

OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

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OAH and the National Park Service

John A. Latschar

For those of us working in the world of "public history" at the National Park Service (NPS), there are two factors that influence our work tremendously, and present some interesting difficulties which I presume are not experienced by our colleagues in the academy.

The first deals with authority: Who is allowed on the playing field of public history? That is, who sets the rules of engagement, and who keeps score? Unlike academics, there are no standards or qualifications to be met—such things as a professional degree, scholarly publications, or peer credibility. In our world, all you have to do to become an "expert historian" is to

proclaim that you are one. As one of my academic colleagues—who was helping us deal with several of these self-proclaimed "experts" wryly stated: "We haven't done a good job of defining our profession. Anyone who reads or writes a book about history is allowed to proclaim himself a historian. Could you imagine what the American Medical Association would say if anyone who had ever

read or written a book about medicine proclaimed himself a doctor?"

This lack of definition becomes a problem when we enter public debates about how best to manage our battlefields, or how best to enhance our public interpretive and educational programs. Then all the "expert" amateurs come to the fore, sometimes bringing along two very potent and very under-educated institutions: the media and the Congress. Under the scrutiny of the third and fourth estates, our best professional opinions are

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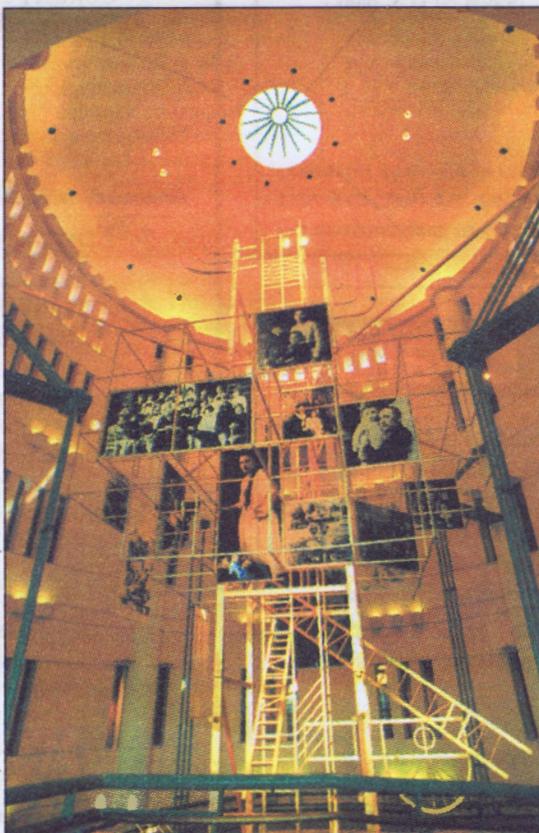
First OAH Midwestern Regional Conference to be held in Ames, Iowa, August 3-6, 2000

Iowa State University will host the first OAH Midwestern Regional Conference this month. With over 180 participants presenting nearly 50 sessions on the latest approaches to historical problems and new teaching strategies, the conference is devoted to the practice of history both in the classroom and in public settings. For more information, visit the conference website.

www.oah.org/meetings/mrc/



Los Angeles Hosts 2001 OAH Annual Meeting



Los Angeles will serve as host city to the 2001 OAH Annual Meeting, 26-29 April 2001 at the Westin Bonaventure Hotel. The meeting's theme is "Connections: Broadening our Audiences." One of the many outstanding cultural attractions, the Museum of Tolerance at The Simon Wiesenthal Center in Los Angeles, is pictured above. For more information on the conference, please see page 18.

A Case of Censorship?

Historical Society Pulls Journal from the University of Georgia

Robert Cohen and
Sonia Murrow

Few divorces have been more bitter than the one which occurred last February between the Georgia Historical Society (GHS) and the University of Georgia (UGA). For seventy-six years these two institutions partnered to publish the *Georgia Historical Quarterly* (GHQ), one of America's most distinguished state journals of historical scholarship, and a leading outlet for historians of the Peach State and the South. In this marriage both partners traditionally helped pay the bills, while the university's history department provided the editors and academic expertise needed to set the intellectual direction of the *Quarterly*. Over the past two years, however, Georgia Historical Society Executive Director Todd Groce strained the GHS's relationship with both the journal's editor, John Inscoc, and the University of Georgia history department by demanding that the GHS be given authority to determine the length and cost of the *Quarterly*, as well as the composition of half of its editorial board. Groce also sought to assert economic control of the editorship by insisting that future GHQ editors draw their salary from the GHS instead of the traditional arrangement in which the editor had been a UGA history professor paid by the university. Critics charge that Groce made these demands because he had become agitated about funding a journal he regarded as too scholarly, voluminous, and critical of the South. When

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- \$25, 50-Year OAH Member (must be OAH member for 50 or more years)

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

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New *JAH* Editor Joanne Meyerowitz

An Interview with Rebecca Sharpless

Editor's Note: *Rebecca Sharpless, Baylor University, met Joanne Meyerowitz, the new editor of the Journal of American History, at the OAH annual meeting in St. Louis last April. Meyerowitz, who has just finished a National Humanities Center Fellowship, will begin her tenure in Bloomington this month.*

Rebecca Sharpless: How did you first get involved with OAH?

Joanne Meyerowitz: Well, I've been a member of the OAH since I was a graduate student in the late 1970s and early 1980s. I got more involved a few years ago when I served on the Program Committee for the OAH conference, the one held in Chicago in 1996 [for the San Francisco meeting in 1997]. That was an important experience for me. It gave me a different angle of vision into the profession, and it gave me new insight into a wide array of subfields. I could see more clearly which subfields had come to the fore, and I was somewhat surprised by how many members of the profession seemed to feel that their subfields had been left behind or displaced.

RS: What was your take on that? What were some of those fields that were surging and some that were falling back?

JM: What I learned then was that historians in a number of subspecialties feel somewhat aggrieved, feel that they've been displaced from the center of the profession. People who are doing early American history, the history of foreign relations, economic history, labor history, intellectual history, and I could go on, but there are historians in a range of subfields who feel that the emphasis in the past twenty years on social and cultural history had moved them to the margins. I was not fully aware of the sense of grievance or the language of grievance until I served on that committee.

RS: Is it possible that the profession of history for everybody is about to rise? Does one have to fall as one rises?

JM: Well, I think it's impossible for every field to come to the fore at once. There are complicated social, intellectual, and political reasons why some subfields come forward at a particular historical moment and recede at another. And yet I think that virtually everyone would agree that we have and will continue to have a wide variety of subspecialties and that we want some recognition of and representation for all of them.

RS: How did you first learn about the opportunity of editing the *JAH*?

JM: I saw the position advertised in *AHA Perspectives*, and it piqued my interest. I had edited an anthology and co-edited a special issue of the *Journal of Women's History*, and in both cases I had enjoyed the work. I enjoyed seeing what gems other historians had discovered in the archives and what new interpretations were emerg-

ing in the field, and I also enjoyed the process of helping colleagues sharpen their arguments and bring out the larger historical significance of their work. In the years before I saw the ad for the *JAH* editor position, I had seriously considered editing two journals, but the opportunity and resources for doing it just weren't there. I also had an interest in Indiana University, which is where the *JAH* and OAH are located. I had spent an academic year—1996-1997—in residence at the Kinsey Institute on the IU campus. The Kinsey Institute's library and archives hold the most important collections for my current research, and I was drawn by the possibility of living right next door. I'm also a fan of the history department at Indiana University. So, with regard to colleagues, research, and editing, the job looked like a once-in-a-lifetime opportunity.

RS: And you were interviewed by committees?

JM: Yes, I was interviewed by the search committee at the American Historical Association conference in Washington, DC. Then they narrowed the list down to three candidates and brought us onto the campus of Indiana University and into the offices of the OAH and *JAH*. Much of the interview resembled any other academic job interview. I gave a talk on my research, and I met with members of the history department. And then I spent several hours talking to the staff at the OAH and *JAH*, and learning how they operate from the inside.

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"Rituals and Spirits in the Early Atlantic World" October 6-7, 2000

In conjunction with the international exhibit, "Intimate Rituals and Personal Devotions: Spiritual Art through the Ages," the symposium will treat the use of art and ritual in early Atlantic spiritual life. It will be held at the Harn Museum of Art, University of Florida, Gainesville, Florida.

- Jon Butler**, Department of History, Yale University. Keynote
- Larry Perkins**, Curator, Harn Museum of Art, University of Florida.
Cross cultural contact and spiritual art.
- Joel Martin**, Department of Religious Studies, University of California, Riverside. Religious syncretism in Cherokee costuming.
- Carolyn Dean**, Department of Art History, University of California, Santa Cruz. Sacred and social ritual in 17th century Peru.
- John Hann**, Florida Division of Historical Resources, Tallahassee, Florida. Contact and early Spanish missions.
- Mary Clark**, Independent Scholar, Houston Texas. Acculturation in Santeria altar displays.
- John Scott**, Department of Art History, University of Florida.
Comparing religious art and architecture in Mexico and New Mexico
- Robin Poyner**, Department of Art History, University of Florida.
Yoruba art and ritual, Africa and America.

Presentations are free and open to the public. Contact Prof. Jon Sensbach or Prof. Eldon Turner, Department of History, University of Florida, Gainesville Florida 32611-7320, (352) 392-0271, or <http://www.history.ufl.edu>

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RS: What is the arrangement between the OAH and the Indiana history department?

JM: Indiana University provides space for the Organization of American Historians and the *Journal of American History*. It also provides other services and funding, including my salary. In return, the OAH hires graduate students to work in its office and as editorial assistants at the *Journal* and generally enhances the national reputation of the university. With the history department, there's a mutual enrichment. The OAH and *JAH* benefit from the faculty and graduate students of a major university, and the history department benefits from having the professional organization and the *Journal* right on campus.

RS: What will you be teaching in the history department?

JM: This coming fall I'll teach an undergraduate course on U.S. women's history, and in the spring I'll teach a graduate course on the history of sexuality. I've taught the U.S. women's history course for years now, and I'm looking forward to reshaping it on a new campus with a somewhat different set of students. I've taught the history of sexuality graduate course only once before, and I'm hoping to develop it in collaboration with the Kinsey Institute as well as the history department. I want to introduce the history graduate students to the rich and underused archival resources on their campus.

RS: Okay, so two courses a year?

JM: Right. One course each semester.

RS: When you look at the *JAH* over the last five to ten years, what do you like about it?

JM: I think it's an excellent journal with an excellent staff. I have visions for how I might change the *Journal*, but I'd also like to say first that I think it's a great journal right now, and I'm planning to keep it that way.

RS: What are some of the foundations that you're hoping to keep?

JM: Well, the *Journal*, I think, publishes the best of the best in scholarly monographic articles, and I plan to maintain that. It also highlights current historiographic concerns. I hope to continue the roundtables and forums that present the latest debates and trends in the field. We'll certainly be maintaining and continuing the new electronics initiatives. We've just started to publish current issues of the *JAH* online through a partnership called the History Cooperative. We're also beginning to move more of the production of the *Journal* into electronic forms, and we'll be experimenting more with online supplements for *Journal* articles. We're working right now on a cumulative online version of the Recent Scholarship section of the *Journal*. And I'm also hoping to continue the internationalization that David Thelen started at the beginning of the 1990s. We have a board of international contributing editors who are based outside of the United States, and I want to keep that initiative going, bringing the perspectives of historians who study the United States but who aren't based in the United States into the pages of the *Journal*.

RS: Okay. Are there other new directions that you want to take it in?

JM: I've been talking to friends and colleagues about the *Journal* for the past year, and one of the things that struck me is that people no longer talk as much about fragmentation and synthesis, which were buzzwords common ten or fifteen years ago. Back then, there was some fear that the plethora of subfields was undermining the overarching narrative of U.S. history or from the other side a fear that the dominant narrative was ignoring the rich historical scholarship in the new specializations. Today I'm sensing less concern about either fragmentation or synthesis. Historians seem to agree that subfields are the vitality of the profession and also agree that synthesis is an ongoing process, that as much as we may dislike a particular overarching narrative of American history, every time we teach a survey course or write a textbook or plan a museum exhibition we're going to have synthesis. So what I would like to do with the *Jour-*

nal is move away from the old debates on fragmentation and synthesis and attempt to create some kind of intellectual community that encompasses both the diversity in the field and the desire for something that holds it all together. I'm in favor of inclusivity. I know that sounds banal, but it's probably a point that should be made explicitly. I would hope that historians from various subfields perceive the *Journal* as representative of their own areas of interest. My goal, though, is not to reorient the *Journal* away from the new specializations and return it to the traditional ones; I'm hoping instead to open a larger umbrella that covers more subfields, within the limits of the pages of the *Journal*. I'm also hoping to encourage more dialogue among the subfields, and I do have some specific plans for doing that. I'm commissioning some historiographic essays in which historians explain the most intriguing trends in their subfields to historians who aren't specialists in those areas. In the past, the *Journal* has done some surveys among historians, which have shown that readers want more historiographic essays, that readers use such essays to teach and keep up on the field. I'm also planning to have roundtables or special issues in which historians from different subfields address a common topic or concept and engage in dialogue with each other. And I'm also hoping to push the authors of monographic articles to make their essays significant and interesting for historians outside their areas of specialization. The *Journal* already does this, it has done this for years, and now we'll do it more.

RS: Say more about the electronic formats. What's going on with that?

JM: The new History Cooperative is a partnership of the Organization of American Historians, American Historical Association, University of Illinois Press, and National Academy Press.

The History Cooperative website is operating now, with current issues of the *Journal of American History* and the *American Historical Review* online as fully searchable text. Past issues of the *Journal* are still available online through JSTOR, but we're putting current issues online now with a more powerful search engine for research. We're just launching it now, and we're asking for feedback from people who use it to find out how we can make it better. Beyond that, the *JAH* has also in the past few years started to use the web to highlight some of the contents of the print *Journal*. For example, the special issue on the Declaration of Independence had an online supplement with the Declaration itself translated from other languages back into English. This turned out to be a useful teaching tool for all sorts of people who don't actually read the *Journal of American History*. So we want to do more of that. Sometimes we publish articles that would work well in the U.S. history survey or in high school history classes. We might use our website to offer guidance on how an article could work

as a lesson plan and include documents or visual images to supplement what's in the print *Journal*. What we've found so far is that it's not just the readers of the *Journal* who go to the website. People who are web surfing end up at our site. We're hoping that some of them may go farther and move from the website to reading the *Journal*.

RS: How are the resources given to that? You have a paper journal to get out. How is all the work getting done on all the electronic things, then? Making hyperlinks is time consuming.

JM: We have a specialist, Kristin Wagner, who devotes her time to the electronic concerns of the *Journal*, and her work has been indispensable. She is the person with the technical expertise to make this happen. We're delighted to have her on board. She's been helping us enter the electronic age. She redesigned our website, and she worked with our printer and our advisors from the History Cooperative project to convert the disks used in putting the *Journal* out in print to disks used for putting the *Journal* online. She's currently working on the Recent Scholarship database.

RS: How do you envision that the editor will interact with the editorial board? How does the actual work get done on the *Journal*, from the time that an article comes in till the time that it's published?

JM: There's a process of self-selection that goes on even before we see the manuscripts. Some historians read the *Journal* and think, "The *Journal* publishes the kind of work I do," and other historians read the *Journal* and think the *Journal* doesn't publish the kind of work they do. As

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Coming this September in the *JAH*

HELEN LEFKOWITZ HOROWITZ	Victoria Woodhull, Anthony Comstock, and Conflict over Sex in the United States in the 1870s
ANDREA TONE	Black Market Birth Control: Contraceptive Entrepreneurship and Criminality in the Gilded Age
MICHAEL WILLRICH	Home Slackers: Men, the State, and Welfare in Modern America
HOWARD BRICK	Talcott Parsons's "Shift Away from Economics," 1937-1946
K. A. CUORDILEONE	"Politics in an Age of Anxiety": Cold War Political Culture and the Crisis in American Masculinity, 1949-1960
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Focus on *Teaching*

Parallel Narratives: Teaching American History to Canadians

Bruce Daniels

Canada's nine English-speaking provinces look and sound remarkably like the northern regions of the United States. Other than the nuisance of a customs check, no exotic stimuli alert travelers from Minneapolis to Winnipeg that they have crossed an international boundary. Wars and diplomats, not geography, drew the line between the two countries; it is artificial and manifestly flies in the face of an economic reality that favors north-south communications over east-west ones. Political considerations created the Canadian-U.S. border, and political considerations, abetted by modern technology, are shredding it. In the years since World War II, Cold War politics, aggressive marketing, radio, television, computers, and the globalization of trade have dramatically reduced the barriers to the flow of goods, people, and ideas between the two countries. Canadians have always feared Americanization, but with the economic gates swung nearly open, fear may turn to fact. Canadian cultural distinctiveness lies in danger of being washed away by the relentless American tide surging north or dried up by the steady stream of Canadian talent draining south. Some Canadians perceive more danger than do others, but virtually all Canadians believe that there is something about Canada that is fundamentally different from the United States and that—whatever that something is—it is worth preserving.

Thus, Canadians view the United States through many more filters than the United States uses to see Canada. Americans glance northward only occasionally and usually like what they see; Canada does not figure prominently in American intellectual life and is seldom mentioned in the media. Canadians, on the other hand, stare southward, are bombarded with American news, and are extraordinarily conflicted about what they see. Feelings of admiration and contempt, superiority and inferiority, gratitude and anger, swirl ambiguously through Canadian perceptions of Americans. The United States not only plays a major role in the Canadian economy, it plays an equally important role in the Canadian mind. Canadians cannot avoid thinking about the United States and cannot avoid having opinions on American power, government, foreign policy, race relations, cultural institutions, and social problems. Canadians contemplate the meaning of America because doing so is necessary for contemplating the meaning of their own country—Canada is the not-America. And because English Canada looks so much like the United States, the process of discovering what makes Canada the not-America is difficult and hidden beneath the surface of the visible similarities. History becomes one of the best places to look for the elusive, deeper meanings of the two nations. I began teaching American history at the University

of Winnipeg in 1970 at the height of the student revolt in the United States and at the high tide of an invasion by American academics into Canadian universities. The department I joined was evenly divided—eight Canadians, eight Americans—not an unusual ratio for Canadian universities at the time although a decade earlier it would have been unthinkable. Anti-Americanism was rampant in the world, among Winnipeg students, and among many of the young American professors—including me. Ironically, students vented little of this hostility on the new American professors and tended to see them more as romantic expatriate radicals than as cultural imperialists. Also, ironically, classes in American history bulged with enrollments: students were fascinated by the threatening bully to the south who appeared to be coming apart at the seams.

Aside from the need to be sensitive to Canadian nationalism, I did not realize at first that the teaching of American history to these students required a different set of reference points than I had used as an instructor at the University of Connecticut. Like many American travelers, I had been misled by the similarity of sight and sound into thinking I was in familiar cultural territory.

See **Daniels** / 6 ►

Teaching Canadian History in the United States: Problems and Possibilities

Scott W. See

Like weather maps in American newspapers, with their bland white spaces where a country of thirty-million people should be, the history of the United States typically ends abruptly at the northern border. For many Americans, Canada invokes images of endless expanses of snow, fearsome hockey players, decent and affordable beer, scarlet-coated Mounties, and perhaps memories of a camping trip to a magnificent lake in British Columbia. These playful stereotypes provide an important segue to the serious business of teaching the history of Canada to an audience of American college students. Poorly understood and pock-marked by superficial impressions, Canada presents some rather daunting pedagogical challenges to professors south of the forty-ninth parallel. These will be distilled into two basic points in this brief essay. American students need to be convinced that carving three credit hours out of their college careers to study Canadian history is worth the binder, and they should see beyond the obvious—and useful—comparative value of Canada's past to gain an acceptance of the country's history on its own terms.

Having been asked to address the "problems and possibilities" of this exercise, I am tempted to trot out anecdotes accumulated through sixteen years of teach-

ing Canadian history at the Universities of Maine and Vermont. Working in two Eastern border states has no doubt given me a certain perspective that might not be shared by colleagues who ply their trade in Virginia or Idaho. Nonetheless, my activities with the Association of Canadian Studies in the United States has brought me into frequent contact with the surprisingly large number of historians who regularly teach some aspect of Canadian history at their institutions.

The first important dimension in coming to grips with teaching Canadian history in the United States is that in virtually every case an important "hook" is needed to bring a student into the course. The problem is almost the exact opposite of the one faced by Bruce Daniels, who points out that his Canadian students are perpetually inundated with American culture and ideas. In many cases, the students themselves provide the motivation that brings them to the threshold of Canadian history. Memories of a trip to historic Quebec City or the spectacular Banff National Park, family connections to Canada both distant and close, familiarity with television and radio programs from the Canadian Broadcasting Corporation, and bits of information on Canada's interrelated history with the United States from a high

school course: all can and do kindle an interest in exploring Canada's past among America's college population. Each semester I ask students to articulate the factors that brought them to pre- or post-Confederation Canadian history. After jettisoning the common "this was the only class available in the time slot"—a perfectly legitimate reason to take a course, in my opinion—I have gathered responses that run the gamut from insightful to frivolous. "I was curious about why Canadians didn't join in the Revolutionary War," an example of the former, shares space with "I want to know why they drive like hell in Quebec," an obvious illustration of the latter. Over the years my classes in Maine and Vermont have been populated by Franco Americans and students with English- and Scots-Canadian roots. Colleges and universities in the northern tier of states, as well as in Louisiana thanks to its Acadian heritage, are filled with students who have genealogical ties to Canada.

In the cases where students do not generate their own motivation for taking a Canadian history course it falls to the professor, and often the school, to provide the

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▼ Daniels / From 5

Wrong. Professors on both sides of the border whine about student ignorance of history, but I soon realized that all ignorance is not the same nor is it only students who are ignorant. Some professors—me, for example—were in the dark. Through a process of osmosis, people who have never taken a history course in their lives nevertheless learn a version of history that arises from other educational processes and popular culture. Events and people in the American past often connoted things to Canadians that either had not occurred to me or which I had placed little emphasis on. Loyalists from the American Revolution were courageous nation builders who mutually pledged their lives, fortunes, and sacred honor to defend peace, order, and good government. The Canadian triumph in the War of 1812 handed the Americans their only defeat and preserved Canada from the fate suffered by Mexico thirty years later. A proud and respectable socialist tradition in Canada bespoke a tolerance that made McCarthyism seem all the more outrageous and xenophobic. And so it went—I became educated in Canadian history and on the effect that a different national identity had on Canadian perceptions of American history. Every topic I lectured on evoked comparisons that would not have occurred in an American classroom. It was thrilling. It also meant that a course in American history taught in Canada inevitably required a parallel narrative: what effect did the American Civil War have on the creation of an independent Canada? How did Canadian and American immigration differ? Is racism less or more virulent in Canada than in the United States? Undoubtedly, teaching American history as a foreign history anywhere in the world—or perhaps even

in differing regions of the United States—also produces parallel narratives; but Canada's history seemed uniquely positioned to offer a reasonable alternative to the development of the United States. If America's history was Plan A then Canada's was Plan B: the evolutionary model instead of the Revolutionary one.

Canadians are engaged in perpetual soul-searching for the state and fate of their national identity—a Sisyphean task that has informed every course I have taught in American history for thirty years. Not surprisingly, as the ongoing search looks in new places and under new circumstances, the parallel narratives get compared at new points. Pierre Trudeau's decision to enshrine a charter of rights in the Canadian constitution provoked discussions that contrasted the effects of judicial review on American history to the effects of Parliamentary supremacy on Canadian history. In the Reagan years, the relative strengths of the two nations' social safety nets were frequently compared as were the historical forces that allowed Canada to create a program of publicly funded medical insurance that became a national shibboleth, while the wealthier United States argued such a program would not work and was unaffordable. With the signing of the North American Free Trade Agreement, doomsayers among Canadian nationalists predicated that the two lines of historical development might not continue parallel but instead would meet and merge. As of yet, they have not, but the two lines do seem less far apart and, once again, this fuels historical discussions and comparisons. Does the narrowed space reflect a trend or a cycle?

Under the freeflowing traffic of NAFTA and in the

absence of American Cold War posturing, Canada seems less preoccupied with the harmful effects of American power on Canadian sovereignty. Certainly, overt anti-Americanism, which grew into nasty proportions in the late 1970s, has receded into small constituencies. This waning of anger can be interpreted in at least three plausible ways: (1) Canada has matured intellectually and culturally and is sufficiently confident in its destiny that it no longer needs to beat the drum of false assurance; (2) Canada has become so Americanized that it now reluctantly resigns itself to a fate as a politically independent but culturally and economically dependent region of the United States; (3) Canada is in the cool part of an historical cycle that will again heat up under new circumstances. I place no bets on which of these or other alternatives is correct, but I will bet that Canadian students will be discussing them in American history classes. □

Bruce Daniels teaches in the Department of History at the University of Winnipeg.

Please share your teaching ideas. . .

The *OAH Newsletter* invites its readers to submit articles for the "Focus on Teaching" section. Please send them to: Gary W. Reichard, Office of Academic Affairs, California State University Long Beach, 1250 Bellflower Blvd., Long Beach, CA 90840, or via e-mail to: reichard@csulb.edu

▼ Canada / From 5

"hook." Teachers involved in Canadian Studies in the United States have long fancied themselves of the missionary ilk. My sense is that successful Canadianists probably have to put a little extra into the effort to capture and hold the interest of American students. Here I am not suggesting pandering to the students, nor am I encouraging the dilution of subject matter to heighten its appeal. Instead, I think that enthusiasm and creativity are especially important qualities for the professor of Canadian history to possess, or at least to acquire. After a great deal of experimentation I have fashioned a series of discussion groups (six to eight) that are dispersed throughout the semester. Each session targets a theme in Canadian history that is lively and important enough to have engendered a critical mass of contradictory historical interpretations. The role of Louis Riel in the Red River and North-West uprisings is one example. Another popular topic is Canadian anti-Americanism in the 1960s. Students receive a list of targeted readings in advance of the sessions, and each is responsible for an essay on a question that addresses the material at hand. To be sure not all of these discussion sessions have been smashing successes over the years, but on the whole they have been instrumental in keeping the students' interests at an acceptable level. Institutions can also assist in providing the "hook" by steering students to Canadian history courses through international or multicultural curriculum requirements. Before American readers guffaw at the last point, consider the fact that Toronto was recently deemed one of the most multicultural cities in the world. Universities with comprehensive Canadian Studies programs are clearly at an advantage in this context. Still, even the smallest college can encourage students to take Canadian history courses by embracing them in the curriculum as a broadening experience.

The second essential challenge of teaching Canadian history in the United States is a bit trickier. Canada's comparative value looms large. If the professor is not

careful, it will subordinate other subject matter and become *the* only important message in the course. Several dynamics contribute to the comparability issue that makes teaching Canadian history especially problematic, perhaps more so than one finds in courses on the Middle East or Italy. For one, American students often bring an inherent sense of superiority—not arrogance—to classes in Canadian history. Typically they believe that if the United States is the sole remaining superpower, then Canada should be viewed favorably but nonetheless as a secondary player in a North American partnership.

Canadian history is often quite familiar to Americans, even if they bring the proverbial blank slate to the exercise. Colonial conflicts, women's issues, immigration patterns, Native peoples, Western development, labor struggles, the Great Depression: the list of themes that appear so strikingly familiar to American students is almost endless. This is both a blessing and a curse for the professor. The comparisons are both pedagogically sound and useful for maintaining interest levels. On the other hand, a danger lies in suggesting that Canadian history is a pale reflection of American history, or even worse, that it is only meaningful as a comparative tool. There is no easy way to avoid this pitfall. Constant attention to the distinctiveness of Canadian history, taking the country's past on its own terms, helps to counterbalance the comparative impulse. Thus many topics, such as the treatment of Native peoples in the late nineteenth-century West, can be addressed by asking questions that get at what is familiar about the Canadian case as well as what is unique. This point is inevitably reinforced when Canadian-produced texts and materials are used in the course. It is a wonderful moment, for example, when American students are introduced to a Canadian interpretation of the Revolutionary War. The message of distinctiveness can be transmitted short of waving the Maple Leaf in class or reciting the wildly popular Molson's advertisement known as "Joe's Rant." One need not be a

nationalist or ideologue to get the point across about the intriguing characteristics of the Canadian saga.

The joys of teaching Canadian history, to even the most skeptical of American students who demand to know what—if anything—is worthwhile about studying their northern neighbor's past, clearly trump the niggling problems. Indeed the perennial challenge of coming to grips with a nation, one that is at once both familiar in its North American orientation and so different in the ways in which its citizens have fashioned their lives, is an excellent way for history professors in the United States to revisit and test some of their most cherished notions and interpretations. □

Scott W. See is the Libra Professor of History at the University of Maine.

Correction

We apologize for misidentifying the images of Mr. Walter Johnson and Mr. Timothy B. Tyson, co-winners of the 2000 OAH Frederick Jackson Turner Award (page 15, May 2000 *OAH Newsletter*).

The correctly labelled images are:



Walter Johnson



Timothy B. Tyson

Focus on *Teaching*

Can Ten-Year-Olds Learn to Investigate History As Historians Do?

Bruce A. VanSledright

Contrary to what many critics contend, students in U.S. schools are taught a fair amount of history. Beginning in early elementary school, history units are taught in conjunction with holidays, such as Columbus Day and Thanksgiving, and Black and Women's History months. By fourth grade many students learn their state's history. In fifth grade, the social studies portion of the curriculum is devoted to a survey treatment of chronological American history, often beginning with Native American life and culminating—time permitting—with units on the Civil War and Reconstruction.

Typically, youngsters encounter history as if it were a compendium of putative facts to be memorized on their way to building some understanding of the "American story," a singular celebratory narrative shorn of questions, debates, interpretative arguments, and recursive revisions that so characterize what goes on within our discipline. The common justification for this approach is the largely unsubstantiated claim that elementary-age children are incapable of more sophisticated levels of thinking. In other words, many pedagogues claim that youngsters must master historical facts before they can reason about them, as though these were separate—even unrelated—tasks.

The authors of the National History Standards and a growing body of research literature have leveled a serious challenge to this stance. These reformers maintain that children should learn history with greater fidelity to the craft: analyzing primary and secondary sources, drawing inferences from sometimes thin and inconclusive data, plunging deeply into historical contexts, and creating narratives about the past. Unfortunately, few studies exist that can demonstrate whether, say, a ten-year-old is indeed capable of actually *doing* history in this manner.

As a former K-12 history teacher, I have long been troubled by the traditional view of history education, with its rote memorization of names and dates. I have joined rank with the reformers as an education researcher, performing a number of studies over the years. Recently, I decided to test the reform recommendations by creating a course in early American history that allowed two-dozen fifth graders to plunge into the craft. The data from my study suggest that children, with proper guidance, can become quite adept at historical inquiry.

Before teaching the course in January 1999, I selected eight students from the class of twenty-three who would serve as my principal informants in the study. I selected four boys and four girls, who represented the class both ethnically and racially: three were African Americans, two were white, two were Hispanic, and one was Asian American. In the weeks preceding my actual introduction as the students' history teacher, I asked these eight students to participate in a complex exercise in which they read aloud two short, conflicting accounts of the Boston Massacre (blends of secondary and primary sources), and examined and interpreted three archival images of that event, including an engraving by Paul Revere. As they read, analyzed, and interpreted these documents and images, I asked them to share their thoughts. As traditionalists might have predicted, my eight informants struggled with the effort. They scoured the documents and images for raw facts, much as they

had been taught to do during earlier school exposures to history, and repeatedly missed opportunities to read the evidence inter-textually. However, several of the students did observe that "doing history" this way was very intriguing. With these initial results, I realized that my efforts over the next several months would be a significant challenge.

I decided to begin the process with a historical mystery. To this end, I chose Jamestown colony's "Starving Time" (winter 1609-1610). Although John Smith reported ample food supplies in the fall of 1609, by spring 1610, approximately 450 of the 500 Jamestown settlers had died, apparently from starvation. The evidence for why this happened is not entirely clear. Nevertheless, I challenged the students to develop a reasonable explanation using a limited set of primary and secondary sources.

Based on the evidence before them, 80% of the twenty-three students decided that Captain Percy, left in charge during Smith's absence, hoarded the food himself, leaving the settlers to starve. The remaining students—citing evidence suggested by Percy himself (and also recorded by Smith after his return)—argued that the cause of starvation was sloth and poor leadership. Over three class sessions, the twenty-three engaged in a rousing debate over what the evidence told them. Those in the minority position spent their energy trying (unsuccessfully) to convince the majority that they had the stronger case. Drama and intrigue trumped carefully supported argument.

For the next five weeks, we pursued a cluster of research projects in which the students, working in groups of five, studied five early English colonies (one per group) with large sets of primary and secondary sources—mostly the former. I hoped the students would gain a comprehensive understanding of the sociocultural, political, religious, and economic development in these regions from the beginning of the colonial period to about 1750. At various intervals, we paused to discuss the nature of sources, validity and reliability issues, concerns about conflicting perspectives in the documents and the like. They were becoming careful and judicious historical investigators, but still struggled to make sense of the various points of view evident in sources.

I designed a long unit on the American Revolution with this in mind. We examined a range of events that took place in Boston—the "Tea Party," the "Boston Massacre," Stamp Act resistance, etc. Armed with a broad range of ideas about causes, each student wrote an essay arguing whether or not the American Revolution could be justified. All twenty-three students defended the actions of the American rebels on the grounds that the British government was unnecessarily repressive. American colonists were "within their rights" (a common refrain) to use violence to throw off a tyrannical regime. However, during the discussions that ensued, more than half of the students took turns challenging their classmates from British perspectives. While the students often prefaced their challenges with, "I'm not really taking the British side, but . . ." they were now able to shift back and forth between conflicting viewpoints rather effortlessly.

At the end of the course, I asked my eight informants

to engage in another complex task. This time they analyzed four short accounts and two contemporary artists' depictions of the battle at

Lexington Green. At this stage, six of them almost immediately began checking whether sources were primary or secondary. Four of these noted that one document they encountered—the testimony of thirty-four Massachusetts Minutemen present at the battle—was a primary source account, originally rendered under oath shortly after the battle occurred. Upon seeing another document—British Ensign Lister's retelling of the event seven years after its occurrence—two of these youngsters immediately noticed the time lapse, and thus judged the account less reliable than the minutemen's testimony. Four of the others eventually noticed this issue of source corroboration; it simply took them longer. By the time all eight had read the four documents and discussed the artistic renditions of the battle, they were evaluating each account from a fairly well-developed situation model. Three students observed that this was another one of those historical events where it was very difficult, if not impossible, to determine what "actually happened." Serious differences in viewpoints and recollections as to who fired that famous first shot clouded their ability to draw firm conclusions. One student, with a wry smile on his face, shrugged his shoulders and said, "Hey, history's like that sometimes." Another student, vexed by not being able to determine the source of that important "shot heard round the world," said forcefully, "I just don't know how historians can do this!"

Overall, the performance of these eight students suggests that ten- and eleven-year olds can learn how to practice history with some fidelity to the craft. This is encouraging for several reasons. First, it indicates that history education reformers are on target. It also suggests that teaching students to read, analyze, and interpret documents as historians do instills a powerful form of critical cognition and awareness in young people. It's not hard to imagine that, in a world now dominated by the flow of information, where it is increasingly difficult to discern supportable claims from the spurious, these children will have a distinct evaluative and cognitive advantage. I can only begin to imagine what a steady diet of this type of historical thinking in grade school would do to enhance the performance of future high school and college students. □



VanSledright

Endnote

1. For a list of references, see <<http://www.oah.org/pubs/nl/99feb/Oahbibl.htm>>.

Bruce VanSledright <bv14@umail.umd.edu> is in the Department of Curriculum and Instruction at the University of Maryland. The research reported in this article was funded by the Spencer Foundation. For additional details on this study, please contact the author. A more expansive treatment of this project is forthcoming in a book from Columbia University's Teachers College Press.

Announcements

▼ NPS / From 1



Latschar

countered by the sometimes eloquent opinions of the self-proclaimed experts, simply because NPS historians lack the credibility of academic historians. When that happens, complex issues get reduced to the level of a modern-day political campaign: the person with the best sound bite prevails.

The second phenomenon is merely that of our work environment, and all of the things we are expected (and need) to do besides history.

At Gettysburg National Military Park (NMP), for example, we have 1.7 million visitors each year. Only 100,000 of those visitors are able to participate in ranger programs, since our staff consists of twelve full-time interpretive rangers supplemented by a handful of seasonal rangers. Another 250,000 can take the battlefield tour with our licensed battlefield guide corps. The rest of our visitors—all 1.3 million of them—are dependent upon our printed media (brochures) and our museum for their introduction to the Civil War and the Battle of Gettysburg. Our printed materials are reasonably up-to-date, but our museum is terrible.

However, the real point is that our twelve interpretive rangers are unable to keep up with current scholarship. In addition to preparing tours, they must staff the visitor center desk eight or more hours a day, seven days a week, 362 days a year. They must assist lost children,

attend to scraped knees (or worse), clear traffic jams, explain why we don't allow picnics in the National Cemetery, explain why we don't allow metal detectors on the battlefield, and, above all, smile kindly and point the way to the restrooms hundreds of times each day.

And as their leader, I am in no better shape. I can readily discuss with you the nuances of NPS management policies, or problems and contradictions in the Government Results Performance Act. I am aware enough of the myriad federal personnel and procurement rules to keep myself out of Fort Leavenworth. I can recite from memory the really important stuff, such as which member of Congress has the most influence on the NPS budget process, along with the name and phone number of their principal staff person. But I have difficulty finding the time to keep up with the literature of our field. Sadly, I know the regulations of the National Environmental Protection Act and the National Historic Preservation Act better than anyone should ever have to, but I have not had the time to finish reading *The Story of American Freedom*.

With that background, it is not difficult to describe the benefits of the partnership between the NPS and OAH. There are four major points:

1. Scholarly Credibility

In 1998, we were in the midst of preparing a new, long-range general management plan for Gettysburg NMP. Part of such a plan, naturally, is a complete review and revision (as appropriate) of the park's primary interpretive themes. I had read about the Cooperative Agreement between the National Park Service and the

Organization of American Historians, and decided to pursue the opportunity to obtain expert advice from the academic world. Working with John Dichtl of the OAH staff, we recruited a marvelous team for a site visit to Gettysburg: Eric Foner of Columbia University, James McPherson of Princeton University, and Nina Silber of Boston University.

The OAH visit to Gettysburg NMP in the summer of 1998 came at a crucial time. We were proposing to move our visitor facilities off of the actual Union battlelines of 2 and 3 July, 1863 onto less historically significant ground. In addition, we planned to fundamentally change our interpretive programs at the park. We wanted to move away from traditional (and safe) descriptions of battle tactics, tales of individual and unit courage, and sentimental narratives of the veteran reunions in the postwar years, toward discussions that would put the Gettysburg campaign into the context of the political, social, and economic environment of the mid-nineteenth-century United States. In other words, we wanted to introduce discussions concerning the causes and consequences of the Civil War.

Our sound bite (because that is what we had to boil it down to) was that we wanted to move from descriptions of "who shot whom, where" into discussions of "why were they shooting at one another?" Now that may not sound like much, but you had better believe that it was more than enough to bring us under attack for aban-

See NPS / 25 ►

**THE LIBRARY COMPANY OF PHILADELPHIA
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The Library Company of Philadelphia's Program in Early American Economy and Society and the Johns Hopkins University Press are pleased to announce a new book series, "Studies in Early American Economy and Society." The scope of this series will encompass fields of scholarship including, but not limited to, commerce, finance, business, manufacturing, agriculture, and political economy of the American colonies and early nation down to about 1850. Work on the Atlantic world economy, comparative regional and international development, the transformation of North American colonies into a rapidly ascending nation within the world economy, the nature of population and migration patterns, popular perceptions of credit and debt in the early nation, and numerous other topics in the broad field of economic history which have flourished in recent years are within the compass of this series. The editors wish to consider manuscripts produced by both first-time authors and senior scholars. For further information, please contact Cathy Matson, Series Editor, at cmatson@librarycompany.org.

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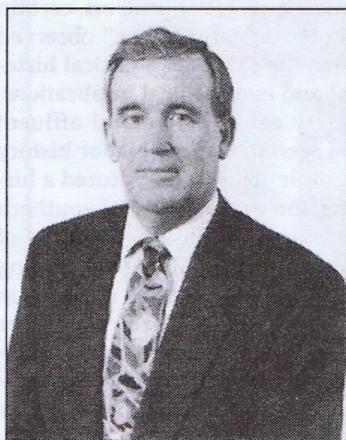


Arizona State University vigorously pursues affirmative action and equal opportunity in its employment, activities, and programs.

From the Archivist of the United States

Are We Saving the Right Records?

John W. Carlin



Carlin

The most critical statutory responsibility I have as archivist of the United States is to approve Federal records' "disposition" that is, how long records must be kept to protect individual rights, ensure accountability in Government, and document the nation's historical experience.

During the 20th century, the National

Archives and Records Administration (NARA) developed policies and processes appropriate for the primarily paper records of the time. The reality at the beginning of the 21st century is that most records are created electronically and are maintained in many media. In fact, they are routinely converted from one medium to another, and may exist in multiple formats. Does this mean we need to change the ways in which the Government appraises records and schedules their disposition?

As I have explained to leaders of historical organizations, we are going to find out. NARA has developed three connected projects relating to the changing Federal recordkeeping environment.

The first is a study of current recordkeeping and records use in the Federal Government. Its purpose will be to give us a better understanding of practices and problems in agencies' management of their records today, covering creation, use, maintenance, and disposition. And this study will examine how new technology actually is affecting records creation, recordkeeping, and records disposition. We will share the final report of the study within the Federal Government and with interested members of the public. And the report from project one will inform projects two and three in our plan.

Project two will be a policy analysis of legislation, regulations, and guidance pertaining to records disposition in the Federal Government. Among other things the analysis will cover the impact and implications of litigation involving records and relatively recent legislation such as the Freedom of Information Act and the Government Paperwork Elimination Act. Out of this analysis will come recommendations for any changes that may be needed. We assume some will be desirable, but we have no preconceptions about what they are. This project will begin as information becomes available from project one, but the analysis will not conclude until project one's investigations and its report are complete.

Completion of the third project will await the conclusion of both project one and project two. Project three will analyze and redesign, to the extent necessary, the process by which records are appraised and scheduled in the Federal Government. Project three will cover all four major parts of the process:

- Inventorying by agencies to identify records to be scheduled
- Submission by agencies of disposition recommendations and draft schedules to NARA and the Government Accounting Office for approval
- Approval by the Archivist of satisfactory appraisal determinations and disposition recommendations

• Subsequent review and updating of approved records schedules

One major goal of this project is to make the process for determining the disposition of records more effective and efficient, regardless of medium, and to reduce dramatically the time it takes to review and approve schedules for the disposition of records. Because new technologies may be useful for speeding and improving the disposition process, an additional major goal of project three is to determine how such technologies might be applied.

The ultimate outcome of these three projects, we believe,

will be policy and process revisions that increase our confidence in the Government's ability to preserve records as long as needed for protecting rights, ensuring accountability, and documenting the national experience. That includes strengthened assurance that records genuinely needed by historians, current and future, will safely reach the National Archives for permanent preservation.

At points along the way, we will ask historians among other members of the public to assist us in making these judgments. And we invite you to follow our progress through the records management section of our web site: <<http://www.nara.gov/>>. □

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 the fifth year of a competition (pending funding approval) that 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. Dates, and topics for 2001 will be announced soon at <<http://www.oah.org/activities/japan/>>. The host institutions participating are:

HITOTSUBASHI UNIVERSITY, Tokyo
RIKKYO UNIVERSITY, Tokyo
OSAKA UNIVERSITY OF FOREIGN STUDIES, Osaka

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.

▼ Georgia / From 1

Inscoe and UGA refused to meet his demands, the small GHS executive committee dominated by Groce unilaterally dissolved the Historical Society's partnership with the university, leaving the *Quarterly* temporarily homeless. Groce contends that he made numerous attempts to keep the *Quarterly* at UGA, but felt that with Inscoe leaving to assume the position of secretary-treasurer of the Southern Historical Association there was not an appropriate candidate in the UGA history department to edit the journal. According to Inscoe, however, UGA's history department was in the final stage of lining up a new editor when the GHS leadership initiated its "hostile takeover" of the *Quarterly*.

Leading Georgia historians have been highly critical of the GHS decision to pull the *Quarterly* from UGA. Last September, Professor Glenn Eskew, of the Georgia State University's history department, and at that time a member of the Georgia Historical Society's Board of Curators, sent an open letter to GHS members and "friends of the *Georgia Historical Quarterly*" accusing Groce—and ally Lisa White, who was then President of the GHS—of spearheading a "movement to censor" the *Georgia Historical Quarterly*. Eskew's letter charged that the GHS's leaders were "meddling in the editorial structure" of the journal by attempting to seize from the University the power to "select the [GHQ's] editor," requiring that the editor allow the GHS's executive leadership to "preview the *Quarterly* before it went to press," and taking from the editor the power to appoint half the editorial board. These moves were, according to Eskew's letter, "designed to give" the GHS leaders "censorship control over the content of the *Quarterly*. It will jeopardize the academic freedom that currently exists and destroy the scholarly integrity of the journal." The University of Georgia's history department concurred in this estimation and voted unanimously to oppose the Society's attempt to assert these new controls over the *Quarterly*.

Groce and White deny that they were interested in either censoring the *Quarterly* or violating the academic freedom of its editors. They contend that their attempts to change the journal were motivated by a desire to make it more efficient financially. Economic arguments were clearly the initial wedge for the Historical Society's apparent assault on the autonomy of the *Quarterly*. Tensions between Groce and Inscoe began back in May 1998 when Groce complained that the journal's book review and news sections "took up almost 90 pages," and that he needed to find ways to "reduce GHQ to a more affordable size." In response to such complaints Inscoe did move to reduce the size of the journal, agreeing to keep all future issues under 230 pages. Nonetheless, Groce persisted in complaining about the cost of the journal, prompting James C. Cobb, chairman of the UGA history department and Phinizy Spalding Distinguished Professor of History, to write Groce in July 1999 asking him "to curtail what is starting to look more and more like a campaign of harassment directed at the Editor of the *Georgia Historical Quarterly*." But Groce held that his leadership position in the GHS entitled him to make complaints and changes in the journal because "The *Georgia Historical Quarterly* belongs to the GHS. We've always paid the bills."

Cobb and Inscoe challenged the veracity of Groce's economic complaints. In their September 1999 memo to the Georgia Historical Society's Board of Curators, Cobb and Inscoe noted that based upon available figures the journal's "total cost per issue this year is about the same [as] it was in 1989." They also pointed out that in relative terms, the financial burden that the journal placed upon the GHS was shrinking: the *Quarterly* absorbed 8.1% of the Historical Society's budget in 1989, but only 4.9% in its most recent budget. Groce's critics also wonder why, if he was truly seeking to save the GHS money in publishing the *Quarterly*, he was willing to risk and ultimately lose UGA's sizable financial contribution

to the journal—which annually amounted to at least \$94,000—by requiring that the editor work directly for him as a salaried GHS employee.

These figures led historians close to the controversy to dismiss Groce's economic arguments as a smoke screen. One former member of the GHS Board of Curators charged that the attack on the *Quarterly* was part of a broader campaign by Groce to limit the influence of professional historians in all aspects of the GHS; he pointed out that during Groce's five-and-a-half year tenure as director of the GHS the percentage of academic historians on its Board of Curators declined dramatically, from roughly 25% to close to zero. By limiting the involvement of historians in the GHS and replacing them with

to the dispute over the journal. Under Inscoe's editorship, the *GHQ* had published scores of articles and several special thematic issues on controversial questions concerning race, class, and gender, reflecting the cutting edge of the new Georgia and southern history, with its critical perspectives on the region's past. "There are certainly a lot of people who suspect that the *GHQ*'s emphasis on Blacks, women, and labor put off certain members of the [Georgia Historical] Society," observed Cobb. The tension between the *Quarterly*'s critical historiography, with its liberal and even radical implications, and the GHS's increasingly conservative and affluent southern curators, can be seen in a special labor history issue of the *GHQ*, for example. This issue featured a historical painting depicting the exploitation of southern textile workers on its cover. Incidentally, the husband of one of the GHS's curators is among Georgia's leading owners of textile mills. He "threw the issue on labor in the garbage as soon as he saw it," recalled one former curator familiar with this incident. Laurie Abbott, a member of the GHS Board, told Inscoe that the Historical Society was "losing members because of the type of history we were publishing in the *Quarterly*.... They didn't like all those articles about civil rights, slavery, labor, and women. He couldn't see why we had to focus on all the negative things about the South."

Some GHS members and curators were reportedly offended by the *GHQ*'s featured essay reviews in which prominent historians wrote at length about such books as Tony Horwitz's *Confederates in the Attic* and Leon Litwack's *Trouble in Mind: Black Southerners in the Age of Jim Crow* that were highly critical of the Confederacy and the segregated South. According to several Georgia history professors, the *Confederates in the Attic* review essay by W. Fitzhugh Brundage made waves because it started with an anecdote suggesting that Civil War re-enactors could "achieve greater authenticity and perform a public service if they used live ammunition" in their mock battles. Thus one Georgia historian Groce interviewed for the *GHQ* editor position was not surprised when Groce mentioned that among the first changes he wanted to make in the journal was the elimination of review essays. This historian had heard that there had been "substantial complaints" about the *Confederates in the Attic* essay, and had also learned before Groce interviewed him that some vocal GHS members were irate that, as one of those members put it, "all we see here [in the *GHQ*] is women and niggers." Ironically, it was the review essay feature which helped to distinguish the *Quarterly* from most state historical journals. William McFeely, a Pulitzer Prize winning historian who canceled his subscription to the *GHQ* after being "dismayed" by the GHS takeover of the journal, believed that the reviews linked local and regional history to large historical questions, and "made it one of the best state quarterlies."

Groce denies that ideologically-charged factors played any role in his campaign to change the *Quarterly*. The GHS executive director contends that, as a historian himself, he desires that articles submitted to the journal "not [be] looked at from their political perspective but their scholarship." The only journal-related tensions he would acknowledge concerned a kind of highbrow/lowbrow clash between academic and popular history. Groce observed that when a historical society has a journal edited by professional historians and members who are not academics "you are going to have problems." Groce continued, "Occasionally, I get letters and phone calls from members who say they do not understand what is in the journal."

When word of the dispute over the journal reached historians on the Internet via H-South, letters and e-mails came pouring in to the GHS both from individual histo-

The Georgia Historical Quarterly

VOLUME LXXXIV SPRING 2000 NUMBER 1



The final issue of the *Georgia Historical Quarterly* under John C. Inscoe's command featured an illustration of Bonaventure Cemetery in Savannah, Georgia. (Cover image is reprinted courtesy of the Georgia Historical Society.)

business figures and other non-academics, Groce, according to his critics, hoped to raise more money for the Society and consolidate his authority within GHS, since non-historians tend to be less active and less critical Board members. James Cobb came away from the dispute saying, "In my opinion Todd Groce believes ... the fewer scholars in positions of influence in the GHS, the better... The Curators Board is loaded with high profile people who seldom involve themselves in meetings or policy, while the small executive committee, which some people think is hand-picked by Groce, now has sweeping powers...." Critics also charge that the purge of academics from the GHS Board and the take-over of the *Quarterly* are the way that Groce and a small, Savannah-based elite have taken control of a historical society that is supposed to serve the entire state.

Most opponents of the GHS's move to exercise more control over the *Quarterly* see an ideological dimension

News from the NCC

Capitol Commentary

Bruce Craig, Director of the National Coordinating Committee for the Promotion of History



Craig

Transition Completed at NCC

On Friday, 16 June, former NCC Director Page Putnam Miller and I completed a multiweek executive director "transition" by finishing the chore of culling the NCC files, packing the last of Page's books, and, in my case, learning the intricacies of NCC's computer systems. This week, as Page is literally on the road, moving to

South Carolina, I find myself alone here in the NCC's cosy office located on the top floor of the Capitol Hill Victorian house that serves as headquarters for the American Historical Association in Washington, D.C., writing this—my first installment of "Capitol Commentary" for the *OAH Newsletter*.

In the coming weeks and months, as the NCC Board of Directors begins to review the NCC's past activities and prepares to meet the challenges of the future, you probably will notice some modest changes in the way the NCC conducts its activities and delivers its services. For example, the NCC's webpage (<<http://www.h-net.msu.edu/~ncc/>>) will be updated and hopefully will evolve into a "cyber center" for our advocacy efforts. Plans are also in the works for the creation of an "advocacy network" where recipients of our "Legislative Alerts" (which are sent to those of you who subscribe to the NCC on-line newsletter, "NCC Washington Update"), may be asked to take rapid action by calling, e-mailing, or writing Senators or Representatives to advance the cause of history. And, you will notice some changes in what is reported in the "Capitol Commentary"—for example, cultural resource and archival issues may figure a little more prominently than they have in the past.

But rest assured that NCC's mission is not changing. It continues to focus on advocacy—the support of historical programs, teaching, research, and public programming; the promotion of greater access to historical records and government information, and support for federal humanities programs. We will also continue to address issues relating to copyright and historic preservation. As always, I invite your comments, responses, and suggestions; contact me at <rbcraig3@juno.com>.

FY 2001 Interior Bill Passes House and Senate

On 18 July the Senate passed a \$15.514 billion Interior and Related Agencies appropriation bill that includes recommended funding levels for the National Endowment for the Humanities (NEH) of \$120.26 million; for the Office of Museum Services, \$24.9 million; for the National Endowment for the Arts (NEA), \$105 million; and approximately \$44.3 million for the Historic Preservation Fund. The Senate recommended funding levels are approximately \$1 billion less than the president's request of \$16.32 billion but more than the House passed appropriations bill. As of this writing, should the House and Senate conferees advance to the White House either the House or Senate versions of the Interior appropriations bill in their present form, such legislation faces a possible presidential veto because both versions contain

less than the Clinton Administration wanted for parklands and for Bureau of Indian Affairs programs. The Senate measure passed by a vote of 97 to 2. (Senators Paul Wellstone [D-MN] and Russell Feingold [D-WI] both voted against the bill. The one senator who did not vote, Paul Coverdell [R-GA], was ill at the time and has since died.)

During the Senate debate which stretched over several steamy July days, numerous amendments were offered. Senator James Inhofe's (R-OK) attempt to transfer to another Interior agency proposed NEA increase in funds was defeated 73 to 27. The climax of the amendment debates, however, occurred on the morning of 18 July when a proposal by Senate majority Whip Don Nickles (R-OK) that sought to bar the President from protecting any more federal land by designating new national monuments was defeated by a 50-49 vote. Had the measure passed, the President would have also been barred from declaring any historic sites (such as the recently designated Lincoln and Soldiers Home National Monument) as monuments as well.

Passage of the Senate version of the Interior appropriations bill follows on the heels of many long months of work by the Senate appropriations staff and supporters of the NEH, the National Park Service, and other cultural institutions. The Senate approved legislation includes modest increases over both the House passed version of the Interior appropriations bill and current FY 2000 funding levels which stand at \$98 million for the National Endowment for the Arts (NEA) and \$115.3 for the National Endowment for the Humanities (NEH).

Over current funding levels, the Senate recommended a \$7.4 million increase for the NEA, a \$5 million increase for the NEH and a \$0.6 million increase for the Office of Museum Service (OMS) at the Institute of Museum and Library Services. If the proposed increases survive the House-Senate conference, the NEH budget will become \$120.3 million. According to the Senate report, the \$5 million in additional funds allocated to the NEH would be divided as follows: \$1.5 million for state humanities councils, \$1 million to the public programs division, \$800,000 to regional humanities centers, \$1 million to research programs, \$500,000 for administrative support, and \$200,000 for the challenge grant program.

The Senate pegged the Historic Preservation Fund (HPF) at \$44.347 million some \$30.4 million below FY 2000 levels and \$27.7 million below the President's FY 2001 request of \$72.071 million. The House bill allocates \$41.347 for the HPF. To the chagrin of many, no funding was provided in the Senate passed measure for the "Save America's Treasures Program." Historic preservationists, however, vow to attempt to restore some funding for this program when representatives from the House and Senate meet in conference to reconcile the differences between the House and Senate passed measures. With the passage of the Senate bill, conferees from the House and Senate will now meet to resolve differences between the their respective appropriations bills.

Budget Recommendations for NARA, NHPRC

During an evening session on 11 July, the Treasury, Postal Service, and General Government Appropriation Subcommittee made its proposed recommendations for the FY 2001 budget for the National Archives and grants programs of the National Historical Publications and Records Commission (NHPRC). The House subcommittee

proposed that the National Archives receive \$201.171 million with the NHPRC being allotted \$6 million, the same as the President's proposal.

President Clinton had proposed a FY 2001 total budget request of \$309.355 million for the National Archives, a \$86.733 million increase over the FY 2000 level of \$222.622 million. He requested \$6 million, the current level, for competitive grants for the NHPRC. The major new spending initiative in the President's budget was \$88 million for the renovation of Archives I on the Mall. The proposed work would include correcting mechanical, electrical, plumbing, and fire safety deficiencies, upgrading storage conditions to meet modern archival standards, providing increased exhibit and public meeting spaces, and constructing new encasements for the Declaration of Independence, the Constitution, and the Bill of Rights. The House subcommittee did not allot any funds for the proposed renovation. The House subcommittee recommendation did, however, cover all the Archives fixed costs and provided sufficient funds to transfer President Clinton's papers to the Clinton Library in Little Rock. The House also earmarked funds to accelerate the processing of veterans records and provided start up monies for the electronic records project.

Historic Preservation Fund Reauthorized

On May 26 President Clinton signed H.R. 834 into law (PL 106-208) thus extending the reauthorization of the Historic Preservation Fund (HPF) and Advisory Council on Historic Preservation through FY 2005. The HPF is the mechanism used by the federal government to channel grant money to the states and certified local governments for a wide variety of historic preservation related activities. The Advisory Council, in cooperation with other federal and non-federal entities, provides leadership in the preservation of the nation's historic and prehistoric resources.

The HPF had been without an authorization since FY 1997 which served to create a cloud of uncertainty over the federal government's continued commitment to historic preservation activities. The new law authorizes \$150 million annually for the HPF and \$4 million for the Advisory Council. The legislation also clarifies that the National Trust for Historic Preservation may receive grants from the Department of the Interior "consistent with the purposes of its charter and this Act."

"Peopling" Theme Study Receives Senate Hearing

On 27 April, Senator Daniel Akaka (D-HI), for himself and Senator Bob Graham (D-FL), introduced legislation S. 2478, "The Peopling of America Theme Study Act," authorizing the National Park Service (NPS) to conduct a theme study to identify, interpret, and preserve sites relating to the migration, immigration and settling of America. On 11 May, the Senate Energy and Natural Resources Committee conducted a hearing on the legislation.

During the hearing, Akaka noted that "All Americans were originally travelers from other lands. Whether we came to this country as native peoples, English colonists or African slaves, or as Mexican ranchers, or Chinese merchants, the process by which our nation was peopled transformed us from strangers from different shores into neighbors unified in our inimitable diversi-

▼ Georgia / From 10

rians and history departments praising the *Quarterly* and demanding that its independence and high-quality scholarship be preserved. Eight leading history departments in Georgia passed resolutions in support of the *Quarterly*.

Among the more suggestive of the individual letters of protest sent to the GHS was one by Joan C. Browning, a GHS member who had edited the *Greenbrier Historical Journal*, a local history journal in West Virginia. Browning had hoped this publication could "earn respect from scholars" and foster critical scholarship on this area. She changed the publication's focus and tone, taking it beyond its traditional contribution, which was, in her words, the "European settler puff piece *cum* genealogical resource." Browning converted it into a journal containing thoughtful, well-researched articles that put local history into a broader context, including some on "that significant [non-white] segment of the area's population that had remained invisible." Under her stewardship, the journal made its first major ventures into African American history, winning praise from historians, but not, Browning noted, from the Greenbrier Historical Society's Board. "My tenure as editor," Browning wrote, "came to an abrupt end." In her view, the journal returned to its "previous fare": lists of deeds and marriages, and extolling the virtues of European settlers. Browning noted that the Society instituted an educational program called "Tea and



Cohen

Manners' to "show our multiethnic population the grandeur of the white upper class in Greenbrier's past."

Browning's letter suggests that the controversy over the *GHQ* is not some peculiar Georgia feud, but is rather symbolic of a larger dispute over how much of a say professional historians—promoting critical history—should have over the publications traditionally subsidized by state and local historical societies. Such conflicts are linked to the fact that, as James Cobb noted, "some non-scholars resent the critical and theoretical, esoteric, etc. nature of what they read in the [regional and local historical] quarterlies and seek a version of history with which they feel comfortable.... [They are] headed in a direction of softer history," which avoids the tough issues and unflattering questions about the American past. If Browning and Cobb are correct, then, these historical society/historical quarterly disputes are regional manifestations of the kind of cultural wars fought (and lost) by historians on the national level—the highly controversial *Enola Gay* exhibit in the Smithsonian, for example.

The fate of the *Georgia Historical Quarterly* is uncertain. Under Inscoe, the journal had thrived, recently winning an award from Georgia's governor and praise from such distinguished southern historians as the late C. Vann Woodward. John Boles, the *Journal of Southern History's* managing editor, in his e-mail message of protest to Groce, said that during Inscoe's tenure the *GHQ* had "emerged as the absolutely best state history journal in the nation." With Inscoe gone and the old relationship with the University of Georgia over, Groce left himself with the unenviable task of finding a new editor and home for the journal after alienating so many leading Georgia historians. Rumors abounded that Groce was out to, as Boles put it, "downgrade or 'popularize' this premier journal," converting it from a publication devoted

to historical scholarship to some kind of glossy anti-quarian magazine. Thus Groce reportedly had great difficulty hiring a new editor with academic credentials, and was turned down by several historians before finally hiring Anne J. Bailey, a Civil War historian from Milledgeville's Georgia College and State University. In the wake of this backlash by historians, Groce has promised to grant Bailey editorial control of the journal and maintain its devotion to serious historical scholarship. "I have a contract that provides me with complete editorial freedom.... In fact, I worded the clause myself," Bailey explained. "I am independent of Savannah.... My hope is that you won't be able to tell there is a different editor," she said, referring to the shift from Inscoe to her. But with the funding of the journal now solely in the GHS's hands and the book review and staff members coming out of the GHS office in Savannah, many historians are already speaking of the old, independent *Quarterly* in the past tense. It is somehow fitting that the last *GHQ* issue to appear out of the University of Georgia, published this month, had on its cover a historical etching of a cemetery. □



Murrow

Robert Cohen, director of NYU's Social Studies program, is a historian who formerly served on the Georgia Historical Quarterly's board of editors. Sonia Murrow is a historian who teaches in NYU's Department of Teaching and Learning.

▼ NCC / From 11

ty—Americans all." Akaka stressed that it is essential for all Americans to understand this process. The legislation recognizes that only one National Park unit now focuses on the peopling of America: Ellis Island, a part of the Statue of Liberty National Monument. Akaka expressed his hope that the study will serve as a springboard for the preservation and interpretation of several significant properties.

During the hearing, Mr. Denis Galvin, Deputy Director of the National Park Service, declared the NPS's support for the study. According to Galvin, "If the peopling of America theme study is authorized and funded, we anticipate that the National Park Service would partner with experts in the history of immigration to the United States and migration within the country." In preparing the theme study, the legislation calls on the NPS to establish linkages with "organizations, societies and cultures" and to enter into a cooperative agreements with educational institutions, professional or local historical organizations or other entities. These entities would assist the NPS to prepare the theme study in accordance with generally accepted scholarly standards.

Senator Moynihan's Declassification Bill

Senator Daniel Patrick Moynihan's (D-NY) legislative efforts to reform the national security classification and declassification system has moved from the initial effort at bold reform to a draft bill to establish an advisory board with relatively little authority. Moynihan first introduced the Government Secrecy Reform Act. (S. 712) in the 105th Congress. When it didn't pass, he reintroduced it in the 106th Congress and it became S. 22. This legislation built on his work as Chair of the Commission on Protecting and Reducing Government Secre-

cy. It called for all but the most sensitive information to be declassified after twenty five years and established an appeals process. Following considerable opposition to this bill from several major federal agencies, he shifted his focus and in October 1999 introduced S. 1801, the Public Interest Declassification Act of 1999. This legislation called for the creation of a Public Interest Declassification Board to oversee and manage the special requests for declassification and to provide agencies with the funding necessary for the "special searches." However, this bill also ran into opposition from those inside and outside of the government, partly because of its emphasis on the declassification of targeted records and not entire record groups, which is the usual archival procedure for systematically declassifying files.

Against this backdrop, Moynihan's third and most recent effort is quite modest. The latest version, which is still in draft form and may end up as a substitute amendment to the last bill, would create an advisory board to promote openness, to support Congress in its oversight of declassification, and to make recommendations to the President on declassification practices and procedures. The President would appoint the advisory board members. The board would undertake tasks very similar to those set forth for the Information Security Policy Advisory Council in Section 5.5 of Clinton's Executive Order 12958 on classification and declassification policy. Since Clinton never made the appointments to this council, it has not functioned. Unlike the Executive Order's council, the Moynihan proposal does not include a prohibition against government employees serving on the advisory board. If, and that is a big if, the President appoints qualified people, the board could foster increased openness.

Because there are little costs and no authorities associated with this bill and since it would honor a retiring Senator who has been a champion of declassification, it may pass de-

spite the few legislative days left in this Congress. Yet there is a lingering question of whether this legislation would end up promoting or hindering declassification. The latest draft of this bill is on the Federation of American Scientists' website at <<http://www.fas.org/sgp/congress/2000/s1801b.html>>.

Justice and Nixon Estate Settle Case on Records

On 12 June, the Justice Department and the estate of former President Richard M. Nixon reached an out-of-court settlement and concluded over twenty years of litigation relating to the White House tapes and papers that the government seized from Nixon shortly after his resignation in 1974. The government agreed to pay \$18 million for the collection. While this is a fraction of what Nixon's estate had originally sought—more than \$200 million when adjusted for twenty five years' worth of interest—nevertheless, it is more than the government initially had hoped to pay. The government took possession of Nixon's presidential materials in 1974 and placed them under the custody of the National Archives. Nixon brought suit in 1980 claiming that he deserved compensation for his tapes and records. Government lawyers originally contended that because the documents had been created by public officials, at public expense, on public equipment for the public's benefit, the Nixon Estate should receive no compensation.

It is expected that more than half of the \$18 million will go to lawyers' fees, estate taxes and unpaid interest on back taxes with the remaining amount probably going to the Richard Nixon Library in Yorba Linda, California. The records of the Nixon presidency will remain as a special collection at the National Archives facility in College Park. □

News of the Profession

Building a Common Place

In the past decade, and especially in the last few years, critics have complained again and again about the gap between the history historians write and the history the public wants to read. And the complaint is not without cause. Even as academic and trade presses have been forced to cut back their history lists and bookstores stock fewer and fewer scholarly titles, millions of Americans eagerly tune their televisions to A&E's *Biography* series and PBS's *Antiques Roadshow*, not to mention flocking to theatres to watch Mel Gibson's ponytail bob as he rides his horse through the swamps of South Carolina in *The Patriot*.

No one doubts that a gap exists, but what's to be done about it? Beginning this September, an innovative solution will be offered in the form of a new web journal, *Common-Place: The Interactive Journal of Early American Life* (www.common-place.org). *Common-Place* aims to embrace both scholars and the public by building a common place for exploring and exchanging ideas about early American history and culture. A bit friendlier than a

scholarly journal, a bit more scholarly than a popular magazine, *Common-Place* speaks—and listens—to scholars, museum curators, teachers, hobbyists, and just about anyone interested in American history before 1900. *Common-Place* is a common place for all sorts of people to read about all sorts of things relating to early American life—from architecture to literature, from politics to parlor manners. And it's a place to find insightful analysis of early American history as it is discussed not only in scholarly literature but also on the evening news; in museums, big and small; in documentary and dramatic films; and in popular culture.

Each issue of *Common-Place* consists of several **Features**, well-crafted essays based on original scholarship, investigative reporting, or reflections on the historian's craft; **Reviews** of recent scholarly books, historical novels, dramatic and documentary films, and interpretive websites; and five regular columns: **Talk of the Past**, commentary on recent stories about early American history that have made it onto the evening news; **Ask the Author**, in which prominent, award-winning authors answer probing questions about their work; **The Common School**, in which a schoolteacher tells of a particularly inspiring or troubling classroom experience; **Object Lessons**, in which a museum curator tours a new exhibit or ponders a curatorial issue; and **Tales from the Vault**, in which an archivist leafs through a repository's recent acquisitions or wrestles with an archival problem. Finally, a central place on the site is reserved for **The Republic of Letters**, an on-line message board system where readers can reply to *Common-Place* contributors, and to one another.

Common-Place's eclectic, accessible content will be well illustrated with its inaugural issue this September. Features will include literary and cultural historian Scott Casper's meditation comparing Edmund Morris's *Dutch* to Parson Weems's *Life of Washington*; as well as an excerpt from Michael Bellisles's new book, *Arming America* (Knopf, 2000), arguing that early Americans owned precious few guns and cared about them even less; and a roundtable discussion of Fred Anderson's *Crucible of War* (Knopf, 1999). Among the Reviews, James Kloppenberg



A common
place, an
uncommon
voice.

COMMON-PLACE

The Interactive Journal of Early American Life

www.common-place.org

Bringing together scholars, activists, journalists, filmmakers, teachers, and history buffs to discuss everything from politics to parlor manners.

FEATURES: investigative reporting, primary research, and essays on methodological dilemmas and disciplinary divides

REVIEWS: thoughtful critiques of scholarship, fiction, film and more

OBJECT LESSONS: meditations on artifacts and exhibits

TALES FROM THE VAULT: behind-the-scenes reports from the archives

THE COMMON SCHOOL: stories about the difficulties and delights of teaching early America

ASK THE AUTHOR: provocative interviews with prominent authors

THE REPUBLIC OF LETTERS: ongoing online conversation

Read. Talk back. Submit.

will evaluate Jon Butler's provocative new synthesis, *Becoming America* (Harvard, 2000), and, in *Common-Place's* regular columns, Richard Slotkin answers a question posed by **Ask the Author** editor John Demos: "What can you do as a novelist that you can't as an historian—and vice versa?" while Richard and Irene Quenzler Brown will share the riveting tale of their work tracking down a case of incest in **Tales from the Vault**. Meanwhile, high school teacher Peter Laipson examines the challenges of teaching gender to young teenagers in **The Common School** and Alice Nash's **Object Lesson** takes readers on a tour of the Mashantucket Pequot Museum.

Common-Place is the brainchild of Editors Jill Lepore (Boston University) and Jane Kamensky (Brandeis University) and is overseen by a thirty-three member Editorial Board consisting of academics, filmmakers, journalists, secondary school teachers, and museum professionals, including Gordon Wood (Brown), Gary Nash (UCLA), Margaret Drain (the *American Experience*), Philip Morgan (William and Mary), and Robert Archibald (Missouri Historical Society). It is funded by the American Antiquarian Society in Worcester, Massachusetts and the Gilder Lehrman Institute in New York, and receives additional support from the Charles Warren Center for Studies in American History, the John Nicholas Brown Center, the McNeil Center for Early American Studies, the Omohundro Institute of Early American History and Culture, and the Organization of American Historians.

Readers—as well as potential contributors—should look for the first issue September 1, at <http://www.common-place.org/>. □

At deadline . . .

Byrd Amendment Would Provide \$50 Million for American History Education

On 30 June Senators Joseph Lieberman (D-CT), Slade Gorton (R-WA), Gordon Smith (R-OR), Max Cleland (D-GA), Robert Byrd (D-WV), Kent Conrad (D-ND), Robert F. Bennett (R-UT), and Rod Grams (R-MN) together with Representatives Thomas E. Petri (R-WI), George Miller (D-CA), Joe Skeen (R-NM), Sherwood Boehlert (R-NY), Louise M. Slaughter (D-NY), and Matthew G. Martinez (D-CA) introduced a Congressional concurrent resolution (S. Con. Res. 129; H. Con. Res. 366) "Expressing the Sense of Congress Regarding Value of Education in U.S. History." The resolution decried the sad state of American history education in the nation's schools. As a follow-up to the resolution, Senator Byrd offered an amendment (Amendment no. 3731) to the FY 2001 Labor, Health and Human Services, and Education Appropriation bill (H.R. 4577), to provide \$50 million to the Secretary of Education to award grants to states "to develop, implement, and strengthen programs that teach American history (not social studies) as a separate subject within school curricula."

The amendment was approved by a 98-0 margin and is supported by the Clinton Administration. As currently drafted, the grant money would be earmarked for states to support the development of history programs in secondary schools. According to Senate sources, however, the amendment is written broadly enough to give the Secretary of Education discretion to use funds for the support of post-secondary history education programs as well. Since there is no similar language in the House passed version of the Labor/HHS/Education bill, funding is not assured but will be addressed by conferees when they resolve differences between the House and Senate versions of the appropriations bill. □

—Bruce Craig

Urban History Association Announces its 1999 annual award winners

Best Book in North American Urban History Published in 1998

Richard Schneirov, *Labor and Urban Politics: Class Conflict and the Origins of Modern Liberalism in Chicago* (University of Illinois Press, 1998)

Best Article in Scholarly Journal without Geographic Restriction Published in 1998

Raphael Fischler: "Health, Safety, and the General Welfare: Markets, Politics, and Social Science in Early Land-Use Regulation and Community Design," *Journal of Urban History* 24:6 (September, 1998), 675-719.

Best Dissertation Completed in 1998

Mary Lethert Wingerd, "City Limits: Politics, Faith, and the Power of Place in Urban America, St. Paul, Minnesota 1838-1934" (Duke University) □

Call for Papers

2002 OAH Annual Meeting • Washington, D.C. *Overlapping Diasporas: Encounters and Conversions*

The Ninety-fifth Annual Meeting of the Organization of American Historians and the twenty-second Annual Meeting of the National Council on Public History will be held at the Renaissance Washington Hotel in Washington, D.C., 11-14 April 2002. The program committee invites proposals from members of the OAH, NCPH, affiliated organizations, and scholars in related disciplines. In keeping with the OAH's tradition of encouraging and supporting excellence in historical research, interpretation, and publication, the program committee has selected the theme *Overlapping Diasporas: Encounters and Conversions*. The theme, broadly and creatively defined, is potentially fertile ground for the presentation of research by scholars focusing on cultural, political, economic, military, social and diplomatic history. The conference location, Washington, D.C., presents expansive opportunities to include and engage historians beyond the academy in federal programs and public history venues. The committee encourages panels, workshops, and roundtables which may lead to submission of proposals addressing the theme through topics such as those listed below.

- The creation of American society
- Reconceptualizations of American society
- Encounters and conflicts among migrants, immigrants, and American Indians
- Political policies
- Economic interactions
- War, diplomacy, and international relations
- Conflicting interpretations in conversations and literature
- The fluidity of diasporas (confluences, re-formulations)
- Comparative cultures in American society
- Socialization and change in American history
- Community building and identity formation in diaspora
- Cultural longevity and continuity in diaspora
- Memory and diasporas

Although we encourage proposals for entire sessions, the program committee will accept individual proposals and make conscientious efforts to place those papers on the program.

Complete session proposals must include a chair, participants, and one or two commentators. We discourage consecutive presentations by the same panelists; however, participants may serve as chair or commentator one year and presenter the following year. All proposals must include five collated copies of the following information: 1) cover sheet (see sample below) including a complete mailing address, phone number, and affiliation of each participant; 2) abstract of no more than 500 words (not required for single paper proposals); 3) prospectus for each paper of no more than 250 words; and 4) a single-page vitae for each participant. **Proposals sent with less than five collated copies will be returned.**

We welcome volunteers to act as chairs or commentators as assigned by the program committees. All proposals must be postmarked no later than **15 January 2001** and sent to:

2002 Program Committee, Organization of American Historians
112 North Bryan Avenue, Bloomington, Indiana 47408-4199
No electronic or faxed submissions will be accepted.

ORGANIZATION OF AMERICAN HISTORIANS 2002 Annual Meeting	COVER SHEET (Required for all proposals) Print or Type ONLY Washington DC — April 11-14, 2002
I. PROPOSAL FOR (Circle one) Session Panel Workshop Debate Conversation Single Paper (Include single paper title here):	2) Name: Department: Institution: Telephone: E-mail:
II. SESSION/PANEL/WORKSHOP TITLE	Address: Paper/Discussion Title:
III. PROPOSER Name: Department: Institution: Telephone: E-mail: Address:	3) Name: Department: Institution: Telephone: E-mail: Address:
IV. CHAIR Name: Department: Institution: Telephone: E-mail: Address:	Paper/Discussion Title:
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POSTMARK DEADLINE: JANUARY 15, 2001	

Participation in Consecutive Annual Meetings

The program committee discourages participation as a paper presenter in consecutive annual meetings. The 2002 program committee will try to avoid placing a presenter from the 2001 Annual Meeting program as a presenter on the 2002 program. A person may serve as chair or commentator one year and a presenter the other.

Affirmative Action and Membership Requirements

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

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

All participants must register for the meeting. Participants specializing in American history and who support themselves as American historians are also required to be members of the OAH (by 1 October 2001). Participants representing other disciplines do not have to be members.

2002 Program Committee

Wilma King, University of Missouri-Columbia, Chair
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News of the Profession

National Council for History Education Cosponsors Conference

A conference entitled "History Matters: New Ideas in K-16 History Education" is being co-sponsored by the National Council for History Education (NCHE), National History Day, Colonial Williamsburg, the Smithsonian's National Museum of American History, and the California Department of Education. It will be held in the Sacramento, CA Convention Center on 27-28 October with pre- and post-conference events held on 26 and 29 October. The conference will highlight successful strategies, historical content, and tactics for history education. NCHE has a limited fund of monies available for partial travel assistance for precollegiate classroom teachers attending this conference, based on need. Check the website <<http://www.history.org/nche>> for the preliminary conference program; deadlines for pre-registration and for travel assistance grants; and for travel and lodging details. Or contact the NCHE Office for a Conference flyer. The National Council for History Education, 26915 Westwood Road, Suite B-2, Westlake, Ohio 44145; (440) 835-1776; (440) 835-1295 (fax) <NCHE19@mail.idt.net> □

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Middle Tennessee State University
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Dr. Steven J. Ross Strickland Visiting Scholar

The History Department at Middle Tennessee State University announces Dr. Steven J. Ross as the Strickland Visiting Scholar in Fall 2000. This annual program is funded by the Strickland Family in memory of Dr. Roscoe Lee Strickland, Jr., long-time professor of modern European history at MTSU. Dr. Ross is professor of history at the University of Southern California, specializing in social history, labor history, film history, and popular culture.

Rutgers Center for Historical Analysis

invites applications for senior and post-doctoral fellowships from individuals engaged in research on topics related to

Industrial Environments: Creativity and Consequences

In the academic year 2001-2002, the Rutgers Center for Historical Analysis will enter the first year of this two-year project. The first year will focus on the changing relations during industrialization among technological development, the environment, and public health from the last decades of the 18th century through World War II. Participants will explore industrialization's implications for world systems, as well as for national, regional, and local places. Individual projects should address some aspects of the complex interaction between technology, environment, and health. Through weekly seminars and annual conferences, fellows will explore the relationship between these three dimensions of history. Applicants need not be U.S. citizens. AA/EOE. For further information and fellowship applications, write to:

Professors Susan R. Schrepfer
and Philip Scranton, Project Directors
Rutgers Center for Historical Analysis
Rutgers-- The State University of New Jersey
88 College Avenue
New Brunswick, New Jersey 08901-8542 USA

Closing date for applications for 2001-2002 fellowships is **December 15, 2000**. Those interested in giving a paper in 2001-2002 should also write to Professors Schrepfer and Scranton.

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From the President

Is History Flunking as a Profession?

Kenneth T. Jackson



Jackson

Our profession is in trouble. To be sure, as my friend and colleague Eric Foner recently argued in *AHA Perspectives*, there is some good news to celebrate. There has never previously been a time when so many talented individuals have produced such innovative work on such a vast array of topics. Meanwhile, David Kennedy, David McCullough, James McPherson, Stephen J. Ambrose, Doris Kearns Goodwin, and Jacques Barzun, to name only a few obvious examples, have continued to demonstrate that there is a huge general audience for well-crafted books on broad and important themes.

Hollywood has long exploited this popular interest in the past. In 1999, for example, all five Oscar nominees for best picture (*Shakespeare In Love*, *Saving Private Ryan*, *Elizabeth*, *Life is Beautiful*, and *Thin Red Line*) dealt with historical subjects. Similarly, exhibitions focusing on past events routinely bring tens of thousands of people who would never open a monograph into museums and historical societies. The History Channel is the most successful new cable venture of the past decade, and documentary films of every description fill our television screens every day and every evening. National History Day, the National Council for History Education, the Gilder-Lehrman Institute, and the Focus on Teaching efforts of the OAH and the *OAH Magazine of History*, among others, have made important strides in reconnecting historians at the college and university level with their counterparts in the nation's secondary and primary schools.

But much more remains to be done. We are in trouble at every level and in every way.

The problem of history begins in the primary and secondary schools. Although the fifty states and the sixteen thousand independent school districts across the land vary in their curricula, it is fair to say that they require little history and thus little history is taught to American youngsters. And while the subject remains the core of the various social sciences, history itself is too often neglected in social studies classes.

History educators at all levels are fighting an uphill battle. Many social studies instructors in high schools have scarcely studied history themselves. How can they teach what they do not know? State after state now certifies college graduates to teach social studies who did not major in history, who did not minor in history, or who did not take any history at any time. This problem continues even as I write. Indeed, the state of Illinois has threatened to remove history as a requirement for social studies certification. And New York State has not insisted on a history course for its social studies teachers for decades.

When history is taught, it should be presented so that students do not routinely dismiss our craft as the most boring of subjects. Otherwise, where we see drama and sadness, sacrifice and brutality, generosity and exploitation, savagery and tenderness, tears and laughter, passion and hate, they will see only a dull recitation of dates, places and dead people about which they literally could not care less. We need to re-create for our students exactly why each of us was inspired to study history.

Those of us in college and university classrooms face a different set of problems. Because universities as a whole devalue history, fewer and fewer resources are allocated to our departments. Even when history enrollments are

substantial or when the need for history instruction is clear, deans and provosts across the country have shown a disturbing tendency to hire part-time or adjunct teachers rather than full-time, tenure-track professors. On occasion, such temporary appointments are desirable both for the instructor and for the institution. But in too many instances, the sole purpose is to save money by exploiting the large cohort of graduate students or historians who have been unable to secure regular positions, with the result that everyone in the classroom suffers.

For example, between 1975 and 1993, the number of non-tenure-track faculty appointments in higher education increased 88%, from 10 to 14% of all faculty and graduate students, while the number of probationary tenure-track faculty declined 9%, from 16 to 10% of all faculty and graduate students. Since 1975, the overall proportion of faculty and graduate assistants who are part-time or full-time "temporary" in status has increased 11%, from 54 to 65%.

As historians in colleges and universities, museums and historical societies, we need to be more concerned about how history is faring in precollegiate institutions. Likewise, those of us teaching history in K-12 classrooms

State after state now certifies college graduates to teach social studies who did not major in history, who did not minor in history, or who did not take any history at any time.

ought to be more connected to our colleagues in academic and public history. We need to reiterate the point that the devaluation of history is at the root of the problem. We must build the collaborative forces that can improve history education at all levels. We must also articulate for the public and for the holders of the purse strings exactly why history matters.

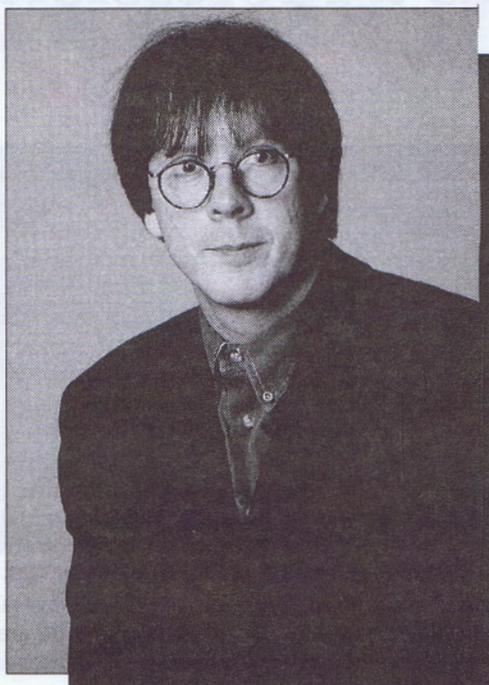
Even books, which are at the heart of our collective enterprise, are no longer much valued by the community at large. A third of a century ago, when I published my first book, any serious volume in American history could count on a guaranteed sale of perhaps fifteen hundred copies just to libraries, and the average print run was at least that much. In 2000, we can only look back wistfully at those days. Now, the number of sales that a publisher can expect from libraries in the United States is below five hundred. Under such circumstances, many important monographs never find their audience.

There is a relation between all these problems, and we should systematically address them all. I do not presume that this cursory analysis is complete, or that I have the solutions. Neither can the OAH, acting alone, solve our professional dilemma. But we can do something. We can intensify the conversation about the place of history in our schools and in our national life. To that end, I ask that those of you with similar or other concerns write to the *OAH Newsletter* or communicate directly with me, either by email at <ktj1@columbia.edu> or at the Department of History, Columbia University, New York, NY 10027. □

lectures@

Meet us in Los Angeles!

Mark Your Calendar for the 2001 OAH Annual Meeting
April 26-29 • Westin Bonaventure Hotel
Los Angeles, California



Ric Burns, director of nationally televised series such as *New York* (1999), *The Way West* (1995), the *Donner Party* (1992), and *Coney Island* (1991), will participate on a panel assessing his craft.



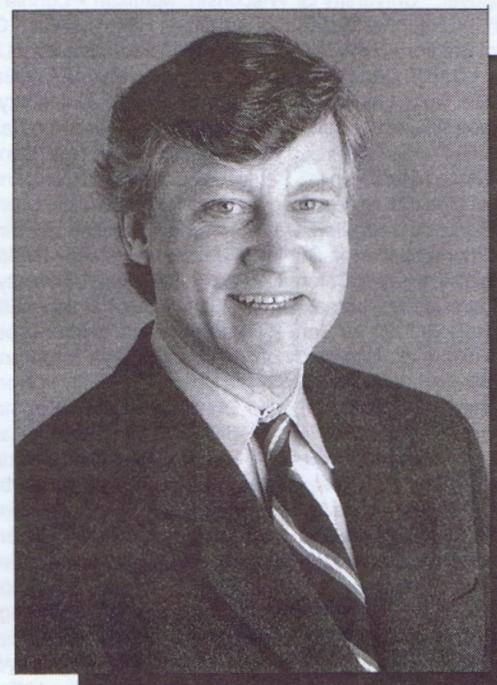
Arianna Huffington, syndicated political columnist and author, will participate on a panel taking a retrospective look at the presidential election of 2000. Joining her will be Susan E. Estrich, William E. Leuchtenburg, and James T. Patterson.

Connections: Rethinking our Audiences

In organizing the annual meeting, the program committee was informed by the opportunities of its location in Los Angeles and the longstanding commitment of Kenneth T. Jackson, OAH president, to engage audiences beyond the academy. The committee especially encouraged proposals reflecting a broad appreciation of the work of history.

Highlights include:

- A session on writing biography featuring Blanche Wiesen Cook (Eleanor Roosevelt), David Levering Lewis (W.E.B. DuBois), and Donald E. Worster (John Wesley Powell)
- A session on American survey course textbooks featuring David M. Kennedy, Mary Beth Norton, and Edward Ayers
- Several sessions assessing the works of prominent historians, including Peter Novick, Kevin Starr, Laurel Thatcher Ulrich, and Richard White
- A session chaired by John Milton Cooper, Jr., bringing together three generations of Theodore Roosevelt's biographers (William H. Harbaugh, H. W. Brands, and Kathleen Dalton)
- A conversation, moderated by Judy Yung, on Japanese American history between Roger Daniels and Gary Okihiro
- Joel Williamson will preview his forthcoming biography of Elvis Presley
- Two sessions on the history of disabilities
- Multiple sessions on the history of American foreign policy
- Multiple sessions on the history of Southern California and Los Angeles
- Multiple sessions on history and film (e.g., Westerns, the role of Hollywood, etc.)
- Easy access, via chartered transportation, to the Getty Museum
- An evening reception, via chartered transportation, to the Huntington library and Gardens
- Top-flight entertainment



William R. Ferris, chair of the National Endowment for the Humanities, will deliver the meeting's keynote address, entitled *Connections: Rethinking Our Audiences*. A panel of past presidents of the OAH will offer comments.



Sharon Robinson, Director of Educational Programming for Major League Baseball and the daughter of Jackie and Rachel Robinson, will participate in a roundtable with Jules Tygiel and other historians to discuss Tygiel's new book *Past Times, Baseball as History* (Oxford University Press, 2000).

www.oah.org/meetings/2001/

The 2001 Program Committee is: MICHAEL H. EBNER, *Lake Forest College*, Chair; CAROL O'CONNOR, *Utah State University*, Co-chair; LILLIE JOHNSON EDWARDS, *Drew University*; HELEN LEFKOWITZ HOROWITZ, *Smith College*; RUSSELL LEWIS, *Chicago Historical Society*; ROBERT J. McMAHON, *University of Florida*; KEVIN STARR, *State Librarian of California*; and DAVID VIGILANTE, *National Center for History in the Schools*

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From the Executive Director

Common Effort for the Future of History

Lee W. Formwalt



Formwalt

My recent travels have reinforced for me just how critical it is for the OAH to bring together all practitioners of American history both in and outside the academy. In Boston, three OAH staff members met with several historians, including the Massachusetts co-chairs on the OAH Membership Committee, to discuss the situation of precollegiate teachers in New England. I went into that conversation hoping to learn something of

the state of the profession in the Northeast, the nature of collaboration between high school and college historians, and what OAH could do to help promote American history there. What I did not anticipate was the truly depressing and overwhelming account of life on the precollegiate front lines, especially at the elementary and middle school levels.

One of the things that struck me was how we regularly talk about precollegiate teachers from grades K (sometimes now, even pre-K) through 12, but we really mean high school teachers. We have largely neglected teachers who cover history in the elementary and middle school classrooms. Teachers at those levels need the expertise of college and university historians more than ever, particularly as states implement standards. Many of them have no history training. Meanwhile, our organization is known around the world for disseminating the finest American history scholarship through the *Journal of American History*, now under the able direction of editor Joanne Meyerowitz (see her interview on p. 3)

For fifteen years, the OAH has been making the most recent scholarship accessible to high school teachers through its *Magazine of History*, a teaching tool that college and university professors have also found very useful. Our colleagues in Massachusetts suggested that we should take the next step and make some portion of the *Magazine of History* accessible to middle and elementary school teachers. At the very least we can create a teaching page on our website and perhaps offer a session or more for elementary and middle school teachers at the annual meeting.

It would be fair to say that many of us at the college and university level know little about what is happening in precollegiate classroom teaching. Yet, it behooves us to learn quickly. Without high quality history teaching at the K-12 level, university historians may soon find themselves with fewer history majors to mentor. As Bruce A. Vansledright suggests, we can show elementary teachers and students that history is more than a collection of facts. College, university, and public historians need to demonstrate how we "do" history (see page 7). Some of us are already leading or participating in summer workshops and institutes designed to enrich K-12 history teaching.

I had the privilege of once again participating in the Fannie Lou Hamer Institute on Citizenship and Democracy, an outgrowth of the 1997 NEH Summer Institute on Teaching the History of the Southern Civil Rights Movement. The Hamer Institute brings scholars from

around the country together with high school teachers and students in the Jackson, Mississippi, area in an effort to enrich the social studies curriculum there. As a student of the Albany Movement, I was able to discuss with teachers how to enhance their students' understanding of the civil rights movement by using the Freedom Songs that capture so much of what the movement in the South was about. As a representative of OAH, I explained to them how the various thematic issues of the *Magazine of History* provide them with new and different ways to teach the past. Yet the institute was not just a one-way process. All of us on the institute faculty (movement participants, public historians and college and university professors alike) learned more about the high school classroom—both the struggles and the accomplishments. I was impressed once again by what the collaboration between precollegiate teachers and professional historians has been able to accomplish.

From Jackson, I flew to Houston where I spoke to my former colleagues on the Council of Historically Black Graduate Schools at their summer meeting. Our experience with the Adam's Mark earlier this year led the OAH to examine its own record on minority membership and it is clear that we have our work cut out for us. Currently, we have 210 African American members, only three percent of the total membership. More astonishing, less than a dozen of these members are at the more than one hundred historically black colleges and universities (HBCUs). Once again, collaboration can help both OAH and HBCUs. As more members from these institutions join OAH, the organization and all it does will reflect better the diversity of our society. At the same time, American historians at HBCUs will benefit from the access to scholarship and the connections to colleagues that membership in our national organization provides.

Our struggle to improve diversity in the OAH must also include efforts to bring in greater numbers of Latino/a, American Indian, Asian American, and gay and lesbian historians. At the same time we cannot neglect the concerns of our many colleagues who find themselves trying to negotiate the growing dependence on adjunct and part-time positions in colleges and universities around the country. In response, OAH is actively involved in the Coalition on the Academic Workforce. This summer, CAW members will analyze the data recently collected in an NEH-supported survey of history and other academic departments around the country. In the meantime, we have joined the AHA in a joint AHA-OAH committee on adjunct and part-time teaching. The leadership of both historical organizations has made this issue a priority.

As we prepare for our upcoming meetings in Ames and Los Angeles our collaborative efforts are very much front and center stage. Professional development was a priority for the Midwestern Regional Conference program committee, which planned a series of state-of-the-art sessions throughout the meeting. Here historians at all levels will be updated on the last twenty years of historiography in various fields of American history. Traditional sessions on different aspects of Midwestern history will present the latest scholarship in this field. Public historians from historical societies, government, and other venues will also participate and share their experiences as professionals outside the academy.

Another group of American historians underrepresented in OAH are those who practice in community col-

leges and other two-year institutions. More college students take the American history survey course in two-year colleges than in any other institutions of higher education. Yet American historians at community colleges comprise a mere five percent of OAH membership. OAH has recognized the value and importance of community college historians, recently publishing *Community College Historians in the United States*, but we have a long way to go. As we prepare for our annual meeting in Los Angeles, we will make an extra effort to encourage community college historians, particularly those in the extensive California community college system, to join OAH and attend the annual meeting next April.

We all benefit from the various kinds of expertise we bring to the table. As university researchers learn more about the state of history in the K-12 classrooms and as precollegiate teachers develop a better understanding of the past through their connection with university professors and public historians, we will all be better prepared to combat the growing historical illiteracy in our society.

This historical illiteracy, highlighted in a recent survey taken for the American Council of Trustees and Alumni, has grabbed Congress's attention. As we go to press, we learn that the U.S. Senate has just approved, 98-0, Robert Byrd's appropriation bill amendment providing \$50 million "to develop, implement, and strengthen programs that teach American history (not social studies) as a separate subject within school curricula." Already in Massachusetts the effort is underway to replace social studies in the precollegiate curriculum with history.

As more precollegiate teachers look to professional historians for help, it is imperative that the OAH, as the professional organization and the learned society for American historians, welcomes all practitioners of the discipline into the fold. Together we will be much more effective in helping all Americans—in and out of the classroom—gain a deeper understanding of their past. □

The Dangers of CIA and Other "Hidden" Sponsorship of Historical Scholarship

At its 2000 spring meeting in St. Louis, the OAH Executive Board discussed an issue raised by OAH member Paul Buhle of Brown University.

Professor Buhle requested that the board officially encourage research into the ways in which the CIA affected the scholarly agenda in the 1950s and 1960s. The executive board acknowledged the importance of understanding the implications of the hidden sponsorship of research and agreed to encourage dialogue on the subject by asking members to contribute articles about hidden sponsorship to the *OAH Newsletter*. □

Correspondence

Responses to 'Respecting Diversity'

Dear Editors,

When I first read E.J. Pollack's "Respecting Diversity" I was surprised that a scholar would so openly express his anti-Catholic prejudice but I was dismayed that the *OAH Newsletter* would publish it. But on second thought the power of Professor Pollack's call for toleration of diversity made me see the 2000 OAH meeting in a new light.

Not only did the OAH Board ignore Professor Pollack's complaint about meeting at a Jesuit University; they willfully scheduled the conference in a city named for a Catholic saint. On every piece of conference literature OAH members were assaulted with the Catholic symbol "St." Much worse than a Pius XII library on a university campus is a city named for a French monarch honored by the church for leading a crusade against Islam. The conference city's name forced the OAH to align itself with genocide and religious intolerance.

Respect for diversity was further flaunted by asking pro-choice members to meet at a university whose medical school will not teach abortion procedures. Nor was this the only intolerance I saw exhibited at St. Louis University. Typical of a Catholic institution, I saw alcoholic beverages being served at several social functions, regardless that this might be contrary to some people's religious beliefs and distressing to problem drinkers. Nor did St. Louis University make the slightest effort to prevent the numerous flowering trees on campus from blooming, even though there were OAH members who suffered from allergies. But these were mere minor irritations to the offensiveness of a city that takes pride in being the "gateway" to western expansion. Before St. Louis was given its Catholic name, the area was known as "Mound City," because of all the American Indian earthen architecture found at the site. The modern city and its Jesuit University literally are built on the bones of a Native American civilization. Of course, the OAH chose to overlook this history and the larger issue that a Catholic, Christopher Columbus began the whole genocide against Indian peoples.

I strongly recommend that the OAH Council consider holding no further meetings until they can guarantee that their members will not be subjected to cultures, ideas, and history that may be in any way offensive. Perhaps the cultural vacuum of cyberspace can provide the hermetic environment necessary to protect Professor Pollock's [*sic*] sensibilities and prejudices. Until that time I think the OAH Board, the Catholic Church, and the Society of Jesus should join in intoning for his benefit, *mea culpa, mea culpa, mea maximum culpa*. □

—Theodore J. Karamanski
Loyola University, Chicago

Dear Editors:

The May 2000 issue of the OAH Newsletter was truly shocking. It printed a "Viewpoint" from four members of the OAH that was hate mail, no more, no less. The authors of this "viewpoint" criticized the OAH for moving the convention to St. Louis University because it is a Catholic institution. The authors gave all sorts of reasons to justify their stance, but when all is said and done, they are bigots who dislike the Roman Catholic Church. They have insulted all OAH members who are Roman Catholics and/or alumni of Catholic institutions.

I will not demean myself by refuting their attacks. I see no reason why I should apologize for being a Roman Catholic who attended a Catholic college (Fordham) and a Jesuit high school. To be drawn into a debate is like a Black having to justify himself when attacked by racists.

Intelligent bigotry always disguises itself. It looks to the sciences or to "Americanism" or to fashionable views for justification. The four authors of the "Viewpoint" point to diversity to justify themselves. They point to their Jewish background, their sense of victimhood, to justify their lack of tolerance.

Their insensitive "viewpoint" shows that bigotry is not the exclusive property of hooded yahoos or of a white Christian hotel owner. The remarks of the four authors of the "viewpoint" are proof that hate can come from any part of the multicultural mosaic.

This is an unpleasant truth that all Americans must recognize as we enter the new millennium. □

—Lawrence Squeri
East Stroudsburg University

E.G. Pollack responds:

Unfortunately, neither letter writer engages with any of the issues raised in my Viewpoint piece, "Respecting Diversity in the OAH." One letter is jejune; the other lacks content. Both represent precisely the kind of insensitivity to issues of antisemitism to which my colleagues and I were objecting.

To label us "bigots" for protesting the Church's long history of lethal antisemitism is sophistry. To equate the discomfort some might feel at seeing alcohol "being served at several social functions," which one need not attend, with being, in effect, forced to speak beneath a centuries' old symbol of aggressive antisemitism if one were to participate in any of the sessions at the convention, is not only to use a spurious analogy, but to trivialize the history of antisemitism. To ask why we did not complain that the OAH "willfully scheduled the conference in a city named for a Catholic saint . . . honored by the church for leading a crusade against Islam" is to substitute a puerile—and specious—form of mockery for argument. Aside from the letter writer's failure to understand the difference between holding sessions in rooms adorned with what to us are antisemitic icons, and the abstraction of meeting in a city named for whomever, it is notable that he never mentioned that Saint Louis was, in fact, renowned for his particularly virulent antisemitism. Indeed, William of Chartres commented of Saint Louis, "Jews he hated so much that he could not bear to look on them." He even confiscated and "burned all copies of the Talmud he could lay his hands on." One historian has observed, "Despite, or perhaps because of, his cruel and violent attitudes and actions toward Jews, Louis was canonized a mere twenty-seven years after his death, an extraordinarily brief period for a layman." Enthralled by his cleverness, the letter writer proceeds to chastise the OAH for daring to hold its convention in a city "built on the bones of a Native American civilization," and for overlooking "that a Catholic, Christopher Columbus began the whole genocide against Indian peoples." But would the letter writer ever mock those who protest meeting beneath the Confederate flag at the Capitol in Columbia, South Carolina, in this way? It appears that casuistry, the double standard, and ignorance of, or indifference to, the history of antisemitism still flourish in parts of our profession.

In our "Statement of Concerns" my colleagues and I also indicated our discomfort at meeting at a university whose library is named the Pius XII Memorial Library. I found the OAH leadership's hosannas to a university whose core institution memorializes Pius XII particularly unseemly since, in an effort to canonize him, the Church has been actively and grievously distorting his historical record. One historian found it "shocking" that the document *We Remember: A Reflection on the Shoah*, issued only a little over two years ago, characterized Pius XII only "as an active opponent of Nazi antisemitism," extolled for what he did "personally or through his representatives to save hundreds of thousands of Jewish lives!" It is appalling that "By the document's lights, the Catholic hierarchy, from the Holy See on down, answered the

Nazi war against the Jews with principled and consistent opposition." Indeed, several scholars have stressed that in the document "Memory and Reconciliation: the Church and the Faults of the Past", released only four months ago, the Vatican calls only for the "purification of memory"—the elimination of "all forms of resentment or violence left by the inheritance of the past"—not for the recovery of memory. As one analyst wrote, "the past is not to be recovered," but "disarmed." And although the Vatican has now responded to the outcry of Jewish organizations worldwide against its attempt to elevate Pius XII to sainthood by agreeing to the appointment of six eminent historians, three "Jewish historians" and three Catholic ones, to assess his record during the Holocaust, they can examine only the eleven volumes of published Vatican materials. Given all this, I concluded that for historians to convene at a school whose centerpiece is the Pius XII Memorial Library, without raising any of these issues—with only the leadership's fulsome praise—was, in effect, to participate in the cover-up. Here was an opportunity to stand up in defense of historical truth, even to call for the opening to scholars of the Vatican Archives pertaining to the Holocaust—not to remain silent or to celebrate, betraying the historian's central role. □

—E.G. Pollack

In Search of Traditional Medicine

Dear Editors:

The emergence of modern science has affected the lives of many people and the way they think in improving their lives for the better, but science is not the only way of solving problems of mankind. There are other knowledge systems usually much older and wider than science. For example in Southern Africa, science as a knowledge system is barely a century old. Before it, and alongside it, is the indigenous or traditional knowledge system, which in my opinion deserves some serious study, not because of its duration which dates back to the dawn of the human race, but also because of its continued use by the majority of our people as they try to cope with the problems of their health.

Many historians and healthcare providers seem not to be aware that in African traditional-medical knowledge and practice, there is a vast sea of knowledge opportunities, which all along await their exploitation, articulation, and use in new-drug preparations. In widening the scope and horizon of other thinkers and their potential resources of knowledge, I am eagerly inviting personalities from different persuasions across the globe to come and share noble ideas and experience, skills pertaining to the "Doctrine of Signatures," traditional wisdom that states that all native medicinal and aromatic plants resemble the diseases and ailments that they treat. Really, history cannot be simply made to stand on its head. Direct inquiries in confidence to No. 20-16th Cress, Warren Park 2, Harare, Zimbabwe. □

—Leon Mungofa

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

News of the Organization

Yale University gives OAH \$10,000 toward Meeting Move Costs

Yale University, with the help of immediate OAH Past President David Montgomery, contributed \$10,000 to OAH to help defray the expenses of moving the 2000 OAH Annual Meeting from the Adam's Mark Hotel to Saint Louis University. Montgomery, professor emeritus at Yale, received support from the university throughout his tenure as OAH President. At Montgomery's request, Richard C. Levin, President of Yale University, agreed to assist the organization, which has already incurred expenses in excess of \$94,000. In a letter to Montgomery, Levin wrote, "Because of the extraordinary circumstances surrounding the need to relocate the conference, I believe your request is most valid, and I would be pleased to have you donate these funds in Yale's name." OAH has received \$20,000 in donations and life memberships from individuals on the OAH Executive Board, and \$42,000 from members and other contributors. OAH also raised \$8,000 at the Presidential Address at Christ Church Cathedral in St. Louis.

On 13 February 2000, the OAH Executive Board decided to move the annual meeting to a new location after the U.S. Justice Department and other groups sued the Adam's Mark hotel and its parent company HBE for practicing racial discrimination against hotel guests. One week before the OAH annual meeting, the hotel chain settled out of court with the litigants to the amount of \$8,000,000, but admitted no wrongdoing. □

Freedom Gets a Forum



Eric Foner, Columbia University, speaking at the Boston NPS symposium.

What have terms such as "freedom" and "liberty" meant in the American past? What are the legacies of the American Revolution? A month before the release of Mel Gibson's new summer movie, *The Patriot*, which parades such questions in front of mass audiences while obscuring meaningful answers, the National Park Service hosted a history symposium in Boston that shed much light.

On 2 to 3 June 2000, the NPS's "Changing Meanings of Freedom" symposium marked the 225th anniversary of the American Revolution. It brought together more than 300 precollegiate teachers, college/university faculty, NPS staff, and other historians to examine the "contested terrain" of freedom and how it has been constantly created and recreated. Eric Foner's 1998 book *The Story of American Freedom* was the inspiration for the symposium. Conference organizer Marty Blatt, historian and chief of cultural resources at Boston National Historical Park, arranged a stellar cast of speakers for the two-day event and coordinated the support of the Boston 2000's Boston Freedom Award, The History Channel, Suffolk University, Massachusetts Historical Society, Freedom Trail sites, the National Park Service, OAH, and others.

Evidence of the symposium's success was abundant. Despite a violent thunderstorm, a crowd of 450 turned out for David McCullough's opening address at Old South Meeting House. His discussion of his forthcoming joint biography of John and Abigail Adams drew a standing ovation—a rare accolade for a historical talk—and set the tone of enthusiastic engagement that characterized the rest of the symposium. Eric Foner's presentation on *The Story of American Freedom* kicked off Saturday's sessions, which took place at Suffolk

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Obituary

John A. DeNovo

John A. DeNovo, retired Professor of History at the University of Wisconsin, died on 26 January 2000 in Madison at the age of eighty three. One of America's leading scholars of U.S. relations with the Middle East in the twentieth century, he left a significant legacy to the historical profession and to the universities at which he spent most of his career—Wisconsin and Pennsylvania State.

Before arriving at Yale to work with Samuel Flagg Bemis in 1945, John received a B.A. from Knox College and an M.A. from the University of Minnesota. He served as an officer in the U.S. Navy from 1941 to 1945. He then received his Ph.D. in 1948, and in that same year married a Knox classmate and fellow historian, Jeanne Humphreys. The DeNovos spent the next sixteen years at Pennsylvania State University, where John advanced from Instructor to Professor of History.

In 1964, the DeNovos moved to the University of Wisconsin, together with their daughter Ann, and son Jay. For the next seventeen years John taught at Madison, specializing in U.S. Diplomatic History. A dedicated teacher and scholar, John became a fixture in the History Department both as a faculty colleague and as a mentor to his graduate students. A summer cottage on Blue Lake in northern Wisconsin served as an escape and refuge for family and friends.

John's Ph.D. dissertation, "Petroleum and American Diplomacy in the Near East, 1908-1928," in time grew into his best-known publication, *American Interests and Policies in the Middle East, 1900-1939*, published in 1963 by the University of Minnesota Press. It won a Prize Award in Phi Alpha Theta's biennial national book competition. He also published significant chapters and articles, with two of the latter appearing in the *Mississippi Valley Historical Review* and one in the *Journal of American History*. During his career John participated in numerous invitational conferences and symposia. He studied at Harvard and at Johns Hopkins on a Ford Foundation fellowship for study of the Middle East in 1956 to 1957, and twenty years later he was a visiting scholar at the U.S. Energy Research and Development Administra-

tion (now the Department of Energy). He was a founding member of the Society for Historians of American Foreign Relations and a long-time member of the Mississippi Valley Historical Association/Organization of American Historians and the American Historical Association.

John retired in 1981 and remained active (learning Italian, continuing to play the piano, etc.) until suffering a debilitating stroke in 1992 that forced him to spend most of his time in a wheelchair. Though physically limited and living in a nursing home, he remained alert and in touch with others.

John DeNovo was both a distinguished scholar and a true gentleman. He cared about people and was viewed in the History Department as a model of integrity, someone who always was trying to find, and helping others to find, common ground with those of different views. John cared especially about his graduate students, to whom he was both mentor and friend. Between Penn State and Wisconsin together, he directed thirty four masters theses and more than fifteen doctoral dissertations. He was thoughtful and painstaking in his own scholarship, and he was no less insightful and painstaking in the process of critiquing and improving the work of his students. Such interest coming from some major professors might have been daunting, but it was not for John's students. He lightened this potentially demanding load with his friendship and concern for his students' welfare, plus a wonderful, sometimes whimsical, sense of humor. His fondness for puns was legendary.

On 25 March a memorial service was held in Madison to honor John DeNovo. Speaking on that occasion were a number of his former Ph.D. students, from both Penn State and Wisconsin, as well as family members, faculty colleagues, and others, who cared for him as a teacher, colleague, mentor, friend, father, and model human being. □

Richard Hume Werking
U.S. Naval Academy
Gerald K. Haines

U.S. Central Intelligence Agency

Thank you!

OAH Lectureships support the mission of the organization and provide revenue for new initiatives. We'd like to thank the following lecturers who spoke at the following locations during 1999-2000.

JOYCE APPLEBY	Pepperdine University
THOMAS BENDER	University of Tulsa
IRA BERLIN	Lycoming College
DAVID BLIGHT	Boise State University
ROBERT BRENT TOPLIN	Floyd College
SUSAN HARTMANN	Ohio Northern University
PHILIP DELORIA	College of Staten Island
ROGER DANIELS	College of Staten Island
SARA EVANS	Kent State University
CLAYBORNE CARSON	Utah Valley State College
CARL DEGLER	Johnson Co. Community College
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ALAN BRINKLEY	Fordham University
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LINDA K. KERBER	University of Akron
DAVID KENNEDY	Western Illinois University
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WILLIAM CHEEK	Southern Arkansas University
PETE DANIEL	University of Cincinnati
DAVID ROEDIGER	University of Kentucky
STAN KATZ	University of New Hampshire
FRED HOXIE	Central Washington University
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ROY ROSENZWEIG	Miami University, Middletown
HAROLD HYMAN	Southwest Texas State University
JACQUELINE JONES	Univ. of Texas, San Antonio
MARY BETH NORTON	University of North Texas
VICKI RUIZ	DePauw University
JOHN MURRIN	Washington University, St. Louis
JEAN BAKER	Idaho State University
KENNETH T. JACKSON	SUNY at Brockport
LEON LITWACK	Georgia Association of Historians

▼ Meyerowitz / From 4

a result, some people send manuscripts to the *Journal*, and some people send manuscripts elsewhere. One of my goals is to change the process of self-selection so that more historians see the *Journal* as a place where they should submit their work. That aside, historians submit their manuscripts to the *JAH*, and we read them in the *Journal* office. The associate editor reads the manuscript first and writes a report on it. The editor reads the report and the manuscript and then chooses outside reviewers to serve as referees. We usually include a member of the editorial board among the outside referees.

RS: How many?

JM: In the past, it has been quite a few. Manuscripts have been sent out to five or six readers, which many authors find excessive. We may well reduce those numbers with the hope that we can cut the time taken to reach a decision. Once the reviewers' reports come in, the editor, associate editor, assistant editor, and other staff sit down together to go over reports on the more promising pieces and decide jointly what would improve each manuscript. Then the editor writes a letter to the author with a decision and with specific suggestions for improving the piece. I have to say here that I haven't actually started working as editor yet. The acting editor David Nord and the current associate editor Wendy Gamber are now doing the job quite well. So what I'm talking about is not what I've done but what has gone on in the past.

RS: As you were talking, I was just thinking about that process of self-selection. *JAH* has kind of an interesting role, because so many times each subfield has its own journal. How do you make a decision to send something to the *JAH* rather than to the *Journal of Southern History*, the *Journal of Women's History*?

JM: We have many first-rate journals that cover specific subspecialties within U.S. history. The *JAH* is especially interested in the kinds of articles that speak across subfields, that address larger questions in U.S. history, or that alert historians to the cutting edge in subfields other than their own. Some articles are more suited for a specialized journal. But sometimes an author has a manuscript that would fit perfectly into the *JAH*, and she or he decides not to send it to us. Like all editors, I want authors to send us their manuscripts. We'll treat them all fairly, and we'll make our decisions as quickly as possible.

RS: A lot of us look at the articles, but what we really go for are the book reviews. How do you see the book reviews in the role of the *Journal*?

JM: Well, the book reviews are central to the *JAH*. The *Journal* is the journal of record for American history, and we make it our goal to review the original scholarly books in the field. We now publish more than six hundred book reviews each year. That's a central part of the *Journal*, and that's a part of the *Journal* I'll certainly maintain.

RS: When a book comes out now, a review shows up on H-Net within a period of months, whereas it takes years literally for the book reviews to come out in print. How do you see the interaction between the H-Net reviews and the *JAH* reviews?

JM: Well, most books are reviewed more than once, and that's a good thing. Unfortunately, because of the requirements of print technology, we can't present reviews to our readers as quickly as H-Net can. It's possible that at some point in the future we may start posting some of the reviews on our website as soon as they're edited, but we're not quite at that point yet. So I think that we could say that H-Net offers a quick review that comes out earlier, and we offer a review that comes out a little bit later but that undergoes a more rigorous pro-

cess of editing and has a certain kind of permanency that comes with appearing in print. The print volumes will be in libraries for decades to come, or so I hope.

RS: You are at the National Humanities Center this year, right?

JM: Yes, I'm on leave this year at the National Humanities Center in North Carolina. I'm completing a draft of my book on the history of transsexuality in the United States. It's tentatively titled, "How Sex Changed." I'm starting in the early twentieth century with the early sex change experiments on animals in Europe, and then moving to the United States and tracing out the social, medical, and cultural history of transsexuality up to the present. I see this history as a way to explore changing conceptions of sex, gender, and sexuality.

RS: What have I not asked you about that you want to talk about with the OAH readers?

JM: I might be wrong here, but I think there is still some agreement among historians about what constitutes good history. We write on different topics and we have political differences, but I believe we generally share similar standards of evidence and notions of valid argument. In the classrooms, textbooks, or museums, most of us address a broad range of U.S. history, not just our own specializations. I'm hoping that the *Journal* serves as a place where historians find the best of the best in all of the subfields of U.S. history and learn about specializations other than their own. I'd also like to say that all of my thoughts about where the *Journal* might go are still in the process of formation. I'm just starting the job, and nothing is yet set in stone. I welcome any suggestions from members of the OAH. □

Joanne Meyerowitz can be reached at: jmeyerow@indiana.edu.



Harvard Business School Faculty Position

Harvard Business School is seeking candidates for tenure-track faculty positions in its Business, Government and International Economy unit. The school will consider candidates with academic degrees from various disciplines, including history, political science, and economics. We seek candidates with research interests in political economy, public policy, or business-government relations. We are especially interested in those who do comparative, international, or historical research on institutional foundations of capitalism. We may hire candidates with several years' experience at other universities, as well as those immediately out of graduate school.

Successful candidates will teach a required first-year MBA course on the economic and political environment of business. The school is particularly interested in applicants with interdisciplinary interests and strong records of or potential for excellence in teaching.

The new positions will be effective for the academic year 2001-2002. Starting salaries will be highly competitive.

Applications must be received no later than **November 1, 2000**, and should include a curriculum vitae and transcripts, a description of research-in-progress, a brief (20-30 page) writing sample, and statements of teaching interests and, if applicable, teaching experience. Candidates with formal teaching evaluations should include copies in their applications. In addition, the school would like to receive two letters of recommendation, which should be sent directly to the school by the referees.

All materials should be addressed to **Karima Abdel-Meguid, Business, Government, and International Economy Search Committee, Morgan 270, Harvard Business School, Soldiers Field, Boston, MA 02163.** Harvard University is an affirmative action, equal opportunity employer. Minorities and women are particularly encouraged to apply.

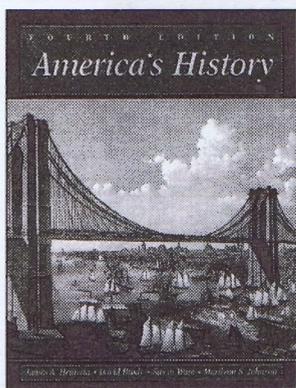
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The purpose of the fellowships is to facilitate library and archival research in business history or institutional economic history, broadly defined. The intent of the program is to encourage the kind of research exemplified by the work of Alfred D. Chandler, Jr. These grants will range from \$1,000 to \$3,000 each. The total funds awarded in a given year will be approximately \$15,000. Eligible applicants are graduate students or non-tenured faculty in History, Economics, Business Administration, or a related discipline such as Sociology, Government, or Law, whose research requires travel to the Boston-Cambridge area (to study, for example, in the collections at the Baker, Widener, McKay, Law, Kress, or Houghton libraries). Recent awards have been made to candidates from the University of Virginia, the American University, the University of Chicago, John Hopkins University, the University of South Carolina and the University of Toronto.

Applications should be postmarked no later than December 1, 2000. Grants will be announced by the end of January 2001, and recipients may use their awards at any time during calendar 2001.

Contact: Professor Thomas McCraw
c/o Karima Abdel-Meguid, Morgan 270, Harvard Business School, Boston, MA 02163, E-mail: Kabelmeguid@hbs.edu

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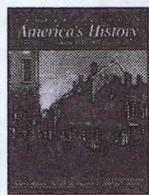


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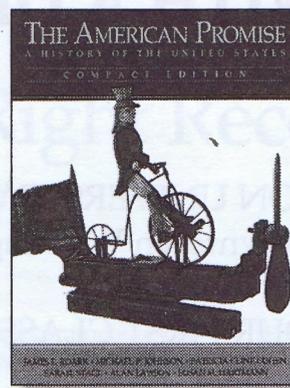
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▼ NPS / From 8

doning "military history" in favor of "politically correct history." Moreover, owners and operators of fast food restaurants and wax museums (across the street from our current location) bitterly opposed our proposed move of the visitor facilities, and their criticisms captured the attention of both the media and the Congress. In fact, the Secretary of the Interior received 1,100 postcards from a portion of the Civil War constituency, calling for my reprimand if not removal, and protesting our plans to "modify and alter historical events." They wanted the NPS to "return to its unaligned and apolitical policies of the past, presenting history, not opinions."

The site visit from the OAH team took place in August 1998, and the written report from the team reached the park in September, just as the public debates over these issues was reaching its peak. The few days that professors Eric Foner, James McPherson, and Nina Silber spent with us in the summer of 1998, were invaluable. The follow-up report that they prepared was worth its weight in gold. The support these scholars put behind our efforts sincerely impressed both the media and the Congress. Suddenly, we had credibility, and could hold our ground against the jeers of critics.

2. Scholarly Advice

This same visit had other benefits for us, both short- and long-term. As you know, the hardest thing for anyone to evaluate is that with which we are most familiar. Sometimes, despite our best efforts, it takes the eyes of outsiders to really see what we are doing. One of the most important findings of the OAH team was that Gettysburg's interpretive programs had a pervasive southern sympathy.

In fact, they summed up our over-all theme at Gettysburg as being "The High Water Mark of the Confed-

eracy." Once they pointed this out, we instantly knew they were right. That is exactly how we presented the Battle of Gettysburg: primarily from the southern point of view, and primarily emphasizing the heroism and sacrifices of the soldiers. But we said very little about why they fought each other.

Taking their advice we have changed our theme—our sound bite, if you will. Now, instead of emphasizing the battle itself, we stress the *meaning* of the battle. That meaning, of course, was eloquently captured by President Lincoln in the Gettysburg Address, and our new interpretive theme is "A New Birth of Freedom." From that simple change we have refocused the entire tone of our interpretive programs.

3. Teaching Tips

NPS historians and interpreters, like academics, depend on texts to impart understanding. Again, the OAH team left us with much good advice on how to use our language more precisely and more effectively. As just one example, as soon as we proposed moving our interpretation away from exclusive discussions of military tactics and toward "contextual" history, we found ourselves caught up in "the causes of the Civil War" debate. You might think this had been settled by now, but you should know that a large segment of our Civil War constituency is still hotly arguing the case, as recently as the last issue of *The Civil War News*.

The challenge is to discuss such a complex issue in a relatively brief presentation without getting bogged down in endless debates with our watching "experts." The OAH team gave us the key to the solution; although it may be problematical to state that slavery was the cause, or the primary cause, of the Civil War, no one can argue against the statement that "slavery was the cause of secession, and secession was the cause of the war." That simple advice has given our rangers both the courage and the means to tackle the subject.

4. Professional Development

My final point is probably the greatest compliment to Professors Foner, McPherson and Silber. Their visit was so stimulating, that, at the staff's request, we have invested time and money in several follow-up sessions with other scholars. These have ranged from short staff seminars to explore particular problems or topics, to our "summer scholar" program, where we brought in Pete Carmichael (Western Carolina University) to spend three weeks with us during the height of our busy summer season. The reason we chose Pete as our first "summer scholar" was that he had worked his way through graduate school as a seasonal ranger at several Civil War battlefields, so he had first-hand experience with the joys and travails of public history. Pete conducted daily seminars for our interpretive staff, presented several public lectures in the evening, and left us with a reading list that few of us have yet conquered. It was a delightful experience, and

we are determined to provide similar professional development opportunities for our staff every year.

Other initiatives and benefits that can be directly traced to our relationship with OAH include the symposium on interpretation at Civil War parks held at Ford's Theater in Washington this past May. Without the new spirit of involvement and cooperation, I doubt that we would have been able to attract such a brilliant collection of speakers to that symposium. The benefits of that seminar to all the Civil War parks, as well as the NPS, is obvious.

Finally, at Gettysburg, we are getting ready to build a new museum—the first professional museum Gettysburg NMP has ever had. It is our once-in-a-lifetime chance to enhance the awareness, the education, and the understanding of 1.7 million people each year. Naturally, we need help to make sure we do it right, so we are now recruiting an advisory panel of historians and museum specialists to help us out. I am pleased and very proud to say that when we began looking for help, Drs. Foner, McPherson, and Silber were the first to say, "Yes."

In conclusion, the partnership has done several things for NPS. It has reconnected us to our professional field, provided us access to both scholars and scholarship, offered professional development opportunities for our staff, and is helping us move in the right direction with our programming. What is it doing for the OAH? On an organizational level, the OAH is helping the NPS provide better educational opportunities to the millions of people who visit national park areas each year. And I hope that on a personal level, the scholars on the site review teams went home knowing that they have made a difference. □

John A. Latschar <john_latschar@nps.gov> is superintendent of Gettysburg National Military Park in Gettysburg, Pennsylvania.

▼ Freedom / From 21

University Law School, located along Freedom Trail in downtown Boston. This comfortable facility also housed a complementary museum exhibit, and the law school bookstore, which had stocked a large number of books by program participants, had bare shelves by the end of the day.

Attendance on Saturday included nearly fifty NPS staff from a variety of Revolutionary War-related sites and more than 100 Massachusetts elementary and secondary education teachers, many of whom earned ten professional development points from the Massachusetts Department of Education. Pauline Maier, Ed Countryman, and Joseph J. Ellis discussed what the Declaration of Independence, the Constitution, and the Bill of Rights meant to the founders. Linda Kerber, Jim Horton, Gary Nash, and Massachusetts State Representative Byron Rushing explored the limits of the Revolution for African Americans, women, and Native Americans. On the last panel, Barbara Clark Smith, Alfred Young, and David Hackett Fischer talked about interpreting the revolution through sculpture, monuments, and historic sites.

Alfred Young—who focused on memory and the American Revolution and how elite patriots and well-bred Bostonians deliberately eclipsed the contribution of working class radicals, such as shoemaker George Robert Twelve Hewes, as well as African Americans and other non-elite revolutionaries—will be circulating the full version of his talk among Boston National Historical Park staff and Freedom Trail sites. Thanks to support from NPS Chief Historian Dwight Pitcaithley, Young will be meeting with NPS interpretive staff later this year to discuss the implications for commemorative sites.

The symposium was a continuation of the NPS and OAH's joint efforts to deepen the public's understanding of history. Such endeavors are crucial when so many Americans are learning about their past from Hollywood. Together we can open discussion rather than obscure it. □

—John R. Dichtl

Harvard-Newcomen Postdoctoral Fellowship in Business History

\$46,000

The Harvard Business School and the Newcomen Society of the United States announce a postdoctoral fellowship for the academic year 2001-2002. The purposes of the fellowship are to enable scholars who within the last ten years have completed the Ph.D. in history, economics, or a related discipline to engage in research that will benefit from the resources of the Harvard Business School and the larger Boston scholarly community and to provide training and experience in teaching.

Application: Interested persons should request a Fellowship information sheet and application from Karima Abdel-Meguid at the address below. Applications for the upcoming academic year must be received by November 1, 2000.

Stipend: \$46,000 for 12 months plus travel and book funds and administrative support.

Contact: Professor Thomas McCraw
c/o Karima Abdel-Meguid, Morgan Hall 270, Harvard Business School, Boston, MA 02163 email: Kabdehneggid@hbs.edu

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>

Professional Opportunities

University of Houston

The University of Houston invites nominations and applications for the position of Director of African American Studies. Preference will be given to candidates at the advanced associate or full professor rank. The successful candidate must provide evidence of outstanding scholarly or creative publications and teaching in order to meet tenure standards in one of the University's academic departments. Preference will be given to the candidate who demonstrates a strong commitment to (1) encouraging interdisciplinary teaching and research, (2) expanding intellectual and cultural community, (3) forging links to the Houston community, which include establishing an archival center or an African American museum, and (4) spearheading fundraising efforts, including but not limited to developing grant proposals. Priority consideration will be given to applications postmarked by **1 October 2000**. Screening of applications will continue until the position is filled. Please direct all applications and nominations, including a curriculum vitae and a list of three references to: Professor Elizabeth Brown-Guillory, Chair, African American Studies Search Committee, Office of the Dean, Humanities, Fine Arts, and Communication, Rm. 402 Agnes Arnold Hall, University of Houston, 4800 Calhoun Rd., Houston, TX 77204-3784. EOE/AA. Applications from and nominations of minorities, women, and persons with disabilities are particularly encouraged.

Director, Gerald R. Ford Library and Museum

The National Archives and Records Administration (NARA) invites nominations and applications for the position of **Director of the Gerald R. Ford Library and Museum**. The Director is responsible for planning, directing, and administering all program and activities of the Gerald R. Ford Library in Ann Arbor and the Gerald R. Ford Museum in Grand Rapids, Michigan, including archival, museum, and educational programs. The duty station for this position is in Ann Arbor, Michigan.

Leading candidates will have extensive experience in providing guidance and direction for a variety of programs and projects within a historical, archival, educational, cultural, philanthropic, or governmental institution. The Director is responsible for maintaining a liaison and developing a cooperative working relationship with the academic community including lecturing and the development of curricula related to the holdings of the Library. This includes serving on the Ford Library-University of Michigan Advisory Board and working closely with the University of Michigan to develop programs and curricula that integrate the Library's resources with the needs of the faculty and students at the University, including the Gerald R. Ford

School of Public Affairs. Successful candidates should have imagination and vision, solid leadership experience, outstanding communications skills, and the ability to develop and manage financial resources.

This is a Noncareer Senior Executive Service appointment within the Federal government with a salary range of \$118,562 - \$130,200 depending on experience. Detailed information about NARA and Presidential Libraries is available at www.nara.gov. Applicants must be U.S. citizens. The closing date for applications is **30 September 2000**. Nominations, inquiries, and applications/resumes should be addressed to: Office of Presidential Libraries, National Archives at College Park, 8601 Adelphi Road, Room 2200, College Park, MD 20740-6001, or fax to (301) 713-6045.

Activities of Members

Gretchen A. Adams, University of New Hampshire, received the Kate B. and Hall J. Peterson Fellowships for her work, "The Specter of Salem in American Culture."

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, 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).

Orville Vernon Burton, University of Illinois at Urbana-Champaign, was designated as 1999-2000 Outstanding Research and Doctoral Universities Professor of the Year, presented by The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education.

Lisa Cardyn, Yale University, received a New York State Archives research grant for her work, "Theorizing Practice/Practicing Theory: Traumatic Sex and American Psychology."

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."

Katherine Carté, University of Wisconsin-Madison, is the recipient of a dissertation fellowship from the Library Company of Philadelphia's Program in Early American Economy and Society for her work, "Of Heaven and Earth: Economic Activity and Religion among Backcountry Moravians, 1740-1800."

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 Ex-Presidency" (*Political Science Quarterly* 113, no. 3, Fall 1998).

Howard P. Chudacoff, Brown University, has been awarded a Kate B. and Hall J. Peterson Fellowship for his work: "Children and Their Styles of Play, 1750-1880."

Catherine Corman, Harvard University, has been awarded an American Antiquarian

Society National Endowment for the Humanities Fellowship for "Reading, Writing, and Removal: Native American Literacies, 1820-1851."

Constance W. Curry has edited a collection of essays titled *Deep in Our Hearts: Nine White Women in the Freedom Movement*, which will be published this fall by University of Georgia Press.

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

Tycho de Boer, Vanderbilt University, received an Archie K. Davis Fellowship from the North Caroliniana Society for 2000-2001 for his work on capitalism and environmental change in southeastern North Carolina.

Vincent DiGirolamo, Colgate University, has been awarded a fellowship from the American Antiquarian Society-National Endowment for the Humanities Fellows for "Crying the News: Child Street Trading in America, 1830s-1851."

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

Elizabeth Fones-Wolf, West Virginia University, won the sixteenth annual Covert Award in Mass Communication History for her article, "Creating a Favorable Business Climate: Corporations and Radio Broadcasting, 1934-1954."

Gary W. Gallagher has become the third president of the Society of Civil War Historians.

Vane E. Gosse, Organizing Director of Peace Action, received a fellowship from the Woodrow Wilson International Center for Scholars.

John Grabowski, Case Western Reserve University, has been named the first Krieger-Mueller Assistant Professor in Applied 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.

Matthew Rainbow Hale of Brandeis University has been awarded the Legacy Fellowship from the American Antiquarian Society for his work, "Neither Britons Nor Frenchmen: The Creation of American Nationality, 1789-1816."

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*.

Holly Heinzer of Yale University has been awarded a Kate B. and Hall J. Peterson Fellowship for her work, "On the Move: The Means and Meanings of Travel in Northeastern America, 1750-1850."

Robin L.E. Hemenway, University of Minnesota, received a New York State Archives research grant for her work, "A Better Family? Indenture, Juvenile Rehabilitation, and The Politics of Reform at the New York House of Refuge, 1890-1915."

Michael F. Holt is a recipient of the third annual Library of Virginia Literary Awards for *The Rise and Fall of the American Whig Party: Jacksonian Politics and the Onset of the Civil War* (Oxford University Press).

R. Douglas Hurt has been elected President of the Agricultural History Society.

Kenneth Robert Janken, University of North Carolina at Chapel Hill, was appointed research fellow to the National Humanities Center for the 2000-2001 academic year.

Michael Kammen has been named a recipient of the third annual Library of Virginia Literary Awards for *Robert Gwathmey: The Life and Art of a Passionate Observer* (University of North Carolina Press).

Kathleen S. Kutolowski, State University of New York, College at Brockport, received a New York State Archives research grant for her work, "Genesee Gentry: Patronage Appointments and the Making of a Local Political Elite, 1803-1821."

Isabelle Lehuu, University of Quebec at

Montreal, is the recipient of an Archie K. Davis Fellowship from the North Caroliniana Society for her work on books and reading in North Carolina from 1776 to 1865.

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 Teachnet Teacher of the Year Award, and the Virginia Geography Society Nystrom Teacher of the Year Award.

Patricia Hagler Minter, Western Kentucky University, received an Archie K. Davis Fellowship from the North Caroliniana Society for her work on segregated transit laws in North Carolina.

Kristyn R. Moon, John Hopkins University, received a Kate B. and Hall J. Fellowship award for her work, "From 'John Chinaman' to 'Japanese Sandman': China and Japan in American Music, 1850-1920."

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).

Theresa D. Napson-Williams, Rutgers University, received a dissertation grant in women's studies from the Woodrow Wilson National Fellowship Foundation for her work, "Violating the Black Body: Black Women, White Men and Sexual Violence, 1920-1950."

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

Stephen H. Norwood, University of Oklahoma, won the Macmillan/SABR Baseball Research Award for 1999 for "Going to Bat for Jackie Robinson: The Jewish Role in Breaking Baseball's Color Line," *Journal of Sport History*, 26, Spring 1999.

Tod M. Ottman, State University of New York, University at Albany, received a New York State Archives research grant for his work, "The Empire State at War: World War II's Impact on the Policies, Politics, and Institutional Development of the New York State Government."

L. Scott Philyaw, Western Carolina University, is the recipient of an Archie K. Davis Fellowship from the North Caroliniana Society for his work on migration from North Carolina to the Pacific Northwest.

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).

Donald M. Roper, State University of New York, College at New Paltz, received a New York State Archives research grant for his work, "Shaping the Young Republic's Law: The New York Supreme Court, 1798-1823."

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).

Arwin D. Smallwood, Bradley University, received an Archie K. Davis Fellowship from the North Caroliniana Society for his work on three cultures in Indian Woods, North Carolina.

Joseph F. Spillane, University of Florida, received a New York State Archives research grant for his work, "Young Offenders in Prison: The Legacy of Correctional Innovation in New York State, 1930-1980."

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.

Alan Taylor of the University of California, Davis has been awarded the American Antiquarian Society National Endowment for the Humanities Fellowship for his work, "The Divided Ground: the Northern Borderland (U.S. and Canada) in the Wake of the American Revolution."

JoAnne Thomas of Western Michigan University has won a Kate B. and Hall J. Fellowship for her work, "Good Bye, Old Arm: Songs of the Civil War."

Rohit Daniel Wadhvani, University of Pennsylvania, has been appointed as a scholar-in-residence at the Pennsylvania State Archives. Wadhvani also received a one-month fellowship from the Library Company of Philadelphia's Program in Early American Economy and Society for "The Social, Economic, and Political Origins of Expanding Access to Financial Institutions in the 19th-Century Northeast."

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.

G. D. Waldrep III, Independent Scholar, received an Archie K. Davis Fellowship from the North Caroliniana Society for his work on mixed-race peoples in North Carolina.

Wayne A. Wiegand, University of Wisconsin—Madison, received a grant from the Spencer Foundation. The funding will support research for a comprehensive single-volume history of the American public school library.

Bridgett M. Williams-Searle, University of Iowa, received a Woodrow Wilson National Fellowship Foundation dissertation grant for her work, "Resolving the Revolution: Households, Law, and the Structuring of Dependent Relations in the Early Republic, 1778-1828."

Karin Wulf, American University, has received an American Antiquarian Society for Eighteenth-Century Studies Fellowship for her work, "In the Shade of the Family Tree: Geology and Representation of the Family Identity in Early America."

Awards, Grants and Fellowships

The Forum for History of Human Science (an interest group affiliated with the History of Science Society) announces its prize competition for best recent dissertation on some aspect of the history of the human sciences. The prize will be \$100. The winner will be announced at the annual History of Science Society meeting and in relevant newsletters. Entries are encouraged from authors in any discipline, as long as the work is related to the history of the human sciences,

broadly construed. To be eligible, the dissertation must have been defended during the last three years (i.e. 1997-1999, inclusive). Send three copies to the Forum's Corresponding Secretary: David A. Valone, Quinnipiac College, Box 77, 275 Mt. Carmel Ave., Hamden, CT 06518. Entries must be received by 1 August 2000.

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 Social Science Research Council, the American Council of Learned Societies, and the Japan Foundation Center for Global Partnership are accepting requests for applications for the 2000-2001 Abe Fellowship Competition. The Fellowship is designed to encourage international multidisciplinary research on topics of pressing global concern. Fellows will be eligible for up to twelve months of full-time support. Fellowship tenure may begin any time between 1 April 2000 and 31 December 2001. Competition is open

to United States and Japan citizens as well as to others who can demonstrate serious long-term affiliations in the research communities of either of the above two nations. Applicants must hold the Ph.D. or the terminal degree in their field, or have attained an equivalent level of professional experience. Deadline for submission of applications: **1 September 2000**. For further information or to request an application packet, please contact: Abe Fellowship Program Social Science Research Council, 810 Seventh Avenue, 31st Floor, New York, NY 10019; (212) 377-2700; Fax (212) 377-2727; <abe@ssrc.org>; <http://www.ssrc.org/>.

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, S.W., 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.



Institute Postdoctoral NEH Fellowship 2001 - 2003

The Omohundro Institute of Early American History and Culture offers a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 2001. A principal criterion for selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute holds first claim on publishing the appointed fellow's completed manuscript. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

Fellows devote most of their time to research and writing, work closely with the editorial staff, and participate in colloquia and other scholarly activities of the Institute. In addition to a beginning stipend of \$40,000, the fellowship provides office, research, and computer facilities as well as some travel funds for conferences and research. Fellows hold concurrent appointment as assistant professor in the appropriate department at the College of William and Mary and teach a total of six semester hours during the two-year term. Institute fellows also have the option of spending a summer at the Huntington Library on a full grant within five years of their residency in Williamsburg.

For the calendar year 2002 the fellow will be supported principally by the National Endowment for the Humanities through its program of fellowships at Independent Research Institutions. During that year he or she will be designated both an NEH and an Institute fellow.

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

Further information and application forms may be obtained by writing to Institute-NEH Fellowship, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. E-mail: ieahc1@wm.edu Website: <http://www.wm.edu/oieahc/fello.html> Application deadline is November 1, 2000.



Institute - Andrew W. Mellon Postdoctoral Research Fellowship 2001 - 2002

The Omohundro Institute of Early American History and Culture invites applications for a one-year Andrew W. Mellon Postdoctoral Research Fellowship in any area of early American studies, to begin July 1, 2001. The award carries a year's support to revise the applicant's first book manuscript and the Institute's commitment to publish the resulting study. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

The principal criterion for selection is that the candidate's manuscript have significant potential for publication as a distinguished, book-length contribution to scholarship. Applicants must submit a completed manuscript and may not have another scholarly monograph under contract. They must have met all requirements for the doctorate at least twelve months prior to commencing the fellowship. The Institute will hold first rights to publishing the revised study. The application should reflect a thoughtful program for revision. Persons who have previously participated in the Institute-National Endowment for the Humanities postdoctoral fellowship competition may apply, but former recipients of that fellowship will not be eligible. Those who qualify may apply simultaneously to both programs.

A year-long residency at the Institute is recommended; however, flexible arrangements are possible. No other employment may be held during the fellowship. Fellows are expected to devote their time exclusively to research and writing and to work closely with the editorial staff. The fellowship carries a stipend of \$45,000 and a comprehensive benefits package; in addition, office facilities at the Institute and some travel funds for conferences and research are available.

The Andrew W. Mellon Postdoctoral Research Fellowship will be open to all eligible persons equally, including foreign nationals. It is made possible by a generous grant to the Institute by the Andrew W. Mellon Foundation and will be offered annually over the next three years. The Institute is a National Endowment for the Humanities-designated Independent Research Institution; is cosponsored by the College of William and Mary and the Colonial Williamsburg Foundation; and is an Equal Opportunity/Affirmative Action employer. Members of under-represented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

Further information and application forms may be obtained from the Andrew W. Mellon Postdoctoral Research Fellowship, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. E-mail: ieahc1@wm.edu Website: <http://www.wm.edu/oieahc/fello.html> Application deadline is November 1, 2000.

Organization of American Historians

www.oah.org

Awards & Prizes

2000 - 2001

**For 94 years, OAH members
have told America's stories.**

**Last year, we honored nineteen
historians for their efforts in
telling these stories.**

Where is *your* application this year?

**A
W
A
R
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S**

ABC-CLIO Award for scholarship in journal literature
Barnouw Award for media production in U.S. history
Billington Prize for outstanding book in American frontier history
Binkley-Stephenson Award for best article published in the *JAH*
Craven Award for most original book on the Civil War era
Curti Award for American social and intellectual history
Foreign-Language Book Prize for U.S. history in a foreign language
Hawley Prize for American political history

Huggins-Quarles Award for minority graduate students' research
Lerner-Scott Prize for best dissertation in U.S. women's history
Merrill Travel Grants for young scholars in 20th century political history
Pelzer Award for best graduate student essay in U.S. history
Rawley Prize for history of American race relations
Rudwick Prize for racial and ethnic minority history
Tachau Award for excellent teaching in K-12
Thelen Prize for best foreign language article on U.S. history

Turner Award: Best first book on American history

Hurry! Most of our deadlines are 1 October!

awards@oah.org

www.oah.org/activities/awards

(812) 855-9852

Contact <stipends@neh.gov> or (202) 606-8200 for more information.

The **National Endowment for the Humanities** offers 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 in the United States must be nominated by their institutions. Adjunct faculty, independent scholars, and applicants with appointments terminating by the summer of 2001 may apply without nomination. Deadline is **1 October 2000**. Tenure must cover two full and uninterrupted months. Stipend is \$4,000. For information contact NEH Summer Stipends, Room 318, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506; <<http://www.neh.gov/>>.

The **American Antiquarian Society** is now accepting applications for fellowships for historical research by creative and performing artists, writers, filmmakers, and journalists. Fellowships will be provided to people whose research objectives are to produce works dealing with pre-twentieth century American history designed for the general public rather than for academic/educational communities. At least three fellowships will be awarded for residence of four weeks at the Society for any time between 1 January and 31 December 2001. The stipend will be \$1,200 per month, plus a travel expense allowance. For information about applying, contact Artist Fellowship Program, American Antiquarian Society, 185 Salisbury Street, Worcester, Massachusetts 01609-1634; (508) 363-1131; <wyoung@mwa.org>. Deadline is **5 October 2000**.

The **National Humanities Center** will offer 40 residential fellowships for advanced study during the 2001-2002 academic year. While most of the Center's fellowships are unrestricted, the Center will offer designated awards in environmental history, art history or twentieth-century biomedical history. Fellowships range from \$30,000 to \$50,000. For application material, write to Fellowship Program, National Humanities Center, PO Box 12256, Research Triangle Park, North Carolina 27709-2256; <nhc@ga.unc.edu>; <<http://www.nhc.rtp.nc.us:8080/>>. Applications and letters of recommendation must be postmarked by **15 October 2000**.

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. 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 **Newberry Library** and its Hermon Dunlap Smith Center for the History of Cartography invite submissions to the Nebenzahl Prize for Dissertations in the History of Cartography. The prize is awarded every two years to the author of a recently completed dissertation, in any field, which is judged by the prize committee to have made the most significant contribution to the study of the history of cartography. An outright prize of \$1,500 will be presented to the author at the time of the award. Prize winners will also receive a fellowship to support research related to revision or expansion of the dissertation to be done in residence at the Newberry Library. The fellowship carries a stipend of \$800 per month and will be prorated for periods of two weeks to two months. Deadline is **1 November 2000**. Contact James Akerman, Director, The Hermon Dunlap Smith Center for the History of Cartography, The Newberry Library, 60 West Walton Street, Chicago, Illinois 60610-3380; (312) 255-3523; <akermanj@newberry.org>.

The **University of Virginia** has established the Walker Cowen Memorial Prize, awarded biennially to the author of a scholarly, book-length manuscript in Eighteenth Century

Studies in history, literature, philosophy, or the arts. The prize includes a \$4,000 award and publication of the manuscript by the University Press of Virginia. To be eligible, manuscripts must be sent in triplicate to Cowen Award Judges, c/o The University Press of Virginia, Box 3608, University Station, Charlottesville, Virginia 22903. Deadline is **1 November 2000**.

The **John Nicholas Brown Center** is accepting applications for its Research Fellowship, open to advanced graduate students, faculty, and independent scholars. The Center supports scholarship in American topics, and offers office space, access to Brown University resources, and a stipend of up to \$2,000 for a six month residence term. There will be two award cycles: January-June, and July-December. Application deadline is **1 November 2000**. Contact: Joyce M. Botelho, John Nicholas Brown Center, Box 1880, Brown University, Providence, RI 02912; <Joyce_Botelho@Brown.edu>.

The **Harvard Business School and the Newcomen Society of the United States** announce a postdoctoral fellowship for the academic year 2001-2002. Stipend is \$46,000 for twelve months plus travel and book funds, and administrative support. The purposes of the fellowship are to enable scholars who within the last ten years have completed the Ph.D. in history, economics, or a related discipline to engage in research that will benefit from the resources of the Harvard Business School and the larger Boston scholarly community. Deadline: **6 November 2000**. Interested persons should request a Fellowship information sheet and application from Karima Abdel-Meguid at: Morgan Hall 270, Harvard Business School, Boston, MA 02163; <kabdelmeguid@hbs.edu>.

The **Rockefeller Archive Center**, a division of The Rockefeller University, announces a special program of grants-in-aid for the year 2001 in the History of the Cold War Era. Applications are invited for research on the background of the Cold War, the development of Cold War policy and strategy, and the cultural and intellectual context of the Cold War, as documented in the records maintained at the Archive Center. Deadline is **30 November 2000**. Inquiries should be addressed to Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Avenue, Pocantico Hills, Sleepy Hollow, New York 10591-1598; (914) 631-4505; fax (914) 631-6017; <archive@rockvax.rockefeller.edu>; <<http://www.rockefeller.edu/archive.ctr/>>.

The **Rockefeller Archive Center** also invites applications for its regular program of Grants for Travel and Research at the Rockefeller Archive Center for the year 2001. The competitive program makes funds available to researchers in any discipline, usually graduate students or post-doctoral scholars, who are engaged in research that requires use of the collections at the Center. Also for 2001, the Center will again award grants to support research on the history of The Rockefeller University. Deadline is **30 November 2000**. Inquiries should be addressed to Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Avenue, Pocantico Hills, Sleepy Hollow, New York 10591-1598; (914) 631-4505; fax (914) 631-6017; <archive@rockvax.rockefeller.edu>; <<http://www.rockefeller.edu/archive.ctr/>>.

The **Rockefeller Archive Center** of The Rockefeller University will continue a five-year program of residencies for research at the Center on topics related to the history of basic medical research, broadly defined. Researchers may apply for residencies of one month, one semester, or an academic year. Stipends of \$5,000 per month will be awarded to cover all travel, food and lodging, and research expenses associated with the residency. Deadline is **30 November 2000**. For information contact Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Avenue, Sleepy Hollow, New York 10591; (914) 631-4505; fax (914) 631-6017; <archive@rockvax.rockefeller.edu>; <[\[www.rockefeller.edu/archive.ctr/\]\(http://www.rockefeller.edu/archive.ctr/\)>.](http://</p>
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The **Southeastern American Society for Eighteenth-Century Studies (SEASECS)** invites submissions for its annual article competition, the Percy G. Adams Article Prize. The Society will give an award of \$500 for the best article on an eighteenth-century subject published in a scholarly journal, annual, or collection between 1 September 1999 and 31 August 2000. Authors must become members of SEASECS. Articles may be submitted by the author or by others acting on his/her behalf. Submit articles in triplicate by **1 December 2000** to Heather McPherson, Department of Art and Art History, 113 Humanities Building, University of Alabama at Birmingham, Birmingham, Alabama 35294.

The **American Philosophical Society** has recently instituted a special monograph award, the Millennium Award, for the best manuscript accepted for the *Transactions* in 2000. The award, \$5,000, will be given annually at the Autumn Meeting for the next five years. Deadline is **1 December**. All manuscripts are subject to review before being considered by the Society's editorial board. Contact: <caroleaps@amphilsoc.org> <asastaff@erols.com>, <<http://www.aps-pub.com/>>.

The **Shelby Cullom Davis Center for Historical Studies** will award a limited number of fellowships for one or two semesters in migration history. Fellows are expected to live in Princeton. Inquiries and requests for fellowship application forms should be addressed to the Manager, Shelby Cullom Davis Center for Historical Studies, Department of History, 129 Dickinson Hall, Princeton University, Princeton, New Jersey 08544-1017. Deadline is **1 December 2000**.

The **Western Front Association** of the United States is announcing its new Western Front Association Annual Undergraduate Essay Award. The essay (of up to 3,000 words) 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. Deadline is **31 December 2000** and first prize is \$500. Contact Paul Cora at <sq617@aol.com>.

The **Committee on Lesbian and Gay History**, an affiliation of the American Historical Association, will award two prizes in 2001: 1) The John Boswell Prize for an outstanding book on lesbian/gay history written in English by a North American and 2) The prize for an outstanding paper on lesbian/gay history written in English by an undergraduate student at a North American institution. Deadline is **31 December 2000**. For inquiries, contact: Marc Stein, CLGH Chair, Assistant Professor of History, Faculty of Arts, York University, 2120 Vari Hall, 4700 Keele St., Ontario M3J 1P3, Canada; (416) 736-5123 x30423; <mstein@yorku.ca>.

The **Agricultural History Society** announces competition for the Everett E. Edwards Award. This award is presented to the graduate student who submits the best manuscript on agricultural history, broadly construed, to *Agricultural History* during the calendar year. The award includes a \$200 honorarium, certificate, and publication of the article. Send one copy of the manuscript to R. Douglas Hurt, Center for Agricultural History, 618 Ross Hall, Iowa State University, Ames, Iowa 50011. Manuscripts must be postmarked by **31 December 2000**.

The **Agricultural History Society** announces competition for the Theodore Saloutos Memorial Book Award. This award is presented to the author of the best book on any aspect of U.S. agricultural history, broadly construed, published during the calendar year. The award consists of a \$500 honorarium and a certificate. Send four copies to: R. Douglas Hurt, Center for Agricultural History, 618 Ross Hall, Iowa State University, Ames, Iowa 50011. Due date: **31 December 2000**.

The **Museum of the Confederacy** invites nominations for its 31st annual book awards competition. The *Jefferson Davis Award* is pre-

sented 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>.

Winterthur Museum, Garden & Library encourages applications for its 2001-2002 residential Research Fellowship Program. Approximately twenty-five fellowships will be awarded: NEH appointments, 4-12 months at \$2500 per month; dissertation fellowships, \$6500 per semester; and general grants, 1-3 months at \$1500 per month. Library resources support research in American history, culture, art history and material culture through the 1930s; museum collections include objects made or used in colonial America to 1860. Visit <<http://www.winterthur.org/>> or contact: Office of Advanced Studies, Winterthur Museum, Garden & Library, Winterthur, DE 19735, (302) 888.4649; <pelliott@winterthur.org>. Application deadline is **15 January 2001**.

The **John Carter Brown Library** will award approximately twenty-five short- and long-term Research Fellowships for the year 1 June 2001 through 31 May 2002. Short-term fellowships are available for periods of two to four months and carry a stipend of \$1,200 per month. Long-term fellowships are typically for five to nine months and carry a stipend of \$3,000 per month. The Library's holdings are concentrated on the history of the Western Hemisphere during the colonial period (ca. 1492 to ca. 1825). Deadline is **15 January 2001**. For application forms and fuller information, write to: Director, John Carter Brown Library, Box 1894, Providence, Rhode Island 02912; (401) 863-3477; <JCBL_Fellowships@brown.edu>; <<http://www.JCBL.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 **Smithsonian Institution Libraries Dibner Library Resident Scholar Program** announces award stipends of \$2,500 per month for up to six months to individuals working on a topic related to collections in the Dibner Library of the History of Science and Technology. Historians, librarians, and pre-doctoral/post-doctoral students are all invited to apply for the calendar year 2002. Deadline is **1 March 2001**. For application forms, contact: Smithsonian Institution Libraries, Dibner Library Resident Scholar Program, NMAH 5016, Washington, D.C. 20560-0630; <libmail@sil.si.edu>; <<http://www.sil.si.edu/>>.

The **Radcliff Institute For Advanced Study** at Harvard University awards over 50 funded fellowships each year, offering office or studio space and access to libraries and other resources during the recipient's tenure. Fellows expected to present their work in the form of public colloquia, lectures, exhibits and concerts; stipends based on needs. Contact: Radcliffe Application Office, 34 Concord Avenue, Cambridge, MA 02138; (617) 496-1324; <<http://www.radcliffe.edu/>>.

The **Paul Ehrlich Collection** at the **Rockefeller Archive Center** announces available funds to support short-term research in the Paul Ehrlich Collection. **Applications are accepted at any time**. For information contact Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Avenue, Pocantico Hills, Sleepy Hollow, New York

10591-1598; (914) 631-4505; fax (914) 631-6017; <stapled@rockvax.rockefeller.edu>; <http://www.rockefeller.edu/archive.ctr/>.

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. Awards of \$500-\$1000 are normally granted as reimbursement for travel and lodging. The Center's holdings include the papers of many former members of Congress and also document government policy affecting agriculture, Native Americans, energy, foreign affairs, the environment, and the economy. The Center's collections are described at <http://www.ou.edu/special/albertctr/archives/>. The Visiting Scholars Program is open to any applicant. No standardized form is needed for application. Send a description of the research proposal in fewer than 1000 words, a c.v., an explanation of how the Center's resources will assist the researcher, a budget proposal, and a letter of reference from an established scholar in the discipline. **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 **American Philosophical Society** offers several fellowships and grants for research. Applicants may be residents of the United States, American citizens resident abroad, or foreign nationals whose research can only be carried out in the United States. **Deadlines vary.** Information and application forms can be downloaded from the Society's website: <http://www.amphiloc.org/> or contact: Committee on Research, American Philosophical Society, 104 South 5th Street, Philadelphia, Pennsylvania 19106; <eroach@amphiloc.org>.

Calls for Papers

The 2001 Program Committee for the **Western History Association** invites proposals for panels and papers for the WHA's 41st annual conference. The 2001 meeting theme is drawn from Wallace Stegner's book, *The American West as Living Space*, which asks us to consider the West as both a space alive with all manner of beings and as a space to be lived in and responded to. Submissions are encouraged for roundtable discussions, entire sessions, and individual papers. Each paper proposal should include a one-page abstract. Included also should be a one-page c.v., with address, phone and email for each participant. Each session proposal should include an abstract that outlines the purpose of the session and designate one panelist as the contact person. Send all submissions by **31 August 2000** to Professor David Rich Lewis, *Western Historical Quarterly*, Utah State University, Logan, Utah 84322-0740.

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@mw.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 pub-

lished 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—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.

SEASECS invites proposals and full sessions on all aspects of the "long eighteenth century" for the 27th meeting of the Society. Papers and sessions that treat eighteenth-century representations of the future or that analyze links between the eighteenth century and the new millennium are especially encouraged. Send proposals for papers or sessions by **15 September 2000** to Professor Lila Graves, Department of English, University of Alabama at Birmingham, Birmingham, Alabama 35294; fax (205) 975-8125; <lgraves@uab.edu>; <http://socrates.barry.edu/seasecs/>.

The **Georgia Political Science Association** seeks proposals for the 2001 conference on Hilton Head Island, South Carolina, 23-24 February 2001. Papers and proposals on all topics will be considered. Offers to serve as panel chairs and discussants are welcome. Deadline for proposals is **15 September 2000**. Send proposals via email to <csbullock@peachnet.campuswix.net>. Information about the conference may be found at <http://www.h-net.msu.edu/announce/show.cgi?ID=125593/>.

For its annual conference on 16-18 March 2001, the **Great Lakes American Studies Association**, in conjunction with the **French American Studies Association**, invites proposals for individual papers and panels. The conference theme is, "Community, Family, and Youth: 'Growing' America, America Growing." Deadline: **1 October 2000**. Send a one page c.v. and three copies of your abstract (individual abstracts should be 250 words, while panels should be 500 words) to Anthony O. Edmonds, History Department, Ball State University, Muncie, Indiana 47306; <aoedmonds@bsuvc.bsu.edu>; (765) 285-2779.

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. 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 2001 annual meeting of the **Business History Conference** will take as its theme, "Services and the Global Economy." Proposals are invited for papers concerned with the historical evolution of all forms of business enterprise engaged in services with a special emphasis on their international dimensions. All graduate students presenting papers are eligible for travel grants to defray costs associated with attending the annual meeting. Proposals may be submitted for individual papers or for entire panels. All proposals should include a one-page abstract and one-page c.v. for all participants. Panel proposals also should include a cover letter containing a title, one-paragraph panel description, chair and commentator, and contact information. Deadline is **2 October 2000**. Please send five copies to Roger Horowitz, Secretary-Treasurer, Business History Conference, P.O. Box 3630, Wilmington, Delaware 19807.

The **French Colonial Historical Society** invites proposals for its 2001 meeting, to be held in East Lansing, Michigan from 31 May to 2 June, 2001. Please send proposals for papers to James Pritchard, Department of History, Queen's University, Kingston, ON, Canada, K7L 3N6; fax (613) 533-6298; <jp@post.queensu.ca>. Deadline is **15 October 2000**.

The **First Flight Centennial Commission**, North Carolina's official agency to plan and coordinate the commemoration of the Wright brothers' first flight, invites the submission of proposals for sessions and individual papers for its international symposium on the history of flight, 22-25 October 2001 at North Carolina State University in Raleigh, North Carolina. Session and individual proposals (including speakers, their affiliations, session titles, and brief 1- or 2-sentence description) should be submitted to Dr. Larry E. Tise, Symposium Director, First Flight Centennial Commission, 4635 Mail Service Center, Raleigh, North Carolina 27699-4635; <ltise@ibm.net>. Deadline is **15 October 2000**.

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: "Nation 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**. Contact: Cornelis A. van Minnen and Sylvia L. Hilton, Roosevelt Study Center, P.O. Box 6001, 4330 LA Middelburg, The Netherlands; <rsc@zeeland.nl>; fax 31-118-631593.

The History of Education Quarterly (HEQ) is planning a special issue on the history of Asian American education, seeking essays on any aspect of the diverse histories of Asian American education. Essays should be 25-35 double-spaced pages, including endnotes. Guidelines for submission can be found at: <http://www.sru.edu/depts/scc/hes/hes.htm/>. Essays will be peer-reviewed. Your cover letter should include the title of your essay, your name, postal address, email address, phone and fax numbers. Deadline: **31 October 2001**. Please send six copies of essay to: Prof. Eileen H. Tamura, Guest editor, *HEQ* Special Issue, CRDG, College of Education, 1776 University Avenue, Honolulu, HI 96822. <etamura@hawaii.edu>; fax 808-956-4933; (808)-956-6831.

The **Western Social Science Association Annual Conference** will be held on 18-21 April 2001, in Reno, Nevada. Call for papers and panels on American Studies topics in the form of a 150-word abstract, plus a c.v. Due

by: **1 November 2000**. For information and forms, contact: Daniel J. McInerney, WSSA-American Studies Program Coordinator, Utah State University, 0710 Old Main Hill, Logan, UT 84322-0710; <danielj@hass.usu.edu>; (435) 797-1283; Fax (435) 797-3899.

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>.

The **American First Ladies Encyclopedia** is seeking essays on every first lady and ten topical essays. Due date is **1 December 2000**. The Presidential Wives Series is seeking short biographies on every first lady. Payment is made for both awards. Contact Robert P. Watson, Department of Political Science, University of Hawaii at Hilo, Hilo, HI, 96720; <watsonr@hawaii.edu>.

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. Deadline is **1 December 2000**.

The **Society for Historians of American Foreign Relations** invites submissions for its Twenty-Seventh Annual Conference, hosted by American University in Washington, D.C. from 14 to 16 June 2001. Proposals that deal with the broadest possible range of topics in U.S. foreign relations, national security, and international security should be submitted by **1 December 2000**. Preference will be given to roundtables and complete panels, and submissions should include a one-page abstract per paper, a current one-page c.v., and mailing and email address for each participant. Submission of proposals by email, either as attachments or "pasted text" strongly encouraged. Mail to: Richard H. Immerman, Temple University, 9th floor Gladfelter Hall (025-24), 1115 W. Berks St., Philadelphia, PA 19122-5891; fax (215) 204-5891; phone (215) 204-7466; <shaf2001@hotmail.com>.

The **Oral History Association** announces a call for papers for its annual meeting held in St. Louis, Missouri on 16-21 October 2001. The theme is "Bearing Public Witness: Documenting Memories of Struggle and Resistance," and they welcome presentation proposals that consider the challenges of collecting and documenting memories and histories that reflect trauma, genocide, violence, or social/political disorder. Proposals should include five copies of the following: 1) For full sessions, submit an abstract of no more than two pages and one page c.v. per participant and 2) For individual proposals, submit one-page abstract and one-page c.v. of presenter. All should include name, mailing address, institutional affiliation, phone number and email address. **Deadline is 15 December 2000**. For more information contact: Leslie Brown, Washington University, (314) 935-7279; <lbrownb@artsci.wustl.edu>. Send proposals to: Oral History Association Program Committee, c/o Professor Leslie Brown, Program in African and Afro-American Studies, Washington University, One Brookings Dr., St. Louis, MO 63130-4899; fax (314) 935-5631.

The annual conference of the **Mid-American American Studies Association (MAASA)** will be held 20-21 April 2001 in Madison, Wisconsin. The conference theme is "The Cultural Agencies of American Institutions: Analyzing Sites for the Production, Dissemination, and Appropriation of Cultural Capital." The deadline for submission is **3 January 2001**. Proposals (five copies) should include a one-page summary and a one-page c.v. for each of the presenters, session chairs, and commentators. Submit proposal or send inquiries to Wayne A. Wiegand, School of

Library and Information Studies, 4232 Helen C. White Hall, University of Wisconsin-Madison, Madison, Wisconsin 53706; <wwiegand@facstaff.wisc.edu>.

Mephistos Graduate Student Conference for the History, Philosophy and Sociology of Science fields will be held 30 March - 1 April 2000 at the University of Notre Dame. Travel grant information is available at <http://www.nd.edu/~meph2001>. Abstracts are due **15 January 2001**. Send abstracts to Mephistos 2001 Program Committee, History and Philosophy of Science, 346 O'Shaughnessy Hall, Notre Dame, Indiana 46556-5634.

The Program Committee of the **North American Labor History Conference** invites proposals for panels and papers on the theme, "Labor and the Millennium," for our twenty-second meeting to be held 18-20 October 2001 at Wayne State University in Detroit. Panel and paper proposals including a 1-2 page abstracts and brief c.v. or biographical statement for each participant should be mailed by **1 March 2001** to Elizabeth Faue, Coordinator, North American Labor History Conference, Department of History, 3094 Faculty Administration Building, Wayne State University, Detroit, Michigan 48202; (313) 577-2525; fax (313) 577-6987; <ad5247@wayne.edu>.

The **Colonial Society of Massachusetts** solicits proposals for book-length documentary editions related to early Massachusetts history and culture. Some topics may have a broader focus than just Massachusetts alone and may extend into the early nineteenth century. Proposals will be judged on their usefulness to the scholarly community. Because the Society undertakes all publication expenses related to a project, it must retain the copyright to any manuscript, and editors should expect no remuneration. Proposals, as well as a c.v. of the editors emphasizing their experience with documentary editions, should be sent to John W. Tyler, Editor of Publications, Colonial Society of Massachusetts, 87 Mount Vernon Street, Boston, Massachusetts 02108.

The **Council on America's Military Past (CAMP)** will hold its 35th annual military history conference 9-13 May 2001 at the historic Alex Johnson Hotel in downtown Rapid City, South Dakota. The conference will focus on the military activities on the American Frontier from the Lewis and Clark Expedition through the War with Mexico, the Civil War, the Indian Wars, the World Wars, Korea and Vietnam, and up to the Cold War and its missile defenses in the West. All American wars are included. Send topic for 20-minute talk to: CAMP '01 Conference Papers, P.O. Box 1151, Fort Myer, Virginia 22211-1151; (703) 912-6124; fax (703) 912-5666.

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.

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 that 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 fall meeting of the **American Institute of Architects Historic Resources Committee 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@aaslh.org>; <http://www.aaslh.org/>.

The **Textile Society of America** will hold its seventh biennial symposium in Santa Fe, New Mexico, **21-23 September 2000**. This year's theme, "Approaching Textiles, Varying Viewpoints," will emphasize the ways in which scholars and others investigate textiles through a wide range of methods, theories and perspectives. For more information contact TSA at (410) 275-8936; <tsa@dol.net>; <http://textilesociety.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@jsanet.com>.

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, civil rights, labor reform, and feminism. For more information, contact Joyce Follet, Sophia Smith Collection, Smith College, Northampton MA 01063; <jfollet@ais.smith.edu>.

The **Program in the Carolina Lowcountry and the Atlantic World** will sponsor an international conference/workshop on Manumissions in the Atlantic World at the College and University of Charleston, SC, **4-8 October 2000**. The aim of the conference is to bring together scholars from North America, the Caribbean, Latin America, Europe, and Africa to consider an often-mentioned but less often studied aspect of slavery—manumission—as well as the broader topic of freedom to which it is closely related. For registration information see <www.cofc.edu/atlantic-world/> or contact Dr. Rosemary Brana-Shute, History Dept., College of Charleston, 66 George St., Charleston, SC 29424; (843) 953-

5711; <branashuter@cofc.edu>.

West Virginia University will present 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 <http://www.history.wayne.edu/lawcha/>.

The **Newberry Seminar in the History of American Culture**, co-sponsored by the American Studies Program at Purdue University, is hosting a new seminar series to begin meeting in October 2000 at the Newberry Library in Chicago. To be placed on the mailing list for notices of presentation dates, speakers, topics, etc., contact: Dr. William M. Scholl Center for Family and Community History, Newberry Library, 60 West Walton St., Chicago, IL 60610-3305; (312) 255-3524; <scholl@newberry.org>.

The **Historical Society of Washington** is sponsoring the District of Columbia History Conference, **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 <http://www.hswdc.org> or call (202) 785-2060.

The **International Leadership Association (ILA)** will hold its 2000 annual meeting on **3-5 November 2000** in Toronto, Ontario, Canada at the Marriott Eaton Centre. The ILA is an independent global network for all those with a professional interest in the burgeoning interdisciplinary field of Leadership Studies. Historians are encouraged to attend. Workshops, panels, roundtable discussions, and keynote addresses will address such topics as American presidential leadership, women's leadership, African American leadership, ethical failures of leadership, leadership education, and multicultural dimensions of leadership. For details contact the ILA at (301) 405-7920; <ila@academy.umd.edu>; <http://www.academy.umd.edu/ila>.

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/>.

Research Assistance

Retrieval from the Library of Congress are available from Academic & Publisher Research in Washington. Published articles, manuscripts, copyright filings and newspaper morgue photographs are among formats accessed. Historians may fax bibliographies for an estimate. In its twelfth year of practice in Washington, Academic & Publisher Research contracts for sustained assistance through university departments and now accepts credit cards for retainers or small projects. Contact Florice Whyte Kovan, 431 Fifth Street NE, Washington, DC 20002. Shipping/Receiving: 325 Pennsylvania Avenue SE, Washington, D.C. 20003. Phone: (202) 547-0132; Fax: (202) 547-4964 or 546-6589. <acdmpub@mnsinc.com>

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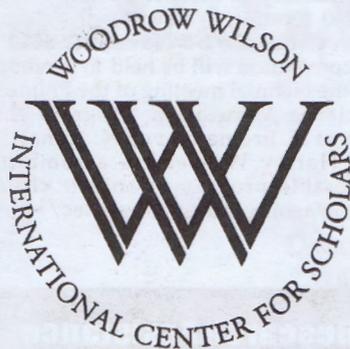
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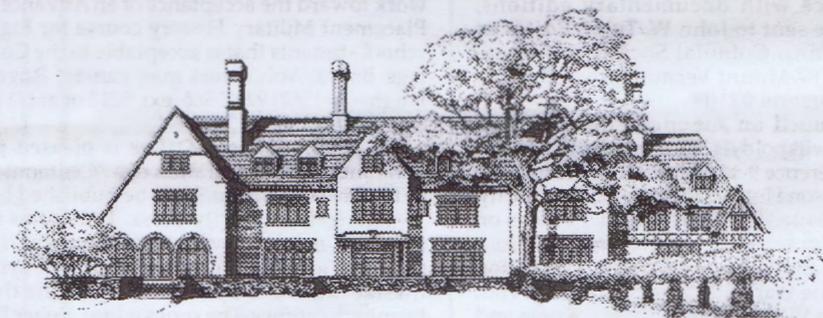
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The Woodrow Wilson International Center for Scholars announces the opening of its 2001-2002 Fellowship competition. The Center awards academic year residential fellowships to men and women from any country with outstanding project proposals on national and/or international issues. Projects should have relevance to the world of public policy.

Fellows are provided offices, access to the Library of Congress, computers or manuscript typing services, and research assistants.

The application deadline is **October 1, 2000**. For eligibility requirements and application guidelines, please contact the Center or visit our web site at:

<http://www.wilsoncenter.org>



SARAH LAWRENCE COLLEGE

Sarah Lawrence College, a small Liberal Arts College close to New York City, invites applicants for a tenure track position in African History, beginning in August 2001. We seek an innovative teacher-scholar whose teaching will complement our current offerings in Anthropology, Literature, and Political Science. The successful candidate will teach survey courses in African History, as well as more specialized courses in his or her own areas of interest. The topic and region of specialization are open, but we welcome comparative approaches that might include attention to migration and African diaspora, to histories of space and place, and to questions of gender. Teaching experience, and a PhD in hand by August 2001 are highly desirable.

Applicants should submit a letter addressing their approach to teaching and their scholarly interests; a curriculum vitae; three letters of recommendation; a writing sample; and two course descriptions (one for a survey course, and one for an advanced undergraduate seminar on a topic of their choice) by October 15th, 2000 to Ms. Barbara Hickey, Sarah Lawrence College, Bronxville, NY 10708.

Some interviews will be conducted at the African Studies Association meetings in Nashville, November 16th - 19th, 2000. An Equal Opportunity Employer, Sarah Lawrence College encourages applications from minorities and women. For more information about Sarah Lawrence College's distinctive approach to teaching, which stresses small seminars and individual tutorials, please go to <http://www.slc.edu>.