 summer fellowships from the current level of \$4,000 to \$5,000. At the hearing, Ferris did emphasize the many NEH fellowships that have provided early research funds for projects that later became prize winning books. Ferris noted that historian James McPherson, who delivered the 29th Jefferson Lecture in the Humanities on 27

March, received an NEH fellowship that supported a portion of his research for *Battle Cry of Freedom: The Civil War Era*, which won the 1989 Pulitzer Prize for History

National Archives and NHPRC

The House Subcommittee on Treasury, Postal Service, and General Government of the Appropriations Committee held an hour-long hearing on 28 March for testimony from U.S. Archivist John Carlin on the Administration's FY 2001 budget request for the National Archives and Records Administration (NARA) and the National Historical Publications and Records Commission (NHPRC). The president has proposed \$308 million for the National Archives, a \$78 million increase over the FY 2000 level of \$231 million, with most of the new money going toward the renovation of the NARA building on the Mall. The request includes \$6 million, for the grants program of the NHPRC. Representative Jim Kolbe (R-AZ), the Chair of the Subcommittee, presided. Also attending were Representatives Steny Hoyer (D-MD), the Ranking Minority member, and David Price (D-NC). Kolbe began the hearing by commending Carlin's leadership and emphasizing the important mission of the National Archives.

Discussion of electronic records dominated much of the hearing. In his opening statement, Carlin announced plans for a major new collaboration with the National Science Foundation to create an Electronic Records Archives. "In simplest terms," Carlin explained, "this Electronic Records Archives will be able to preserve any kind of electronic record, free it from the format in which it was created, retain it indefinitely, and enable requesters to read it on computer systems now in use and coming in the future." Carlin also highlighted the collaborative work of NARA with the San Diego Supercomputer Center and the Department of Defense.

In the question and answer portion of the hearing, Kolbe focused on budget issues, asking if the request for \$88 million for the renovation could be phased in over several years instead of all coming in the FY 2001 budget. Kolbe also tried to get an estimate of the projected costs, for 2002 and beyond, of implementing the electronic records projects. Kolbe said that he had heard some mention of the very rough amount of \$130 million. Carlin responded by saying that it would be less than \$130 million but more than the \$2 million for the initial research.

Price asked questions about the timetable for the electronic records project and about funding for the grants program of the NHPRC. Responding to the question on the timetable, Carlin said that NARA would begin asking for sizeable amounts of money in FY 2002 for the implementation of the electronic records projects, some of which are now in the prototype or research phase of theoretical concepts. He anticipates that the electronic records project will not be fully operational until 2004 or 2005. In describing the stages of development, he said that making the State Department 1970s cables accessible electronically would be a priority for 2002. To the question of whether Carlin felt that an increase in funding for NHPRC grants is warranted in the future, Carlin said that he thought the answer to that would evolve in the next few months.

Smithsonian Institution

On 8 March Lawrence Small, Secretary of the Smithsonian Institution, testified before the House Interior Appropriations Subcommittee on the 2001 budget request. Although Small assumed his duties at the Smithsonian less than two months ago, he spent the four months prior to his installation learning as much as he could about the history and traditions of the Smithsonian. He said his fundamental lesson was that the Smithsonian is a monument to American's curiosity about the entire world and

particularly to their curiosity about themselves. "No other institution, anywhere," he said "documents America and the American people so comprehensively."

Because Small is "convinced of the incomparable power of the Smithsonian to engage Americans in experiencing their history and their cultural and scientific heritage," he is advocating that the Smithsonian expand its audiences by loaning its objects. "We should lend objects," he said "to any museum in the United States that can responsibly receive and care for them." He notes that the Smithsonian has in its collections some 141 million objects and fewer than 2 percent of them can be on display at any one time. A second theme Small emphasized in his testimony was the "shabby" state of the Smithsonian's physical facilities. He said, "the buildings are emblems of the nation. They should inspire awe, and they should shine. I am committed to making them shine." Small concluded by stating that the FY2001 budget request was formulated prior to his arrival. While he agreed with the overall priorities, he said he would be seeking approval and support for realigning portions of the base funding.

NHPRC Reauthorization Hearing

On 4 April the House Subcommittee on Government Management, Information, and Technology held a hearing on H.R. 4110, which provides for the reauthorization of the grants program of the National Historical Publications and Records Commission for fiscal years 2002 through 2005, with an appropriations ceiling of \$10 million. The very cordial two-hour hearing chaired by Representative Steve Horn (R-CA), a political scientist and the former President of California State University at Long Beach, reflected the chairs great interest in, and commitment to, preserving and making available historical documents. The subcommittee heard testimony from five witnesses: Archivist John Carlin; Executive Director of NHPRC Ann Clifford Newhall; President of the Newberry Library Charles Cullen; Anne Gilliland-Swetland of the Department of Information Studies at UCLA; and Congressman Roy Blunt (R-MO), who represents the House at the NHPRC commission meetings. The witnesses all spoke of the valuable contributions on the NHPRC in providing grants for safeguarding non-federal records of significance to the nation's history. Carlin highlighted the NHPRC's role in preserving state records. Newhall addressed the NHPRC's statutory mission and its work to fulfill its strategic goals of supporting Founding Era documentary editing projects, working with state historical records advisory boards, meeting the challenges posed by electronic records, and assisting with a wide variety of other projects, including documentary editions other than the Founding Era projects and archival education projects. Cullen emphasized that documentary editions benefit the entire American public, not just serious scholars, and Gilliland-Swetland asserted that the NHPRC has single-handedly been responsible for most of the knowledge gains and developments that have occurred in the field of archiving electronic records in the last decade. Representative Blunt described the role of NHPRC in helping to preserve the records that document the often-overlooked story of workers in the Ozarks.

In the question-and-answer portion of the hearing, Representative Judy Biggert (R-IL) joined Horn in asking a number of questions related to electronic records, and making records accessible, training of future archivists, and security and funding issues. Representative Horn expressed interest in the number of volumes of documentary editions that are published and stated the need for greater distribution of these volumes. In answer to Horn's

▼ NCC / From 11

question of whether Congress should increase the authorized ceiling for NHPRC appropriations, Carlin responded that we should see in the near future the current \$6 million appropriated level getting closer to the \$10 million ceiling. On 5 April, the day following the hearing, the House Committee on Government Reform's Subcommittee on Government Management, Information, and Technology voted unanimously by voice vote to recommend to the full committee HR 4110, the bill to reauthorize the National Historical Publications and Records Commission.

National Archives Issues Critical Report on Records Management at CIA

NARA has an ongoing program of evaluating in depth the records management practices of approximately six federal agencies a year. As a part of this effort, the National Archives has just released its report "Records Management in the Central Intelligence Agency." While acknowledging that the CIA currently has many elements of a good records management program, the report states that the program has "serious shortcomings that must be rectified." The report focuses on issues of adequacy of documentation, preservation concerns, the need to revise schedules on retention and destruction of records, and handling of electronic files. In preparing the report the NARA staff, with the assistance of CIA staff, visited over thirty major program offices and a large number of their subordinate components and examined all aspects of the creation, maintenance and use, and disposition of records of the CIA.

Unlike most federal agencies, the CIA schedules call for historical records to be transferred to the custody of the National Archives after fifty years, not the usual thirty years or less. Established in 1947, the CIA has retained most of its records. The report points out that the NARA's holdings of CIA records are "skimpy and unsystematic" and consist primarily of copies of documents often drawn from many separate records series. The report states, "even the most comprehensive of these collections, the Soviet estimates, consists solely of copies of the final estimates themselves, not the related background papers that document their formulation." The report identified a number of unacceptable practices, such as classifying the record descriptions in the schedules for the retention and destruction of records. The report states that this practice is "not warranted and serves only to create misperceptions and arouse suspicion," for these descriptions pertain to broad subjects and not specific operations or issues.

The report also discusses the CIA's destruction in the 1960s of files of the 1953 operation in Iran, a subject that was highlighted by the media in 1997. In response to NARA inquiries following the media reports, the CIA claimed that the records relating to the Iran covert action were destroyed in keeping with the Archives' approved

schedules. However, this report states that there was no schedule in effect that provided for the destruction of these records and that the CIA's "destruction of records related to Iran was unauthorized."

The report concludes that "CIA retention of permanent files for 50 years is no longer appropriate" now that the Cold War has ended. The report stresses that permanent records should be transferred to the National Archives in coherent blocks, not individual documents drawn from a variety of separate files which is the current CIA practice. The report sets as a goal the transfer to the National Archives by the end of 2003 of most of the permanent CIA files created prior to President Kennedy's inauguration in 1961. These files, the report states, should include the files of the Director of Central Intelligence and other high level policy offices; the finished intelligence products and related background papers; and files of offices concerned with budgetary matters, legal issues, and congressional relations. This report may be seen on the Federation of American Scientists' website at <<http://www.fas.org/sgp/othergov/naracia.html>>.

Supreme Court Denies Petition To Consider Electronic Records Case

On 6 March the Supreme Court issued a one-sentence statement denying the 4 November petition of Public Citizen—joined by the Organization of American Historians, the American Historical Association, the the National Security Archive, the American Library Association, the Center for National Security Studies, and several researchers—requesting the review of the Appeals Court ruling that upheld the National Archives' regulations allowing agencies to routinely destroy word processing and electronic mail records of historic value if an electronic, paper or microform copy has been made for record keeping purposes. Since the Supreme Court accepts only about three percent of the petitions that it receives, the denial was not unexpected. The plaintiffs continue to be very concerned about this issue and are exploring other strategies for urging the preservation of electronic records. □

Bioethics Commission Receives OAH Input

The National Bioethics Advisory Commission (NBAC) is an 18-member body appointed by President Clinton in 1995 to provide advice and policy recommendations to the White House and other government agencies about bioethical issues arising from research involving human subjects. It is currently assessing the adequacy of the current federal regulatory framework and structure, as codified in 45 CFR 46, and reviewing the current Institutional Review Board (IRB) system. (For background on historians and IRBs, see the February, 2000 *OAH Newsletter* (p. 19) and also the IRB survey at <<http://www.oah.org/survey/irb-survey.html>>.)

On 6 April 2000, Linda Shopes, a historian at the Pennsylvania Historical & Museum Commission and former president of the Oral History Association, represented the OAH on a panel of social science and humanities scholars convened by the NBAC as part of its assessment process. The panel was charged with outlining the nature of human subjects research in their various disciplines and addressing the appropriateness of current regulations and IRB review procedures to this research. In her comments, Shopes noted that "human subjects research" for historians means oral history; described historians' approach to oral history based research; identified several ways current regulations, as they have been interpreted by campus IRBs, do not support the principles and protocols of oral history; and suggested that current regulations can have a chilling effect on critical inquiry. The full text of her comments is available online at <<http://www.bioethics.gov/>>. □

Call for Proposals

Focus on Teaching Sessions

O • A • H
Los Angeles
California

2001

The Committee on Teaching of the Organization of American Historians invites proposals for Focus on Teaching Program sessions at the 2001 OAH Annual Meeting in Los Angeles, California, 26-29 April. The committee prefers to receive proposals for complete sessions but will consider individual proposals as well. Sessions may deal with any pedagogical issue or technique relevant to teaching American history at any level, from K-12 through post-secondary (community college, college and university). We especially invite sessions on the following: technology and instruction; National or State History Standards; and the main theme of the Annual Meeting—"Connections: Rethinking our Audiences." Topics on the conference theme may include but are not limited to: historical narratives our students learn; history and film; re-conceptualizing textbooks and classrooms; redrafting American history to include the nation's newest immigrants; using serious, popular nonfiction in the classroom; history museums and the classroom. Focus on Teaching Program presentations often involve the audience as active participants. Proposals for poster sessions are welcome. In selecting proposals the committee normally discourages participation as a presenter in consecutive annual meetings.

All proposals for presentations/sessions must specify participants and include single-page curriculum vitae, an abstract no more than 500 words in length, and a brief prospectus of each paper/presentation proposed. Please send five (5) copies of each completed proposal by **20 June 2000** to:

Kevin Byrne, Chair
OAH Committee on Teaching
Department of History
Gustavus Adolphus College
800 W. College Avenue
St. Peter, MN 56082-1498
teachmte@oah.org

Page, thank you!

This is Page Miller's final column in the *OAH Newsletter* as Director of the National Coordinating Committee for the Promotion of History for the last nineteen years. Historians around the country owe her much, and we wish her well as she departs the NCC and becomes a visiting professor of history at the University of South Carolina this fall. —Eds.

From the Archivist of the United States

NARA Agreement Gives Impetus to Electronic Archives Research and Development

John W. Carlin



Carlin

I am delighted to report that the National Archives and Records Administration (NARA) has just entered into an interagency agreement with the National Science Foundation (NSF) that will give impetus to research-and-development work on the creation of an Electronic Records Archives.

Earlier in this space, I briefly described to OAH members the possibility of such an archives, which could be useful to archival institutions besides NARA. We are on the verge of a major technological breakthrough for the preservation of computer-generated records. Research-and-development work done for us by the San Diego Supercomputer Center indicates that a practical Electronic Records Archives is possible.

In simplest terms, this Electronic Records Archives will be able to preserve any kind of electronic record, free it from the format in which it was created, retain it indefinitely, and enable requesters to read it on computer systems now in use and coming in the future. Moreover, it will be able to handle large quantities of electronic records such as e-mail messages, which are proliferating in the Federal government. But because the system promises to be scalable, it could be useful also for smaller archives than ours, including those of state and local governments and private institutions. In fact, the National Historical Publications and Records Commission, which as most historians know is administered within NARA, has made a grant to the San Diego Supercomputer Center aimed at accomplishing just that.

In short, this is a promising development in the effort NARA and other archives are making to ensure that records created electronically will not be lost to historians.

Under the new agreement, NARA has joined the National Science Foundation in support of the National Partnership for Advanced Computational Infrastructure. This partnership is part of an NSF program for taking advantage of newly emerging developments in high-performance computing and communications.

NARA, like other government archival institutions, has been faced with the unprecedented challenges of determining how to guide Federal agencies on the management of electronic records of all sorts, and how to preserve such records of continuing value. Available information technology has not provided adequate means for responding to these challenges. But recognizing that emerging high-performance computing and communications might provide solutions, we collaborated with the Defense Advanced Research Projects Agency (DARPA) and

the U.S. Patent and Trademark Office in support of research performed by the San Diego Supercomputer Center.

Out of this research, the Supercomputer Center has produced an information-management architecture and related methods capable both of preserving diverse collections of electronic records and of enabling historians and other users to access those collections indefinitely into the future even as computer technologies evolve. The Supercomputer Center also has demonstrated the effectiveness of this information-management architecture for processing collections NARA provided of records in various formats and from various sources in the Federal Government.

NARA's need for preserving and providing access to electronic records of the Federal Government adds to the NSF research agenda an important archival component: we must be able to carry the records created using computer and communications technologies forward into the future while protecting their integrity and authenticity. Given the rapid pace of technological change, the need to carry digital-born information forward in a reliable manner is increasingly important to historians as well as to governments, businesses, and other institutions. The life span of many government activities extends over multiple generations of information technology. Such activities could be crippled if important records cannot be accessed because they exist only in formats that have become obsolete.

The approach recommended by the Supercomputer Center builds on the same data-intensive computing technology that the National Partnership for Advanced Computational Infrastructure is developing. By joining NSF in support of the partnership, NARA will be able to elevate and accelerate the pace of research needed to translate the Supercomputer Center's promising beginnings into operational capabilities. The collaboration will give NARA access to the world-class expertise and the extensive resources of forty-six institutions that are in the National Partnership for Advanced Computational Infrastructure.

We are collaborating on a parallel and complementary track with other archivists in the InterPARES project for "International Research on Preservation of Authentic Records in Electronic Systems." This project is identifying fundamental requirements for preserving electronic records with authenticity and reliability across generations of information technology. There are currently no well-established standards for demonstrating authenticity either in the archival field or in related areas.

For a long time, members of the OAH and other historians have been concerned about the preservation and access challenges posed by electronic records. Now, through our work with the San Diego Supercomputer Center, through our new agreement to collaborate with NSF in moving that work forward, and through the InterPARES project, I feel optimistic that the challenges can be met. These developments are exciting, and of great potential value to all historians whose research will depend on records created electronically as well as on paper. □

Carlin Appoints New Director of the Carter Library

Archivist of the United States John W. Carlin recently announced the appointment of Jay E. Hakes as Director of the Jimmy Carter Presidential Library in Atlanta, Georgia, effective 4 June 2000. Mr. Hakes is currently the Administrator of the Energy Information Administration at the U.S. Department of Energy. As Administrator, Mr. Hakes is responsible for the collection, dissemination, and archiving of the nation's energy data series. He serves as a major spokesman on energy issues and, among other initiatives, has overseen the enhancement of the Energy Information Administration's website and its services to the public.

In making the announcement, the Archivist said, "I am delighted that Mr. Hakes has agreed to become the new director of the Carter Library. His expertise in administration and his commitment to serving the public will ensure that the Carter Library will continue to be a major research center."

Mr. Hakes started his career in teaching and research before entering government service. He was an Assistant Professor and subsequently an Associate Professor of Political Science at the University of New Orleans from 1970 through 1977. Mr. Hakes has published widely on a variety of subjects, including articles on the judicial recruitment process during the Carter Administration and the impact of Democratic Party reform on the South.

Since entering government in 1977, Mr. Hakes has held Federal positions at the Agency for International Development, the Department of Interior, and the Executive Office of the President. He also worked for Florida Governor and U.S. Senator Bob Graham, including stints as State Energy Director and the Governor's Chief of Staff.

Mr. Hakes graduated from Wheaton College. He earned an M.A. and a Ph.D. from Duke University in Political Science. □

The Journal of American History Seeks Ideas for Essays and Reviews

Edward T. Linenthal, Department of Religious Studies, University of Wisconsin Oshkosh, and Kym Rice, assistant director of the Museum Studies Program at George Washington University are the new contributing editors for the "exhibition review" section of *The Journal of American History*. In addition to continuing coverage of museum exhibitions, they plan to publish short reviews on various representations of history in American public culture: living history projects, historical pageants and reenactments, memorials, historic preservation projects, and virtual museums. They also plan to publish critical essays of 3000-3500 words on critical issues in the representation of history in public. They are now actively seeking ideas for relevant essays and reviews. They may be reached at <etl@uwosh.edu> or <kym@gwu.edu>. □

Congratulations

2000 OAH Award and Prize Winners

Henry Hampton

Erik Barnow Award

Executive Producer Henry Hampton's *I'll Make Me a World: A Century of African-American Artists* was selected as winner of the 2000 Erik Barnow Award. The film consists of six one-hour episodes produced by Blackside, Inc. of Boston, Massachusetts. Sam Pollard served as co-executive producer; and Terry Kay Rockefeller was the series producer. The producers of the individual episodes were Sam Pollard and Betty Ciccarelli, Tracy Heather Strain, and Denise A. Greene. This documentary series presents a compelling and complicated history of African American art, popular culture and letters. The series admirably succeeds in merging the story of African American cultural achievement with the broader sweep of life, labor, and the struggle for freedom from the late nineteenth through the end of the twentieth centuries. Perhaps most admirably, *I'll Make Me a World* furnishes a perspective of cultural production that manages to balance celebration with critical analysis, a chorus of community with a cacophony of opinions and agendas. At best, it poses the question of what it means to be a black artist and how that meaning has changed over time.



Mary Hershberger

Binkley-Stephenson Award

Mary Hershberger's, "Mobilizing Women, Anticipating Abolition: The Struggle Against Indian Removal in the 1830s," *Journal of American History* 86, number 1 (June 1999) 15-40, provides an intriguing new perspective on women's political activity and on reform movements in the antebellum period. It crosses sub-

field boundaries and links previously unconnected topics to join women's organized protests against Jacksonian Indian Removal policy with subsequent movements against racial slavery and female subjugation. Although the movement to halt Indian removal failed, Hershberger reveals that the experience provided participating women with political skills, which many of them later employed in campaigns against slavery and for women's rights. In making new connections among women's political activism, opposition to Indian removal, and support for immediate abolitionism and women's rights, the author has produced a valuable piece of scholarship with significant implications for historical understanding of the new age of popular protest politics in the antebellum United States.

Woody Holton

Merle Curti Social History Award

In his bold book, *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia* (University of North Carolina Press for the Omohundro Institute of Early American History and Culture), Woody Holton dares to challenge Edmund Morgan's notion that the Virginia gentry, on revolution's eve, were a confident leadership class whose earlier turn to slave labor had contained social conflict and allowed them to become the virtuous Founding Fathers of republican lore. In his imaginative, vivid, and persuasive telling, Holton recasts these gentry as a frantic group suffering from ill-advised land speculation, indebtedness, and the relentless mercan-

tilism of London's imperial authorities; at the same time, they were unable to control the Indians, African slaves, and small farmers in their colony. *Forced Founders* brilliantly reasserts the importance of class as a category of historical analysis and the value of reexamining momentous political events through the lens of social history.

Julian Zelizer

Ellis W. Hawley Prize

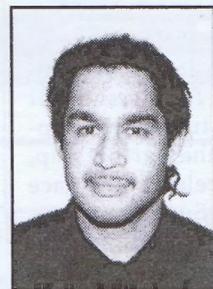
In *Taxing America: Wilbur Mills, Congress, and the State, 1945-1975* (Cambridge University Press), Julian Zelizer has crafted an original and powerful history of the fiscal architecture of the New Deal order. The book is at once a study in the political economy of the nascent welfare state, a social history of a particularly influential policy elite—what he terms the "tax community"—and a brilliant examination of the state-building in a fiscally conservative postwar political environment. He refocuses our attention away from the presidency to the central role of Congress in shaping the fiscal policies that sustained federal support for public welfare, contributory and non-means-tested Social Security, and the use of taxation to bolster macroeconomic growth. The subtlety and originality of Zelizer's argument make this engagingly written book a major contribution to reshaping our view of postwar America and the development of the liberal state.



William Jelani Cobb and Daniel Widener

Huggins-Quarles Award

William Jelani Cobb's, "Antidote to Revolution: Afro-American Anticommunism and the Struggle for Civil Rights, 1919-1964" (Rutgers University, forthcoming) and Daniel Widener's, "Something Else: Creative Community and Black Liberation in Postwar Los Angeles" (New York University, forthcoming) were both awarded the 2000 Huggins-Quarles Award. These awards recognize William Cobb's and Daniel Widener's groundbreaking work in the areas of African American intellectual and cultural history. Their work exhibited strong scholarly interpretation that should enliven the field for years to come.



Widener

William Hammond

Richard W. Leopold Prize

The 2000 Richard W. Leopold Prize is awarded to William Hammond for *Reporting Vietnam: Media and Military at War*, published by the University Press of Kansas. Grounded in superior archival research, this is media history at its finest. Hammond provides a nuanced interpretation of how the relationship between the United States military and the American news media in Vietnam began with cooperation and mutual respect and then deteriorated into distrust and even hostility. Hammond shows that the media fol-



lowed the broader pattern of American society in shifting from support for the war to disillusionment. *Reporting Vietnam* clarifies how the contradictions in the way the U.S. government chose to fight the war in Southeast Asia ultimately alienated reporters who were initially sympathetic to the American cause. Comprehensive in its scope and graceful in its prose, *Reporting Vietnam* is the definitive history of its critically important subject: how U.S. policy in Vietnam forced the American media, like the American public, into an unprecedented distrust of the American government.



Leong

Karen Leong and Carol Williams

Lerner-Scott Prize

The Lerner-Scott Prize goes to Karen Leong of Arizona State University, and Carol Williams of the University of Northern British Columbia. In "The China Mystique: Mayling Soong Chiang, Pearl S. Buck, and Anna May Wong in the American Imagination," Leong interweaves foreign policy, popular culture, and individual identity formation. Brilliantly conceived and exhaustively researched, this study analyzes the shifting representations of Chinese First Lady Madame Chiang Kai-shek, novelist Pearl Buck, and actress Anna May Wong between 1920 and 1945. Leong's stunning originality and breadth of thought promise to rechannel ways of thinking



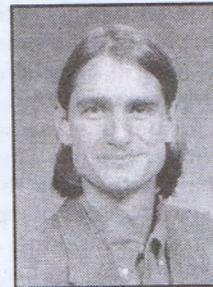
Williams

about ethnic and gender identity. In "Framing the West: Race, Gender, and the Photographic 'frontier' on the Northwest Coast, 1858-1912," Carol Williams shows how race and gender shaped and were shaped by photographic representations of the northwest coast during its "frontier" period. Beautifully written and elegantly argued, Williams's dissertation shows how male and female settlers variously used photography to establish control over the territory and its indigenous inhabitants as well as how native peoples eventually turned the technology to their own (gendered and racial) purposes.

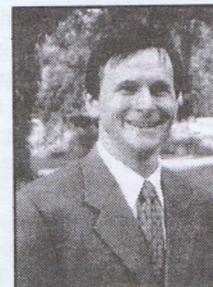
Craig Kaplowitz, Robert Saxe, J. Douglas Smith, and Minoa Uffelman

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

This year four scholars have been awarded Merrill Travel Grants in American Political History. They are: Craig Kaplowitz, Middle Tennessee State University, for his work, "The Paradox of Ethnic Identity: The League of United Latin American Citizens and U.S. Federal Policy, 1942-1975;" Robert Saxe, University of Illinois at Urbana-Champaign, for



Kaplowitz



Smith



Uffelman

his work, "World War II Veterans and the Creation of 'Consensus,'" J. Douglas Smith, California Institute of Technology, for his work, "Saying No to Jim Crow: Samuel Wilbert Tucker and the Politics of White Supremacy in Alexandria, Virginia;" and Minoa Uffelman, University of Mississippi, for her work, "'rite thorny places to go thru': Self

Identities of Southern Farm Women, 1880-1930." These four young scholars promise to bring fresh insights to their respective topics and in so doing will enliven the practice of political history. Their projects are well-conceived and articulated, and it is clear that they will make great use of various archives and collections in the Washington, D.C., region.



Constance Areson Clark
Louis Pelzer Memorial Award

The Louis Pelzer Award for 2000 was won by Constance Areson Clark of the University of Colorado for her essay, "Evolution for John Doe: Pictures, the Public, and the Scopes Trial Debate." In this article, Constance Clark considers the famous Scopes "monkey trial" of 1925 in light of a kind of evidence rarely

studied by historians of popular science: graphic diagrams and images. She shows how evolutionary "tree" diagrams and pictorial images used by scientists to illustrate ideas about evolution found their way into popular books and natural history museum displays. These diagrams and images were often transported into the popular realm completely devoid of their original scientific contexts. And they sometimes conveyed meanings to the public quite at odds with their original purpose. Clark's article is an original and thought-provoking foray into what might be called the cultural grammar of illustration. The author is very impressive in her collection and analysis of visual material, which is often overlooked by historians.



Timothy B. Tyson
James A. Rawley Prize

The James A. Rawley Prize is awarded to Timothy B. Tyson for his book, *Radio Free Dixie: Robert F. Williams and the Roots of Black Power* (University of North Carolina Press, 1999). It is the story of the president of the Monroe, North Carolina, branch of the NAACP in the late 1950s, in the aftermath of the *Brown* decision

but prior to the sit-ins and the rising tide of the black freedom movement of the 1960s. After securing a college education with the help of the G.I. Bill, Williams organized a strong local chapter of working-class African Americans in his home town, and found allies among well-intentioned whites and Harlem members of the Socialist Workers Party. Like many of his predecessors in the struggle for equality, Williams skillfully exploited the vulnerabilities of whites to force social change. This well-researched and gripping account of a local civil rights movement also establishes links to national and international events during the era of the Cold War and the breakdown of colonialism.



Kathleen Kean
Mary K. Bonsteel Tachau Precollegiate Teaching Award

The namesake of this award, the late Dr. Mary Kay Bonsteel Tachau, has been an inspiration for the career of this year's recipient, Kathleen Kean. In 1987 Kean was awarded a \$25,000 Bicentennial Leadership Grant to direct a teacher workshop, where Dr. Tachau was a featured speaker.

As a result of this experience, Kean joined the OAH and has been an active and enthusiastic member ever since. Building bridges between secondary schools and universities as Dr. Tachau did, Kean became the only secondary teacher selected to work with constitutional scholars on the OAH *ad hoc* committee to design a book for teachers on the Bill of Rights. Next, she was a member of the committee to formulate the award to honor the career of Dr. Tachau and was on the first selection committee for the award. She has been a member of the advisory board for the *OAH Magazine of History* and was on the focus group to review the National History Standards for the OAH.



Marlo Del Pero
David Thelen Prize

The winner of the Thelen Prize for 2000 is Mario Del Pero, for his article, "Gli Stati Uniti e la 'Guerra Psicologica' in Italia (1948-56) ['The United States and 'Psychological Warfare' in Italy, 1948-1956], published in *Studi Storici* 39 (October-December 1998). This article explores unofficial American intervention

in Italy in the early years of the Cold War. What gives Del Pero's article its power and significance is its careful exploration of the extraordinary range and subtlety of American efforts. The article also nicely reveals how Italian governments deflected American pressures. Del Pero's book also grasps the complexities and contradictions of American policy through his extensive research in both American and Italian archives, including files of the U.S. Psychological Strategy Board and the papers of Clare Boothe Luce, who was U.S. ambassador to Italy in this period. The article is a subtle and revealing study of the political cultures of both the United States and Italy in the first decade of the Cold War.



Johnson

Walter Johnson and Timothy B. Tyson
Frederick Jackson Turner Award

Soul by Soul: Life Inside the Antebellum Slave Market (Harvard University Press), by Walter Johnson, is a powerfully written, often eloquent and inspiring description of the ways slaves and slaveholders dealt with the process of selling slaves in New Orleans. Johnson brilliantly captures the emotions of slaves, the way they shared information and strategies with each other, and how they did their best to manipulate the market to prevent being separated from their families or sold to masters whom they had reason to fear. Johnson's work will forever inscribe on our historical sensibility the horror, emotion, and drama of the slave market experience.



Tyson

Timothy B. Tyson's *Radio Free Dixie: Robert F. Williams and the Roots of Black Power* (University of North Carolina Press) brilliantly describes the long history of African American militancy in the twentieth century, using the life of Robert Williams to demonstrate how—long before Stokely Carmichael and Black Power—there was a tradition of black self-defense and a commitment to black Americans defining their own agenda. Beautifully written and packed with vivid portrayals of the tensions that suffused black-white relations in the South, Tyson's book will permanently alter our sense of the post-World War II struggle for black freedom.

ADVISORY

DOCUMENTS OF SOVIET-AMERICAN RELATIONS

Edited by Harold J. Goldberg

Due Summer 2000—Volume 4. War and Alliance 1941-1945

Documents of Soviet-American Relations provides the first comprehensive documentary survey of the relations between the superpowers of the twentieth century in any language. Volumes organized by time periods and by topics within these periods. About twelve volumes when complete. Introductions, headnotes, annotation, four indexes. About 450 pages each. In English. \$77 each by subscription, \$97 non subscription. See our web site at www.ai-press.com for complete contents, sample pages.

"... a significant aid to the profession and portends the coming of an exceptional series."—*Slavic Review*

Academic International Press
POB 1111S • Gulf Breeze FL • 32562-1111 • USA
Fax 850/934-0953 / info@ai-press.com

Please join us in thanking the following individuals who served on OAH prize and service committees . . .

Executive Board

Linda K. Kerber, University of Iowa
Nancy F. Cott, Yale University
Frederick E. Hoxie, University of Illinois at Urbana-Champaign
Roy Rosenzweig, George Mason University

Nominating Board

Albert S. Broussard (Chair), Texas A & M University
Michael H. Ebner, Lake Forest College
Elizabeth A. Kessel, Anne Arundel Community College

Journal of American History

Editorial Board

Ira Berlin, University of Maryland at College Park
Jacqueline Jones, Brandeis University
Emily S. Rosenberg, Macalester College

Magazine of History Advisory Board

Elizabeth A. Kessel, Anne Arundel Community College
Sarah Wyman, Fort Lewis College

OAH Newsletter Editorial Board

Evelyn Brooks Higginbotham, Harvard University

Committee on Community Colleges

Nadine Ishitani Hata, El Camino College

Membership Executive Committee

David E. Narrett, University of Texas at Arlington

Membership Committee

David E. Narrett, University of Texas at Arlington

Thomas C. Mackey, University of Louisville

Charles Pete Banner-Haley, Colgate University

David Goldfield, University of North Carolina at Charlotte

Bethany Andreasen, Minot State University

Edward F. Haas, Wright State University

Peter Buckingham, Linfield College

Steven J. Bucklin, University of South Dakota

L. Ray Gunn, University of Utah

Bruce Daniels, University of Winnipeg

Michael Fellman, Simon Fraser University

Susan-Mary Cunningham Grant, University of Newcastle-upon-Tyne

Committee on the Status of Minority Historians

Barbara M. Posadas, Northern Illinois University

2000 Program Committee

Martin Blatt, Boston National Historical Park

Al Camarillo, Stanford University

Rebecca Conard, Middle Tennessee State University

Donna R. Gabaccia, University of North Carolina at Charlotte

Lloyd C. Gardner, Rutgers University

Louis S. Gerteis, University of Missouri at St. Louis

Linda Gordon, New York University

Bruce Laurie, University of Massachusetts at Amherst

Neal Salisbury, Smith College

Eric T. Sandweiss, Missouri Historical Society

Julie Saville, University of Chicago

Noel Stowe, Arizona State University

John Kuo Wei Tchen, New York University

2000 Convention & Special Events

Publicity Committee

Leslie Brown, Washington University

Kathy Corbett, University of Missouri at St. Louis

Rosemary Feurer, Northern Illinois University

Jerrold Hirsch, Truman State Univ.

Anne Valk, Southern Illinois University

Committee on Public History

Mary Maples Dunn, The Schlesinger Library

Committee on Research & Access to Historical Documentation

Kathleen Neils Conzen, University of Chicago

Committee on Teaching

Victoria Z. Straughn, La Follette High School

Committee on the Status of Women in the Historical Profession

Mary Logan Rothschild, Arizona State University

Erik Barnouw Award Committee

Robert Brent Toplin, University of North Carolina at Wilmington

Binkley-Stephenson Award Committee

Christine Leigh Heyrman, University of Delaware

Avery O. Craven Award Committee

Iver Bernstein, Washington University in St. Louis

Peter Kolchin, University of Delaware

Leslie S. Rowland (Chair), University of Maryland at College Park

2000 Merle Curti Social History Award Committee

Leon Fink, University of North Carolina at Chapel Hill

Gary L. Gerstle (Chair), University of Maryland at College Park

Judith Sealander, Bowling Green State University

Foreign-Language Book Prize Committee

Masako Notoji, University of Tokyo

Ellis W. Hawley Prize Committee

Terrence J. McDonald, University of Michigan

Philip Scranton, Rutgers University at Camden; Hagley Museum and Library

Shelton Stromquist (Chair), University of Iowa

Huggins-Quarles Award Committee

Barbara M. Posadas, Northern Illinois University

Richard W. Leopold Prize Committee

Tim Borstelmann (Chair), Cornell University

Bruce Kuniholm, Duke University

Penny M. Von Eschen, University of Michigan

Lerner-Scott Prize Committee

Elsa Barkley Brown, University of Maryland at College Park

Nancy A. Hewitt, Rutgers University

Robyn Muncy (Chair), University of Maryland at College Park

Merrill Travel Grants Committee

Thomas G. Alexander, Brigham Young University

Joan E. Cashin, Ohio State University

Jonathan Holloway (Chair), Yale University

Louis Pelzer Memorial Award Committee

Helen Lefkowitz Horowitz, Smith College

James A. Rawley Prize Committee

Adam Fairclough, University of East Anglia, United Kingdom

Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award Committee

Linda Karen Miller (Chair), Fairfax (VA) High School

Frederick Jackson Turner Award Committee

William H. Chafe (Chair), Duke University

Virginia DeJohn Anderson, University of Colorado at Boulder

Ira Berlin, University of Maryland at College Park

OAH-NCHS Teaching Units A Request for Proposals



OAH and the National Center for History in the Schools invite teachers and scholars of history to submit proposals to develop teaching units based on primary documents in United States history. We are seeking teachers skilled at using primary sources in precollegiate curriculum development willing to collaborate with a research historian who is a specialist in the subject addressed by the teaching unit. Each unit is correlated to the *National Standards for U.S. History*. Finished publications will be approximately 75 to 100 pages in length, focus on historical documents, and include a teacher background section, 3-4 lesson plans, and a bibliography.

Each teaching unit team (i.e., one or more precollegiate teachers and one or more research historians) will receive an honorarium of \$1,600. NCHS will review teaching units to assure consistency and pedagogical soundness. Authors are expected to find copyright-free visual materials. OAH will engage specialist historians to review the completed units both for scholarly content and pedagogy.

Interested teachers and historians should submit c.v.s/resumes and a 2- to 3-page proposal that: describes a particular topic; provides a short list of learning objectives and describes classroom strategies; specifies some of the main primary documents to be used (diaries, artifacts, photographs, etc.) and provides a brief description of the qualifications of team members.

Suggested Topics. (The following are topics for which the editors are most eager to receive proposals. They are listed in order of preference. Broad topics, such as those below, are preferred.) RELIGION AND REFORM (e.g., evangelical religion and The First and Second Great Awakenings); WOMEN AND INDUSTRIAL LABOR (e.g., Mother Jones and child labor; Lucy Parsons and the IWW; Triangle Shirtwaist Factory Fire—this could evolve into several units); AGRICULTURAL LABOR MOVEMENTS (e.g., Southern Tenant Farmers Union, Chavez and UFW, etc.); VIETNAM WAR; THE AFRICAN AMERICANS' CIVIL WAR (e.g., highlight Fort Pillow massacre & Confederate attempts to prevent use of Black Troops); SPANISH-AMERICAN WAR AND PHILIPPINE INSURRECTION; THE STRUGGLE AGAINST RELIGIOUS INTOLERANCE (e.g., persecution of Mormons, nineteenth century anti-Catholic riots, anti-Semitism; circa 1840s-1920s; possibly use Quaker religious tolerance as background); THE WAY WEST IN THE NINETEENTH CENTURY; WAR OF 1812 (including the Indian wars and dissent); and AGRARIAN DISCONTENT IN THE NEW NATION: SHAYS'S AND WHISKEY REBELLIONS.

For a look at sample teaching units, see the OAH webpage <<http://www.oah.org/pubs>>. Proposals must be postmarked or submitted by email by **Thursday, August 31, 2000**. New Teaching Units, OAH, 112 N. Bryan Avenue, Bloomington, IN 47408-4199. <teachingunits@oah.org>

Read The Journal of American History online!



Four leaders in historical scholarship and cutting-edge technology have joined forces to create the premier resource for historians on the Web. The Organization of American Historians, the American Historical Association, the University of Illinois Press, and the National Academy Press have announced the launch of The History Cooperative on 30 March 2000.

For the first time, the full text of current issues of the *American Historical Review* and *The Journal of American History* are available electronically, free of charge, to all members of the OAH and AHA and to institutions that subscribe to the print versions of the journals. To access the journals online, visit:

www.historycooperative.org

2000-2001 OAH Lectureship Program

The OAH Lectureship Program is a great way to bring an outstanding scholar to speak at your institution. Started in 198, the Lectureship Program now includes more than 100 speakers who have made major contributions to the many fields of U.S. history.

The individuals listed below have agreed to give one lecture in the 2000-01 academic year on behalf of the OAH. Host institutions pay a \$1,000 lectureship fee directly to the OAH, in addition to the speaker's travel and lodging expenses. If you, or an

institution you know, would like to arrange a lecture please contact the OAH lectureship coordinator at: (812) 855-7311, OAH, 112 N. Bryan Ave., Bloomington, IN 47408-4199. In some cases scholars may be willing to speak on topics other than those listed here. The earlier the arrangements are made the better chance you have of obtaining the speaker of your choice. Please do not contact lecturers directly.

www.oah.org/activities/lectureship

Key: ① Not available to lecture during the Fall 2000 semester ② Not available to lecture during the Spring 2001 semester NA Not available to lecture during the 2000-2001 academic year



Joyce Appleby, UCLA

- The Jefferson Legacy
- Shaping National Identity in the Early Republic
- Postmodernism and the Enlightenment
- Inheriting the Revolution: The First Generation of Americans

Appleby is past president of the OAH and the American Historical Association. Her most recent publication is Inheriting the Revolution: The First Generation of Americans (Harvard, 2000).

Edward Ayers, University of Virginia

- Digital History and the American Civil War: The Valley of the Shadow Project
- The Future of Digital History
- Worrying about the Civil War

Jean Baker, Goucher College ①

- The Stevensons of Illinois and the Disappearance of American Party Politics
- Family History as Social History: The Stevensons of Illinois
- Abraham and Mary: The Lincoln Marriage as Social History

Thomas Bender, New York University ①

- De-Provincializing American History

Bender's work focuses on cities, intellectuals, and cultural history. He has been a frequent contributor to newspapers and general magazines as well as former chair of the New York Council for the Humanities. His recent work has focused on universities, artists and intellectuals, and the condition of contemporary academic culture.



Ira Berlin, University of Maryland

- Emancipation and the Meaning of Freedom in Civil War America
- Rethinking the History of Slavery in Mainland North America
- Atlantic Creoles and the Origins of African American Society

Barton J. Bernstein, Stanford University

- Hiroshima and Nagasaki Reconsidered: the "Decision" to Drop the A-Bomb
- Contested History: The Enola Gay/Smithsonian Controversy
- The Cuban Missile Crisis
- The Arms Race: Missed Opportunities?
- The Road to Watergate and Beyond
- The Korean War Reconsidered
- The H-Bomb Decision
- The Quest for the Artificial Heart
- The Oppenheimer Loyalty Security Case

David W. Blight, Amherst College

- Frederick Douglass and the Meaning of the Civil War
- Race and Reunion: The Civil War in American Memory
- Blue, Gray and Black: The Origins of Memorial Day, 1865-1885
- The Study of Historical Memory: Why, and Why Now?

Blight is a leading expert in the life and writings of Frederick Douglass and on the Civil War in historical memory. His book Frederick Douglass' Civil War (1989), and his edition of Douglass's Narrative and W.E.B. DuBois's Souls of Black Folk, are widely taught in college courses. Blight has appeared in several PBS films about African American history and works extensively with museums and other public history projects. His book, Race and Reunion: The Civil War in American Memory, 1863-1915, will appear in 2000.



Paul Boyer, University of Wisconsin, Madison

- Bible Prophecy and Political Culture in Contemporary America
- Nuclear Weapons in American Culture, 1945

Alan Brinkley, Columbia University NA

- Legacies of the New Deal
- Imagining the Twentieth Century: Visions of the Future from the last *fin de siècle* to the Present

Lonnie G. Bunch, III, National Museum of American History

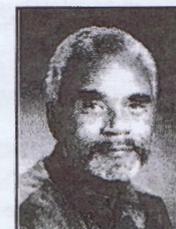
- Interpreting African-American History in American Museums
- Race, Aviation, and Social Change: The African American in Early Aviation
- Black America and the California Dream

Albert Camarillo, Stanford University

- Perspectives on President Clinton's Initiative on Race
- Comparative Urban Histories of European Immigrants, Mexican Americans, and African Americans, 1900-1980
- Race and Ethnicity in Modern America
- Mexican American Life and Culture

Clayborne Carson, Stanford University

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



At the invitation of Coretta Scott King in 1985, Carson directed a long-term project to edit and publish the papers of Dr. Martin Luther King, Jr. Carson has written or edited numerous works based on the papers, including A Knock at Midnight: Inspiration from the Great Sermons of Reverend Martin Luther King, Jr. He has also served as senior advisor for a fourteen-part, award-winning public television series on the civil rights movement entitled "Eyes on the Prize," in addition to serving as on-screen contributor for "Freedom on My Mind," which earned an Oscar nomination in 1995.



Dan T. Carter, University of South Carolina

- The Changing Role of Race in American Politics
- The Road to Oklahoma City: How Some Americans Come to Hate Their National Government
- George Wallace: "Settin' the Woods on Fire"

Dan Carter has written extensively on post-Civil War southern history and on politics and race relations in twentieth-century America. His most recent book, The Politics of Rage: George Wallace, The Origins of the New Conversation and the Transformation of American Politics (LSU Press: 2nd Edition) is an integral source for the three hour television documentary, George Wallace: "Settin' the Woods on Fire," broadcast April 23 and 24 on PBS's The American Experience.

William H. Chafe, Duke University

- Contemporary Feminism and Civil Rights
- Changing Gender Roles from 1920 to the Present
- From Roosevelt to Clinton: American Politics in the Past Fifty Years

Much of Chafe's professional scholarship reflects his long-term interest in issues of race and gender equality. He is co-director of the Duke Oral History Program and its Center for the Study of Civil Rights and Race Relations. Chafe also is Dean of Faculty of Arts and Sciences at Duke. He is author of several books, including Civil Liberties and Civil Rights, which won the Robert F. Kennedy Book Award. He has received fellowships from NEH, Rockefeller Foundation, and the Guggenheim.



George Chauncey, University of Chicago

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



William Cheek, San Diego State University

- Race, Gender and Evangelicals: Integrated Oberlin before the Civil War
- Blowin' in the Wind: Bob Dylan and the Dissenting Sixties
- Gods, Monsters, and P.T. Barnum
- The Ordeal of Martin Luther King, Jr.: The Final Years
- "Ashes and Blood": Abraham Lincoln's Civil War
- Mind and Body in Conflict: The Enigma of Thomas Jefferson
- Mark Twain: Nineteenth-Century Culture Hero

Cheek is an acclaimed public speaker and classroom lecturer who has won more than twenty-five teaching awards from both undergraduate and graduate students. With his wife Aimee Lee, he wrote a prize-winning biography of a nineteenth-century black civil rights leader, John Mercer Langston. His lecture on P.T. Barnum was featured on The History Channel in 1996.

Kathleen Neils Conzen, University of Chicago

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

Nancy Cott, Center for Advanced Studies in the Behavioral Sciences

- Comparative Feminisms
- History of Marriage and the Nation
- Citizenship and Marital Status in U.S. History



Cott was the first person to teach a course on U.S. women's history at Wheaton College, Clark University, and Wellesley College, and was one of the principle founders of the Women's Studies Program at Yale University. She has been a member of the advisory board of the public television series "The American Experience" and was a consultant on the film "One Woman, One Vote." Cott has published many books and articles, in addition to receiving numerous awards and fellowships from the Guggenheim and Rockefeller foundations, and the National Endowment for the Humanities.

Pete Daniel, National Museum of American History

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

A curator/supervisor at the National Museum of American History, Division of Agriculture and Natural Resources, Daniel has given numerous lectures in the U.S. and abroad. As curator, he has been involved in the creation of many exhibits, including Official Images: New Deal Photography and Science in American Life.



Roger Daniels, University of Cincinnati

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

Daniels teaches courses in modern U.S. history—The Gilded Age, the Progressive Era, and modern America. He has served as president of the Society for Historians of the Gilded Age and Progressive Era and the Immigration History Society. Daniels served as consultant to the Presidential Commission on the Wartime Relocation and Internment of Civilians as a member of the history committee which helped plan the immigration museum on Ellis Island.

Cullom Davis, University of Illinois-Springfield, Emeritus

- Sensory History: A Critical Look at a Cultural Trend
- The Law Practice of Abraham Lincoln



Cullom Davis has combined conventional teaching and scholarship with public history throughout his career. In addition to teaching post-1865 American history at several universities, he founded a major oral history center and headed the Lincoln Legal Papers, a path-breaking venture in documentary editing. He has served as treasurer of the OAH, and president of the Oral History Association, the Abraham Lincoln Association and the Association for Documentary Editing.

Carl N. Degler, Stanford University

- Darwin and Darwinism in America
- The Uses and Limits of History
- The Impact of Darwinism on Religion in Nineteenth-Century America and Europe
- Why Evolutionary Theory Might Be Useful for Historians

Carl Degler is the author of In Search of Human Nature: The Decline and Revival of Darwinism in American Social Thought, Out of Our Past, and Neither Black Nor White: Slavery and Race Relations in Brazil and the United States. He is a past president of the OAH.

Jane S. DeHart, UC, Santa Barbara

- Rethinking National Identity in Cold War America **NA**
- The Racialized Welfare Mother as "Other"
- Abortion and Politics of National Identity

Philip J. Deloria, University of Colorado

- Facing East Toward Valmont: Environmental Imperialism in a Small Town
- Geronimo's Cadillac: Native People and the Technological Sublime

Deloria serves on the American Indian Task Force at the Denver Art Museum and is a member of the American Studies Advisory Committee. He produced and directed Eyanopapi: Heart of the Sioux for regional PBS programming. He has written Playing Indian and co-edited the Blackwell Companion to Native American History, which will be published in 2000.

Robert A. Divine, University of Texas at Austin

- Rethinking the Persian Gulf War
- Evaluating Recent Presidents: From Truman to Clinton

Divine, Littlefield Professor Emeritus at the University of Texas at Austin, recently retired after teaching for 42 years. He received awards for both undergraduate and graduate teaching. His interests range from diplomatic to political history, with a focus on Presidents Franklin Roosevelt, Dwight Eisenhower and Lyndon Johnson. His most recent book is Perpetual War for Perpetual Peace (Texas A&M University Press, 2000), an analysis of U.S. involvement in the wars of the 20th century.

Ellen Carol DuBois, UCLA

- Votes for Women: An International Movement
- A Vindication of Women's Rights: Emancipation in Historical Perspective
- Generation of Power: Harriot Stanton Blatch and the Winning of Woman Suffrage
- What Difference Did Votes for Women Make Anyway?
- Why Seneca Falls Happened
- The Class of 1898



Sara Evans, University of Minnesota

- Women and Public Life in America
- Women's History and Public Policy: The Case of Comparable Worth
- Feminism's Second Wave: The "Golden Years" 1968-75

Ellen Fitzpatrick, University of New Hampshire

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



Eric Foner, Columbia University

- The Significance of Reconstruction in American History
- From Civil War to Civil Rights: The First and Second Reconstructions in the United States

Foner is president of the American Historical Association and a past president of the OAH.

V.P. Franklin, Drexel University

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

George Fredrickson, Stanford University

- The Historical Construction of Racism: A Comparison of White Supremacy and Anti-Semitism

Fredrickson is the Edgar E. Robinson Professor of U.S. history at Stanford University and a past president of OAH. He has written extensively on race and ideology in the United States and South Africa. His books The Inner Civil War; The Black Image in the White Mind; and The Comparative Imagination: On the History of Racism, Nationalism, and Social Movements are brilliant studies that remain staples for students of nineteenth-century American culture. He went on to become one of the outstanding comparative historians of his generation, examining the construction of racial identity in South Africa and the U.S. South in several major works, including White Supremacy and Black Liberation. He has received numerous awards, including a Guggenheim Fellowship and two NEH Senior Fellowships.



Michael Frisch, SUNY, Buffalo

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

Lloyd C. Gardner, Rutgers University

- Vietnam: The Origins of Involvement, 1945-1956
- Vietnam: Why It Was So Hard to Disengage
- Vietnam: LBJ and the "Costs" of War
- Nixon and Detente: The Failed Vision
- Spheres of Influence: The Great Powers and the Partition of Europe, 1941-1945
- Richard Nixon and the "Silent Majority" Speech: A Commentary on the Modern Presidency
- The Bomb in Domestic Politics, 1945

John A. Garraty, Columbia University

- Great Depression
- U.S. Constitution
- American National Biography

Paul M. Gaston, University of Virginia

- Reinterpreting the American Civil Rights Movement
- Comparative Freedom Struggles: The South and South Africa

David A. Gerber, SUNY, Buffalo

- Disabled Veterans: Injury, Social Identity, and the State
- Immigrant Personal Correspondence and the Culture of Emigration in the Nineteenth Century
- Memory of Enlightenment: Accounting for the Contested Origins of the Civil Rights Politics of the Blinded Veterans Association
- Contemporary Immigrants in Historical Perspective; Past Immigrants in Contemporary Perspective

Gerber is a professor of history at the State University of New York at Buffalo. He writes on a broad range of topics, such as race, ethnicity, disability, and gender, all of them bound together in his work by an interest in personal identity under circumstances of historical processes of social change.

**James Gilbert, University of Maryland**

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

For three decades, James Gilbert has been a historian of modern America's most contentious cultural issues. He has written books and articles on the origins of the "New York Intellectuals," on the modern history of juvenile delinquency, on the culture of nineteenth-century Chicago, and on the interaction of religion and science. He has been a frequent lecturer in the United States and Europe and the holder of three Fulbright Professorships.

Linda Gordon, University of Wisconsin, Madison

- History and Politics of Family Violence
- Birth Control and Abortion: A Long Historical View
- Contributions of Women to the Welfare State
- Black and White Visions of Welfare
- History of the "Underclass"
- The Campaign Against Violence Against Women
- How "Welfare" Became a Dirty Word
- Race and Corporate Power in the Southwest: An Arizona Vigilante Story

Jack P. Greene, Johns Hopkins University

- Transatlantic Colonization and the Redefinition of Empire in the Early Modern Era: The British American Experience
- The British Revolution in America
- The Social and Cultural Functions of Law in Colonial British America
- Pluribus or Unum: White Ethnicity in the Formation of Colonial American Culture

Ronald J. Grele, Columbia University

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

Ramón Gutiérrez, UC, San Diego

- Hispanic American History
- Race and Sexuality in American History

Kermit L. Hall, North Carolina State University

- The Supreme Court in Historical Perspective
- The American Constitution in Comparative Perspective
- Open Secrets: The JFK Assassination Records Review Board

Hall has written extensively about the history of American law, constitutionalism, and judicial behavior, especially the development of the Supreme Court. His Oxford Companion to the Supreme Court of the United States and the Oxford Guide to Supreme Court Decisions have won several awards. He is also an expert on openness in government, serving from 1994 to 1998 as one of five members of the presidentially appointed John F. Kennedy Assassination Records Review Board, which opened millions of pages of previously classified documents. For their efforts, each board member received the James Madison Award for outstanding service in promoting freedom of information.

**Neil Harris, University of Chicago**

- Public Art in America: A Historical Survey (Slides)
- Shopping and Shopping Centers: An Architectural and Social Survey (slides)

**Susan M. Hartmann, Ohio State University**

- New Perspectives on Twentieth-Century Feminism in the U.S.

Hartmann has taught U.S. history and women's studies for more than twenty years and has published extensively on women in the twentieth century, feminism, and women's rights movements. She has presented lectures around the world to community and government groups, women's organizations, and academic audiences. She has recently co-authored a U.S. history textbook and published The Other Feminists, a book on women's rights activism in the 1960s and 1970s.

Andrea Hinding, University of Minnesota Libraries

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

Joan Hoff, College of William and Mary

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

An occasional commentator on the presidency for the Newshour with Jim Lehrer, Hoff is a former executive secretary of the OAH.

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

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

**Frederick E. Hoxie, University of Illinois Urbana-Champaign**

- Images of Native Americans in U.S. Historical Writing and Teaching
- Native American Views of American History
- Talking Back to Civilization: Indian Leaders in the Progressive Era

Hoxie has served as a consultant both to Indian tribes and government agencies. His current research focuses on American Indian communities in the twentieth century. Hoxie has received fellowships from the Rockefeller Foundation and the National Endowment for the Humanities. His publications include A Final Promise: The Campaign to Assimilate the Indians and Parading Through History: The Making of the Crow Nation in America, 1805-1935.

Heather Huyck, National Park Service

- From Alcatraz to Yorktown: Teaching American History Using National Parks and Landmarks
- Historians Outside the Classroom: Choosing Public History as a Career
- Beyond John Wayne: Using Historic Sites to Interpret Women's History
 - Jamestown's 400th: Planning for 2007

Dr. Huyck's nearly thirty-year career as a public historian bridges academically-based history and place-based history, especially history as found in the National Park system (she has visited 264 parks of 379). Now NPS Jamestown 400th Project Director, she has also applied her skills in writing, planning, training, and legislation as Congressional staffer and strategic planner. Her specialties are women's history, colonial history, and cultural resource management.

**Harold Hyman, Rice University**

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

Kenneth T. Jackson, Columbia University

- Historical Literacy: The Case for History in American Education
 - Metropolitan Sprawl in the United States: The Past and Future of Urban America
 - The Road to Hell: Good Intentions and the Decline of American Transportation



• History as Destiny: The Influence of the Past on the Future of New York City

Jackson has appeared frequently on television as a commentator on urban issues and is a dynamic public speaker who has received several Columbia University awards for outstanding teaching. His study of American suburbanization, Crabgrass Frontier, won the Francis Parkman and Bancroft prizes, and his acclaimed Encyclopedia of New York City is now in its fifth printing. Jackson is the current president of the OAH.

Joan M. Jensen, New Mexico State University NA

- Immigrant Women
- Rural Women
- Internal Security Policies



Jacqueline Jones, Brandeis University

- Topics vary

A leading scholar in the field of social history, Jones's latest work is A Social History of the Laboring Classes from Colonial Times to the Present. In addition to American social history, her research interests include African American, women's, southern, and labor history. She has received numerous awards and fellowships, and was a finalist for the Pulitzer Prize in American history.

NA **Michael Kammen, Cornell University**

- The Four Seasons in American Art and Culture
- Mass and Popular Culture in Twentieth-Century America
- The American Discovery of Memory as a Mode of Historical Discourse

Kammen is a Pulitzer Prize-winning historian, author of more than 15 books, and has had numerous articles publishing in The New York Times. A Machine That Would Go of Itself: The Constitution in American Culture won the Francis Parkman Prize and Henry Adams Prize. He has lectured throughout the world and has served as moderator on a series of programs broadcast on National Public Radio. Kammen has received fellowships from NEH, Center for Advanced Study in Behavioral Sciences, and the Guggenheim Foundation. He is a past president of the OAH.



Stanley N. Katz, Princeton University

- The Uneasy Case for Constitutional Equality
- Can We Export the U.S. Constitution? The Historical Case for American Uniqueness
- History and the Social Sciences
- Constitutionalism and Civil Society

Katz's recent research has focused on private philanthropy and its effect on public policy in the United States. He is currently studying the behavior of non-governmental peace and conflict resolution organizations in Northern

Ireland, Israel/Palestine, and South Africa. Katz has been president of the OAH and the Society for Legal History. In addition, he is President Emeritus of the American Council of Learned Societies and vice president of the Research Division of the American Historical Association.



Mary Kelley, Dartmouth College 1

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

President-Elect of the American Studies Association, Kelley has received numerous fellowships and awards, including the New Hampshire Teacher of the Year award from the Carnegie Foundation for the Advancement of Teaching. She is currently completing a book on the early generations of

formally educated women in nineteenth-century America.

David Kennedy, Stanford University NA

- American Imagination—Past, Present, and Future
- What the New Deal Did
- The Dilemma of Difference in American Democracy

Linda K. Kerber, University of Iowa 1

- The Case of the Broken Baseball Bat: Women, Citizenship, Jury Service
 - "No Constitutional Right to Be Ladies": Women, Citizenship, and Military Obligation
 - The Meanings of Citizenship
- Women as Citizens; Women in Public Life

Kerber is a past president of the OAH.



Alice Kessler-Harris, Columbia University

- Equality and Difference: Historical Perspective on a Contemporary Problem
- Women and the Labor Movement
- Gendered Interventions: Rethinking Issues of Social Policy



Richard S. Kirkendall, University of Washington

- Harry S. Truman: An Unlikely National Hero
- How Did Seattle Become Dependent on the Boeing Company?
- Ambivalent Revolutionary: Henry A. Wallace and the Transformation of Farming and Rural Life

Referred to as "the dean of Truman scholars" in a recent issue of the Kansas City Star, Kirkendall has explored the life and career of Harry S. Truman for four decades and has also learned much about him from the world of his students. He has studied Henry A. Wallace for an even longer period and at present is devoting most of his research and writing to Wallace's participation in three major developments in twentieth-century American history, including the agricultural revolution. In addition, he has devoted some time since his move to Seattle in 1988 to the political history of the Boeing Company, seeking understanding of the situation in which he now lives. Kirkendall is a former executive secretary of the OAH.

Richard H. Kohn, University of North Carolina, Chapel Hill

- Civilian Control of the Military in the United States

Kohn chairs the Curriculum in Peace, War, and Defense at the University of North Carolina, Chapel Hill. He has lectured at numerous universities and to a variety of academic and military audiences, and has served as an advisor and consultant to various academic and government organizations and agencies. A specialist in American military history and civil-military relations, he recently co-authored The Exclusion of Black Soldiers from the Medal of Honor in World War II.

J. Morgan Kousser, California Institute of Technology

- The Voting Rights Act and the Two Reconstructions
 - "Colorblind" Injustice: The Supreme Court and the Counter-Revolution in Voting Rights
 - Objectivity and History with a Purpose



Kousser's 1999 book Colorblind Injustice: Minority Voting Rights and the Undoing of the Second Reconstruction draws on testimony he has delivered as an expert witness in nineteen federal voting rights cases and before Congress. The author of more than 100 articles and book reviews, he has lectured extensively at universities in America and England.

Karen O. Kupperman, New York University

- Crossing Cultural Boundaries: Pocahontas, Manteo, and Squanto
- Beyond Encounters: Settling with the Indians
- The Founding of Jamestown in the Context of the Atlantic World

Kupperman's work focuses on the challenges and possibilities presented to American Indians and European ventures by the joining of the two sides of the Atlantic in early North America. Her books and articles probe the ways in which all parties tried to understand each other, and the way that assumptions shaped experience, including ideas about the relationship between environment and culture. The problem of recreating traditional social and political structures in novel situations forced people to think about their categories in new ways. Her book, Providence Island, 1630-1641: The Other Puritan Colony, won the AHA's Beveridge Prize in 1995. Kupperman's current work is on the founding of Jamestown in the context of the Atlantic World.



Ann J. Lane, University of Virginia

- Gender, Power and Sexuality in the Academy: A Cultural History of "Consensual" Relations
- Women's History—An Overview

Lane is best known for her biography, To 'Herland' and Beyond: The Life and Work of Charlotte Perkins Gilman, Turn-of-the-Century Feminist Writer and Critic. She has also written on the life and work of historian Mary Ritter Beard. Her work in progress, Gender, Power and Sexuality in the Academy: A Cultural History of 'Consensual' Relations, explores a central question currently confronting faculty, students, and administrators and reflects her thirty years as a feminist in the university.

Gerda Lerner, University of Wisconsin

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



Lawrence W. Levine, George Mason University

- Contesting Culture: The Canon, the Curriculum, and the Crisis
 - The Search for American Identity
- FDR and the American People: Responses to the Fireside Chats

From his study of William Jennings Bryan and supporters, through his exploration of African American folk culture, highbrow and lowbrow culture and its audiences in the nineteenth and twentieth centuries, and popular culture in the Great Depression, Levine has attempted to help recover the voices of those rendered inarticulate through historical neglect. He was a MacArthur

Foundation Prize Fellow from 1983 to 1988 and is a past president of the OAH.

Patricia Nelson Limerick, University of Colorado

- Shifting Paradigms in Western American History
- Troubled Land: Western American History and Landscape Photography
 - The Atomic West



Edward Linenthal, University of Wisconsin, Oshkosh

- From the Holocaust Museum to Oklahoma City: The Construction of Public Memory
- Museums, Memorials, Historic Sites: The Problems and Promise of Public History

Linenthal was the only historian to testify before the Senate on the Enola Gay controversy. He is a frequent consultant for the National Park Service on issues of interpretation of controversial historic sites. He has authored and co-authored several scholarly works, including Enola Gay and Other Battles for the American Past, which was cited by the Los Angeles Times as one of the ten most significant books of 1996. Linenthal is currently writing a book about the memorialization of the bombing of the Murrah Federal Building in Oklahoma City.

Leon F. Litwack, University of California, Berkeley

- Trouble in Mind: African Americans and Race Reflections from Reconstruction to the Civil Rights Movement
- On Becoming a Historian
- To Look for America: From Hiroshima to Woodstock (an impressionistic multi-media examination of American society, with an introductory lecture on American society after 1945)

Richard Magat, Yale University, Visiting Fellow

- Organized American Philanthropy (with an emphasis on foundations)
- The Nonprofit Sector, History and Current Issues
- Organized Labor and Philanthropic Foundations

Magat has published numerous works on philanthropy in America. His most recent book is Unlikely Partners: Philanthropic Foundations and the Labor Movement (Cornell University Press, 1998). He has delivered numerous lectures all over the United States.

Gloria Main, University of Colorado

- Child-Rearing in Colonial New England
- The Changing Dynamics of Family Life in Colonial New England
- "Rocking the Cradle:" Marital Fertility in New England, 1650-1850



Waldo E. Martin, Jr., University of California, Berkeley

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

William S. McFeely

- Frederick Douglass: Civil Rights in the 1890s, the 1990s
- The People of Sapelo Island: Writing History in the First Person Singular
- Lawyers Fighting the Death Penalty in the 1990s

McFeely is the author of biographies of Ulysses S. Grant, which won a Pulitzer Prize, and Frederick Douglass, awarded the Lincoln Prize. For thirty-five years he has been an engaging, unorthodox teacher of American history. Most recently, drawing on his experience as an expert witness in a fascinating case, he has written about lawyers fighting the death penalty.



John C. McWilliams, Penn State University

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

McWilliams has served as an expert witness on the history of drug control policies in two federal court cases and has given several interviews to various media, including an eight-part documentary on the mafia which appeared on A&E's American Justice. He has received numerous grants and honors.

Keith Miller, Energy Consultant

- Are We Running Out of Oil?
- Putting Straws in the Cider Barrel: Petroleum Production in the Trans-Appalachian West
- Black Gold in Little Egypt: A Century of Illinois Petroleum, 1889-1989
- George Catlin: Artist of the American Indian

For twenty years Keith Miller has specialized in American petroleum history, especially its production and geology. His latest publication on oil and gas is in the Journal of the West (April 1999). He has lectured in college courses in U.S. history and anthropology on the work of George Catlin for eight years.

Linda Karen Miller, Fairfax High School

- Put a Little Acting Into Your Teaching
- Reflections on Teaching in Russia and Armenia
- Teaching With Primary Sources: A Workshop
- Teaching in the New Millennium with the Millennium Series



Miller is an award-winning teacher at Fairfax High School in Fairfax, Virginia. In 1996 she received the National Council for the Social Studies' Secondary Teacher of the Year and the OAH's Mary K. Bonsteel Tachau award for precollegiate teaching. In 1998 she traveled to Moscow as part of the "Celebrating Teaching Excellence" award sponsored by the American Council of Teachers of Russian. She has been consultant to Turner Learning in developing their teachers guide for the new fall series, "Millennium: 1000 Years of History."



David Montgomery, Yale University

- The Mission and Methods of Labor History
- Rev. Edward McGlynn and the Influence of Workers on Late Nineteenth-Century Religion

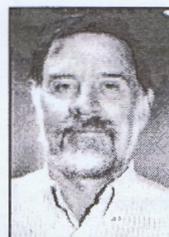
David Montgomery is one of the most distinguished labor historians of our time, but he is proud to note that he was not always an academic. Indeed from the 1940s to the 1960s he worked as a farm laborer, and army staff sergeant, a radio announcer, and a machinist. Over the years he has brought this unique range of experiences to his scholarship. His book The Fall of the House of Labor: The Workplace, the State, and American Labor Activism, 1865-1925, became an instant classic when it was first published in 1987. Montgomery has published many other books and articles dealing with workers' struggles and with nineteenth-century politics and citizenship, and several of his works have been translated into Italian, French, Spanish, and other languages. He has received numerous awards, including a Guggenheim Fellowship and a Woodrow Wilson Fellowship. He is the Farnam Professor of History Emeritus at Yale University and is a past president of the OAH.

John M. Murrin, Princeton University

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



Murrin has taught early American history at Princeton since 1973. He is a co-author of Liberty, Equality, and Power: A History of the American People (2nd ed., 1998) and has published numerous essays on the social, religious, political, and legal history of the colonies and the early republic. His forthcoming essay explores Princeton's role in the rise of intercollegiate athletics to about 1920.



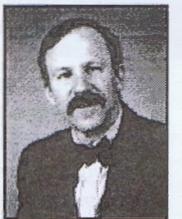
Gary B. Nash, UCLA NA

- Rethinking Why the Founding Fathers Did Not Abolish Slavery
- History and the Multicultural Debate
- The National History Standards Controversy
- The Hidden History of Mixed-Race America

Nash is a past president of the OAH and co-founder of the National Center for History in the Schools at UCLA.

Donald G. Nieman, Bowling Green State University

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



Nieman's scholarship has explored the relationship between African Americans and the Constitution and more generally, the role of common people in bringing about Constitutional and legal change. His books include Promises to Keep: African Americans and the Constitutional Order, 1776 to the Present, and The Constitution, Law and American Life. He has taught at Kansas State University, Clemson University, Hunter College (CUNY), Brooklyn College (CUNY), and Bowling Green State University, where he is currently chair of the history department.

Mary Beth Norton, Cornell University NA

- Gender and Society in Seventeenth-Century America

A finalist for the 1997 Pulitzer Prize in American history, Norton is a specialist in early American history and American women's/gender history. She has lectured extensively in the U.S. and abroad. Norton is author of several books including Founding Mothers & Fathers: Gendered Power and the Forming of American Society (1997).



Gary Y. Okihiro, Columbia University

- Asian American History
- Asians and Africans in America

James T. Patterson, Brown University

- Poverty and Welfare in Modern America
- Cancer and Cancerphobia in Modern America
- American Expectations in the Postwar Era
- The 1960s: Politics and Culture



Lewis Perry, Saint Louis University

- The Antislavery Origins of Disobedience
- Civil Disobedience as an American Tradition
- Other topics on American cultural traditions



Perry holds the John Francis Bannon chair in History and American Studies at Saint Louis University. He has previously taught at SUNY Buffalo, Indiana University, and Vanderbilt University. He is also a former editor of the Journal of American History. Perry's research interests focus on the reform, religious, and intellectual traditions of the United States.

Brenda Gayle Plummer, University of Wisconsin, Madison NA

- Political Parties in American History

Keith Ian Polakoff, California State University, Long Beach

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

Jack Rakove, Stanford University

- What Did the Constitution Originally Mean?
- Declaring Rights: A Constitutional Dilemma
- Thoughts on Reading Madison's Mind



Robert V. Remini, University of Illinois-Chicago

- Jacksonian America
- Early National Period



David R. Roediger, University of Minnesota 1

- Incidents and Drama in the History of Working Class Whiteness
- The Art of Whiteness: Giuliani, The Brooklyn Museum and the 'Holy Virgin Mary'

Roediger specializes in the history of labor, race relations, and the South. He won the OAH Merle Curti Prize in 1992 and has received fellowships from the American Council for Learned Societies, American Philosophical Society, Exxon Educational Foundation, National Endowment for the Humanities, and Newberry Library. In addition to Roediger's many books and articles, he

has appeared on NPR's "Talk of the Nation."

Emily S. Rosenberg, Macalester College

- Financial Missionaries: Narratives of American International Lending in the Twentieth Century
- Consuming Women: Gender in Discourses of "Americanization" Abroad

Emily S. Rosenberg's books and articles have reflected her strong advocacy for broadening the field of U.S. foreign relations to include more economic and cultural analysis and greater attention to groups that operate outside the nation-state framework. She has called, especially, for exploring intersections between gender and international history. An innovative teacher, Rosenberg is also an experienced textbook writer. Recently she served as President of the Society of Historians of American Foreign Relations.

Roy Rosenzweig, George Washington University

- Digitizing the Past: U.S. History and New Media
- The Presence of the Past: How Americans Use and Understand the Past

Rosenzweig is the author of prize-winning studies of Central Park and of popular memory in the United States. He has explored the possibilities of new technology and new media for history as the founder and director of The Center for History and New Media at George Mason University and as the co-author of the prize-winning multimedia CD-ROM, Who Built America? From the Centennial Celebration of 1876 to the Great War of 1914.

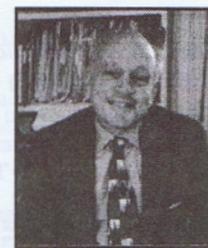


Dorothy Ross, Johns Hopkins University NA

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

Eric Rothschild, Columbia University, Teachers College

- Simulation: Stimulation for Scholarship in American history—A Workshop



With more than thirty-five years in the classroom, Rothschild has made significant contributions to teaching U.S. history at the secondary level of education. He has been a member of the Test Development Committee in Advanced Placement United States and received the Presidential Scholars Teacher Recognition Award in 1998. He has appeared on NBC Nightly News, in addition to having articles published in The New York Times and Newsweek. Rothschild has also been a board member of various national history organizations, including the OAH.

Joan Shelley Rubin, University of Rochester

- American Middlebrow Culture
- Books and Readers in Modern America



Vicki L. Ruiz, Arizona State University

- Cultural Negotiations among Mexican Americans, 1920-1950
- "La Nueva Chicana": Women in the Chicano Movement
- Comadres, Cowgirls, and Curanderas: Spanish/Mexican Women in the Southwest 1540-1900
- Portraits of the Past: Latina Political Leaders, 1920-2950

An award-winning scholar who held an endowed chair at the Claremont Graduate School before being recruited by ASU, Ruiz is the author or editor of seven books. Her latest work is From Out of the Shadows: Mexican Women in Twentieth-Century America. She is currently chair of the department of chicana/chicano studies at ASU. Ruiz has served as an advisor on many different media projects including Nobody's Girls and The Great Depression, both of which appeared on PBS.

Mary Ryan, University of California, Berkeley

- "A Laudable Pride in the Whole of Us": American City Halls as Sites of Public Life in the Nineteenth Century
- The Politics of the Streets in the 1870s
- Civic Wars: The Slide Show

Thomas Schoonover, University of Louisiana at Lafayette

- Columbus and Mao-Zedong: The War of 1898 in the Caribbean and Asia
- "Napoleon is Coming!": An International Perspective on the Nineteenth Century in the Caribbean Basin



For thirty years Thomas Schoonover has striven, in scholarship and oral presentation, to convince audiences that any field of U.S. history, and especially U.S. foreign relations, cannot be done authoritatively without drawing upon non-English linguistic and cultural records. Just about everyone in the U.S. is a hyphenated American. Both sides of the hyphen hold considerable significance.



Anne Firor Scott, Duke University

- Lifting the Veil: The Making of the Black Middle Class
- Parallel Lives: Black and White Women in American History

Scott is one of the pioneers in the field of "new women's history." She published her first articles in 1960 and 1962, and went on to produce many others, as well as several books. She began with southern women, and went on to write about the suffrage movement and women's voluntary associations. She has now circled back to the South, and her most recent book is Unheard Voices: The First Historians of Southern Women. She has won teaching awards, as well as the Duke University Medal given each year to a leading figure in the Duke community. Her forays into political life include chairing the North Carolina Governor's Commission on the Status of Women.

Michael S. Sherry, Northwestern University

- The Fight over the Enola Gay Display: Patriotic Orthodoxy in the 1990s
- Don't Ask, Don't Tell, Don't Marry: The Politics of Homosexuality in the 1990s
- "Wars" on AIDS, Drugs, Abortion, etc.: War as Metaphor in Recent American History

Sherry is a historian of twentieth-century America, the place of war in it, and gay/lesbian culture. His books include Preparing for the Next War: American Plans for Postwar Defense, 1941-45, and The Rise of American Air Power: The Creation of Armageddon, which won the Bancroft Prize in 1988, and most recently In the Shadow of War: The United States Since the 1930s. He currently is working on a study of gay male figures in American high culture during the Cold War. Since 1998 he has served as Associate Dean of the Weinberg College of Arts and Sciences at Northwestern University.

Barbara Sicherman, Trinity College 1

- Ida B. Wells and African American Women's Reading
- Literary Culture and its Discontents: The Education of Jane Addams
- New Books, New Lives: Reading and American Jewish Women's Identity

Sicherman has taught women's history since 1970, when the field was first established. Her publications on psychiatry, biography, and women's reading, though diverse, reflect a core interest in the ways emotion and intellect intersect with cultural trends in shaping aspirations and achievements. Sicherman, who seeks to reach non-scholarly as well as academic audiences, is

currently writing a book on the relationship between women's reading and identity in diverse racial and ethnic communities.

NA Kathryn Kish Sklar, SUNY, Binghamton

- Women's Activism and American Political Culture, 1890-1920
- The Multiple Discourses of Progressive Reform, 1900-1920



Sklar has written about women's collective activism in American political culture between 1830 and 1930, especially women's reform activism in the antebellum and Progressive eras. She has twice won the prestigious Berkshire Prize awarded for the outstanding book by a woman historian in any field. Her recent book on Florence Kelley received the Distinguished Book Prize of the Association for Research on Nonprofit Organizations and Voluntary Action.

Carroll Smith-Rosenberg, University of Pennsylvania

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

James Morton Smith, University of Delaware and the Henry Francis DuPont Winterthur Museum

- Madison, Jefferson, and the Bill of Rights

Arnold H. Taylor, Howard University

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

David Thelen, Indiana University

- Modern Consumer Movements and the Drive to Control Production in Twentieth-Century America
- Toward a Map of History-Making in American Culture
- Popular Response to the Iran-Contra Hearings in the Summer of 1987

Thelen is the former, longtime editor of the Journal of American History.

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

- U.S. History
- History of the South Since Reconstruction



Robert Brent Toplin, University of North Carolina at Wilmington

- History by Hollywood: The Use and Abuse of the American Past
- Bloody Screens: The Debate Over Violence in Film and Television, 1950s to the Present

Toplin has been a principle creator of historical dramas that appeared nationally on such networks as PBS and The Disney Channel, and include Denmark Vesey's Rebellion, Solomon Northup's Odyssey, and Lincoln and the War Within. He was the commentator on The History Channel's hour-long

specials on Titanic and Saving Private Ryan, in addition to serving as commentator on programs featured on C-SPAN and Turner Classic Movies.

Edgar Toppin, Virginia State University and Virginia Commonwealth University

- Afro-American History
- Civil War and Reconstruction
- Twentieth-Century United States

Joe William Trotter, Carnegie Mellon University

- African American Early Twentieth Century
- African American Urban
- African American Labor

Maris A. Vinovskis, University of Michigan

- American Family History
- Adolescent Pregnancy
- History and Federal Policymaking
- History of Federal Compensatory Programs

A recipient of numerous grants, awards, and fellowships, and author of several books, essays, and articles, Vinovskis is a leading authority on U.S. social and family history. He has appeared on the CBS Sunday Morning News and the NBC Today Show. His forthcoming book is Education, Society and Economic Opportunity: A Historical Perspective on Persistent Problems.

Jannelle Warren-Findley, Arizona State University

- International Public Historical Practice: Post-Colonial Models?
- American Cultural Institutions and the Issues of Public Historical Practice
- The Creation of a Public History Program: Problems and Opportunities
- Historians and Historic Preservation: Putting the History back into Preservation



Jannelle Warren-Findley specializes in the examination of history-making in museums, historical societies, federal agencies and national parks in several countries. Her work has ranged from a study of the New Deal-era Federal Music Project and associated cultural undertakings to discussions of new approaches to historical practice in post-colonial landscapes in New Zealand and Australia. For the last twenty years, she has written historical studies and public policy documents about the identification, interpretation, and preservation or conservation of historical sites, structures, landscapes and associated documents and artifacts for various government agencies and the U.S. Congress. She is presently the Ian Axford (New Zealand) Fellow, based in Wellington, New Zealand to examine the public policies relating to public history practice in New Zealand. She is also the co-director of the Graduate Program in Public History, and an associate professor of history at Arizona State University.



David J. Weber, Southern Methodist University

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

Weber is author of a number of prize-winning books including The Spanish Frontier in North America (1992), which was nominated for a Pulitzer Prize, named one of the "notable books" of 1992 by The New York Times, and won the "Spain and America" prize from the Spanish Ministry of Culture. He has been a Fulbright-Hays lecturer in Costa Rica and held numerous fellowships.

He currently directs the William P. Clements Center for Southwest Studies at SMU.

Deborah Gray White, Rutgers University

- Integrating Race and Gender into American and African American History
- Race, Class and Gender in Twentieth-Century Black Women's History
- The Black Woman and the Black Family in Slavery

Richard White, Stanford University

- Memory and History: Histories of Memories
- Environmental History: Walt Disney and Nature's Nation

Sean Wilentz, Princeton University

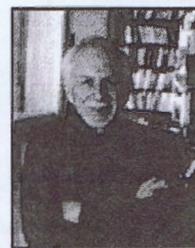
- The Rise of American Democracy, 1787-1860
- Sex, Salvation, and Religious Movements

Bertram Wyatt-Brown, University of Florida

- Southern Writers and Alienation
- The Code Duello in the Old South
- Why Did Johnny Reb Fight So Hard?
- Death of a Nation: Southern Reactions to Defeat



Wyatt-Brown has been President of the Society for Historians of the Early Republic and the St. George Tucker Society, and is President-Elect of the Southern Historical Association. He has won teaching awards at Case Western Reserve University and the University of Florida and has appeared in television documentaries for Discovery, A&E, and PBS. The Shaping of Southern Culture: Honor, Grace and War, 1760s-1880s, is one of many projects on which he is currently working.



Alfred F. Young, The Newberry Library

- Artisans and the American Revolution: The Visual Evidence (slides)
- Masquerade: The Deborah Sampson Gannette in the Era of the American Revolution
- How Radical Was the American Revolution?

Alfred F. Young is the winner of the 2000 OAH Distinguished Service Award.

Mary E. Young, University of Rochester

- U.S.-Indian Relations
- Cherokee Indians

OAH Midwestern Regional Conference

AMES, IOWA • 3-6 AUGUST 2000

Thursday, 3 August

7-9 PM Reception—hosted by the OAH

Friday, 4 August

8:30 AM-9:45 AM Continental Breakfast
WELCOME: Iowa State Univ. President Martin Jischke // *What Kids CAN Do: The National History Day Perspective on "I Just Hate History"* • PRESENTING: Laura Simmons, NHD-Missouri; Crystal Johnson Bailey, NHD-Iowa; and Ronald C. Naugle, NHD-Nebraska

Friday Sessions 10:00 AM-12:00 PM

- A. Interpreting & Teaching Military History**
PRESIDING: James T. Stensvaag, U.S. Army • PRESENTING: Michael Vogt, Iowa Gold Star Museum; Bill Johnson, State Historical Society of Iowa; Chris Rolwes, Marshalltown High School • COMMENTING: John Votaw, Cantigny First Division Museum
- B. State of the Art—Political History**
PRESIDING: Dick Jensen, Univ. of Illinois at Chicago; Mark Summers, Univ. of Kentucky; Allan Lichtman, American Univ.
- C. State of the Art—Women's vs. Gender History**
PRESIDING: Lee Ann Whites, Univ. of Missouri; Catherine Kelly, Univ. of Oklahoma
- D. Whither the Heartland: The Idea and Reality of Midwestern Regional Identity**
PRESIDING: Susan Gray, Arizona State Univ. • PRESENTING: John E. Miller, South Dakota State Univ.; Elizabeth Raymond, Univ. of Nevada, Reno; Kenneth Wheeler, Reinhardt College
- E. The African-American Experience: The Twentieth Century**
PRESIDING: T. Stephen Whitman, Mount St. Mary's College • PRESENTING: Nelson Ouellet, Univ. de Moncton; Judith Gordon-Omelka, Wichita State Univ.; Clarence Lang, Univ. of Illinois • COMMENTING: Valerie Grim, Indiana Univ.
- F. From the Old World to the New: Reaction, Transplantation or Transformation**
PRESIDING: Christine Daniels, Michigan State U. • PRESENTING: Anne Hawkins, U. of Kansas; Margaret Hawthorne, U. of Kansas; Amy Hill Shevitz, California State U., Northridge
- G. America in the 50s: Critiquing the "Golden Age"**
PRESIDING: Carol Weisenberger, U. of Northern Iowa • PRESENTING: Matthew H. Loayza, U. of Wisconsin-La Crosse; Fred Nielsen, U. of Nebraska at Omaha • COMMENTING: Ellen Nore, Southern Illinois U. at Edwardsville

Lunch 12:15-1:30 PM
Presentation and Conversation with Lee W. Formwalt, Executive Director of the OAH.

Friday Sessions 1:45-3:15 PM

- A. Teaching History with the Soul of the New Machine**
PRESIDING: Clair Keller, Iowa State U. • PRESENTING: Andrew Kersten, U. of Wisconsin-Green Bay; Russell Olwell, Eastern Michigan U.
- B. Designing the Future: Curriculum and History**
PRESIDING: H. Shelton Stromquist, U. of Iowa • PRESENTING: Judith Ann Trolander, U. of Minnesota, Duluth; Bethany Andreasen, Minot State U. • COMMENTING: Michael Zahs, Ainsworth, IA & Thom Determan, Dubuque H.S.
- C. State of the Art: Biography**
PRESIDING: R. David Edmunds, Univ. of Texas-Dallas; Kenneth Lockridge, Montana State Univ.
- D. Reexamining The Fringe: The Politics of Alternative Medicine and the Anti-Abortion Movement**
PRESIDING: Glen Jeanson, Univ. of Wisconsin-

- Milwaukee • PRESENTING: Eric Juhnke, Univ. of Kansas; Richard Hughes, Univ. of Kansas
- E. New Women in the Midwest**
PRESIDING: Randal Beeman, Bakersfield Community College • PRESENTING: Douglas Slaybaugh, St. Michael's College; Marie Laberge, U. of Delaware • COMMENTING: Stephanie Carpenter, Murray State U.
- F. Visualizing the Past in Film and Form**
PRESIDING: Bryan Le Beau, Creighton U. • PRESENTING: Jackie Stroud, Winona State U.; Caleb Christopher, Art Institute of Chicago • COMMENTING: Kenneth Cox, Hawkeye Community College
- G. Agriculture and Republicans: From McNary-Haugen to Eisenhower**
PRESIDING: Anne Effland, U.S.D.A. • PRESENTING: Karen Miller, Oakland Univ.; Steven Wagner, Missouri Southern State Univ. • COMMENTING: David Hamilton, Univ. of Kentucky

Friday Sessions 3:30-5:00 PM

- A. History, Science, & Modeling: Two Approaches**
PRESIDING: Philip D. Jordan, Hastings College • PRESENTING: David Riggs, U. of Wisconsin-River Falls; Christopher Newman and Vassilios Damiros, Elgin Community College • COMMENTING: Alan I. Goldman, Iowa State U.
- B. State of the Art—History of Popular Culture**
PRESIDING: Jim Gilbert, Univ. of Maryland; David Katzman, Univ. of Kansas
- C. State of the Art—Rural History**
PRESIDING: David Vaught, Texas A&M Univ.; C. Fred Williams, Univ. of Arkansas
- D. If You Plant It, They Will Come: Grassroots Politics, Midwestern Style**
PRESIDING: George McJinsey, Iowa State Univ. • PRESENTING: Jon E. Taylor, Univ. of Missouri; Matt Schaefer and Duncan Stewart, State Historical Society of Iowa • COMMENTING: John Braeman, Nebraska
- E. Racial Violence**
PRESIDING: Pamela Smoot, Southern Illinois Univ. • PRESENTING: William Green, Augsburg College; Daniel Cassell, Southern Illinois U. • COMMENTING: Herbert Shapiro, U. of Cincinnati
- F. Taking the Past From Under Glass: Museums and the Construction of History**
PRESIDING: Mary Ann Hellrigel, California State U., Chico • PRESENTING: Russell Jones, Case Western Reserve U.; Trevor Jones, Early American Museum; COMMENTING: Patricia Mooney-Melvin, Loyola U. of Chicago

5:30-6:30 PM Reception
Hosted by U. of Iowa Press

8:30-10:00 PM—Multimedia Event
Hollywood's Midwest: Themes and Trends in Motion Pictures, hosted by Alan I. Marcus, Iowa State Univ.

Saturday, 5 August

Continental Breakfast 7:30-8:30 AM

Saturday Sessions 8:30-10:30 AM

- A. Workshop: Using Public History to Enhance Undergraduate Teaching**
PRESIDING: Barbara Howe, West Virginia U. • PRESENTING: Laura Tuennenman-Kaplan, California U. of Pennsylvania; Gary Daynes, Brigham Young U.; Phillip Payne, St. Bonaventure U.
- B. State of the Art—Religious History**
PRESIDING: Ted Ownby, U. of Mississippi; Paul E. Johnson, U. of South Carolina; Charles Cohen, U. of Wisconsin
- C. Locating Health's Locus: Industry, Community, and Fraternity**
PRESIDING: Susan Lawrence, Univ. of Iowa • PRESENTING: Mark Hamin, Iowa State Univ.; Katherine Tinsley, Manchester College; Phillip Frana, Iowa State Univ. • COMMENTING: Charlotte Borst, Saint Louis Univ.
- D. From the Ground Up: The Development of the Midwest in Local, State, & National Perspective**
PRESIDING: Timothy Mahoney • PRESENTING: Chris Rasmussen, U. of Nevada at Las Vegas; David Blanke, Briar Cliff

Register today online at www.oah.org

or request a registration form via
midwest@oah.org or call 812/ 855-7311



Cosponsored by the Iowa State University Department of History

- College; Andrea Foroughi, Union College
- E. Sowing American Culture: Historical Perspectives of Agriculture & Rural Life in Multi-ethnic North America**
PRESIDING: Richard S. Kirkendall, Univ. of Washington • PRESENTING: Daniel Thorp, Virginia Polytechnic Institute & State U.; Ginette Aley, Iowa State U.; Nicholas Aieta, St. Cecilia Academy • COMMENTING: Paula Nelson, U. of Wisconsin, Platteville
- F. Women & Reform in Antebellum Indiana and Ohio**
PRESIDING: David Harmon, Washtenaw Community College • PRESENTING: Tamara G. Miller, Independent Scholar; Elizabeth Osborn, Indiana Univ.; Anita Ashendel, Indiana Univ.-Purdue Univ. at Columbus • COMMENTING: James Schmidt, Northern Illinois Univ.
- G. Presidential Campaigns and Public Response in the Twentieth Century**
PRESIDING: Richard Fried, Univ. of Illinois-Chicago • PRESENTING: Edward Frantz, U. of Wisconsin; Alexander Shashko, U. of Michigan • COMMENTING: Greg Schneider, Emporia St. U.

Saturday Sessions 10:45 AM-12:15

- A. The Joys and Pains of Interdisciplinary Courses Involving History**
PRESIDING: Judith Spraul-Schmidt, U. of Cincinnati • PRESENTING: Sue C. Patrick, U. of Wisconsin-Barton County; Oscar B. Chamberlain, U. of Wisconsin-Barton County & U. of Wisconsin-Eau Claire • COMMENTING: Nancy Peterson, Gilbert Middle School
- B. Strategies for Infusing Civic Responsibility in History Curricula from K-12 to the University**
PRESIDING: Lori Gates, Missouri Valley College • PRESENTING: Delores McBroome, Humboldt State Univ.; Armeta Reitzel, Central College
- C. State of the Art—Urban History**
PRESIDING: John Teaford, Purdue Univ.; David Goldfield, Univ. of North Carolina-Charlotte
- D. State of the Art—Native American History**
• PRESENTING: Donald Fixico, U. of Kansas; Jackie Thompson-Rand, U. of Iowa
- E. Wartime Disruptions of the Social Fabric**
PRESIDING: Edward Goedeken, Iowa State U. • PRESENTING: John Lyons, U. of Illinois at Chicago; Sarah Jo Peterson, Yale U. • COMMENTING: Ellis Hawley, U. of Iowa
- F. Reform and the Dark Side: Christianity, Tolerance, and Social Change**
PRESIDING: Paul Boyer, U. of Wisconsin • PRESENTING: John Fry, U. of Iowa; Robert Kemp, Concordia U. • COMMENTING: Robert McMath, Georgia Inst. of Technology

Lunch 12:30-1:30 PM.

Saturday Sessions 2:30-4:30 PM

- A. Public Controversy, Private Debates, and Historical Inquiry**
PRESIDING: Rosemary Carroll, Coe College • PRESENTING: Virginia Allen and Lynn Wellnitz, Iowa State U.; Joel Sipress, U. of Wisconsin-Superior • COMMENTING: Lynda Domino, St. Anthony's School, Des Moines
- B. State of the Art—Labor History**
PRESIDING: David Montgomery, Yale Univ.; Peter Rachleff, Macalester Univ.; Kimberly Phillips, College of William and Mary
- C. Celebrating Diversity: Pleas, Plans, & Programs**
PRESIDING: Herman Blake, Iowa State U.; *Women's History Month*, Audrey McCuskey, Indiana U.; Linda Schloff, Jewish Historical Society of the Upper Midwest • COMMENTING: The Audience
- D. The Great Lakes Region: Where Maritime History & Public History Meet**

- PRESIDING: Joseph E. Taylor III, Iowa State U. • PRESENTING: Kristin Szylyvian, Western Michigan U.; Michael J. Chiarappa, Western Michigan U.; Paula J. Lange, Western Michigan U.; COMMENTING: Lisa Boehm, Univ. of Michigan-Dearborn
- E. Creating Historical Reputation**
PRESIDING: Richard Lowitt, U. of Oklahoma • PRESENTING: Eric Daniels, U. of Wisconsin; Cai Guise-Richardson, Iowa State U.; Lawrence McAndrews, St. Norbert College • COMMENTING: Richard Lowitt
- F. Rural Families and Change in the Post-Frontier Midwest**
PRESIDING: Marvin Bergman, Annals of Iowa • PRESENTING: Franklin Yoder, U. of Iowa; P. Riney-Kerberg, Illinois State U.; Susan Sessions Rugh, Brigham Young U. • COMMENTING: Jane Pederson, U. of Wisconsin-Eau Claire
- G. Promise of the Past: History & Historical Societies**
Panelists from Midwestern Historical Societies

6:00 PM—Barbecue Dinner & Dance

Sunday, 6 August

Sunday Sessions 9:30-11:30 AM

- A. Buenker, Bunker, Bunkers: "All In The Family": A Conversation Spanning Oceans, Generations, and Disciplines**
PRESIDING: Jerry Garcia, Iowa State U. • PRESENTING: John D. Buenker, U. of Wisconsin-Parkside; Suzanne L. Bunkers, Minnesota State U., Mankato • COMMENTING: The Audience
- B. The Past As Active Learning**
PRESIDING: Peter Frederick, Wabash College; Kristin Anderson-Bricker, Loras College • COMMENTING: Dick Steffen, South Hamilton H.S.
- C. State of the Art—History of Technology and Science**
• PRESENTING: Bruce Seely, Michigan Technological U.; Sally Kohlstedt, U. of Minnesota; Mark Finlay, Armstrong State U.
- D. Native American Experience and Public Policy**
PRESIDING: Raymond Wilson, Fort Hays State U. • PRESENTING: Thomas Burnell Colbert, Marshalltown Community College; Angela Firkus, Cottey College • COMMENTING: Bert Ahern, U. of Minnesota-Morris
- E. Agricultural History and Public Policy: Why Bother?**
PRESIDING: Gloria Campbell, Old Cow Town Museum • PRESENTING: Leo Landis, Henry Ford Museum & Greenfield Village; Timothy R. Crumrin, Conner Prairie Pioneer Settlement • COMMENTING: Rebecca Martin, Kansas Museum of History
- F. Placing History: Space, Theme, and Audience**
PRESIDING: Christopher Rossi, Humanities Iowa • PRESENTING: Patrick Nunnally, U. of Minnesota; Anne Ketz, The 106 Group, Inc.; Beth Nodland, Inst. for Minnesota Archaeology • COMMENTING: The Audience
- G. Archiving the History of Midwestern Women**
PRESIDING: Karen M. Mason, Curator, Iowa Women's Archives, U. of Iowa • PRESENTING: Tanya Zanish-Belcher, Iowa State U.; Doris Malkmus, U. of Iowa; Anne Peschke, Independent Scholar • COMMENTING: Patricia Michaelis, Kansas State Historical Society

**Sunday Session: 12:00-1:00 PM
at Veenker Golf Course***

- A. Par For the Course: Designing Leisure**
PRESIDING: James Hansen, Auburn Univ. • PRESENTING: Jason Chrystal, Iowa State Univ. • COMMENTING: James Hansen (*A 9- or 18-hole tournament will follow the session. Cost is \$33.50 for the round and a cart.)



Our thanks to the following contributors to the St. Louis Special Fund

Karen C. Adams
Virginia H. Ahart
Michele L. Aldrich
Ben F. Alexander
Kenneth G. Alfors
American Association for State & Local History
Carol Anderson
V. DeJohn Anderson
Miriam Angress
Joyce Appleby
Susan H. Armitage
Douglas M. Arnold
Raymond O. Arsenault
Charles Pete Banner-Haley
Elliott R. Barkan
James R. Barrett
Hal S. Barron
Matthew Basso
Mia Bay
Douglas C. Baynton
Gail Bederman
Joshua G. Belk
Thomas Bender
Susan Porter Benson
Randolph Bergstrom
Ira Berlin
Michael A. Bernstein
Mary F. Berry
Allida M. Black
Tom Bolze
Patricia U. Bonomi
T. Dwight Bozeman
Richard Breaux
Howard Brick
Laura Briggs
Jeffrey E. Brown
Joan C. Browning
David Brundage
Cecelia Bucki
Mel Bucklin
Rand Burnette
Michèle Butts
Ardis Cameron
Louis Carlat
David C. Carter
William H. Chafe
John W. Chambers
Carol Chin
Clifford E. Clark, Jr.
Constance Areson Clark
Kenneth Cmiel
Catherine Cocks
Cheryll Ann Cody
Lizabeth Cohen
Miriam Cohen
Ronald D. Cohen
Carolyn C. Cooper
Jerry M. Cooper
Cornell University
F.G. Couvares
Joanna D. Cowden
John T. Cumbler
Sandra E. Czernek
Daniel Czitrom
John D'Emilio
Kathleen M. Dalton
James P. Danky
Philip N. Dare
Cullom Davis
Alan Dawley
Cornelia H. Dayton
Greta E. De Jong
Jane Desmond
Toby L. Ditz
William B. Dolbee
Marc Dollinger
Priscilla A. Dowden
Thomas Dublin
Ellen C. Dubois
Ann Patricia Duffy
Lynn Dumenil
Robert F. Engls
Emory G. Evans
William McKee Evans
Carol Faulkner
Laura J. Feller
Earline R. Ferguson
Nancy Page Fernandez
Gregory B. Field
Barbara J. Fields
James F. Findlay, Jr.
William J. Fitzgerald
Betty Fladeland
Susan Flader
Eric Foner
Tom Forgue
Lee W. Formwalt
Julia L. Foulkes
Dana Frank
Margaret G. Frantz
George M. Fredrickson

Joshua Freeman
Andrea S. Friedman
Michael H. Frisch
Darcy R. Fryer
Richard P. Fuke
Eric Fure-Slocum
Wendy Gamber
Rochelle Gatlin
David A. Gerber
Chris Gerteis
Marvin Gettleman
James L. & Blandina Gibling
William W. Giffin
Tim Gilfoyle
Lori Ginzberg
Thavolia Glymph
Michel Gobat
Janet Lynne Golden
David Goldfield
Judith Goldstein
Michael A. Gomez
Ann D. Gordon
Linda Gordon
Mary Jane Gormley
Harvey J. Graff
Dewey W. Grantham
James R. Green
Nancy L. Green
Cheryl Greenberg
Douglas Greenberg
Kenneth Greenberg
Sara S. Gronim
Michael Grossberg
James R. Grossman
Jacquelyn Hall
William M. Hammond
Louis R. Harlan
Donald T. Hata
Nadine Ishitani Hata
Elizabeth Hazard
Lisa Gayle Hazirjian
Elizabeth Higginbotham
John Higginson
Susan Hirsch
Martha Hodes
Kristin Hoganson
Peter Hoffenberg
Ronald Hoffman
Charles Neil Hoke
Jonathan Holloway
Michael Honey
Roger Horowitz
Barbara J. Howe
Heather Huyck
Ernest Isaacs
Elizabeth Jameson
Robert F. Jefferson
Susan L. Johnson
Walter Johnson
Amita A. Jones
David A. Jones
Jacqueline Jones
Jacob Judd
Stanley N. Katz
Eileen R. Kaufman
Kathleen C. Kean
Mary Kelley
Robin D.G. Kelley
Stephen Kantrowitz
Harmut Keil
Linda K. Kerber
E.A. Kessel
R.S. Kirkendall
John T. Kneebone
Stephen Kneeshaw
Junko Kobayashi
William A. Koelsch
Richard H. Kohn
Jeffrey Kolnick
Gary J. Kornblith
Peter A. Kraemer
Kate Kruckemeyer
Angel Kwolek-Folland
Labor & Working Class History Association
Pamela W. Laird
Carol Lasser
Michael E. Latham
Shafali Lal
Peter F. Lau
Bruce Laurie
Gerda Lerner
David Saul Levin
Lawrence W. Levine
Crystal Lewis
Barbara S. Lindemann
John J. Little
Deborah Eve Lombard
Jennifer D. Luff
Michael Lutzker
Richard Magat
Robert Malone

Peter C. Mancall
Maeva Marcus
Michelle Mart
Kate Masur
Robert E. May
Monica McCormick
Susan McGrath
Sally A. McMurry
Glenn M. McNair
Mrs. Marion G. Merrill
Joanne J. Meyerowitz
Page Putnam Miller
John D. Milligan
Kenneth P. Minkema
David Montgomery
Katherine G. Morrissey
Priscilla Murolo
Mark Naison
David Nasaw
Lois Nettleship
Joelle Neulander
Alexandra M. Nickliss
David Nord
William L. North
Kathleen Banks Nutter
Carol O'Connor
John T. O'Keefe
Patricia Oldham
Sheila Onuska
Grey Osterud
Susannah R. Ottaway
Leslie H. Owens
Max Page
Peggy Pascoe
Gunther Peck
Diane Pecknold
Martin S. Pernick
Lewis C. Perry
Jennifer Imsande Person
Mark A. Peterson
Kimberley L. Phillips
Lisa W. Phillips
Joshua Piker
Harold T. Pinkett
Dwight T. Pitcaithley
Mark A. Pittenger

Cynthia Poe
Tracy Poe
Daniel Pope
Eric C. Porter
Lawrence N. Powell
Alex Primm
David M. Rabban
John H. Raeburn
Patricia Reid
Joseph P. Reidy
Marguerite Renner
Susan Reverby
Michelle Rhoades
Kenneth P. Roper
George H. Roeder, Jr.
Rae W. Rohfeld
Donald M. Roper
Mark H. Rose
Dorothy Ross
Jane H. Rothstein
Leslie Rowland
Joan Shelley Rubin
Lynn Sacco
Allen Sack
St. Louis Historians
Against Racism
Neal Salisbury
Jeffrey T. Sammons
Andrew K. Sandoval-Strausz
Eric Sandweiss
Martha Saxton
Patricia Schechter
Kenneth A. Scherzer
Johanna Schoen
Myron I. Scholnick
Michael Schudson
Susan Schulten
Cornelia F. Sexauer
Herbert Shapiro
Gardiner H. Shattuck, Jr.
Linda Shopes
Christina Simmons
Bradley Skelcher
Sheila Skemp
Robert Slayton
Catherine R. Small

Judith E. Smith
Kevin D. Smith
Pamela A. Smoot
James K. Somerville
Daniel Soyer
Jeffrey D. Stansbury
Darwin H. Stapleton
Kristine Stilwell
Susan Strasser
A.E. Strickland
Landon R. Storrs
Jack Stuart
Patricia Sullivan
Mary E. Summers
Kirsten Swinth
Marc R. Sykes
Eric S. Tachau
Katherine H. Tachau
Christopher L. Tomlins
Evelyn R. Tecosky
Judith Ann Trolander
Joe W. Trotter
Jules Tygiel
Timothy B. Tyson
Robert W. Unger
Rudolph J. Vecoli
C.L. Ver Steeg
David Vigilante
Stephen Vlastos
Sandra Washington
Chris Waters
Carl Weinberg
Carl D. Weiner
Judith Wellman
Cliff Weston
Carmen Whalen
Deborah G. White
Shane White
Seth Wigderson
Harry McKinley Williams
Bridgett Williams-Searle
Allan M. Winkler
Stanley B. Winters
Stephanie G. Wolf
Robert Wolff
Anne Wolverton

Kevin Scott Wong
Anne Woo-Sam
Langdon G. Wright
Alfred Young
Serena Zabin
Robert L. Zangrando
Charles A. Zappia
Robert H. Zieger

THE FOLLOWING MEMBERS HAVE
BECOME LIFE MEMBERS (\$1,200)
SINCE 1/1/00

Beth T. Bates
Eileen Boris
Donna R. Gabaccia
Nancy M. Godleski
Julia Greene
Ramón A. Gutiérrez
Darlene Clark Hine
Frederick E. Hoxie
Mari Lynn Johnson
Linda K. Kerber
Rachel N. Klein
Carol MacGregor
James H. Madison
Christopher Phelps
Edward A. Purcell, Jr.
Willis G. Regier
Roy Rosenzweig
Johanna Schoen
Jeffrey C. Stewart
Joe W. Trotter
Lowell E. Wenger
Rafia Zafar

THE FOLLOWING MEMBERS HAVE
BECOME PATRON MEMBERS (\$1500)
SINCE 1/1/00

Hal S. Chase
Gwendolyn M. Hall
Kenneth T. Jackson
P. Nelson Limerick
Jeffrey T. Sammons
Donald Spivey

An easy and convivial way to help the OAH raise money to pay for the cost of moving the meeting to Saint Louis University

Have an OAH Fundraising Party and invite your colleagues from around your campus. Historians aren't the only ones who sympathized with and supported the OAH decision to stand up to racism. Parties are being planned right now in Miami, New York City, and Bloomington, Indiana. Former OAH President Linda Kerber had one last month in Iowa City and another fundraising party was recently held in New York City. Historians, colleagues from other disciplines, and graduate students came and contributed \$900 to the St. Louis Special Fund. All it takes is some food, drink, and music, and a few words on endorsing a learned society that took a stand against racism. Help ensure that OAH not be financially undermined because of that stand.

Also encourage your institution to invite an OAH lecturer to your campus or organization this year. Each lecture brings \$1,000 to the OAH. It's an easy way to share a distinguished historian with your community and raise money for the organization. (Please see pages 17-23 for lecturers and their topics.)

The OAH Special Fund

The OAH has established a **Special Fund** to help defray the substantial additional expenses for this annual meeting, such as alternative meeting space, shuttles, and legal costs. Any unused money in the Special Fund will be placed in the OAH Fund for American History for new initiatives in historical inquiry, teaching, and professional development. Your generosity is appreciated! Here's how you can help:

- ★ Upgrade your OAH membership to a higher level, such as life or patron.
OAH members who wish to contribute in this way should contact the membership office at (812) 855-9851 (or via e-mail to: member@oah.org).
- ★ Make a tax-deductible contribution to the OAH Special Fund (please check one):

\$1,000 \$500 \$100 \$50 \$25 Other: \$ _____

Name (please print) _____

Address _____ City _____ State _____ ZIP _____

Payment Type

- Check (enclosed)
 VISA
 MasterCard

Card Number _____

Exp Date MM/YY _____

Signature _____

Please make checks payable to OAH, and send to OAH,
112 North Bryan Avenue, Bloomington IN 47408. Fax: 812-855-0696

Contribute Online!
<https://www.oah.org/meetings/2000/fund.html>

Secret Subventions: Troubling Legacies

Paul Buhle

Controversies around intelligence agencies' role within the profession have until recently seemed distant, even for scholars inclined to view the 1950s-70s as "recent history." Most OAH members middle aged or older will remember *Ramparts* magazine's 1967 revelations about secret CIA subsidies for university programs concerning Vietnam, and more long-lasting subsidies for a small legion of intellectuals here and abroad; the same readers will likely better remember Christopher Lasch's essays on the latter subject in the pages of the *New York Review of Books*. Wide embarrassment followed, then decades of relative silence. Now the controversy is back again, with key issues still unresolved. Perhaps the passage of time and of the Cold War itself have together created a context for a more thorough discussion.

Frances Stonor Saunders, a young British scholar and independent film producer, has dramatized the issues with her controversial volume, *The Cultural Cold War: The CIA and the World of Arts and Letters* (New Press, 1999). Saunders' FOIA inquiries and interviews, along with new information turned up by other scholars, suggest that the quiet influence of the CIA on historians was more extensive and long-lasting than scholars have hitherto grasped. The *New York Times* and other media sources seem most concerned with flashy cultural issues (such as Agency manipulation of images in the animated version of George Orwell's *Animal Farm*) and the moral issue of "complicity." The real issue for our profession is how funding, whether secret or open, directs scholarship toward fixed agendas.

According to the better-known part of Saunders's tale, the onset of secret sponsorship began in 1950 with the formation of the Congress for Cultural Freedom and a domestic counterpart, the American Committee for Cultural Freedom. The lavish international conferences and accompanying perks should concern us far less, from the outset, than the adamant denials of CIA sponsorship by recipients and their eagerness to credit those denials. A score of prominent U.S. historians can be counted among the participants, along with a considerably larger number of cultural critics, sociologists and freelance intellectuals. Historically-minded scholars contributed most heavily to the theory of "American Exceptionalism" then

very much in vogue.

The American Committee for Cultural Freedom closed its doors in 1957, following a series of internal disagreements and embarrassing revelations. The Congress for Cultural Freedom reorganized itself after 1967 into the International Association for Cultural Freedom and persisted another decade. President Johnson ruled out further intelligence funding for domestic programs (re-launched under Nixon's COINTELPRO) but as Saunders acutely notes, he did not end international ventures that include U.S. intellectual figures. After 1970, private foundations with similar political agendas picked up the slack.

All this may be rather less important than the secret CIA sponsorship of scholars. Saunders estimates that a thousand volumes were produced, under the imprint of a variety of commercial and university presses, with covert subventions. To take only my area of specialized scholarship, labor and radical history, the consequences are staggering. As Sigmund Diamond revealed in *Compromised Campus* (Oxford, 1992), the highly prestigious scholarly series, "Communism in American Life," was secretly planned by the board of the American Committee for Cultural Freedom, with generous funding arranged for a handful of scholars. Some well-researched and enduring monographs appeared, along with shallow polemical forays. But not one forecasts the balanced account of American Communists' genuine contributions, especially in labor, culture and civil rights, established by subsequent generations of social historians.

Every scholar has a perfect right to political and personal views: rigidly anti-Communist, Communist or (for the great majority of us) "other." Saunders and Diamond raised, however, the troubling combination of secret funding and the appearance of scholarly independence. Some veterans of CCF/ACCF activity, editors or contributors to respected mainstream journals subsidized by foundation "pass-throughs," have insisted that participants would have acted no differently without such funding and the issue is therefore moot.

This argument seems to me to evade the real problem. Scholars (and especially reviewers) should take note of foundation sources acknowledged in any scholarly

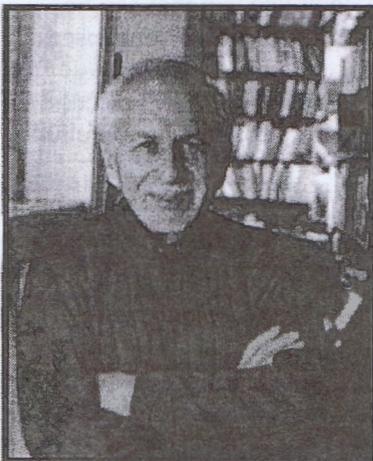
volume, just as the authors should list these carefully, and not merely for purposes of scholarly etiquette. Nearly every foundation has its leanings, some far more than others. The secrecy of the CIA operation was obviously intended to disguise an agenda, as much from the European (also Asian, Latin American and African) as from the American public. The surviving web of secrets prevents us from viewing more clearly a central episode in our national intellectual and scholarly history.

Saunders also notes that CIA staffers and intellectual allies "placed" Agency views involving current issues in many popular American magazines during the 1950s-60s, a strategy with disturbing implications for our image of the "public intellectual." No matter how scholars toiled to create a useable past, they were likely to be out-gunned by others better connected. Similar concerns involve access to trade publishers, reviews, and reviewers beyond the framework of the scholarly journal. No one will pretend, I think, that "contacts" have no bearing on these issues, just as no one should pretend that professional status, the prestige of university (even family) background and affiliation have no effect upon fellowship-granting foundations, publishers, and reviewers.

The "prestige game" is highly undemocratic in almost every respect, but we seem to be stuck with it. At the very least, all the cards should be on the table. We need, then, to reconsider the scholarly and other connections of perhaps the most influential American intellectual group at midcentury, come to understand the submerged section of the iceberg as well as its tip, and grapple with the questions that fresh evidence raises for contemporary scholars. We can do so most effectively if more scholars will press FOIA claims related to this and other subjects, make their research available to other scholars, and seek to tap the memories of political survivors on all sides for what we do not yet know and must find out. □

Paul Buhle is a lecturer at Brown University and co-author of a biography of William Appleman Williams, among many other volumes.

News of the Organization



2000 OAH Distinguished Service Award Presented to Alfred F. Young

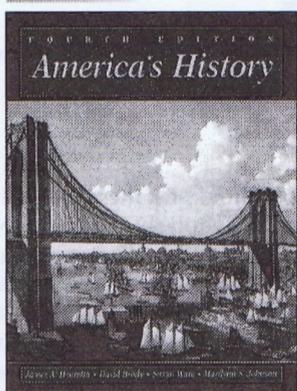
The OAH gives its Distinguished Service Award to individuals noted for outstanding service either to the organization or to the profession as a whole. Alfred F. Young is conspicuous for both. More than this, Young has done as much as any scholar to reach out to communities beyond the seminar hall with museum exhibits, articles in popular magazines, and meetings with such groups as the Sons of the American Revolution. This year we pay him tribute with our highest honor, and call attention to his many efforts for the study and promotion of history.

Young has been a dedicated member of OAH, and has volunteered his services to many other learned societies. He has served on the OAH Executive Board, the Program Committee, the Nominating Board, and an ad hoc committee on the NEH between 1993 and 1996. He has also done much work for the Newberry Library—advising on acquisitions, reviewing fellowships, and keeping alive an important American history seminar that draws scholars from all over the Chicago metropolitan area.

With Terry Fife, he co-curated one of the finest museum exhibits on early American history, now at the Chicago Historical Society. Titled *We the People*, this impressive collection of artifacts and primary texts is one of the first generations of exhibits in which the historian and the curator worked side by side, and has served as a model for similar efforts since. His recent book, *The Shoemaker and the Tea Party: Memory and the American Revolution*, began as a classic article in the *William and Mary Quarterly*. Young is also a consummate editor of historical essay collections. His *Past Perfect: Essays on History, Libraries, and the Humanities*, (co-edited with Robert W. Karrow, Jr.) and *Beyond the American Revolution: Explorations in the History of American Radicalism* are both outstanding examples of the craft. Next year he will publish a study on the life of Deborah Sampson, a woman who dressed as a soldier so she could fight in the American Revolution. □

For U.S. History, We've Got You Covered!

NEW!



AMERICA'S HISTORY

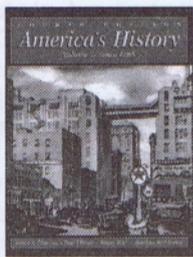
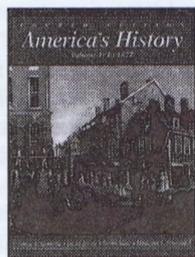
Fourth Edition

James A. Henretta, *University of Maryland*
David Brody, *University of California, Davis*
Susan Ware, *Radcliffe College*
Marilynn S. Johnson, *Boston College*

COMBINED VOLUME: 2000/PAPER/1051 PAGES
 VOLUME I (TO 1877): 2000/PAPER/503 PAGES
 VOLUME II (SINCE 1865): 2000/PAPER/573 PAGES
 EXTENSIVE ANCILLARY PACKAGE

Both comprehensive and balanced, *America's History* is also the most explanatory textbook available for the U.S. survey course. The authors tell what and why through a narrative that traces social, economic, and cultural themes as clearly as political developments and compelling writing that emphasizes causes, connections, and consequences.

- **Unique narrative structure.** Each of six parts begins at a crucial turning point in history, such as the American Revolution or the cold war; chapters within parts explore the dynamic forces that created new conditions of life at the time.
- **U.S. history in a global context.** The text encourages students to understand what is comparable and what is distinctive about the American experience by revealing the interactions between America and the wider world.
- **Rich array of features.** The narrative is reinforced by American Voices (primary-source excerpts), American Lives (brief biographies), and new Voices From Abroad (primary-source views of the U.S. by outsiders) — plus twice as many New Technology boxes.
- **New Epilogue.** The first textbook to treat explicitly the problems historians face in dealing with current events, the fourth edition closes with "America and the World at 2000: How Historians Interpret Contemporary Events and Their Legacy to the Future."

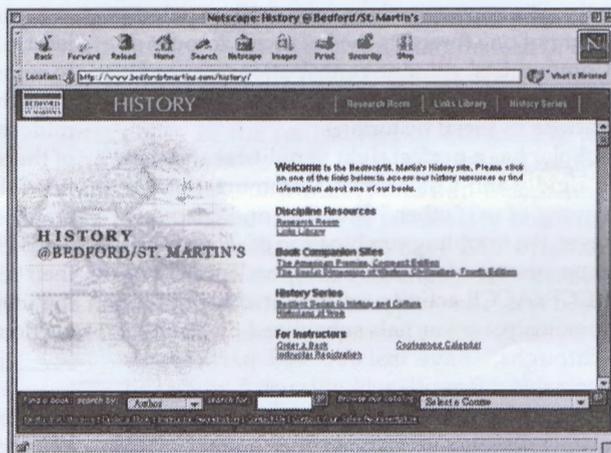


www.bedfordstmartins.com/history — Your Link to History

NEW!

Developed by a group of scholars at leading universities, our exciting new history Web site is an innovative online resource that illuminates key developments in U.S. history while teaching the process of historical inquiry.

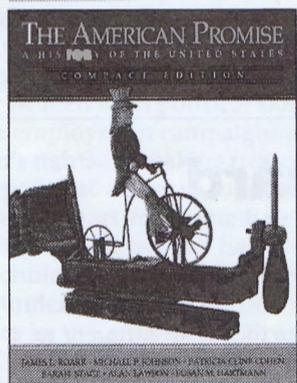
FREE online study guides for *The American Promise*, Compact Edition, and *America's History*, Fourth Edition, include interactive quizzes with feedback.



Interactive research modules bring history to life with over 30 multimedia activities on a variety of historical sources: animated maps, interactive photographs, statistical graphs, important history Web sites, and hypertext documents. Pedagogy incorporated into each module invites students to evaluate sources as diverse as a site on Colonial Williamsburg or a photograph by Jacob Riis.

Research resources include an interactive tutorial for conducting online historical research and over 200 searchable, annotated links to jumpstart the process. An electronic version of *A Student's Guide to History*, Seventh Edition, provides support for writing, research, and documentation.

NEW!



THE AMERICAN PROMISE

A History of the United States

Compact Edition

James L. Roark, *Emory University*
Michael P. Johnson, *Johns Hopkins University*
Patricia Cline Cohen, *University of California, Santa Barbara*
Sarah Stage, *Arizona State University, West*
Alan Lawson, *Boston College*
Susan M. Hartmann, *The Ohio State University*

COMBINED VOLUME: 2000/CLOTH/874 PAGES
 VOLUME 1 (TO 1877): 2000/PAPER/441 PAGES
 VOLUME 2 (FROM 1865): 2000/PAPER/463 PAGES
 EXTENSIVE ANCILLARY PACKAGE

Based on the highly successful survey text, *The American Promise: A History of the United States*, the new Compact Edition retains all the color, pedagogy, and narrative strengths of the original version at two-thirds the length — for a complete text that can be assigned alone or with outside readings. Condensed by the authors themselves, the Compact Edition avoids extraneous facts in favor of full, vivid discussions of major political, social, economic, and cultural changes.

- **"Big picture" approach** highlights the most important events and themes of the American past.
- **Integration of political and social history** in a structure that students can negotiate with ease.
- **Highly acclaimed art program** has over 300 images — many in full color — and extensive captions retained from the full-length text. Over 100 full-color maps reinforce and extend the narrative.



For Examination Copies: facultyservices@bfpub.com ■ www.bedfordstmartins.com

BEDFORD
ST. MARTIN'S

News of the Organization

OAH Executive Board

30 March - 2 April 2000
St. Louis, Missouri

At its 2000 spring meeting the OAH Executive Board took the following actions:

• Approved the minutes of the 22-24 October 1999, Executive Board meeting in Chicago, with three minor amendments.

• Agreed to delay discussion and approval of the 2001 budget until after the Annual Meeting, at a time when OAH staff will have more information about the effect of the St. Louis meeting on the organization's finances.

• Approved the appointment of Susan Porter Benson (University of Connecticut), Melvyn Leffler (University of Virginia), and Sylvia Frey (Tulane University) as new members of the *Journal of American History* Editorial Board.

• Approved the appointment of Thomas Schoonover (University of Louisiana) and Christiane Harzig (Universität Bremen) for the David Thelen Foreign Language Article Prize Committee and Elizabeth Varon (Wellesley College) for the Pelzer Prize Committee.

• Thanked Page P. Miller, Executive Director of the National Coordinating Committee for the Promotion of History for her years of dedication and hard work on behalf of the historical profession. (Miller subsequently was recognized during the Presidential Address and Award Presentation on Friday night and was given an award for her service.)

• Adopted the following statement on diversity, which the Committee on the Status of Minority Historians and Minority History presented at the meeting:

The Organization of American Historians is committed in principle and action to fostering diversity within the historical profession. To this end, the OAH affirmatively acts for the inclusion of all who wish to join, participate, and have a voice in the organization. The OAH believes that given today's increasingly global interactions, there must be concerted efforts to promote understanding, sensitivity, and respect for the range of cultures, abilities, and human identities as they have developed historically and in the present. The OAH believes in the principles of equality and social justice for all, especially those people who in the past have been and in the present are discriminated against or excluded.

• Thanked the OAH staff members and recognized their great efforts to make the St. Louis Annual Meeting a success despite the many last minute logistical changes.

• Thanked David Nord for his careful and wise stewardship of the *Journal of American History* during his tenure as acting editor.

• Voted to adopt the museum exhibit standards recommended by the Public History Committee and originally written and adopted by the Society for History in the Federal Government. (See below.)

• Created a Part-Time and Adjunct Faculty Committee, the members of which will be appointed by President Kenneth T. Jackson. The committee will discuss issues such as coordinating efforts with the AHA and other associations; examining the possibility of sanctions and involving the oversight of accreditation associations; pursuing corrective legislation to limit the use of part-time/adjunct faculty; pressing senior faculty to discuss the issue; and publicizing examples of departments and institutions making positive decisions about part-time/adjunct faculty.

• Adopted a memorial resolution of thanks to the late chancellor and former president of Indiana University, Herman B Wells, who passed away in March 2000. The resolution recognizes Wells's vision in transforming In-

diana University, working with OAH Past President and Executive Secretary Thomas D. Clark to make a home for the OAH executive office on the Indiana University Bloomington campus, and supporting OAH in many other ways over the years as a Life Member since 1971. (See below.)

• Adopted a resolution from the National Council for History Education (NCHE) to coordinate among NCHE, OAH, and the AHA support for the teaching of history in schools. The resolution will result in the appointment of officers from OAH (and AHA, pending approval from that organization) as ex-officio non-voting members of the National Council for History Education Board of Trustees, as well as regular consultation and coordination between these organizations.

• Charged the executive office with drafting new guidelines for annual meeting site selection, which will be considered at the fall meeting of the executive board.

• After discussing other ways to increase graduate student participation and representation in the organization, the board voted to appoint four graduate students to the Membership Committee and to authorize up to \$1,000 each year for the Membership Committee chair to apportion for their travel expenses.

• Expanded international representation on the Membership Committee by authorizing the president to include visiting foreign scholars as temporary membership representatives.

• Authorized the president to create a development committee, which, among other duties, would lead a capital campaign for the organization's centennial in 2007.

• Thanked David Montgomery, for his year as OAH president in 1999-2000; Nancy Cott, Fred Hoxie, and Roy Rosenzweig, whose three-year terms on the Executive Board ended at the Annual Meeting; and Linda K. Kerber, whose service as past-president and member of the Executive Board came to an end. □

Resolution of Gratitude to Herman B Wells

Whereas, Herman B Wells was responsible for transforming Indiana University into a major educational and research institution by bringing renowned scholars, international attention, and significant resources to the Bloomington campus; and

Whereas, Herman B Wells, together with OAH Past President Thomas D. Clark, was instrumental in bringing the editorial office of *The Mississippi Valley Historical Review* (later *The Journal of American History*) to Indiana University in 1963; and

Whereas, Herman B Wells, together with OAH Executive Secretary Thomas D. Clark, was instrumental in bringing the national headquarters of the Organization of American Historians to Indiana University in 1970; and

Whereas, Herman B Wells provided Raintree House as the permanent home for the executive office of the OAH, at 112 North Bryan Avenue, Bloomington, Indiana; and

Whereas, Herman B Wells joined the OAH in 1971 as a Life Member and continued to assist and patronize the organization throughout his life;

Now therefore be it resolved by the Executive Board of the Organization of American Historians that we express our sincere gratitude for his three decades of support for the OAH and mourn his passing on 18 March 2000. □



Museum Exhibit Standards Society for History in the Federal Government

In a democracy, a knowledge of history forms the context in which citizens make informed decisions. Historical knowledge also provides personal, family, and community links to the past. Historical understanding of other societies assists individuals in identifying commonalities in the human condition and in negotiating the differences that exist in our increasingly pluralistic world.

Museum exhibits play an important role in the transmission of historical knowledge. They are viewed by citizens of diverse ages, interests, and backgrounds, often in family groups. They sometimes celebrate common events, occasionally memorialize tragedies or injustices, and contain an interpretive element, even if it is not readily apparent. The process of selecting themes, photographs, objects, documents, and other components to be included in an exhibit implies interpretive judgments about cause and effect, perspective, significance, and meaning.

Historical exhibits may encourage the informed discussion of their content and the broader issues of historical significance they raise. Attempts to suppress exhibits or to impose an uncritical point of view, however widely shared, are inimical to open and rational discussion.

In aiming to achieve exhibit goals, historians, museum curators, administrators, and members of museum boards should approach their task mindful of their public trust.

To discharge their duties appropriately, they should observe the following standards:

1. Exhibits should be founded on scholarship, marked by intellectual integrity, and subjected to rigorous peer review. Evidence considered in preparing the exhibit may include objects, written documentation, oral histories, images, works of art, music, and folklore.
2. At the outset of the exhibit process, museums should identify stakeholders in any exhibit and may wish to involve their representatives in the planning process.
3. Museums and other institutions funded with public monies should be keenly aware of the diversity within the communities and constituencies that they serve.
4. When an exhibit addresses a controversial subject, it should acknowledge the existence of competing points of view. The public should be able to see that history is a changing process of interpretation and reinterpretation formed through gathering and reviewing evidence, drawing conclusions, and presenting the conclusions in text or exhibit format.
5. Museum administrators should defend exhibits produced according to these standards. □

Obituaries

Arthur A. Ekirch, Jr

Arthur A. Ekirch, Jr., a distinguished American intellectual historian, died in Albany, New York, on 5 February 2000. He was eighty-four years old. Born in New York City, he graduated Phi Beta Kappa from Dartmouth College and received his M.A. and Ph.D. from Columbia University. He taught at American University in Washington, D.C. for eighteen years and then as Professor of American History at the State University of New York at Albany from 1965 to 1986. A recipient of a Guggenheim Fellowship and a Volker Fund Fellowship, he was the author of ten books, approximately three dozen articles and essays, and numerous reviews. Over the years he was in much demand as a lecturer, conference participant, and consultant. He was also one of the early leaders of the Conference on Peace Research, a predecessor to the Peace History Society.

Ekirch's approach to American history owed much to the writings of Vernon Louis Parrington and Charles A. Beard—Parrington because of his agrarian liberalism cast in the Jeffersonian mold and Beard because of his interest in the concept of progress and his aversion to war. Although he would refine and expand his outlook and interpretations during a three-decade scholarly career, his first book, *The Idea of Progress in America, 1815-1860* (1944), introduced a bedrock theme for future works: by the dawn of the Civil War the concept of progress in America had been debased by materialism. This note of pessimism is carried into and through several books that followed. In *The Decline of American Liberalism* (1955), which stressed the importance of Jeffersonian ideals, classical liberalism for Ekirch has given way to centralization, collectivism, and the "garrison state." The decline, he argued, began during the Revolutionary era and proceeded steadily thereafter. Variations of this theme are further developed in *The American Democratic Tradition: A History* (1963); *Ideologies and Utopias: The Impact of the New Deal on American Thought* (1969); *The Challenge of American Democracy: A Concise History of Social Thought and Political Action* (1973); and *Progressivism in America: A Study of the Era of Theodore Roosevelt and Woodrow Wilson* (1974). In these works Ekirch is especially critical of reformers who, in the guise of preserving or restoring ideals of liberty and freedom, helped create the "militant national state." The powerful nation state and its effects on civilian needs and values are carefully analyzed in the path-breaking study, *The Civilian and the Military* (1956), which warns of the "military-industrial complex" five years before President Eisenhower's admonition. In *Man and Nature in America* (1963) Ekirch again addressed a large issue: the historical development of the need for the conservation of natural resources. Here, as in *Progressivism*, he also traced transatlantic influences on American ideas and policies. Some critics lauded this study, but one reviewer wondered if government intervention in conservation did not offend the author's well known commitment to Jeffersonian individualism.

Ekirch's writings, explicitly or implicitly, challenged historians to focus on major ideas and themes in the American experience—and to explore those themes by careful evaluation of both secondary works and primary materials. Although he was familiar with the new methodologies in historical scholarship, he clung to narrative and interpretive syntheses, and impressed on his students the need for clear writing and sound analysis. His class lectures were packed with information and bibliographic suggestions, but he always left room for disagreement and differing interpretations; he carried his libertarianism into the classroom. Students and colleagues alike found him to be gracious, understanding, cooperative, and kind. Even his outspokenness had a charm about it that endeared him to us, for we knew that his words were anchored in honest conviction.

Ekirch retired from teaching in 1986, and until shortly before his death continued to pursue his lifelong inter-

est in history and literature. He enjoyed a happy family life and is survived by his wife Dorothy Gustafson Ekirch, three grown children, and seven grandchildren. Family and friends deeply mourn his loss. □

—Robert F. Wesser

*Emeritus Professor of History
State University of New York at Albany*

John J. Guthrie, Jr.

John J. Guthrie, Jr., Associate Professor of History and Economics, Daytona Beach Community College, passed away at the age of 44. He earned his B.S. and M.S. at Radford University and Ph.D. in History at the University of Florida. At the time of his death, the department committee had just recommended his promotion to full professor. His works include: *The Florida Land Boom*, with William Frazer, a story of developers, land speculators, and promoters in Florida, 1913-1925; *Keepers of the Spirits*, a study of prohibition and the Florida courts, 1915-1925, and a forthcoming study of the professional sports business in America since 1950. The University of Florida Press will soon publish *Cassadaga; The South's Oldest Spiritualist Community*, a forthcoming collaborative work. He was a member of the Southern Historical Association and the Organization of American Historians. He received the DBCC Faculty Senate Award for Research and Professional Development in 1995 and 1999. At the time of his death, John was completing a manuscript with Frank Wetta on the Louisiana Scalawags. In addition to his scholarly pursuits, he was a popular teacher who taught five to six classes each semester. When someone once asked him how he could teach so much and pursue his research interests at the same time, he replied: "Well, I don't own a TV." He was a faculty sponsor of the History Club. In 1995, he was honored with the DBCC Student's Choice Award for Most Effective Teacher. As one student put it in an evaluation, Professor Guthrie "is good at what he does, he's funny, and we learn something at the same time." High praise, indeed. Donations in his memory can be sent to the Daytona Beach Community College Foundation: The John Guthrie Memorial Fund for Faculty Development in History and the Humanities. Daytona Beach Community College, 1200 International Speedway Blvd. Daytona Beach, Florida, 32120. □

—Frank Wetta

*Dean, Arts & Sciences
Daytona Beach Community College*

OAH would like to thank the following individuals for donating their papers to sell at the OAH Annual Meeting in St. Louis.

Natsuki Aruga
Henry Berger
Mary W. Blanchard
Eric Jarvis
Tandy McConnell
Mark Meuwese
Todd Postol
Clara E. Rodriguez
Pamela K. Sanfilippo
Paul A. Schor
Kelly Schrum
Robert Shaffer
Michael Sokolow
Nancy Unger

Correspondence

Let's Discuss National Center for History Proposal

Dear Editors,

I assume that the Newsletter printed "A National Center for History," by James M. Banner, Jr. (November 1999) to stimulate debate on the proposal. If so, I do not see the necessity of having President Montgomery throttle the idea in his column on the same page. Why not let us discuss it for a while?

—James Boylan

*Professor emeritus
University of Massachusetts-Amherst*

Next, OAH Kidnapped by Aliens?

Dear Sir:

Reference is made to the front page article on the *OAH Newsletter* dated February 2000, "Charges of Racism Jolt Annual Meeting."

I am terribly upset about the article for a number of reasons. First, it appears that you have tried, convicted, sentenced, tarred and feathered and lynched Adam's Mark based on what are nothing more than allegations. I don't trust the Clinton/Reno Justice Department to make any kind of unprejudiced/unbiased investigation. And I certainly don't trust anything that the NAACP does or says. Yet, based on what amounts to hearsay and gossip, you have seen fit to take a stand that the Adam's Mark is guilty; don't confuse me with facts. What ever happened to "...innocent until proven guilty...?"

Second, the article is one-sided and incomplete. It only presents the side of the NAACP, the Justice Dept., and that of the OAH. In a document representing historians, I would expect a more critical, balanced and complete explanation of who, what, where, when, how, and how many. Your article is more fitting to the trashy sensationalism of the tabloids. Next issue, why don't you publish an article about being kidnapped by aliens?

I agree that the meeting should address matters relating to prejudice, discrimination, civil rights and related matters. Don't forget that prejudice takes many forms and manifests itself in many ways. More importantly, don't forget that justice means more than taking sides on an issue. It means gathering the facts from as many viable sources as possible, analyzing those facts, coming to a logical conclusion, making a decision, then carrying through with that decision. Justice has not been helped by your article; rather it has been obfuscated. □

Sincerely,

Walter J. Moeller
Prentiss, Mississippi

Bamboozling the Elephant and Misinterpreting the Lion

In the May 1999 issue of the *OAH Newsletter*, John Myers wrote about the teaching of history in Canada. Along the way, he cited (and patronized) Professor Jack Granatstein. Granatstein is the author of *Who Killed Canadian History?*, a best seller as such books go, which Myers describes as a polemic. Myers states that "some of us" don't agree with Granatstein's opposition to the practical elimination of national political history, in favor of "stories" about women, aboriginal people and various minority groups at the K-12 level, and to labor, gender and immigration history at the university level. The opponents, for "progressives" such as Myers, are "those . . . nostalgic for the teaching of history from another age."

Who "some of us" represents, other than Myers, I don't know for sure, but I think I've encountered a few. For example, the academics who edited *The Neglected Majority*, a collection of essays about Canadian women in

Viewpoint

Respecting Diversity in the OAH

E. G. Pollack

Several of us found the OAH leadership's choice of St. Louis University as the new convention site to be an unfortunate one. It became, however, an exclusionary choice once the leadership refused to acknowledge the legitimacy of our needs. Having overlooked our perspective, the leadership then overrode it. As a result, we were unable to participate in the annual meeting of our professional organization.

On 13 March, Stephen H. Norwood, Stan Nadel, Larry Logue, and I e-mailed a Statement of Concerns to the president, past presidents, and executive committee:

"Several of us are disturbed that the OAH has moved the annual convention to St. Louis University, which identifies itself 'as a Catholic, Jesuit university.' In justifying its decision to move the meeting out of the Adam's Mark, the OAH argued that 'All OAH members must be able to participate fully and freely in its conventions.' For a number of reasons, however, several of us find it difficult to participate comfortably under current conditions. Some of us question the appropriateness of a secular organization's holding its annual convention at, and giving money to support, a religious institution. Much more unsettling is . . . that most of the rooms in which sessions, etc. will be held have crucifixes on the walls. We find this particularly troubling, since for 2000 years this icon has been inextricably tied to the Church's deicide libel against the Jews. Indeed, it was only in 1965, more than a decade after *Brown v. Board of Education*, that the Catholic Church finally abandoned the charge of collective guilt against the Jewish people. The crucifix is not just another religious symbol, like a Star of David or a mezuzah, or even a statue of Jesus or the Virgin. To us it is a particularly potent historical symbol of aggressive, even lethal, antisemitism. We see several parallels to the discomfort many feel toward the Confederate flag, and we cannot imagine the OAH holding sessions in rooms adorned with that flag. Although some of us informed the executive director of our concerns, the response, posted on the OAH web site, is dismissive, and misrepresents our posi-

tion. The OAH writes: 'We should not expect the university to erase its religious identity simply because it is hosting a secular organization like the OAH.' No one, to our knowledge, is asking the university 'to erase its religious identity,' but to do something about icons which some find unsettling, or at least to schedule sessions in rooms lacking this symbol. . . . Certainly, some historians, Jews, seculars, *et al*, have at times chosen to speak beneath the crucifix, in churches or schools. But this was an individual decision, far different from a professional organization's choosing to hold its convention in a place where, in order to participate, one must, in effect, speak beneath the cross.

We also find it distressing that the conference is being held at a university whose library is named the Pius XII Memorial Library. Historians have found that 'Pius's behavior regarding the Holocaust was often deplorable'. . . . Moreover, the Vatican's first authoritative statement on the Church's actions during the Holocaust, *We Remember: A Reflection on the Shoah*, published only two years ago, has been found by secular historians to completely whitewash Pius XII's actions. To several of us, whose relatives were murdered during the Holocaust, the Shoah is not just a European issue.

We are also dismayed that the convention is being held at a Jesuit institution, since Jesuits (and their organs) have long been in the forefront of the movement to deny or limit abortion rights. Should the OAH be giving money that might ultimately be applied to the 'pro-life' crusade? Note too that it was only last year, for the first time in 90 years, that *America*, the Jesuit weekly, hired a female staff member. The OAH writes that 'historians are united in their conviction that racism is a scourge on the land, which the OAH has long been committed to overcome.' But many historians have also long struggled for women's 'right to choose,' for women's equal rights, etc.

Although we do not and would not ask the OAH to change the location of the convention, we hope that it will accord these concerns the same close attention it gave to the objections of those who protested the original site."

members of the executive board feel extremely grateful to the university." We replied, "We appreciate the dilemma the OAH faced, but question a solution that ignores the interests of some of its members. We do not understand why the OAH concluded that it must embrace its rescuer uncritically."

In justifying their unqualified endorsement of the new site, and their rejection of any modifications in the current arrangements, the president, past president, and an executive committee member emphasized that St. Louis University "share[s] our commitment to racial justice," that its "commitment to equal justice . . . is decisive. . . ." We responded, "Surely, the OAH is not only committed to 'equal justice,' narrowly defined, but to a true respect for diversity. It is, therefore, hard for us to understand why the OAH discounts our perspective on the crucifix, etc., and, in effect, upholds only the Catholic approach of St. Louis University, which we cannot share."

In dismissing our concerns, OAH president David Montgomery informed us that "A Jewish rabbi felt perfectly comfortable participating . . . in the opening sessions of the fall term, and Jewish faculty members at the university . . . helped make arrangements for the OAH." We pointed out that each of those situations "has no bearing on the issue at hand. Each . . . reflected only the decisions of individuals, and their comfort level need not be ours. We, by contrast, are confronted with our secular professional organization's, in effect, requiring members who had planned to participate in its annual convention, to speak beneath the crucifix."

Montgomery wrote that he "see[s] no profit in cataloguing the historic sins of those churches. . . ." Herein lay the divide, and the differing perspectives that we assumed the OAH would respect. We explained, "What you characterize as 'sins,' however, we perceive as atrocities. And what you consign to the 'historic,' we believe suffuses the present, shapes, and has shadowed our lives. Recall that it was only in 1965 that the Church even officially dropped its charge of collective guilt against the Jewish people for deicide. And that as recently as five months ago the Church was still aggressively promoting the canonization of Pius XII, and the whitewashing of his record during the Holocaust. Is the OAH asking its members simply to ignore that a core institution, the library, of the university it praises, is dedicated to the memory of Pius XII?" The OAH president may have set aside the Church's sins, but this does not mean that we should—or ever could.

The president assured us that the convention was a "totally secular meeting." But would an association of historians of women hold its convention at the Playboy mansion, its sessions in rooms adorned with pinups, and then assure its members that it was a "totally feminist meeting?"

The leadership's concern for some members' discomfort at the hotel, and complete disregard for some members' discomfort at the university, suggest a double standard. The sessions should have been scheduled in rooms without crucifixes or, failing that, the crucifixes should have been hidden behind maps. To us, our experience indicates that there was/is a need for a forum devoted to fully integrating the study of Jews and antisemitism into the (multicultural) American history curriculum. □

Dr. E.G. Pollack is a twenty-five year member of the Organization of American Historians and was the originator of the American Historical Association's 1995 Resolution on Jews and Slavery.

Stuck in the Stone Age?

Have you been receiving email updates from OAH? If you would like to receive occasional news and brief updates from the organization, please make certain we have your current email address.

Also, OAH will soon offer new Internet-based membership services and it's important we have your current contact information. Please visit the online membership directory and verify your information:

<<http://www.oah.org/members/directory.html>>

If you need to make any changes, please visit <<http://www.oah.org/members/demographic.html>> or send an email to <member@oah.org>.

The current official response of the OAH—which distorts our positions and dismisses our concerns—appears to reflect a double standard, one which we find unacceptable for an organization committed to diversity. Perhaps it is not only 'the issue of racial inequality in the United States and in their profession' that historians should address at the annual meeting.

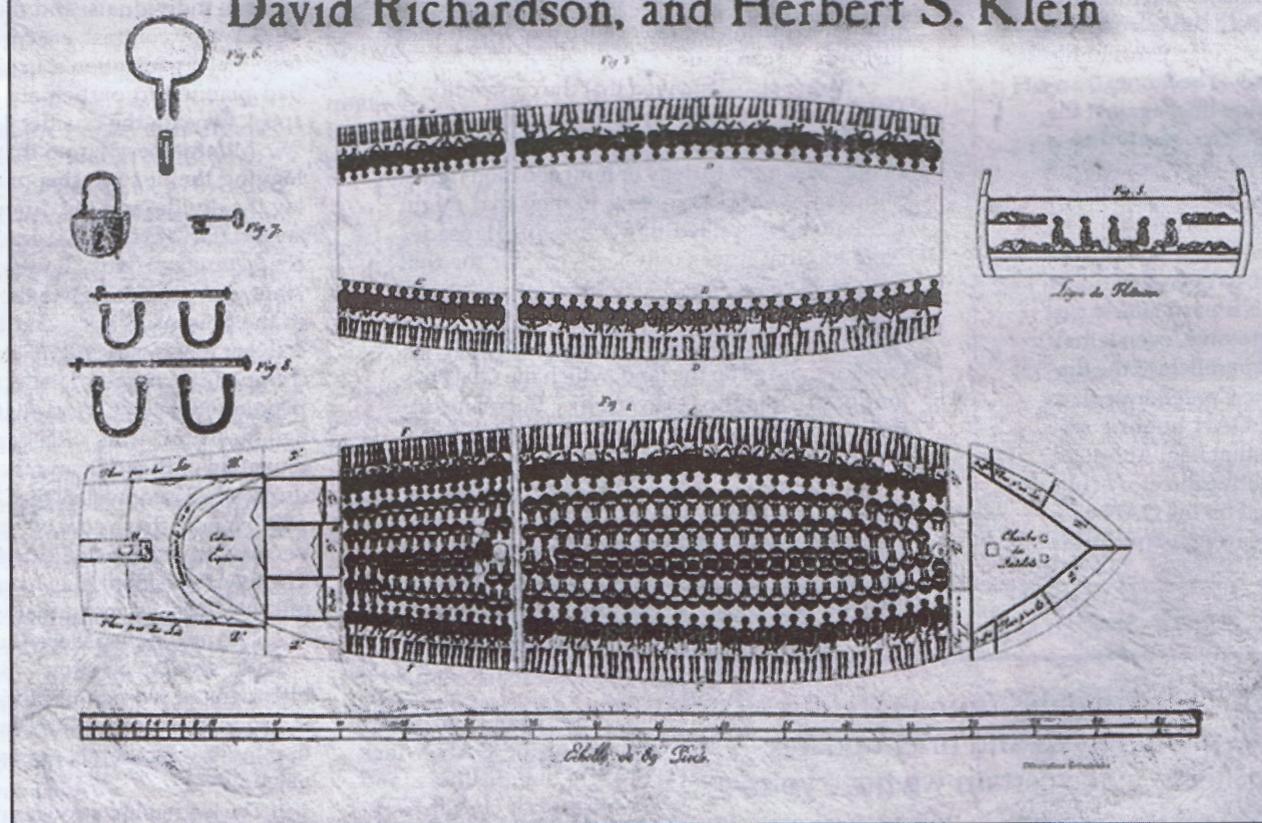
In their responses to us, in which they tacitly refused to take any steps toward meeting our needs, the leadership stressed that "All

NOW AVAILABLE...

The Trans-Atlantic Slave Trade

A Database on CD-ROM

David Eltis, Stephen D. Behrendt,
David Richardson, and Herbert S. Klein



For more information, please visit the web site at www.cup.org/Eltis.html

Complimentary Teacher's Manual Available

0-521-62910-1 CD-ROM \$195.00

Available in bookstores
or from

CAMBRIDGE
UNIVERSITY PRESS

40 West 20th Street, N.Y., NY 10011-4211

Call toll-free 800-872-7423

Web site: www.cup.org

MasterCard/VISA accepted. Price subject to change.

▼ Bamboozling / From 30

the nineteenth century. When it was pointed out that females were not a majority in Canada until 1961, the ladies were unrepentant. The senior editor suggested that history was a large pool, and that I should "jump in and join the fun." What fun? The denial of historical facts?

Granatstein, in his "polemic," cited a remarkable letter from a school teacher in British Columbia to the editor of the *Toronto Globe and Mail*. The woman did not see why a war veteran should appear in her classroom on 11 November—Armistice Day—and "bore us with his medals." I wrote to the school board in question to complain about gross abuse of the freedom of speech defended and preserved by the veterans and their fallen comrades. The response I received stated, in effect, that the letter to the *Globe* hadn't happened. Moreover, there had been a memorial ceremony, during which "the boy of Hiroshima" had been prominent. What this had to do with Canada or the memory of Canadian war dead was not revealed.

More recently, I watched a television debate between a retired professor of Canadian history (white, male, not the present author) and a thirty-something female school teacher who referred to herself as a historian. The retired professor wanted Canadian history taught in the public schools. The teacher noted that more than half the pupils in the school district were immigrants or the children of recent immigrants from non-white, non-English-speaking countries. She contended that these children did not see themselves in Canadian history, which was quite natural and undoubtedly true, but they could easily and properly have been included in the story of the nation by reference to the traditional and continuing multi-racial, multi-ethnic immigration to Canada.

The teacher, however, asserted that her job was to teach pupils the histories of the countries whence they came. The old professor's gentle comment that she would not then be teaching Canadian history was rebutted with a snide remark about "dead white males." Subsequent events indicate that the lady represents prevailing views: the province-wide Grade 12 history examination, which is said to "teach 20th century events from a Canadian perspective," does not include a single question about Canada.

So I concur in Professor Granatstein's thesis that so-called "progressive" educators have a lot to answer for. John Myers' apparent attitude toward "traditional" history is exemplified in "Does the Past Have A Future?," a somewhat different draft of his *OAH Newsletter* article posted at <http://www.historymatters.com>. The website version includes the following footnote, reminiscent of the "Columbus didn't know where he was going and didn't know where he was when he got there" school of analysis:

When I say "British," I really mean English.

In the textbooks and curriculum documents, the Welsh were almost never seen, the Scots appeared only when the English had enough of fighting the French or Spaniards and the Irish were there only to demonstrate why the English were Protestant.

The footnote actually implies that rather than too much, there was too little "British" history, but the style is in keeping with the second sentence of the Newsletter article: "If our official credo was 'Peace, Order and Good Government,' the unofficial English-Canadian version was 'Ready, Aye, Ready,' whenever the British Lion roared." That statement—palpably inaccurate—is typical Myers. Later, Myers declares that: "It was evolution and

compromise that founded Canada, not revolution or war." That is to say, the defeat of France by Britain in the colonial wars—especially the Battle of the Plains of Abraham—ensuring that Canada would inherit British constitutional and legal systems and the English language, rather than French; the expulsion of the Acadians and their replacement by Americans in the 1750's; the successful armed resistance to American attempts during the American Revolution and the War of 1812 to attach Canada to the U.S.A., ensuring that parliamentary and monarchical traditions would be maintained; the establishment of what is now Ontario by American Loyalists moving north after the Revolution; the abortive armed uprisings of 1837-1838, which were the first steps toward responsible government and the Canadian confederation of 1867; the defeat of the Metis rebellions and the successful struggle to assert Canadian sovereignty north of the forty-ninth parallel on the plains, in the Columbia territory and in the Yukon; significant Canadian participation on the world stage in two world wars; the massive non-British immigration from war-torn Europe after 1945; and the significant immigration of American dissenters during the Vietnamese war did not have a fundamental influence on the development of a distinctive Canadian society. To which the most polite answer might be "poppycock." Of course, someone committed to the "new" history might not know the "old" history. It has been said that the road to hell is paved with good intentions. Mr. Myers undoubtedly means well. He is identified as a curriculum expert from the Toronto school board on loan to the Ontario Institute for Studies in Education. He should stick to his last. In my view, his disregard for facts renders him ineligible to interpret Canadian history, especially for non-Canadian audiences that might not have recourse to reliable accounts. □

—Gerald Woods

Congratulations to the new Nominating Board and Executive Board Members of the OAH

Executive Board



Kenneth T. Jackson,
Columbia University,
President



Darlene Clark Hine,
Michigan State
University,
President-Elect



Douglas Greenberg,
Chicago Historical
Society

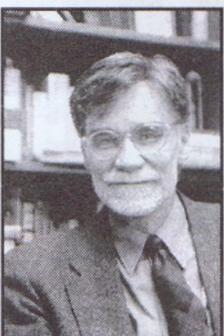


Emma Lapsansky,
Haverford College

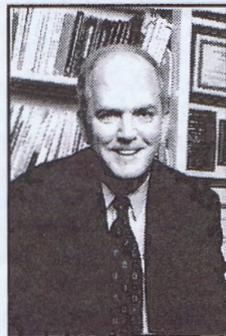


Gloria Miranda,
El Camino College

Nominating Board



David W. Blight,
Amherst College



Michael J. Hogan,
Ohio State University



Elizabeth Jameson,
University of Calgary



Victoria Z. Straughn,
La Follette High School



Marie Tyler-McGraw,
National Park Service

Variety in History

War in the Pacific

PEARL HARBOR TO TOKYO BAY
 Edited by Bernard C. Nalty
 Technical Advisor Russ A. Pritchard



War in the Pacific

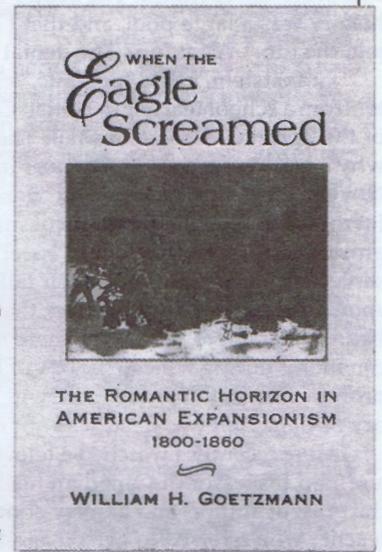
Pearl Harbor to Tokyo Bay
 Edited by Bernard C. Nalty

"This richly illustrated and well-written account by ten knowledgeable historians offers a clear, fast-moving and colorful image of the Pacific War."—**Dr. Stanley Falk**, former Chief Historian, U.S. Air Force. The color illustrations and weapon groupings are fascinating.
Oversize with 116 color and 214 duotone and b&w illustrations
\$19.95 Paper

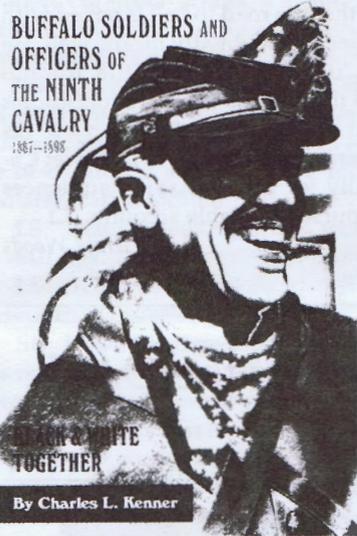
When the Eagle Screamed

The Romantic Horizon in American Expansionism, 1800-1860
 By William H. Goetzmann

"A graceful and highly informative book. Sprightly and sensitively written, the book stresses—convincingly—the romantic impulse in American diplomacy and expansion."—*Journal of American History*
 "Both undergraduates and graduate students will find it a useful account of American territorial growth."—**Allen G. Bogue**, *Wisconsin Magazine of History*
\$11.95 Paper New



BUFFALO SOLDIERS AND OFFICERS OF THE NINTH CAVALRY 1867-1898



Buffalo Soldiers and Officers of the Ninth Cavalry, 1867-1898

Black and White Together
 By Charles L. Kenner

The subject of these biographies, whites and blacks alike, represent every facet of human nature. Heroes, intellectuals, sadists, and poltroons were present in the ranks of both. The best, however, learned that progress could be achieved only by trust and cooperation.
\$26.95 Hardcover

Frontier Children

By Linda Peavy and Ursula Smith

Enriched by more than 200 vintage duotone photographs, *Frontier Children* is a visual and verbal montage of childhood in the 19th-century West. Peavy and Smith have brought together stories and images that erase the stereotypes and bring to life the infinite variety of the experience of growing up in the American West.

200+ duotone photographs
\$24.95 Oversize Hardcover



Mountain Historical Society

FRONTIER CHILDREN

LINDA PEAVY & URSULA SMITH
 Foreword by Elliott West



Holding the Line at the Battle of the Bulge

INFANTRY SOLDIER



George W. Neill

Infantry Soldier

Holding the Line at the Battle of the Bulge
 By George W. Neill

Infantry Soldier describes in harrowing detail the life of the men assigned to infantry rifle platoons during World War II. Few people realize the burden these men carried: although only 6 percent of the U.S. Army in Europe, the platoons suffered 83 percent of the casualties.

20 b&w illustrations
\$24.95 Hardcover New

Main Selection Military Book Club

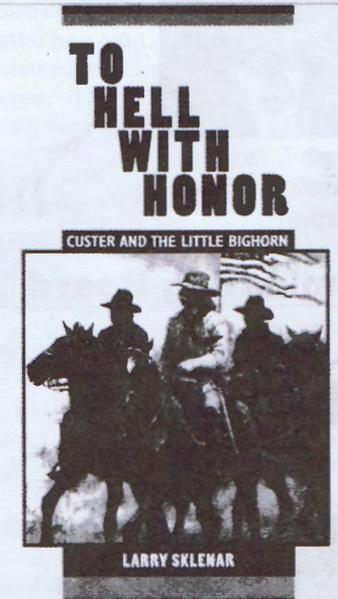
To Hell With Honor

Custer and the Little Bighorn

By Larry Sklenar

The image of the famous "last stand" of the Seventh U.S. Cavalry under General George Armstrong Custer has metamorphosed into myth. Sklenar offers a fresh perspective and wholly new conclusions about one of the most enduring mysteries in American history—the 1876 battle of the Little Bighorn.

\$29.95 Hardcover New



University of Oklahoma Press

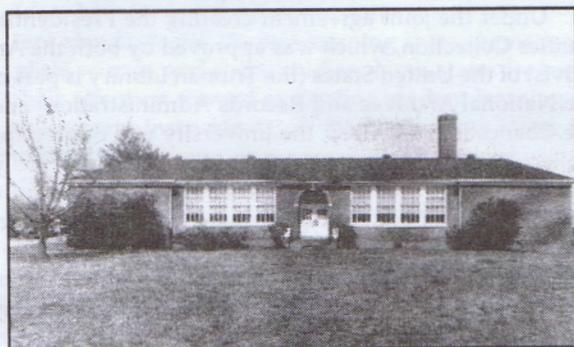
4100 28th Avenue N.W. • Norman, OK 73069-8218
 405.325.2000 or 800.627.7377 • Fax: 405.364.5798 or Fax: 800.735.0476
 www.ou.edu/oupres • AMEX • Visa • MasterCard

News of the Profession

The Robert R. Moton Museum: A Center for the Study of Civil Rights in Education

Susan Bagby, Longwood College

Almost fifty years after the student body walked out to protest overcrowding and inferior conditions, the R. R. Moton High School in Farmville, Virginia, is being transformed into the Robert R. Moton Museum: A Center for the Study of Civil Rights in Education. The courageous two-week student protest which began in April, 1951, led



The Robert R. Moton Museum (courtesy Moton Museum)

by Barbara Johns, sixteen-year-old niece of civil rights pioneer Rev. Vernon Johns, quickly led to a lawsuit, *Davis v. County School Board*, one of the cases making up the historic 1954 *Brown* decision.

The Moton Museum will differ significantly from other civil rights museums in the South because there was no violence, no water hoses, no snarling dogs here. The Prince Edward County Board of Supervisors closed the schools in 1959 rather than desegregate. The battles here were primarily in the courts, culminating in the 1964 Supreme Court case, *Griffin v. County School Board*, which forced local authorities to fund public education and reopen the schools.

The vast majority of the county's 1,700 African American students went without formal education between 1959 and 1964, although some families sent their children to relatives outside the area, and other students were placed by the American Friends Service Committee with families or private schools in the Northeast and Midwest. The students who lost five years of public education have been variously dubbed "the lost generation" and "the crippled generation" by reporters and researchers studying the long-term effects of educational deprivation.

Moton High School, named for Virginia educator Robert R. Moton, president of Tuskegee Institute (1915 to 1935), opened in 1939 designed to accommodate 180 students. By the time of the 1951 walkout, 450 African-American students were crowded into the school. The three "tar paper" shacks erected by the school board beside the high school to add classroom space symbolized for Moton students the inequality in facilities and sparked the protest for a new high school in 1951. Except for the years the public schools were closed in Prince Edward County, the school remained in use, primarily at the elementary level, until 1995. The fate of the one-story brick building was uncertain until the Martha E. Forrester Council of Women (formerly Council of Colored Women), many of whom were retired teachers, undertook a \$300,000 campaign to buy the school from the county and to convert it into "a center for the study of civil rights in education."

In 1996 the Moton building was placed on the National Register of Historic Places and Congress appropriated \$200,000 for a National Park Service plan for the conversion into a museum. In 1998, Moton High School was designated a National Historic Landmark. A board of directors has succeeded the Martha E. Forester Coun-

cil as legal agent for the project and plans are underway for a celebration of national proportions on the 50th anniversary of the student walkout on 23 April 2001. On that date, it is anticipated that the museum will begin regular hours of operation. The Moton Museum will also serve as the anchor of Virginia's Civil Rights in Education Heritage Trail, a driving tour of thirty-six primary sites in central and southside Virginia.

On a recent visit, Congressman John Lewis said walking through the Moton building was "like you're walking on sacred ground." With exhibits covering Jim Crow education, the student walkout, and legal strategies; profiles of local leaders on both sides of the struggle, like Rev. L. F. Griffin, Dean Gordon Moss, and newspaper editor J. Barrie Wall; and archives of oral histories and personal reflections by local residents from 1951 to the present, the Moton Museum will endeavor to share the pain and progress in public education that is our history.

More information is available at <<http://www.moton.org/>> and through the NPS civil rights website, <<http://www.cr.nps.gov/aahistory>>. □

The Georgia Historical Society

The Georgia Historical Society is pleased to announce that Anne J. Bailey is the new editor of the *Georgia Historical Quarterly*. She succeeds John Inscoc, who is stepping down after eleven years as editor to serve as Secretary-Treasurer of the Southern Historical Association and editor of the forthcoming *Encyclopedia of Georgia*. All Manuscript inquiries should now be directed to Dr. Bailey at Georgia College and State University, Department of History, Box 47, Milledgeville GA 31061; <abailey@mail.gcsu.edu>; (912) 445-0950. The new book review editor will be Stan Deaton, Director of Publications, The Georgia Historical Society, 501 Whitaker Street, Savannah, GA 31401; <sdeaton@georgiahistory.com>; (912) 651-2125, ext. 15. Inquiries about book reviews should be sent to Dr. Deaton. The Georgia Historical Society has published the *Georgia Historical Quarterly* since 1917. □

Nazi War Crimes Working Group

The Nazi War Criminal Records Interagency Working Group (IWG) is asking for assistance from anyone in locating information about classified Federal records relating to Nazi war criminals, Nazi war crimes, Nazi persecution, and looted assets.

Last year, the IWG initiated a large-scale U.S. Government effort to identify relevant records and to begin the process of declassifying and transferring pertinent records to the National Archives and Records Administration. In addition, the IWG held special meetings with experts, historians, Holocaust scholars, and the general public to open lines of communication with knowledgeable individuals and concerned organizations. The website <www.nara.gov/iwg> was established to keep the public notified of IWG's activities.

Any information that could help the IWG should be sent to the Interagency Working Group Staff, National Archives at College Park, Room 2600, 8601 Adelphi Road, College Park, MD 20740; <iwg@arch2.nara.gov>. □

Library of Congress Celebrates Bicentennial with Major Exhibition on Thomas Jefferson

The keystone for the Bicentennial celebrations of the Library of Congress is an exhibition about the Library's very own "founding father," Thomas Jefferson, whose personal library of 6,487 books was the seed from which the nation's library grew. Congress purchased Jefferson's library after its own collections, housed in the U.S. Capitol, were burned by the British in 1814.

That library—the original volumes that came to Washington in carts from Monticello—will be a primary

feature of the "Thomas Jefferson" exhibition. Because of an 1851 fire in the library, many of those original books had been lost. Spurred by a very generous donation of Jerry and Gene Jones as a Bicentennial "Gift to the Nation," the library has been reassembling copies of the same editions of the works that Jefferson held. The reconstituted Jefferson's library should be more than 90 percent complete by 24 April.

The display of Jefferson's library as part of this exhibition will be the first time ever that the public will be able to view Jefferson's library. It is also the first time that the volumes have been assembled in one place in the original order that Jefferson himself devised since the collection came to Washington in 1815. Visitors to the exhibition will be able to tell which volumes were owned by Jefferson and sold to Congress in 1815, which were recently identified and pulled from the library's general collections, which have been recently purchased, and which are still missing.

"Thomas Jefferson" will be on view in the Northwest Gallery and Pavilion of the Thomas Jefferson Building, 10 First Street S.E., from 24 April through 31 October. Hours for the exhibition are 10 A.M. to 5 P.M. Monday-Saturday.

Items from the exhibition are available on the library's Website at <www.loc.gov>, and by 24 April the library's entire collection of Jefferson Papers (more than 25,000 items) will be accessible online.

Thomas Jefferson—founding father, farmer, architect, inventor, slaveholder, book collector, scholar, diplomat and third president of the United States—was a complex figure who contributed immeasurably to the creation of the new republicanism in America. Wherever Anglo-American culture has shaped political and intellectual developments, Jefferson is almost inevitably part of the mix. Drawing on the extraordinary written legacy of Thomas Jefferson that is held in the library's collections, the exhibition traces Jefferson's development from his earliest days in Virginia to an ever-expanding realm of influence in republican Virginia, the American Revolutionary government, the creation of the American nation, the revolution in individual rights in America and the world, the revolution in France, and the burgeoning republican revolutionary movement throughout the world. Items borrowed from other institutions contribute to the exhibition's attempt to offer viewers a fully rounded portrait of the nation's third president.

The exhibition focuses on the complexities and contradictions of Thomas Jefferson, the man, the myth, the model. He was simultaneously an unquenchable idealist and a hard-headed realist. He deplored inequality among men, but owned slaves, supported servitude, and relegated women to a secondary role. He supported freedom of the press until his own foibles and politics became the focus. He was a firm believer in the separation of church and state, but he was often accused of being anti-Christian. He expounded the virtues of public education, ensured that his own daughters were well educated, and founded a public university at Charlottesville, but he assumed that access to higher education would be strictly limited. His life embodies the public and private struggles of life in a democratic republic.

Some 150 items in the eight sections will illustrate and provide a context for the life and character of Thomas Jefferson. The final and ninth section will be the reassembled "Jefferson Library." Visitors to the exhibition will see such items as the only surviving fragment of the earliest known draft of the Declaration of Independence as well as the desk on which he composed the Declaration; Martha Jefferson's thread case; Jefferson's instructions to Lewis and Clark; political cartoons of the day lampooning Jefferson; and the last letter that Thomas Jefferson wrote to the mayor of the city of Washington just ten days before he died, espousing his vision of the Declaration of Independence and the American nation as signals of the blessings of self-government to an ever-evolving world.

"Life and Labor at Monticello" examines how Jefferson's family, his era, education, role as plantation master and slaveholder, and his love and use of books influenced

his character and the formation of his ideas on individual and institutional rights and limits. Items include:

- Thomas Jefferson's Memorandum Book, 1773, where he kept detailed records on his expenditures including the purchase of slaves;

- the Plantation account books kept by Jefferson's wife and then his granddaughter, recording purchases made from Monticello slaves, especially the Hemings family, for vegetables and fowl from the slave families' own flocks and gardens;

- the 1873 memoir by Madison Hemings published in the *Pike County (Ohio) Republican*, who testified that his mother, Sally Hemings, gave birth to five children "and Jefferson was the father of them all." Historical evidence, both circumstantial and direct, documentary and oral, along with DNA testing in 1998, substantiates Hemings's assertion;

- the letters Jefferson exchanged in 1791 with Benjamin Banneker, a free black living in Maryland, in which Jefferson praised Banneker's mathematical accomplishment ("no body wishes more than I do to see such proofs as you exhibit, that nature has given to our black brethren, talents equal to those of the other colors of men...") as well as with Abbé Henri Gregoire in 1809 trying to explain why he asserted the inferiority of African Americans in his *Notes on the State of Virginia* published in 1785; and

- the letter written by Thomas Jefferson to John Adams in 1815 in which he says, "I cannot live without books, but fewer will suffice where amusement, and not use, is the only future object."

The exhibition continues by demonstrating the expanding influence of Jefferson on

American life and his interest in creating a culture based on republican principles—first in his own state of Virginia, then on the federal scene with his drafting of the Declaration of Independence and his election to the presidency in 1800. On view are:

- one of the nation's greatest treasures - Jefferson's "original Rough draught" of the Declaration of Independence, which is the final draft presented by Jefferson to his fellow committee members and indicates changes made by John Adams and Benjamin Franklin;

- a fragment of the earliest known draft of the Declaration of Independence in Jefferson's hand;

- an 1806 document in President Jefferson's hand calling upon Congress to end the practice of importing slaves as soon as permitted by the U.S. Constitution in 1808; and

- *Notes on the State of Virginia*, 1785, the only book ever published by Thomas Jefferson.

"The West" explores Thomas Jefferson's persistent fascination with the vast part of the continent that lay beyond Virginia—an area he never saw—and his conviction that the new nation had to expand westward in order to survive. A highlight is Jefferson's instructions to the explorers Meriwether Lewis and William Clark before they set out to map and explore the Western territories with their Corps of Discovery in 1803. Visitors can also see a Nicholas King manuscript map documenting the Lewis and Clark expedition that is annotated by Lewis with information from fur traders and Native Americans.

The influence of Jefferson's republican ideas were felt far beyond America, especially in France, his first experience on the world stage beyond America. He became an ardent supporter of the French revolution and often consulted with Lafayette during the drafting of the French Declaration of the Rights of Man. In a 9 July 1789 letter to Jefferson, Lafayette asked him for his "observations" on "my bill of rights" before presenting it to the National Assembly. On view in the exhibition is a manuscript copy

of the French Declaration written in a clerical hand, with emendations in the hand of Thomas Jefferson. Also in the exhibition is the 1789 passport that Thomas Jefferson used upon his return from France, signed by King Louis XVI.

The exhibition concludes with "Epitaph: Take Care of Me," which reviews Jefferson's own evaluation of the meaning of his life and his thoughts about how he would be viewed by history. Key items here are:

- A sketch and wording for Jefferson's tombstone, in his own hand

- A letter explaining his position on slavery, written just six weeks before his death

- A letter to Jefferson from his granddaughter, Ellen Randolph Coolidge, despairing of the "canker of slavery" that oppresses the Southern states

- A newspaper account of the sale of Jefferson's slaves by his heirs in order to pay off estate debts

A volume accompanying the exhibition, *Thomas Jefferson: Genius of Liberty*, includes an introduction by Garry Wills and essays by Jefferson scholars Pauline Maier, Charles A. Miller, Annette Gordon-Reed, Peter S. Onuf and Joseph J. Ellis. Published by Viking Studio, the hardcover volume is highly illustrated with mostly color images and sells for \$35. It is available in major bookstores and from the Library's Sales Shops; order with major credit card by calling (202) 707-0204.

Truman Library and UMKC Establish Presidential Studies Collection for Kansas City

More than 2 million pages of presidential documents and 1,500 books relating to the presidency are being transferred from the holdings of the Harry S. Truman Library and Museum to the University of Missouri-Kansas City's Miller Nichols Library. The new Presidential Studies Collection has been established to make the materials more centrally available to students, teachers, and the public in the Greater Kansas City area.

To celebrate the grand opening of the Collection, the Truman Library and UMKC will host an event on Friday, 25 February at 10 A.M. in room 303) of the Miller Nichols Library. Students from Paseo High School, the Barstow School, and UMKC will engage in a research workshop using materials in the Collection. The workshop will illustrate the unique and challenging character of original historical documents, and will help students analyze the information from the Collection to make their own judgments about past events.

The materials in the Collection include more than 2,000 rolls of microfilm containing substantial collections of the papers of eighteen presidents, including George Washington, John and John Quincy Adams, Andrew Jackson, Abraham Lincoln, Grover Cleveland, and Theodore Roosevelt. The collections of sixteen of the presidents are in the holdings of the Library of Congress: the John and John Quincy Adams papers are held by the Massachusetts Historical Society.

Also included in the Collection are photocopies of 40,000 pages of historic documents regarding fifty significant topics relating to Truman and his presidency, including the decision to drop the atomic bomb, the Truman Doctrine, the Marshall Plan, the recognition of Israel, the founding of NATO, the 1948 election, the Fair Deal, and the Korean War.

"Researchers come to the Truman Library from around the world to use unique archival records relating to Harry Truman and the Truman presidency," Larry Hackman, director of the Truman Library, said. "Yet the library holds very important publications and microfilm

relating to other presidents and the presidency. We would like these materials to be accessible to faculty and students at UMKC, other colleges, and to high schools students and teachers."

UMKC Interim Chancellor Gordon H. Lamb agreed. "These are important materials for our faculty and students, and we are happy to make them available to other users as well. This Collection is another part of the productive collaboration between the Truman Library and UMKC."

Under the joint agreement creating the Presidential Studies Collection, which was approved by both the Archivist of the United States (the Truman Library is part of the National Archives and Records Administration) and the Chancellor of UMKC, the university will catalog the Collection, acquire new equipment to store it and facilitate its use, and will provide free and open access to it. The Web sites of both of the partners will provide information about the Collection.

In addition, the Truman Library will promote use of the collection to students during National History Day competition, which the library sponsors in the Greater Kansas City, Missouri region. The partners will appoint collection liaisons and a joint working group to regularly review the condition and use of the collection.

The Harry S. Truman Library is one of ten Presidential Libraries administered by the National Archives and Records Administration. It houses about 15 million pages of documents, including President Truman's own papers relating to his life and presidency. The Truman Library is located at 500 U. S. Highway 24 in Independence, Mo. For information, call (816) 833-1400 or visit the Truman Library Web site at <www.trumanlibrary.org>.

UMKC University Libraries, with three campus locations, consist of more than one million volumes, 6,722 Current serial subscriptions and collections of government documents, microforms, sound recordings, and musical scores. The Presidential Papers Collection will be complemented not only by these holdings, but also by the Libraries' Special Collections, which include the Snyder Collection of Americana and the Richard W. Bolling Papers.

Ready reference service and on-site access to the collections are available to the Kansas City community during library hours, which for the winter semester are Monday through Thursday, 7:30 A.M. - 11 P.M.; Friday, 7:30 A.M. - 5 P.M.; Saturday, 10 A.M. - 5 P.M.; and Sunday, 1 - 11 P.M. Library materials are available in many formats including print, CD-ROM, and online technology. Primary access to the collections is available by using the University Of Missouri System's online catalog, MERLIN, located at <www.umkc.edu/lib/>. For more information, call (816) 235-1534. □

Milan Group in Early United States History

The Milan Group in Early United States History, an interdisciplinary study group of international membership founded in 1980, announces a new website: <<http://www.spolitiche.unimi.it/milangroup>>. The site contains information as to the history of the Group, whose United States coordinator is, at present, Ronald Hoffman (OIEAHC); complete programs of the Group's nine biennial symposia; covers, contents and foreword of the volumes of the Group's *Quaderno* series (five to date, in English); and the draft of the 20th symposium program ("On the Frontiers," 20 to 23 June, 2000, University of Milan, Milan, Italy). □

Announcements

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

There are no Professional Opportunity announcements for this issue.

Activities of Members

Stephen Bertman published a new book entitled *Cultural Amnesia: America's Future and the Crisis of Memory*.

William Blair, Pennsylvania State University, will take over as the new editor of *Civil War History: A Journal of the Middle Period* in March 2000.

Jo Blatti has joined the staff of the Old Independence Regional Museum as their new executive director.

John J. Bukowczyk, Prof. of History at Wayne State University, was awarded the Gold Cross of the Order of Merit of the Republic of Poland at a January 2000 ceremony in Detroit.

Kathryn Burns received the 2000 Hagley Prize in Business History for her book, *Colonial Habits: Convents and the Spiritual Economy of Cuzco, Peru* (Duke University Press, 1999).

Eve A. Carr received the Woodrow Wilson-Johnson & Johnson Dissertation Grant for her work entitled, "Immigration, Motherhood, and Medicine in a Twentieth-Century Border Town: The Newark Methodist Maternity Hospital, El Paso, Texas."

John W. Chambers II has edited *The Oxford Companion to American Military History* (New York, Oxford Press, 2000), published "The American Debate over Modern War, 1871-1914," in *Anticipating Total War: The German and American Experience, 1871-1914* (Cambridge University Press, 1999), and published "Jimmy Carter's Public Policy Presidency" (*Political Science Quarterly* 113, no. 3 (Fall 1998)).

James E. Davis of the University of Nevada-Las Vegas has been appointed Executive Director of the Social Science Education Consortium (SSEC) in Boulder, Colorado.

Estelle F. Feinstein and Freeman W. Meyer received the Homer D. Babbidge, Jr. Award in recognition of their lifetime contributions to Connecticut history.

Harvey J. Graff, of the University of Texas at San Antonio, has taken office as the President of the Social Science History Association for 1999-2000.

Joseph Harsh, of George Mason University, has been named winner of the 1998 Peter Seaborg Award for Civil War Nonfiction for his book, *Confederate Tide Rising: Robert E. Lee and the Making of Southern Strategy, 1861-1862*.

Richard K. Lieberman, of LaGuardia Community College, received the Sloan Public Service Award from the Fund for the City of New York for his extraordinary public service.

Martin V. Melosi has been named to the Odense Fulbright Chair in American Studies at the University of Southern Denmark in Odense. He also published a new book, *The Sanitary City: Urban Infrastructure in America From Colonial Times to the Present* (Johns Hopkins University Press, 2000).

Linda Karen Miller, of Fairfax High School

in Fairfax, Virginia, has received the 1999 University of Kansas School of Education Excellence in Teaching Award, the 1999 National Peace Corps Association Global Teacher of the Year Award and the Virginia Geography Society Nystrom Teacher of the Year Award.

David Morgan, Valparaiso University, has received the 1999-2000 Professional/Scholarly Publishing Award in Religion and Philosophy from the Association of American Publishers for his book, *Protestants and Pictures: Religion, Visual Culture, and the Age of American Mass Production* (Oxford University Press).

William Nixon has been awarded a Future Faculty Teaching Fellowship for 2000-01.

Patrick D. Reagan, Tennessee Technological University, published *Designing a New America: The Origins of New Deal Planning, 1890-1943* as a volume in the series, *The Political Development of the American Nation* (University of Massachusetts Press). He also completed, *American Journey: World War I and the Jazz Age* (Primary Source Media/The Gale Group, 2000).

Eric Schneider received a Gilder Lehrman fellowship at the Columbia Rare Book and Manuscript Collection for his project, "The Golden Spike: Heroin and the Postwar City."

Liz Shapiro, President of The Connecticut League of History Organizations, Inc. accepted the Betty M. Linsley Award for the organization's promotion and sustained support of Connecticut history for the past fifty years.

James F. Siekmeier published a new book entitled *Aid, Nationalism and Inter-American Relations - Guatemala, Bolivia and The United States, 1945-1961* (Edward Mellen Press).

Bruce M. Stave has been named Board of Trustees Distinguished Professor of History at the University of Connecticut, where he is Director of the University's Center for Oral History.

Eugene M. Wait will be included in the reference book *2000 Outstanding Writers of the 20th Century* (Cambridge, England), and will also be included in *Contemporary Authors* very soon.

Awards and Prizes

The Baylor University Institute for Oral History welcomes applications for a fellowship for the academic year 2000-2001, open to individuals in any field who can benefit from the holdings of the Institute. The fellowship carries with it a stipend of \$3,000. Applicants should send a copy of their vita and a description of their research project, and arrange to have sent to the Institute letters of reference from two persons who can assess the significance of the work and the ability of the scholar to carry it out. Deadline: 15 May 2000. Contact: Rebecca Sharpless, Director, Institute for Oral History, Baylor University, PO Box 97271, Waco, TX 76798; <www.baylor.edu/~OralHistory/Guide/welcome.html>

The American Federation of Teachers with the Walter Reuther Library of Labor and Urban Affairs at Wayne State University seek applicants for The Albert Shanker Fellowship for Research in Education. This research grant provides assistance for advanced graduate students and junior/senior faculty utilizing the AFT archives as well as collections related to educational history housed at the Walter P. Reuther Library. Two grants in the amount of \$500 will be awarded. Deadline: 30 May 2000. Applications are available on the Reuther Library website at <www.reuther.wayne.edu> or on the AFT website at <www.aft.org> or by contacting Daniel Golodner, Wayne State University, Walter P. Reuther Library, Detroit, MI 48202; (313) 577-4024; <daniel_golodner@wayne.edu>

The Center for Louisiana Studies of the

University of Louisiana at Lafayette invites nominations for recipient of the James William Rivers Prize in Louisiana Studies, to be awarded in November 2000. Nominations should be made by 1 June 2000. Nominations for the \$1,000 award must be in writing and sent to the James William Rivers Prize Committee, Center for Louisiana Studies, P.O. Box 40831, University of Louisiana at Lafayette, Lafayette, LA 70504; fax (337) 482-6028; phone (337) 482-6027. Please include documentation or reasons in support of any nominations.

The Presbyterian Historical Society announces four awards. First, The Makemie Award of \$500 is presented for an outstanding (book-length) contribution to a topic in American Presbyterian or Reformed history. Second, The Woodrow Wilson Award of \$100 is given for the best published scholarly article pertaining to a topic in American Presbyterian or Reformed history. Third, The Robert Lee Stowe Award of \$250 is given for the best published historical study of an American Presbyterian or Reformed congregation. And last, The Patricia Ann Burrus Spaulding Award of \$200 is given for the best published scholarly historical article pertaining to an American Presbyterian or Reformed woman or women. All entries must have publication dates of 1998, 1999, or 2000 and be submitted by 1 July 2000. Four copies must be submitted to the Publications and Awards Committee, Presbyterian Historical Society, P.O. Box 849, 318 Georgis Terrace, Montreat, NC 28757; (828) 669-7061.

The State Historical Society of Missouri seeks nominations for the first Lewis E. Atherton Prize, awarded to an outstanding master's thesis on Missouri history or biography. Nominees must have completed the master's degree between 1 July 1998 and 30 June 2000, and nominations must be made by the department that granted the degree. Criteria for selection include originality of subject matter or methodology, effective use of sources, clarity of style, and contribution to the understanding of Missouri history. The recipient is awarded a \$300 cash prize and a certificate to be presented at the Society's annual meeting in October 2000. Deadline is 1 July 2000. Send 3 copies of the thesis to: James W. Goodrich, Executive Director, State Historical Society of Missouri, 1020 Lowry, Columbia, MO 65201-7298.

The Michigan Historical Review announces competition for the student essay prize. The Review will accept papers written by senior level and graduate students relating to Michigan's political, economic, social, and cultural history. We also welcome essays on American, Canadian, and Midwestern history that directly or indirectly explore important themes related to Michigan's past. Entries should not exceed 10,000 words and should be double-spaced, with endnotes double-spaced on separate pages. To permit anonymous reviewing, the author's name should not appear on the copies. Five copies and an original must be submitted. Include a cover letter indicating the student's address, school, program, advisor, and stage in studies. Deadline: postmarked 15 July 2000. The winning essay will be published in the Review and awarded a \$500 cash prize. Send submissions to: David Macleod, Editor, The Michigan Historical Review, Clarke Historical Library, Central Michigan University, Mt. Pleasant, MI 48859.

The Montana Magazine of Western History and the Montana Historical Society will present the Merrill G. Burlingame - K. Ross Toole Award to a faculty-sponsored undergraduate or graduate student submitting the best article-length manuscript on a Montana or western history topic. Deadline is 17 July 2000. For complete information, write The Montana Magazine of Western History, P.O. Box 201201, Helena, MT 59620; (406) 444-3761.

The Fulbright Scholar Program's annual competition opens 1 March 2000 for lectur-

ing and research grants in some 130 countries. Opportunities are open to those inside and outside of the academic institutions. Grants are available to faculty and administrators form two-year, four-year and graduate institutions. Awards vary from two months to an academic year or longer, and most lecturing assignments are in English. Some eighty percent of the awards are for lecturing. Deadlines: 1 May 2000 for distinguished chairs awards in Europe, Canada and Russia; 1 August 2000 for lecturing and research grants worldwide; and 1 November 2000 for spring/summer seminars and administration positions in Germany, Dorea and Japan. Contact: CIES at 3007 Tilden Street, NW, Suite 5L, Washington, DC 20008; (202) 686-7877; <apprequest@cies.iie.org>; <www.cies.org>

The Association for the Study of Connecticut History invites nominations for the Homer D. Babbidge, Jr. Award. The award is given for the best work on a significant aspect of Connecticut's history published in 1999. A work will be considered only if nominated by someone other than the author. Deadline: 31 August 2000. Contact: Patricia Bodak Stark, 84 Beaver Brook Road, Lyme, Connecticut 06371.

The Association for the Study of Connecticut History also invites nominations for The Betty M. Linsley Award to recognize the best work on a significant aspect of Connecticut's history published in 1999 by, for, or on behalf of a Connecticut Historical Society. Again, the work will only be considered if nominated by someone other than the author. Deadline: 31 August 2000. Contact: Patricia Bodak Stark, 84 Beaver Brook Road, Lyme, Connecticut 06371.

The American College of Obstetricians and Gynecologists and Ortho-McNeil Pharmaceutical Corporation jointly sponsor 2 fellowships of \$5,000 each in the history of American obstetrics and gynecology each year. Recipients of the fellowships spend 1 month in the Washington, DC area working full-time to complete their specific historical research projects, the results of which must be disseminated through publication or presentation at a professional meeting. Deadline is 1 September 2000. Contact: Susan Rishworth, History Librarian/Archivist, American College of Obstetricians and Gynecologists, 409 Twelfth Street SW, Washington, DC 20024-2588; (202) 863-2578; fax: (202) 484-1595; <srishwor@acog.org>

The National Endowment for the Humanities is announcing its 2001 Summer Stipends to support two months of full-time work on projects that will make a significant contribution to the humanities. In most cases, faculty members of colleges and universities must be nominated by their institutions for the competition, while other individuals need not be nominated. Deadline for application is 1 October 2000 and the stipend is \$4,000. Contact <stipends@neh.gov> or (202) 606-8200 for more information.

The James J. Hill Library will award a number of grants up to \$2,000 to support research in the James J. Hill, Louis W. Hill, and Reed/Hyde papers. These different sets of papers document a wide variety of historical subjects, and span the years 1853-1960. For more information on the collections or to apply, contact W. Thomas White, Curator, James J. Hill Library, 80 West Fourth Street, St. Paul, MN 55102; (651) 265-5441; <twhite@jjhill.org>. The deadline for applications is 1 November 2000.

The Western Front Association of the United States is announcing its new Western Front Association Annual Undergraduate Essay Award. In the year 2000, the Association is sponsoring for the first time a competition for an essay of up to 3,000 words written by a college undergraduate. The essay may address virtually any aspect of the American experience during the years 1910-1924, and must contribute to a better understanding of the impact of World War One on this country. Entries are due by 31

December 2000 and first prize is \$500. For more information contact Paul Cora at <sq617@aol.com>.

The **Museum of the Confederacy** invites nominations for its 31st annual book awards competition. The *Jefferson Davis Award* is presented annually for the best book-length narrative relating to the Confederate period, and the *Founders Award* is presented biennially for outstanding documentary editing relating to the Confederate period. Nominations for the 2000 Jefferson Davis Award and the 1999-2000 Founders Award must be submitted by **15 January 2001**. Contact: Dr. John M. Coski, The Museum of the Confederacy, 1201 E. Clay Street, Richmond, VA 23219, <library@moc.org>.

The Bicentennial Commission of the **United Methodist Church** in Indiana is sponsoring an essay contest on the history of United Methodism or its predecessor denominations in the state of Indiana. Essays must be 10-50 pages in length and may cover topics related, but not restricted to, biography, social, cultural, gender, or ethnic histories. The winner receives \$1,000 and publication of his or her work. Deadline is **31 January 2001**. Submit entries to: Essay Contest, United Methodist Church, P.O. Box 331, Greencastle, IN 46135; (765) 658-4406.

The **Carl Albert Congressional Research and Studies Center** at the University of Oklahoma seeks applicants for its Visiting Scholars Program, which provides financial assistance to researchers working at the Center's archives. The Center's collections are described on the Web at <http://www.ou.edu/special/albertctr/archives/>. **Applications are accepted at any time.** Contact: Archivist, Carl Albert Center, 630 Parrington Oval, Room 101, University of Oklahoma, Norman, OK 73019; (405) 325-5401; fax (405) 325-6419; <kosmerick@ou.edu>.

The **Society for Historians of the Early American Republic** announces details for the 1999 Shear Book Prize. In order to be eligible for the prize, a nominated book must deal with any aspect of the history and culture of the early American republic, 1789-1850 and have a 1999 copyright date. For information, contact Jan Lewis at (973) 353-1469 or <janlewis@andromeda.rutgers.edu>.

Calls for Papers

The **Savannah River Site Historical Council** invites individual papers and/or complete panel proposals for a two day interdisciplinary conference on the historical impact of the Department of Energy's Savannah River Site in Aiken, South Carolina on the region and nation. The conference will be held in Augusta, Georgia and Aiken, South Carolina on 23-24 March 2001. Deadline is **31 May 2000**. Send a brief abstract of the proposal to Eric Emerson, Program Chair, South Carolina Historical Society, Charleston, SC 29401; (843) 723-3225; fax (843) 723-8584; <emersonccc@msn.com>.

The **Center for Millennial Studies, Boston University**, is announcing a call for papers for their conference titled, "Swords into Ploughshares: Mass Enthusiasm, Peace Movements and Transformational Millennialism." This call for papers in millennial studies focuses on the forms of millennial thinking that attributes important elements in the creation of the messianic or utopian age to human effort, whether divinely, ideologically, or messianically inspired. Send one page abstracts and a one page CV with summer and fall contact information to: Beth Forrest, Center for Millennial Studies, Boston University, 704 Commonwealth Ave., Suite 205, Boston, MA 02215. The abstract and CV are due by **1 June 2000**. For possible topics, visit <www.bu.edu/mille/events/cfp00.html>.

Heritage Matters, the publication of the Cultural Resources Diversity Initiative of the National Park Service Cultural Resources Stewardship and Partnership Programs, is issuing a call for articles for its next issue.

Readers are encouraged to submit articles, information on publications and projects, and conference announcements and other notices. Submitted material should be no more than 400 words and include the author's name and affiliation. Deadline for publication is **1 June 2000**. Submit items to: Scott D. Whipple, Editor, *Heritage Matters*, DOI/National Park Service, 1849 C Street NW, Suite 350 NC, Washington, DC 20240; (202) 343-1000; <scott_whipple@nps.gov>.

Restoration and Renovation, the nation's only trade show and conference dedicated to architectural rehabilitation, cultural landscape preservation and period-inspired new design and construction, is announcing a call for presentations. Charismatic speakers and facilitators with knowledge and expertise pertaining to historic preservation, restoration, renovation, and historically-inspired new design are invited to submit proposals for workshops and seminars to be presented at the upcoming conferences. The deadline for proposals is **1 June 2000**. For more information contact: (800) 982-6247; fax (978) 664-5822; <hwolf@egiexhib.com>; <www.egiexhib.com>.

The **Walter W. Ristow Prize** seeks to recognize achievement in cartographic history and map librarianship and is awarded annually by the Washington Map Society. Any student attending accredited colleges or universities may apply. Entries are to be research papers or bibliographic studies related to cartographic history and/or map librarianship. Text may not exceed 7,500 words, in English. Mail four copies with title page including name, address, phone number and e-mail by **1 June 2000**. The winner will receive \$500, a one-year membership in the Washington Map Society, and the paper will be published in *The Portolan*, the journal of the Washington Map Society. Contact: John Docketor, Ristow Prize, 150 S. Strathcona Drive, York PA 17403; <jdocketor@cyberia.com>.

The **Agricultural History Society, National Resource Conservation Service (NRCS), University of Nevada at Reno (UNR) College of Agriculture, and UNR Department of History** will sponsor a conference on Water and Rural History in Reno, 31 May-2 June 2001. The event will be held in the new conference facilities of the University Inn on the UNR campus. Papers are invited on a wide variety of water and rural history topics. They may include, but are not limited to, rural water supplies and uses, such as water quality, irrigation, sanitation, social and economic aspects of rural water consumption supply, snow surveying, water supply forecasting, and historical aspects of hydrology. Organizers are planning a Saturday field trip to rural sites of water origin and use. The trip may take participants to a local irrigation project or into the Sierra valley to view the streams that feed and drain Lake Tahoe. Submissions for sessions and papers should include a 500-word description of the scope and the theme of the proposed session or individual paper. Topics should be submitted by **1 July 2000** to Professor William D. Rowley, History Department (308), University of Nevada, Reno NV 89557; <rowley@scs.unr.edu>. Following the conference participants may submit papers to the editor of *Agricultural History* to be considered for inclusion in the symposium issue of the journal.

The **American Society for Environmental History and the Forest History Society** invite panel and paper proposals for its 2001 meeting entitled "Making Environmental History Relevant in the 21st Century." Papers that examine any aspect of human-environment interactions over time are welcome. The program committee especially encourages proposals related to the theme of the conference. The program strongly encourages proposers to organize complete panels with two or three papers, a chair, and a commentator. Proposals should include five copies of the following: 1) For panel proposals, provide a cover sheet with the title of the panel, the full name and affiliation of each participant, and the titles of each paper. 2) For each paper proposal, submit a 250-word abstract of the paper and a two-

page maximum resume for each participant, including full name, address, phone, fax, and e-mail address. Deadline: **1 August 2000**. Mail to: Dale Goble, College of Law, University of Idaho, Moscow, ID 83844; (208) 885-7976; <gobled@uidaho.edu>.

The **Pioneer America Society** is announcing its 32nd annual conference entitled "Nineteenth-Century Industrial Development." The conference committee is currently soliciting proposals for papers, special sessions, and panel discussions relating to the conference theme. However, papers on all material culture topics of interest to the society are welcome. The abstract deadline is **1 September 2000**. Contact: Marshall E. Bowen, Geography Department, Mary Washington College, Fredericksburg, Virginia 22401; (540) 654-1493; fax (540) 654-1074; <mbowen@mwc.edu>.

The **Tax History Foundation and Museum, Inc.** is looking to publish papers on topics related to "Technological Change and Commercial Development." The papers must discuss topics within accounting, commercial and economic history. Papers will be published on the Internet at the website <www.taxhistoryfoundation.org>. Please forward topics and brief abstracts of paper submissions to the foundation at <adoniram@taxhistoryfoundation.org>. Papers may be submitted in WordPro, WordPerfect or Microsoft Word and should be transmitted electronically. Target date for submission of the completed paper is **1 September 2000**.

The **American Association for the History of Medicine** welcomes papers on topics related to the history of health and healing, of medical ideas, practices and institutions, the history of illness, disease, and public health—from all areas and regions of the world. The program committee welcomes session proposals and proposals for luncheon workshops; the papers for such sessions will be judged on their individual merits. Send six copies of a one-page abstract (350 words) of unpublished work to Janet Golden, History Department, Rutgers University, Camden, NJ 08102 by **15 September 2000**. Abstracts should also include: Name, preferred mailing address, work and home telephone numbers, present institutional affiliation, and academic degrees.

The **Colonial Society of Massachusetts** announces a conference to be held in Sturbridge, Massachusetts on 21-22 April 2001, focusing on the impact of Euro-American colonization on the New England Indian experience in the indigenous homelands from earliest times to the present, as well as the diaspora of Native peoples into Canada, New York, and elsewhere. It is the Society's hope to elicit presentations which will represent both the best new scholarship and the new activism of American Native communities that have begun to reshape understandings of the region. The Society encourages presenters to reexamine Eurocentric definitions of what constitutes the "colonial period" and the forms of colonization experienced by Native peoples. Papers should not have been previously published elsewhere. Send a brief description of proposals to: John W. Tyler, Editor of Publications, Colonial Society of Massachusetts, 87 Mount Vernon Street, Boston, MA 02108 by **1 October 2000**.

The **organizing committee of the 2001 Winterthur Conference**, co-sponsored by The **Costume Society of America**, invites proposals for papers that will analyze the relationships between clothing and the American visual arts from the seventeenth through the twentieth centuries. Projects that result from the collaborative work among individuals representing different disciplines and fields of study will be given priority. Please submit a 250-word proposal by **1 October 2000** to Rosemary Troy Krill, Education Division, Winterthur Museum, Winterthur, DE 19735; fax (302) 888-4953; <rkrill@winterthur.org>.

The **Roosevelt Study Center** in Middelburg, The Netherlands, will host for the fifth time the biennial conference of European Historians of the United States on 18-20 April 2001. The theme for this conference is: "Na-

tion on the Move: Mobility in U.S. History." The conference aims to explore motives of individual or collective mobility, modes of transportation, and developments in routes and transport technology. One-page proposals for paper presentations are due before **15 October 2000**. For submissions or more information, contact: Dr. Cornelis A. van Minnen and Prof. Sylvia L. Hilton, Roosevelt Study Center, P.O. Box 6001, 4330 LA Middelburg, The Netherlands; <rsc@zeeland.nl>; fax 31-118-631593.

Lasell College, as part of the Sesquicentennial anniversary of its founding, will hold a conference entitled "Civility in America Since 1851." The conference will take place on 27-28 April 2001. Send paper and session proposals with title and 200 word abstract by **1 November 2000** to Joseph Aieta III, College of Arts & Sciences, Lasell College, Auburndale, MA 02466; <jaieta@lasell.edu>.

Call for authors in the area of **First Lady Scholarship**. First, The American First Ladies Encyclopedia is seeking essays on every first lady and ten topical essays. Due date is **1 December 2000**. Secondly, The Presidential Wives Series is seeking short biographies on every first lady. Payment is made for both awards. For more information on both awards, contact Robert P. Watson, Department of Political Science, University of Hawaii, Hilo, HI, 96720; <watsonr@hawaii.edu>.

Arcadia Publishing, the country's largest publisher of local and regional history titles, invites interested parties to submit new book proposals for their 2000 production calendar. Their books, which document local history through the use of archival photographs and accompanying captions, are intended to be democratic histories, accessible to all members of a given community. For more information on how to become an author, or to obtain a New Book Proposal form, please contact: Acquisitions Editor, Arcadia Publishing, 3047 N. Lincoln Avenue, Suite 410, Chicago, IL 60657; (773) 549-7002; fax (773) 549-7190.

The **Association for the Study of Connecticut History** is announcing a call for papers for its conference in November 2001 entitled, "Murder in New England: Crime and Punishment in the Northeast, 1600-Present." Proposals for papers should be sent to Lawrence B. Goodheart, 455 N. Bigelow Road, Hampton, CT 06247.

Garland Publishers is seeking strong proposals for books focusing on the history of education, especially in the 19th and 20th centuries. Proposals should be about 2-3 pages and clearly explain the importance of the proposed topic, its intended thesis, the target audience, existing books that it will compete against and a tentative outline of chapters. Contact: Professor Edward R. Beauchamp, Department of Educational Foundations, Wist Hall 108, College of Education, 1776 University Avenue, University of Hawaii, Honolulu, Hawaii 96822; (808) 956-4246; fax (808) 956-9100; <bedward@hawaii.edu>.

History Computer Review seeks articles and reviews on computer-assisted history education. Topics could include new ways of using commercially produced software, original software you have created, unique solutions to challenges presented by teaching particular subjects or a particular group of students, or essays on the challenges teachers face in applying this new and rapidly evolving technology. Begun in 1985, *HCR* reaches a worldwide audience of historians and is a peer-reviewed print journal published twice a year. For information or article submission, contact the editor, Dr. James B. M. Schick, Department of History, Pittsburg State University, Pittsburg, Kansas 66762; (316) 235-4317; fax (316) 235-4080; <jschick@pittstate.edu>. For essays or reviews of web sites contact Dr. Kelly A. Woestman, Department of History, Pittsburg State University, Pittsburg, Kansas 66762. Those interested in reviewing should write Dr. Leslie Gene Hunter, Department of History, Box 166, Texas A&M University-Kingsville, Kingsville, Texas 78363 <L-Hunter2@tamuk.edu>.

Fordham University Press' **Hudson Valley Heritage Series** has begun a series featuring books on history, literature, folklore, economy, and society of the Hudson Valley. The series editor is Robert F. Jones. Both original works and reprints of works of proven merit that have gone out of print will be considered. For the series, the Hudson Valley is defined as reaching from the Narrows to Fort Edward and including the counties bordering both sides of the river. Inquiries may be directed to Robert F. Jones, Fordham University, Department of History, Bronx, NY 10458; (718) 817-3930; <rjones@murray.fordham.edu>.

Roger Hughes, of Gahr High School, is seeking volunteers to help research and write a course outline, or any part of it, and/or to work toward the acceptance of an Advanced Placement Military History course for high school students which is acceptable to the College Board. Volunteers may contact Roger Hughes at (562) 926-5566, ext. 5212 or at (714) 839-1350.

The **NASA History Office** is pleased to announce the inauguration of a "Centennial of Flight" series of books to be published by Texas A&M University Press. This series is intended as a cohesive set of volumes, written for a general readership, that will synthesize the development of flight in the twentieth century. The series editor, Roger D. Launius, invites proposals for a series of relatively small, general interest paperbacks on the history of flight to be published between 2001 and 2003 for the centennial of the first powered flight by the Wright brothers on 17 December 1903. Proposals are especially welcome for syntheses relating to the following aeronautical and astronautical topics: development of aeronautical technology, rise of fighter aircraft; development of airlines and air transportation, both in the U.S. and worldwide; evolution of air regulation, policy, and law; development of the aerospace industry; military aeronautics; general aviation aerospace reconnaissance; social history of the airplane; strategic bombardment; human spaceflight; the space race; rocketry; space science. These various volumes will be some 200 pages in length, published in paperback form, and would not contain scholarly apparatus, but would have a good essay at the end pointing the direction to other studies of the subject. Interested persons should contact the series editor: Roger D. Launius, NASA Chief Historian, Code ZH, NASA Headquarters, Washington, DC 20546; (202) 358-0383; fax (202) 358-2866.

The **Social Science/History Department of Luzerne County Community College** will sponsor its Annual Conference on "The History of Northeastern Pennsylvania: The Last 100 Years" on 6 October 2000, in the College Conference Center. Anyone interested in making a Presentation should contact Dr. Robert Mittrick, Conference Coordinator, by either writing to him at the College in Nanticoke, Pennsylvania, 1333 South Prospect Street, Nanticoke, Pennsylvania 18634 or calling (570) 740-0512.

Meetings and Conferences

The **University of Iowa, the Hoover Presidential Library, and Truman State University** will be sponsoring a series of symposia entitled "Point of No Return: 1950, The Cold War, and the 20th Century." Talks will be held at one of these venues beginning in February 2000 with the topic of Labor and the Cold War. The talks will continue in March, April, June, September, October, November, and December 2000 as well as in Spring 2001. Each will focus on a new Cold War theme. As the events draw closer, dates and lists of symposiasts will be available from: Jay Semel at (319) 335-4034 or <JaySemel@uiowa.edu>.

The **Skirball Cultural Center** and the **J. Paul Getty Trust** collaborate to present *Sigmund Freud: Conflict and Culture*, a major exhibit which will feature vintage photographs, prints, and manuscript letters, as well as commercial film and television

clips that illustrate Freud's contested legacies and influence on popular culture. The exhibit will be open to the public from **4 April through 25 July 2000**. For more information, call (310) 440-4500 or visit the Center's website at <http://www.skirball.com>.

A special exhibit entitled "**Jazz: An American Muse**" will be on display at Reynolda House, Museum of American Art in Winston-Salem, NC from **4 May - 30 July 2000**. The exhibit will focus not only on the unique musical development of Jazz, it will also explore the music's influence on the painted arts. For more information contact Public Relations at (336) 725-5325, or view <www.reynoldahouse.org>.

The **Massachusetts Historical Society** is sponsoring a conference entitled "Immigrant Massachusetts, 1840-2000," to be held between **18-20 May 2000**. The conference will review the long and important story of migration to the state, in the process placing recent developments in historical context. The program will take place at the Massachusetts Historical Society, 1154 Boylston Street, at the corner of the Fenway, two blocks west of Massachusetts Avenue. To register send your name, address, and registration fee (\$60, \$35 for students) to: Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215, Attn: Erin Pipkin. The fee gives you all of the papers beforehand, so as to facilitate maximum discussion time with the authors.

The **Center for Western Studies of Augustana College** is presenting the 32nd Annual Cakota Conference on History, Literature, Art and Archeology at Augustana College in Sioux Falls, South Dakota, **25-27 May 2000**. The theme of the conference is "The Future of the Northern Plains." For more information, contact Harry F. Thompson, Conference Director, The Center for Western Studies, Box 727 Augustana College, Sioux Falls, SD, 57197; (605) 336-4007; <hthompson@inst.augie.edu>.

A conference entitled "**Changing Meanings of Freedom: The 225th Anniversary of the American Revolution**" will be held in Boston on **2-3 June 2000**. The symposium will probe the legacy and changing meanings of freedom in the United States. For more information about the conference and for mandatory pre-registration (no fee), contact the Boston National Historical Park at (617) 242-5658 or email <Annemarie_Schoen@nps.org>. Or register electronically at <www.nps.gov/bost>.

The **Moravian Archives**, at Moravian College in Bethlehem, Pennsylvania, announces its German Script Seminar from **5 June to 16 June 2000**. The Seminar, which is led by Vernon H. Nelson, Archivist, consists of intensive training in reading German Script as used in America and in Germany. The cost is \$390 for tuition and materials. Room and board are extra. Deadline for the inexpensive residence facilities at Moravian College is **21 May 2000**. Contact: (610) 866-3255; fax (610) 866-9210.

A conference entitled "**Women's Private Writing/Writing Women's History**" will be held at the University of New England/Westbrook College Campus in Portland, Maine on **15-18 June 2000**. For conference program and registration form see <www.une.edu/library/mwvc/conference.htm> or contact Elizabeth De Wolfe at <edewolfe@mailbox.une.edu> or Candace Kanes at <ckanes@meca.edu>.

The **Eisenhower Academy**, an institute for middle and secondary school teachers, will be held **30 July - 4 August 2000** at Gettysburg College and Eisenhower National Historic Site in Gettysburg, PA. The Academy will focus on Dwight D. Eisenhower as president and world leader, as well as the events and life-style of the 1950s. Total cost, including field trips, special evening events, lodging and all meals, is \$395 per person double occupancy, \$430 single occupancy. Contact: (717) 338-9114; <eisenhower_site_manager@nps.gov>; <www.nps.gov/eise/instit.htm>.

The **University of Oslo** announces its 19th International Congress of Historical Sciences to be held **6-13 August 2000**. Main themes of the conference will be perspectives on glo-

bal history; millennium, time and history; and the uses and abuses of history. For more information visit <www.oslo2000.uio.no>.

The fall meeting of the **American Institute of Architects Historic Resources Committee** will be held in conjunction with **Restoration and Renovation on 7-9 September 2000** at the Henry B. Gonzalez Convention Center in historic downtown San Antonio. Detailed information can be obtained from the R&R web site at <www.egiexhib.com> or by contacting EGI Exhibitions at (800) 982-6247 or <show@egiexhib.com>.

The **Plains Indian Museum** of the Buffalo Bill Historical Center in Cody, Wyoming, will host its Plains Indian Seminar, **15-17 September 2000**. The conference will address the theme, "Sacred Lands." For more information, contact Lillian Turner, Public Programs Coordinator, Buffalo Bill Historical Center, 720 Sheridan Avenue, Cody, WY 82414; (307) 578-4028; <programs@wavecom.net>.

The **American Association for State and Local History and the Louisiana Association of Museums** will join together, **20-23 September 2000**, in New Orleans, Louisiana to host their 2000 Annual Meeting. The meeting will bring together colleagues from all over the United States and Canada to examine the theme, "It's A Matter of Trust: The Past, The Present, and Historical Reconciliation." For more information on the meeting, contact the AASLH office at (615) 320-3203; <history@aaalh.org>; <www.aaalh.org>.

The **California Council for the Promotion of History** is planning its 20th annual conference for the North Lake Tahoe/Truckee region entitled "Public History and the Natural Environment." The conference will be held at the Northstar at Lake Tahoe between **21-24 September 2000**. Contact Leslie R. Fryman, (916) 737-3000 ext. 3451; <leslief@sanet.com>; for more information.

The **Sophia Smith Collection, Smith College**, will host "Agents of Social Change: Celebrating Women's progressive Activism Across the Twentieth Century," a two-day conference, **22-23 September 2000**. The conference marks the opening to research of eight major manuscript collections of women activists for peace, civil liberties, socialism, civilrights, labor reform, and feminism. For more information, contact Joyce Follet, Sophia Smith Collection, Smith College, Northampton MA 01063; <jfollet@ais.smith.edu>.

West Virginia University will present its 25th Colloquium entitled *The Female Gaze in Literature and Film* on **12-14 October 2000**. For details, contact Armand E. Singer, Department of Foreign Languages, PO Box 6298, Morgantown WV 26506; (304) 293-5121; fax (304) 293-7655; <singer@wvu.edu>.

The **Labor and Working Class History Association** is holding one of its first major gatherings for potential and current members at the annual meeting of the North American Labor History Conference. The event is to be held at Wayne State University in Detroit, **19-21 October 2000**. Annual membership dues are \$200. For more information, the LAWCHA website is at <www.history.wayne.edu/lawcha>.

The **Historical Society of Washington** is sponsoring the District of Columbia History Conference from **2-4 November 2000**. The conference will focus on the federal government's move to Washington and the establishment of the nation's capital. For more information, visit <www.hswdc.org> or call (202) 785-2060.

The **History of Science Society** will hold its 2000 meeting in downtown Vancouver, British Columbia, **2-5 November 2000**. The HSS convention will be held in conjunction with the biennial meeting of the Philosophy of Science Association. Program chairs, Thomas H. Broman, Lynn K. Nyhart, and John Harley Warner are assembling a memorable program. Contact: <http://depts.washington.edu/hssexec/>.

Miscellaneous

The **University of Texas M.D. Anderson Cancer Center** is requesting proposals by authors who wish to research and write a comprehensive history of the Cancer Center. Applicants should submit a resume of professional and writing experiences, a portfolio of writing examples, three professional references, and a description of any special experience, skills or resources they bring to this project. At least one published book of comparable nature and magnitude is expected. A proposed budget and a description of the expected extent of other commitments during the contract period should be included. Deadline for proposals is **28 April 2000**. Submit to: Stephen P. Tomasovic, Chair, Steering Committee, Historical Resources Center, Box 147, The University of Texas M.D. Anderson Cancer Center, 1515 Holcombe Boulevard, Houston, TX 77030. Contact <stomasov@mdanderson.org> for further information.

The **American Association for History and Computing** is conducting a survey of the current tenure, promotion, and review practices regarding technology-related activities across American history departments. The association asks that members take a few minutes to complete the survey, which can be found at <http://www.theaahc.org/tenure.htm>.

The **American Memory Program of the Library of Congress** has just made available two new presentations of historical materials: "The African American Experience in Ohio" and "Civil War Maps." These collections, as well as others relating to American history that are available from American Memory are available at <www.loc.gov>.

The **Association of American University Presses (AAUP)** has received a \$500,000 grant from The Andrew W. Mellon Foundation for a four-year project to examine the system by which scholarly work is communicated to its readers. The grant will allow AAUP to gather, analyze, and report data about the current state of scholarly publishing and the changing market for scholarly books and journals.

Groucher College is announcing its Master of Arts Program in Historic Preservation. The 36-credit-hour program consists of required and elective courses, a comprehensive exam and a thesis. Specifically designed for students who cannot, for family or professional reasons, attend traditional on-campus programs, the courses are conducted electronically and by telecommunication during traditional academic semesters. Contact: Master of Arts in Historic Preservation, Center for Graduate and Continuing Studies, Groucher College, 1021 Dulany Valley Road, Baltimore, Maryland 21204; (410) 337-6200; fax (410) 337-6085; <center@goucher.edu>; <www.goucher.edu/mahp>.

The **Hagley Museum and Library** announces the publication of a new guide to its research collections: "The Seagram Company Ltd. and Bronfman Family." This free brochure describes the Seagram archive recently opened for research by Hagley. Previously published brochures on Hagley's research collections include: "Consumer Culture: Advertising, Design, and Public Relations," "American Women's History," "Business and the State," and "Industrial and Commercial Architecture." Complimentary copies of any of these brochures may be obtained by contacting the Center for the History of Business, Technology, and Society, Hagley Museum and Library, PO Box 3630, Wilmington DE 19807; (302) 658-2400; <cr@udel.edu>.

The **Harry S. Truman Library** in an effort to make its extensive collection of research documents available world-wide, has digitized and placed several of the highest-priority oral history interview transcripts and descriptions of archival collections of personal papers and records on their Web site. The new online materials are found on the updated "Research" page of the Truman Library's web site, located at <www.trumanlibrary.org>.

Nebraska
UNIVERSITY OF NEBRASKA-LINCOLN

Carroll R. Pauley
Memorial Endowment Symposium

Biography and Historical Analysis September 7-9, 2000

Thursday, September 7 • Keynote Lecture

**Historical Biography and the Privilege of Unknowing
Nell Irvin Painter, Princeton University**

Friday, September 8 - Saturday, September 9 • Additional Lectures

John Milton Cooper, Jr., University of Wisconsin
Shirley A. Leckie, University of Central Florida
Nell Irvin Painter, Princeton University
Robert J. Richards, University of Chicago
R. Keith Schoppa, Loyola University of Maryland
Retha M. Warnicke, Arizona State University

For more information, contact:

The Department of History • University of Nebraska-Lincoln
612 Oldfather Hall • Lincoln, NE 68588-0327
(402) 472-2414 • Web site: <http://www.unl.edu/history/>

 University of Nebraska-Lincoln
NU is an affirmative action/equal opportunity institution.

OAH Newsletter

ORGANIZATION OF AMERICAN HISTORIANS
112 North Bryan Avenue
Bloomington IN 47408-4199

Non Profit Organization
Bulk Rate
U.S. Postage
PAID
Permit No. 116
Bloomington IN 47401

What's New in History?

The University of South Carolina's Department of History is pleased to welcome to its faculty 11 distinguished scholars.

- Dan T. Carter** (UNC Chapel Hill), Educational Foundation Professor of History; the American South.
Bobby J. Donaldson (Emory), African-American history and the American South.
Kathryn A. Edwards (UC Berkeley), early modern Europe, socio-cultural and intellectual history.
Karl G. Gerth (Harvard), modern China, consumer culture.
Katherine C. Grier (University of Delaware), museums and material culture, animals in 19th-century American households.
Paul E. Johnson (UCLA), 19th-century U.S. social and cultural history.
Anna Krylova (Johns Hopkins), modern Russia, gender and identity.
Thomas M. Lekan (University of Wisconsin-Madison), cultural history of modern Germany, environmental and urban history.
Daniel C. Littlefield (Johns Hopkins), Carolina Professor of History; American colonial history, plantation societies, African-American history.
Valinda W. Littlefield (University of Illinois), African-American history, education history.
Page Putnam Miller (University of Maryland), Distinguished Lecturer in Public History.

For more information on programs and admission, please contact:

Patrick J. Maney, Chair
Department of History
College of Liberal Arts
University of South Carolina
Columbia, SC 29208



UNIVERSITY OF
SOUTH CAROLINA

Phone: 803-777-5195
Fax: 803-777-4494
Web: www.cla.sc.edu/hist

Where you'll find a great future in history.

SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE



SCHOLARS IN RESIDENCE PROGRAM

SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE, a unit of The New York Public Library's Research Libraries, announces its Scholars-in-Residence Program for the academic year of 2001-2002.

The Fellowship Program encompasses projects in African, Afro-American, and Afro-Caribbean history and culture, with an emphasis on African Diasporan Studies and Biography, Social History and African American Culture. (Please see our website for information on the Center's holdings.)

REQUIREMENTS Fellows are required to be in full-time residence at the Center during the award period. They are expected to utilize the Center's resources extensively, participate in scheduled seminars, colloquia and luncheons, review and critique papers presented at these forums, 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.

AWARD 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 \$25,000 for six months and up to \$50,000 for twelve months. The Program is supported by the National Endowment for the Humanities, the Irene Diamond and Ford Foundations.

FOR MORE INFORMATION AND APPLICATION FORMS

write to the Scholars-in-Residence Program
Schomburg Center for Research in Black Culture
515 Malcolm X Boulevard, New York, NY 10037-1801
Telephone: 212-491-2228, or visit our website at:
<http://www.nypl.org/research/sc/scholars/index.html>

APPLICATION DEADLINE IS JANUARY 15, 2001