

OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

Volume 23 • Number 1 • February 1995

Capitol Commentary

Page Putnam Miller



Dr. Page Putnam Miller
(Photo Sam Kittner)

NEH Targeted by House Republicans for Cuts

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

When Congress established the endowments in 1965 it recognized that humanistic studies are central to the very idea of a civilized, democratic society. Thus, Congress determined that humanistic studies should be a national priority and deserved federal support. This year with a budget of \$177 million, NEH has supported a wide range of programs that promote the best of teaching, research, and public programming in the humanities. The agency was funded in fiscal 1994 and fiscal 1995 without authorization when such

legislation failed in the 103rd Congress. It is doubtful that the new Congress will allow appropriations to be made without authorization legislation. Thus, without reauthorization, NEH may cease to exist after September 1995. While the American electorate did, on November 8, endorse the broad concept of change, it is not clear whether the public or the majority of the members of Congress supports the major cuts in NEH proposed by the "Contract With America."

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

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

Historians have been very active in recent months in explaining to members of

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

Confusion at the House Historian's Office

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

For over a decade, under the leadership of Raymond Smock, who was chosen in a national search in 1983 by a bipartisan search committee, the Office of the Historian has fostered research on the history of the House of Representatives. Its responsibilities have

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A Continuing Conversation on Redefining Historical Scholarship

The November 1994 OAH Newsletter included a reprint of the report by the American Historical Association's ad hoc Committee on Redefining Scholarly Work. It outlined a new way of thinking about, evaluating, and rewarding historical scholarship. The OAH Committee on Public History has asked the OAH Executive Board to consider adopting that statement. What follow are two responses to that proposal.

SERVICE AND SCHOLARSHIP

Jamil S. Zainaldin

For some time now in higher education there has been a debate forming among the administrative and departmental leadership over the "reward structure" in higher education. The debate has not evolved yet because much of the discussion is still filtering through the ranks of national disciplinary organizations. There are a few exceptions: the American Historical Association's statement on scholarship (reprinted in the *OAH Newsletter*, November 1994), the OAH's own effort to expand the discussion of the AHA's statement, a planned ACLS conference in the spring, and the guidelines being developed by some of the national associations in fields like geography and mathematics. The debate is taking place on two fronts: the appropriateness of the hierarchy explicit in the reward structure and an effort to explicitly define "scholarship," "teaching," and "service" in a way that allows each to be evaluated by professional peers in accordance with agreed upon standards.

Moving the discussion forward from these points has not been simple. Part of the reason has to do with the baggage of the reward system itself that splits scholarship, teaching, and service into separate compartments. Perhaps the greatest threat to progress is the effort to expand the definition of "scholarship" to include activities that relate to teaching and service. This is understandably a sticking point because classical scholarship is at the core of how the humanities and social sciences define themselves as disciplines. It is also central to the mission of many of the learned societies. In short, to tamper with the definition of scholarship—which is what defenders see many of us as doing—is to get dangerously close to the very things for which people will fall on their swords. No doubt, the standards adopted in the AHA statement touch this raw nerve. Is there an impasse?

On the one side are those who want to redefine scholarship to include such extensions as "synthesis" and "application." By this measure, teaching, properly done, and service (as an extension of one's scholarship out-

Inside this issue ...

- OAH Convention Supplement
- New OAH Initiative: CONNECTIONS
- Update on Smithsonian's "Last Act"

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NEWS FOR THE PROFESSION

ENOLA GAY Controversy Continues

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

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

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

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

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

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

"It is unconscionable, first, that as a result of pressures from outside the museum, the exhibit will no longer attempt to present a balanced range of the historical scholarship on this issue; second, that a large body of important archival evidence on the Hiroshima decision will not even be mentioned; and

third, that the exhibit will contain assertions of fact which have long been challenged by careful historical scholarship."

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

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

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

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

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

An Update on National History Standards

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

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

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

Also on January 19 Sheldon Hackney, Chairman of the NEH, issued the following statement: "It is completely inappropriate for the NEH to dictate, endorse or dissent from any of the model national standards being produced by various groups. Our role was to assist financially in the nonpartisan process of developing some of those guidelines for further public discussion, review, and ultimately decision by state and local school authorities. I must say, in the case of the History Standards, the way some people have politicized the discussion is a real disservice to the nation; the discussion has become more of a 'drive-by debate' than a thoughtful consideration. School reform is much too important to be made a hostage in the culture wars."

Standards were also discussed at a January 24, 1995, hearing of the House Appropriations Subcommittee on Interior and Related Agencies. In her testimony on the National Endowment for the Humanities, former chair Lynne V. Cheney responded to a question on the history standards by saying that at this time the study of history in higher education is such that she did not believe that any national group of historians would be able to promulgate standards that the committee would accept. □

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included providing reference services for representatives, advising members on the disposition of their personal papers, making the records of the House more accessible for scholarly research, and consulting with a wide range of individuals, as well as depositories, on publications, conferences, and exhibits.

Leaders in the historical organizations noted the absence of the Office of the Historian in the new organizational chart and objected. In a television interview a few days prior to the beginning of the 104th Congress, Gingrich, the first Speaker of the House of Representatives to hold a doctorate in history, announced that the historian's office had not been abolished and that he wanted to expand and raise the visibility of the office.

On January 4 during opening ceremonies for the 104th Congress, House Speaker Newt Gingrich announced that Christina Jeffrey, an assistant professor of political science at Kennesaw State University in Georgia, would be the new House Historian. Kennesaw State University, located in Gingrich's district, is where Gingrich has taught his course, "Renewing American Civilization," and Jeffrey provided support for his efforts to video the course and use satellites to offer the course at schools across the country. The announcement of the appointment of Jeffrey as the House Historian has met with immediate criticism. The Council of the American Historical Association, at its meeting on January 6, expressed support for the Historical Office in the House, but indicated concern about the selection of partisan individuals with limited qualifications to head the office.

Less than a week after announcing Jeffrey's appointment, House Speaker Newt Gingrich dismissed her because of objections she had made in 1986 about an education program on the Holocaust. Prior to her firing, Jeffrey had indicated that the office would be expanded. It is, however, again leaderless. Members of Congress and leaders in the historical profession are urging that a national search by a bipartisan committee be undertaken for the selection of a qualified historian.

White House Personnel Office Again Interviewing for Nominee for U.S. Archivist

In early January the White House Personnel Office initiated several interviews with possible candidates for the position of Archivist. Two historians who had recent interviews are Raymond Smock, the House Historian who was dismissed recently by Speaker Newt Gingrich, and Nicholas C. Burckel, a historian and archivist who is currently Associate Dean for Collections and Services at Washington University Libraries. Trudy Huskamp Peterson, the deputy archivist for the National Archives, has been acting archivist for almost two years. Several times during the past year the White House has been close to making a decision on the selection of a U.S. Archivist when the process has stalled. It appears that the White House Personnel

Office once again is preparing a list of possible candidates, perhaps including some who were under consideration at an earlier time as well as those recently interviewed. The National Archives is the federal agency with primary responsibility for preserving the nation's records, and the historical and archival professions have been urging that a non-partisan and respected professional be nominated for this important position.

Copyright and "Fair Use" in the Electronic Environment

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

As a result of the debate about the recommendations of the report, Bruce Lehman hosted a conference in September specifically to address the topics of educational and library "fair use" issues in the National Information Infrastructure (NII). The goal of the conference was to begin work on the development of guidelines on the use of copyrighted works in the digital networked environment. Participating organizations in the conference presented brief statements identifying more than 20 issues of concern. The NCC statement focused on two issues—strengthening the provisions of the copyright law to allow preservation activities that use electronic technologies and clarifying the appropriate use of new digital technologies by interlibrary loan programs.

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

hanced greatly by digital scanning and other new technologies. The NCC and others support changes to the preservation sections of the Copyright Act to address better the preservation needs of libraries and archives.

Also in Section 108 of the Copyright Law there are provisions that provide the legal underpinnings for what is now a very extensive system of interlibrary loans. The law states: "Provided, that nothing in this clause prevents a library or archives from participating in interlibrary arrangements that do not have, as their purpose or effect, that the library or archives receiving such copies or phonorecordings for distribution does so in such aggregate quantities as to substitute for a subscription to or purchase of such work."

Interlibrary loan makes a significant contribution to scholarly research; for historians it is an invaluable tool for gaining access to rare material. Faced with increasing travel costs, historians would often have to omit material from their inquiry if they did not have the option of using interlibrary loan. The NCC has urged that any new guidelines should take into consideration the role of new technologies in assisting libraries in servicing out-of-print material.

The September meeting in which participants discussed the broad concerns surrounding copyright and "fair use" in the electronic environment made clear that guidelines could not be quickly written. Thus, the Patent and Trademark Office sponsored a follow-up meeting on December 2. In response to the library and research communities call for changes to accommodate use of computer technologies in preservation and interlibrary loan activities, representatives of the publishing community raised reservations about use of digital technology for both of these activities. Publishers asserted that once material is in an electronic format it may be easily distributed, and the authors' rights to royalty income abused. Users pointed out that in the cases of both preservation and interlibrary loan activities, the material is usually quite old, rare, or very hard to locate; and thus there is no royalty income at issue. Representatives of the American Association of Publishers, however, do not support the sending of any requested interlibrary loan materials by either fax or e-mail. It is estimated currently that libraries send a significant percentage of interlibrary loan material electronically. Some qualifiers are definitely needed to clarify the kinds of material that may be copied electronically for preservation and interlibrary loan purposes. The development of appropriate parameters will be the subject of additional working meetings in which the NCC will be participating.

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

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

September 12 this order, through bulk classification, made available almost 44 million pages of security-classified records. The White House had anticipated, since last spring, an order calling for bulk declassification of many of the classified records in the National Archives, some dating back to 1917. Since almost half of these records deal with World War, the original intention had been for the President to announce their opening in June at the 50th anniversary of D-Day. Resistance from the military and intelligence agencies, however, caused delays. The World War II documents include records from the Office of Strategic Service as well as Army Air Forces and Allied Operational and Occupation Headquarters files. The remaining records include almost all the classified holdings dating from before World War II, as well as some post World War II military headquarters files and approximately six million pages of papers from the Vietnam War.

This Executive Order underscores the President's commitment to using bulk declassification instead of the previously required, time consuming, and expensive page-by-page review, which has resulted in large quantities of historical

records over 40 or 50 years old still under going classification. The opening of these records will reduce by 14 percent the amount of classified records currently being held by the National Archives. Five million pages originally slated to be declassified as part of this order have, however, remained classified at the request of the military and intelligence officials. In a letter to the White House last year, Acting Archivist Trudy Huskamp Peterson highlighted the declassification problems and noted that the large amount of classified documents in the National Archives not only "deny the American public the information contained in these items, but it [also] requires needless administrative expense." She called the current situation "intolerable." Staff at the National Archives have worked long and hard in coordination with other agencies and with the National Security Council to facilitate the signing of this order. □

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

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side the walls of the classroom or university) are but different sides of the same scholarly coin. For example, the "Virginia Women's History Project," developed by the Virginia Humanities Council in the mid-1980s, led to a statewide museum exhibit, catalogue, reader, and public symposia that broke new scholarly ground in that state. Yet virtually all this activity occurred as part of a "public humanities program." For the historians involved, their labors might be categorized as "service" by their academic departments, but to do so without recognizing the scholarly elements of that service is greatly to diminish the creation, application, and dissemination of the new historical knowledge that in fact occurred.

On the opposite side are those who believe that "teaching" and "service" are inherently separate from scholarship because "scholarship" is something that exists only in reference to itself. It has no other necessary reason for being than the advancement of "pure knowledge" for its own sake. Yes, pure knowledge has applications in all that scholars do, as teachers and engaged citizens who extend their crafts outside the university. But opponents would defend the "pure knowledge" bastion at all costs in much the same way that the "A" must be defended from the "B+" and all lesser entities. Pure knowledge is sometimes defined by the form in which it appears (e.g., publication in a traditional and respected venue with peer review).

But it seems to me there is much upon which these two sides can agree. Nobody questions the value of teaching. Nobody would even question if pushed, I think, that there is value in service. It is the effort to equalize these values that is implicit in the AHA statement, though carefully controlled by peer evaluation, that is the rub. But take another look at the AHA statement. It says that true scholarship cannot be disguised, that the process of documentation and peer evaluation can ferret out the elements of scholarship in any project provided we let go of some outdated notions of what projects are "eligible" for evaluation. The AHA statement is making an assumption about scholarship upon which most can agree: peers will know scholarship when they see it. We just need to cast a wider net.

For example, the Texas Committee for the Humanities in the 1980s began funding through dozens of public humanities projects a statewide effort to chart Mexican-American history and culture in the state. This was part of an effort to make the Mexican-American past more a part of Texas' true pluralist tradition—a tradition not much recognized in the standard accounts of Texas history and culture. The result was the creation of a new field of scholarship in the state that began outside the walls of the university and later gained a foothold in that state's higher education institutions. This is a reversal of the usual practice. Is this "service" on the part of the scholars? Yes, but it is "service" that changes the traditional definition of that term by merging with scholarship.

The great value of the AHA statement is that it protects the definition of scholarship without elim-

RESOLUTION OF SUPPORT FOR THE NATIONAL ENDOWMENT FOR THE HUMANITIES

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

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

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

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

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

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

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

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

▼ continued from page 1

inating the possibility that something significant is taking place in projects like those in Virginia and Texas. The peer review system and the centrality of documentation in all evaluation ensures that regardless of the definition that one uses in scholarship, we will be able to pick up scholarship's trail, if indeed there is one, if only we know how and where to look.

If the statement is read carefully, one finds no coercion; it is a guideline. For those institutions that may want to encompass a broader range of eligible activities under the rubric of scholarship, the AHA offers some tried and true methods. There is nothing radical going on here. The statement seems clear in saying that to impose service requirements would be just as problematic as denying that scholarly elements exist in much of professional service. It is highly suggestive, and quite intelligent, in giving "traditional scholarship" its due when one chooses to do little else, but it is appropriately generous in recognizing that traditional scholarship can move outward from the center, as it were, without changing its clothing. And through it all, one is reminded that each institution will want to decide for itself how to weigh various activities. There is no suggestion in this document that some activities are more important than others. The concern is that legitimate activities can be innocently overlooked because of our blinders.

Up to this point I have discussed the reward structure in terms of definition. I would like to suggest another type of concern: the official reward structure may not reflect the professional judgement of those to whom it applies. Increasing numbers (perhaps as many as half in the history discipline) are involved in "public programs" such as those sponsored by humanities councils and other entities in any given two- or three-year period. They are committed to working with the public because they respect the public and the discipline of history and actively seek a wider public involvement in the professional issues that engage them as scholars. This is nothing less than a values-shift in our profession, for better or worse, and it is reflected in all the things that historians are doing in the 1990s—including creating national history standards.

In one sense, the debate over the definition of scholarship and the nature of "service" will be going on, and perhaps ongoing, as historians and others vote with their feet. They will spend their time doing what is intellectually and personally rewarding, and this will include producing "traditional" scholarship, putting heart and soul into the best teaching, and working with public audiences in their capacities as scholars. This all suggests a range and vigor of professional activity in higher education that seems out of sync with the behaviors one might predict given the reward structure. Is the reward structure a relic? Is it an imperfect reflection of what many of us see as a larger professional picture, an irrelevance in terms of how many decide to spend their time as scholars? This growing dissonance, it seems to me, is the greatest danger posed to "scholarship," which is made to appear trivial, or cramped, or narrow, in comparison with the other changes in the professional role that are taking place.

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

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

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

There are other good reasons to act now. The more that our publics know about us, the more they will come to share our values for our craft and help support the practitioners, the higher education institutions, museums, historical societies, and similar institutions that share our mission. In a day when the proposed National History Standards could founder due to nothing more than the power of a few to parody them, when the National Endowment for the Humanities could collapse for want of public or Congressional understanding of its real value and record, when so many public and private educational institutions will see their support chipped away, we need more than ever to respect the dignity and the pragmatism of an academy that is engaged with its publics. It is in the profession's interest, and in society's interest, we engage history. Not all historians want, or need, to talk to the public. Some should be discouraged. But those who do want to practice their craft with a wider audience should be encouraged to do so because of the good that can come of it. I do not believe there is anything inconsistent with this wish and the in-

sistence that scholarship be at the core of service if it is to be officially rewarded. □

Jamil S. Zainaldin is president of the Federation of State Humanities Councils in Arlington, Virginia.

REDEFINING SCHOLARSHIP:

SOME PROBLEMS

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

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

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

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

We do not deny that there exists in most disciplines, history certainly included, an elite whose "narrow individual and institutional priorities," to quote from the report, are "at odds with the broader interests of the faculty and with the varied needs of colleges and universities today." Ernest Boyer was certainly on target when he wrote that while academia pays "lip service to the trilogy of teaching, research, and service, . . . when it comes to making judgments about professional performance, the three are rarely assigned equal merit."

Nevertheless, the question is how best to confront and correct the situation. It is not in our opinion, by "redefining" scholarship. It is not by following Professor Rice's dictum that scholarship may consist of teaching "pedagogical content knowledge and discipline-specific educational theory." It is not by adopting the notion that scholarship be redefined to include "student mentoring/advising," or the "development of courses, curricula, visual materials and teaching materials," or the "administration and management of historical organizations and institutions." The AHA committee's well-intentioned effort to avoid issuing a single prescription for its diverse membership results in equating virtually every intellectual endeavor with "scholarship." Teaching and service have disappeared. Thus, in the name of preserving Boyer's trilogy, we are asked to destroy it.

NEWS OF THE ORGANIZATION

From the Executive Secretary

ARNITA A. JONES

This will particularly threaten those of us in the smaller comprehensive public and private colleges, positioned as we are between the community college model of large classes and little research and the university model of little teaching and much research. Here is probably where the trilogy is taken most seriously, regardless of what may be the case elsewhere.

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

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

For those of us who strive to transmit to our students a model of academic excellence, who do what we can to stay on the cutting edge of the discipline, this prospect is highly demoralizing.

The solution lies not in redefining scholarship but in redefining academic worth. If we value revising course syllabi and advising students, such responsibilities should be rewarded because they contribute to teaching. If we value public programming or the successful management of institutions, they too should be rewarded, because they are contributions both to teaching and public service. But we gain nothing by combining and confusing these valuable but quite different contributions and pronouncing them "scholarship."

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

Regular readers of the *OAH Newsletter* will notice that we have made a number of changes in its format and content in recent editions. This issue continues that trend, with the inclusion of *Connections* and a new way of reporting Executive Board deliberations and decisions. Informal response from members has been quite favorable, and sometime during the coming year we will solicit your reflections on these and future developments in a more structured manner. But we are glad to have your comments—and ideas about topics and problems we ought to cover—at any time.

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

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

American historians also have a responsibility to speak out on behalf of those programs that provide historical programming for the public. For example, the National Park Service, which hosted 47 million visitors at its historic sites last year, is targeted now by some legislators for privatization. The Smithsonian Institution was threatened as well with decreased appropriations for developing an exhibit based on sound scholarship about the dropping of the first atomic bomb on Hiroshima.

Advocacy does not come naturally or easily to many. I have vivid personal memories of how, when I served briefly as the first NCC coordinator some 18 years ago, lobbying was considered undignified, inappropriate, not quite the sort of thing we do. But threats to NEH, the National Archives, and the National Historical Publications and Records Commission in the early 1980s galvanized many of our members into action and, as a profession, we began to learn how to speak up. And, we made a differ-

ence. NEH and NHPRC were not dismantled. The National Archives did gain its independence, with authorizing legislation mandating a professional, not a political, appointment to head the agency.

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

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

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

Finally, the Annual Meeting in Washington this year provides an excellent opportunity for our members to make a call on Capitol Hill. We will have materials available—at the convention and before—that will provide necessary information. Those interested should ask at registration or contact the OAH office (812-855-7311 or by e-mail at MEETING@OAH.INDIANA.EDU) prior to the meeting. I look forward to seeing you in Washington. □

Executive Board Actions October 1994

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

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

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

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

"The OAH shall be guided in its selection of cities as Annual Meeting sites, as well as in the conduct of the Annual Meeting itself, by the principle of non-discriminatory treatment of all OAH members and participants."

- **Voted to rescind** the recommendation contained in the 1992 Report of the Committee to Assess the Office of the Executive Secretary that the **Executive Board meet in Bloomington** at least once every three years.

- **Voted to adopt** two recommendations by Gale Peterson contained in the **Treasurer's Report**:

- 1) Authorized the Treasurer and the Executive Secretary to make a transfer from the OAH Trust Fund to the Operating Fund, if necessary, to cover a 1994 deficit.

- 2) Approved the budget for a six-month fiscal year from January 1 to June 30, 1995, which was authorized by the Executive Board at its April, 1994, meeting. Future fiscal years will run from July 1 to June 30, coinciding with the fiscal year of Indiana University, our host institution.

- Discussed revisions of the **OAH Code of Ethics on Sexual Harassment** proposed by the Committee on the Status of Women in the Historical Profession, and voted to return the revised statement to the committee for further deliberation.

- Voted unanimously to reaffirm endorsement of the report of the **Ad Hoc Committee on Access to Lawyers' Files**. However, the Board specifically excluded from this endorsement the 50-year closure rule advocated in the April, 1994, report of the **Ad Hoc Committee on Access to Lawyers' Files** and declined to adopt any alternative closure rule. Instead the Board recommends that the National Joint Task Force on Access to Lawyer's Files, which will hold its initial meeting at the OAH Annual Meeting in Washington next April, undertake to devise a closure rule that would be acceptable to lawyers groups, historians, records managers, and archivists.

- Voted unanimously to rescind the rule that publishers may submit only one entry per year for the **Frederick Jackson Turner Prize**. □

Historians Rights and Responsibilities

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

FREEDOM TO TEACH, FREEDOM OF EXPRESSION, AND FREEDOM TO LEARN IN AN ACADEMIC ENVIRONMENT

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

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

Any threat to diminish such unimpeded free-

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

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

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

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

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

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

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

Resolution on the Smithsonian Institution's *Enola Gay* Exhibit

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

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

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

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

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

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

Organization Explores Expanded Advocacy Activities

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

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

That we expand our efforts:

- to publicize legislation, appropriations bills,

executive appointments, etc., by expanding coverage in the *OAH Newsletter*;

- to coordinate and disseminate information about key members of Congressional committees to OAH members in their Congressional districts and states and have such information available on a computerized basis for rapid communication to our members;

- to develop long-range plans whereby members of the OAH and other organizations in the National Humanities Alliance can meet with both their own members of Congress and key members of Congress and discuss with them the OAH position on major issues; and,

- to develop a pilot program with selected members of Congress from Congressional districts or states with many academic institutions and large numbers of OAH members.

Toward the above ends:

- to work in cooperation with the National Coordinating Committee for the Promotion of History, the National Humanities Alliance and any other interested scholarly organizations;

- to work in cooperation with the state membership representatives of OAH and with the State Humanities Councils and other interested state organizations;

- to consider the part-time assignment of a staff member in the OAH office to assume responsibilities for the above; and,

- to consider the possibility of allocating money from **The Fund for American History** should the above activities involve additional expenses. □

Scholarly Exchanges with Cuba

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

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

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

- First, the new requirement that an individ-

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

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

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

- Fourth, also specifically outlawed in the new measures are "general study tours," "student class field trips," and "research for personal satisfaction only." Historians who wish to enhance their scholarship and teaching through a comparative approach, who wish to explore potential research topics through travel to Cuba, or who seek to study Spanish in Cuba may face insurmountable obstacles. The Department of the Treasury directive, dated August 25 and published in the *Federal Register* (August 30) reads: "A professor of history interested in traveling to Cuba for the principal purpose of learning or practicing Spanish or attending general purpose lectures devoted to Cuban culture and contemporary life would not qualify for a specific license."

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

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

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

ELLIS W. HAWLEY PRIZE NEARING GOAL

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

"The Ellis Hawley Prize is awarded annually for the best book-length historical study of the political economy, politics, or institutions of the United States, in its domestic or international affairs, from the Civil War to the present. The prize of \$500 is given in honor of Ellis W. Hawley, Emeritus Professor of History, University of Iowa, an outstanding historian of these subjects.

Eligible works shall include book-length historical studies, written in English, published during a given calendar year. The deadline for receipt of entries is October 1. Final page proofs may be used for books published after October 1 and before January 1 of the following year. If a final page proof is submitted, a bound copy of the entry must be submitted no later than January 7 of the year in which the award is given. Dissertations completed by October 1 are also eligible."

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

Members attending the 1994 Annual Business Meeting will be asked to vote on establishing the prize, which will not be awarded until sufficient funds have been raised to endow the award. Guy Alchon on behalf of the Hawley Prize Organizing Committee reports encouraging progress on fund-raising for the prize. Members wishing to make donations should contact Guy Alchon, Department of History, 401 John Ewing Hall, University of Delaware, Newark, DE 19716-2547. □

OAH Joins Court Case on Electronic Records

PAGE PUTNAM MILLER

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

tapes that were the subject of the court order in *Armstrong v. Executive Office of the President*, frequently referred to as the PROFS case. The Archivist agreed that the National Archives would take physical custody of the approximately 5,000 backup tapes of the Reagan and Bush administrations and that the National Archives staff would take the initial steps in segregating the presidential and federal information. The memorandum states that no third parties, except those with lawful subpoenas, will be allowed access to this information until the material is segregated. Instead of using the term "presidential records," the agreement states repeatedly that "George Bush shall retain exclusive legal control of all presidential information, and all derivative information in whatever form, contained on the materials."

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

The "Bush-Wilson Agreement" contains specific privileges for the former President not included in the Presidential Records Act, creates a process of segregating federal and presidential material that would take decades to complete, and diminishes the authority of the U.S. Archivist. Thus, plaintiffs ask that the court enjoin acting Archivist Trudy Huskamp Peterson from implementing the "Bush-Wilson Agreement" because it violates current laws, especially the 1978 Presidential Records Act. Soon after signing this agreement which gave Bush "exclusive legal control" over the records created by the chief of staff and senior presidential assistants, Wilson resigned from his position as U.S. Archivist and became the director of the Bush Center in Houston. The Presidential Records Act was enacted in response to former President Nixon's efforts, just prior to his resignation, to prevent public access to the records of his administration. The purpose of the act is to prevent Presidents from entering into private arrangements that would impede preservation and access to records of their administration. □

The National Park Service and OAH: Building a Partnership

During the past five years, the National Park Service and OAH have collaborated on several exciting projects. Beginning in 1989 the History Division signed a cooperative agreement with OAH and the National Coordinating Committee for the Promotion of History to prepare a women's history

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

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

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

The agreement, which will remain in effect for five years, creates opportunities for OAH members to join with NPS historians,

planners, and educators (interpreters), in shaping the historical presentations experienced by millions of park visitors annually. The possibilities for interaction between the two organizations are almost limitless considering that the present number of national park units now stands at 366. In addition,

NPS has ten regional offices and two design centers as well as its central office in Washington, D.C. The intent of the new agreement is to enrich the quality of education provided throughout the National Park System while at the same time creating opportunities for OAH scholars and NPS historians, planners, and educators to share experiences, knowledge, skills. Through this agreement NPS educators will sharpen their knowledge of American historiography, and OAH members will expand their knowledge and experience in presenting history to the public in very public settings.

Specific activities suggested include participation on planning teams for park and interpretive programs, a procedure employed in the restoration of the Statue of Liberty and Ellis Island during the early 1980s. NPS established a history committee to advise the Statue of Liberty/Ellis Island Foundation and the Service in the formulation of the interpretive program for the two islands. Comprised of respected immigration and ethnic historians from around the country and chaired by Rudolph J. Vecoli

(University of Minnesota), the committee reviewed numerous drafts of the exhibits and the Charles Guggenheim film and commented liberally. The committee's depth of knowledge and thoughtful suggestions clearly shaped the interpretive products now on display. (For Michael Wallace's assessment of the process and the product see his review of the Ellis Island Immigration Museum in the *Journal of American History*, 78 (December 1991): 1023-1032.)

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

And finally, the sharing of research results, educational materials and techniques, interpretations, and different perspectives can be facilitated through symposia, conferences, and workshops. These gatherings could be for the general public or specifically for the benefit of NPS employees. Initial plans are underway to hold a one-day symposium on President U.S. Grant later this spring in New York City. (Grant's Tomb is on the upper west side near Columbia University. And, yes, Grant is interred there!)

NPS is embarking on a course of self-renewal and realignment, of reaching out to friends and professional associates to collaborate on projects designed to present to visitors exciting images of the past that are provoking and challenging and stimulating as well as informative. New national park areas like *Brown v. Board of Education* at the Monroe Elementary School in Topeka, Kansas, and the Underground Railroad (in yet to be determined locations), have benefitted from the advice of scholars of the Civil Rights Era and will challenge visitors to expand their understanding of these important events.

▼ CONTINUED FROM PAGE 10

The OAH-NPS agreement is not the final step, but a first step, one of many the Service will take in coming months and years to ensure the best use of its parks as classrooms and laboratories in assisting the public with its exploration of the American experience. □

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

JAH Reviewed by Indiana University

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

The Fund for American History at Work

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

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

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

The OAH/Indiana University Minority Fellowship will also benefit from the fund. This national competition, for a five-year package of fellowship, internship, and teaching assistantship support, to be used for graduate study in history at Indiana University, was launched in 1994. With the selec-

tion process now nearing completion, we look forward to announcing the first winner in March. We intend to make the information on finalists available to other graduate departments interested in recruiting minority students. □

Focus on University- School Collaborations

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

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

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

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

The mechanics of the project are rather complicated but essentially involve a process in which school districts solicit proposals from teams of teach-

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

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

New Publication from OAH Minority Committee

A new publication, the 1995 *OAH Directory of Minority Historians*, is available from the OAH Committee on the Status of Minority Historians and Minority History. The 93-page booklet lists 350 historians of self-defined minority racial/ethnic background. Participating historians are primarily university, four-year, and two-year college professors. Approximately one-fourth are elementary-, middle-, or secondary-school teachers, or archivists, librarians, ABD graduate students, and others employed in historical occupations. Entries include an address, telephone and fax numbers, e-mail address, academic degrees, publications, honors or awards, work experience, association or committee membership, and research and teaching interests. The directory is thoroughly indexed alphabetically and by race/ethnicity, principal employment, and research/teaching interests. Copies are available for \$7.00 from the OAH. □

CONNECTIONS

To reduce printing and distributing costs, *CONNECTIONS* will now become a regular insert in the *OAH Newsletter* instead of being distributed with the *JAH*. *CONNECTIONS* is designed to serve as a global forum in which students, scholars, and teachers can present their needs, interests, and offerings and learn about those of their colleagues. Evolving from conversations among and efforts by scholars from around the world to internationalize the study of American history and culture, *CONNECTIONS* advances these endeavors by nurturing existing relationships between scholars and creating new opportunities for person-to-person contacts among individuals throughout the world.

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

Developing American Studies Programs Abroad

WILLIAM H. CHAFE

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

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

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

DIRECTORY OF EUROPEAN HISTORIANS OF NORTH AMERICA

More than 300 European professional historians of the American past appear in the 1994 *Directory of European Historians of North America*. Persons

listed meet at least two of the following three criteria: Ph.D., publications in the field of North American history, and professional employment. Information about each scholar includes address, academic degrees, teaching, research in progress, and publications. This is the third revised edition of the directory, and it is the work of OAH members Willi Paul Adams, Freie Universität Berlin, and Wolfgang J. Helbich, Ruhr-Universität Bochum. It is published by the John F. Kennedy Institute for North American Studies, Freie Universität Berlin, and is sponsored by the OAH. Copies are available for \$6.00 from the OAH. □

Conference on Advocacy in the Classroom

OAH, 14 other scholarly organizations, and the University of Pittsburgh are co-sponsoring an interdisciplinary conference this summer entitled, "The Role of Advocacy in the Classroom." Three

plenary sessions and a number of small group meetings will address the historical, legal, and ethical dimensions of advocacy in teaching and research.

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

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

CORRESPONDENCE

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

If any of the individuals whom Young and Dichtl seek to protect are successful in publishing a book or an article offering their interpretation of an event, I shall be among the first to defend their First Amendment freedom to do so.

I will not, however, insist that a publisher accept such a book or article and charge censorship or a violation of rights should it refuse to publish, which seems relevant to the exhibits ("The West as America" and "The Last Act") Young and Dichtl use to make their case.

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

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

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

By the evidence of Dichtl's own article, early versions of the *Enola Gay* exhibit failed to meet that test.

If a historian or curator cannot work under the limitations imposed by their sponsors, he or she should either seek a change in the U. S. Code or, failing that, look for other employment. Go find a private museum willing to spend money to promote the interpretation rather than demand that the public do so while regarding any objection on its part as "political interference."

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

Sincerely,
James L. Abrahamson
Pittsboro, North Carolina

Alfred F. Young's call for "curatorial freedom" in the November 1994 *OAH Newsletter* sounds fine in the abstract, but only in the abstract. What would he think of a taxpayer-funded museum exhibit which was flagrantly racist? Nobody has any right to grab public money and use it to wrench history into an ideological straitjacket. The scourge of political correctness has caused justifiable skepticism about much of what purports to be objective scholarship. There are no easy solutions

OBITUARIES

for our current problems. A modest beginning might be an effort to restore the canons of scholarship which prevailed before our present age of ideology.

Sincerely,
Nelson L. Dawson
Louisville, Kentucky

Having read the letters pertaining to the furor over Disney's America, I'm rather sorry to see Disney back off from its proposal. A Disney America would have offered teachers of history an easy opportunity to take pot shots on how absurd the Disney conception of American history is. At the appropriate point in my lectures I ask my students how many of them have visited Disneyland. They all have, and virtually all of them admit taking the "Pirates of the Caribbean" ride. And they generally admit they enjoy the experience. I can then ask them if they enjoy participating in pillaging, looting, raping, and sex discrimination (the pirates attack all women except the fat one who is forced to chase one of the pirates to get a man—very funny). I can then establish the historical context for "Pirates of the Caribbean" and make lessons more meaningful, and the students have second thoughts about the historical value of Disney's entertaining version of history.

Abraham Hoffman
Los Angeles Valley College
(via the Internet)

I think it is absurd that the Organization of American Historians and its Executive Board have recently wasted so much time and energy fretting over changing the name of the Executive Secretary to "Executive Director." First, a special election was held last year in which the matter was voted down. Now, another election is being held on the same subject, tacked on to the back of the ballot for the election of OAH officials.

Frankly, I do not care whether the Executive Secretary is renamed the Grand Poobah. The worth of such an officer lies in what he or she does, not in what she or he may be called. At a time when the historical profession is confronted with numerous important challenges (not the least of which is the threat that Newt Gingrich and his gang will cut off all federal funds for the humanities), why is the Executive Board obsessed with the trifling difference between "secretary" and "director"? Such propositions should be left to perplex the peabrains of petty bureaucrats, not the allegedly capacious craniums of historians.

Sincerely,
Rick Earl Newport
Indiana University

HOW TO CONTACT US

The OAH Newsletter encourages submissions of brief LETTERS TO THE EDITOR related to the interests of our members. Please see page 2 for guidelines. Letters should be sent to the OAH Newsletter, Organization of American Historians, 112 North Bryan St., Bloomington IN 47408; or via FAX: 812-855-0696, or via the Internet: NEWSLETTER@OAH.INDIANA.EDU

HENRY HARRISON SIMMS

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

Professor Simms, a native of Orange, Virginia, was a graduate of the College of William and Mary, where he was Phi Beta Kappa and the recipient of medals as best debater and best orator. He served briefly in the army during World War I and afterward was principal at Callends High School in Virginia. In 1921, he took a master's degree at the University of Virginia. After teaching at Fishburne Military School, Washington and Lee, and the University of Virginia, he earned his Ph.D. from Columbia University in 1929 before joining the faculty at Ohio State. During World War II, he served as Head of the Training Division of the Army Air Force Historical Division and wrote two books concerning Air Force technical training.

Professor Simms was considered one of the outstanding figures in Southern United States history. Among the books he produced (in addition to articles) were *The Rise of the Whigs in Virginia* (1929), *The Life of John Taylor: The Story of a Brilliant Leader in the Early Virginia State Rights School* (1932), *Life of Robert M. T. Hunter: A Study in Sectionalism and Secession* (1935), *A Decade of Section Controversy, 1851-1861* (1942), *Ohio Politics on the Eve of Conflict* (1961), and *Emotion at High Tide: Abolition as a Controversial Factor, 1830-1845* (1960).

Many colleagues believed that Professor Simms never reconciled himself to a career north of the Mason-Dixon line. Nevertheless, he was a well-liked and admired teacher and mentor at Ohio State. He brought a balanced approach to the study of a theme marked by complexities and controversial developments. Harold Grimm, a longtime chair of the department, once wrote, "Henry Simms is one of the best teachers I have ever known... Certainly no one else in the department has won such genuine affection on the part of our students as he." Professor Simms directed the dissertations of more than twenty Ph.D.s, all of whom impacted intellectual and educational endeavors in a variety of ways. His students included the pioneer African-American historians, Helen Edmonds and Earle E. Thorpe, initiating a tradition at Ohio State of training African-American historians. Another of Professor Simms's doctoral students, Richard W. Smith of Ohio Wesleyan University, and his wife, Betty J. Smith, founded the Henry H. Simms Fund at Ohio State, which is used for supporting graduate student research in antebellum Southern and U.S. history.

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

—John Burnham
The Ohio State University

PHILIP S. FONER

Philip S. Foner, professor emeritus of history at Lincoln University of Pennsylvania, died at 83 in Philadelphia on December 13, 1994. A pioneering Marx-

ist scholar, Foner was among the most prolific U.S. historians writing in the twentieth century. He wrote or edited more than 100 books. Long denied an academic position because of anticommunism, Foner nonetheless made major contributions to the study of trade unions, African Americans, women, and the working class generally.

The son of Russian Jewish immigrants, Foner was born in Manhattan's Lower East Side and grew up in Brooklyn. He completed his doctorate in history under Allan Nevins at Columbia, writing a dissertation that was to become *Business and Slavery*, his first book. In 1932, he began teaching history at City College in New York, from which he had earned his undergraduate degree. Nine years later he was among 50 City College faculty members to lose their jobs because of investigations by the New York legislature's Rapp-Coudert Committee into Communist activities in education. Foner's twin brother, Jack, who went on to a distinguished career at Colby College, was also dismissed from the History Department. His other brothers, Moe and Henry (both of whom became important labor leaders), also lost educational jobs in the purge, for which the City University of New York Board of Trustees issued a formal apology in 1981. In reaction to the interruption of their academic careers, the Foner brothers chose Suspended Swing as the name of the jazz band they formed to help support themselves. Oral histories differ regarding Phil's skills on the saxophone and tenure with the band.

Foner became chief editor at Citadel Press, which published important historical works and enough material on sexuality and psychology to prompt Senator James Eastland to suggest that Foner was part of a communist conspiracy to corrupt the nation's youth by exposing them to pornography. Together with a few of the City College Rapp-Coudert victims, Foner founded the Jefferson School of Social Studies in 1942 and taught courses to interested and dedicated political and trade unionist activists until the Schools demise during the height of the Red Scare. Only in 1967 was Foner able to reenter academia, teaching at Lincoln University for a dozen years before his 1979 retirement, and later as a visiting professor at Haverford.

Foner's most influential scholarship came in the field of labor history. His ten-volume *History of the Labor Movement in the United States* broke with the tradition of the Commons or Wisconsin school of labor history by emphasizing struggle rather than accommodation. He attempted to craft a Marxist interpretation, and although he expanded the definition of workers to embrace women, African-Americans, and immigrant unorganized industrial workers, he continued to focus upon labor institutions in harmony with the Commons school precedent. Foner was never able to embrace the new social history that emerged in the field of labor studies during the last two decades, for which he continues to be criticized by many younger labor historians, despite his pioneering research contributions to the field.

While at Citadel, Foner published his own influential two-volume edited collection of Tom Paine's collected writings, one of several multivolume documentary collections to appear under his editorship. His five-volume collection on Frederick Douglass's life and writings and his eight-volume (with Ronald Lewis) documentary history of the black worker were

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

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

from 1940 until 1967 and more enduringly from his isolation from other historians, particularly from the scholars of the new labor history. He received, in contrast to the British Communist historians, too little credit, too little collegiality, and too little serious criticism from the historical profession.

—Hyman Berman and David Roediger
University of Minnesota

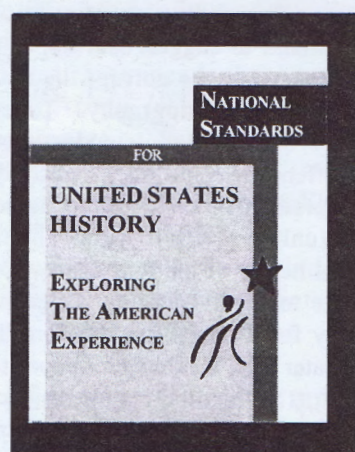
NEIL A. McNALL

Neil A. McNall, professor emeritus of American History at the Pennsylvania State University and a thirty-year member of OAH, died December 9, 1994. He was born July 26, 1913 in Fairfax, Vermont. His bachelor's and master's degrees were earned at the University of Vermont, his doctorate in American history at Cornell University, where he studied under Professor Paul Wallace Gates. After teaching for three years at Westminster College in New Wilmington, Pennsylvania, and two years at New York College for Teachers in Albany, he joined the faculty at Penn State in 1947. There he taught 32 years before retiring in 1979. Among his contributions was the introduction of courses in Agricultural

History and Western History. His *An Agricultural History of the Genesee Valley, 1790-1860* received special commendation from, and was sponsored for publication by, the Albert J. Beverage Memorial Fund in 1952. Other publications included articles which he published in *New York History* and *Business History Review*. A long-time member of the Pennsylvania Historical Association, McNall served as that organization's business secretary from 1979 until 1985. He also was archivist of the Central Pennsylvania Methodist Conference from 1979 until 1991.

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

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



UNITED STATES HISTORY - GRADES 5-12

Teachers, historians, and curriculum specialists have developed this book to address the National Educational Goals adopted by the nation's 50 governors in 1989 and incorporated into the Goals 2000: Educate America Act, passed by Congress and signed by President Clinton in March 1994.

The book presents an inclusive, balanced, engaging exploration of United States history. It addresses the rationale for history in the school curriculum and specifies the historical understandings and thinking skills that all students should acquire in precollegiate education. Numerous examples of absorbing learning activities support the U.S. History Standards. These activities will help students acquire essential critical thinking skills as they investigate the varieties of cultural experience and historical perspective in the American past. Geography, civics, literature, and the arts are woven into the fabric of American history. A final chapter points teachers toward a rich variety of teaching resources that will help bring U.S. History alive in the classroom.

National History Standards

WORLD HISTORY - GRADES 5-12

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

HISTORY - GRADES K-4

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

Experienced teachers of young children have developed the many lively examples of these standards, specific to grades K-2 and 3-4. Rich in literature, writing and research activities, civic learnings, and investigations into historical geography of their communities and state, these standards provide imaginative ideas for unifying classroom instruction in history with instruction in geography, civics, economics, science, literature, and the arts.

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We would like to acknowledge and thank publicly the following individuals who made contributions to the Organization of American Historians during the period **December 22, 1993 to December 15, 1994.**

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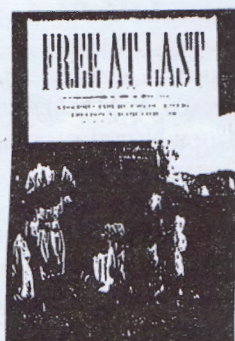
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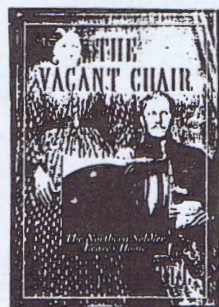
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The Lincoln Prize at Gettysburg College For Excellence in Civil War Studies Lincoln and Soldiers Institute • Gettysburg College

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

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

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

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

ANNOUNCEMENTS

"Professional Opportunity" announcements should represent an equal opportunity employer. Charges are \$65 for fewer than 101 words; \$90 for 101-150 words; over 150 words will be edited. Application closing dates should be after the end of the month in which the announcement appears. Send announcements to Advertising Director. Deadlines for receipt of announcements are: January 1 for the February issue; April 1 for May; July 1 for August; and October 1 for November. Announcements will not be accepted after the deadlines.

Professional Opportunities

The Stonewall Jackson House

Stonewall Jackson House and Washington and Lee University announce the 1995 graduate fellowships for summer work study in American History, Museum Studies, Material Culture and Architectural History at Stonewall Jackson House, Lexington, Virginia. Candidates must be enrolled in M.A. or Ph.D. program and must have completed at least two semesters of course work. Stipend \$3,000.00. Deadline March 1, 1995. For information write: Director, Stonewall Jackson House, 8 East Washington Street, Lexington, VA 24450, or call (703) 463-2552.

Long Island University

Latin America/Caribbean/Africa. Long Island University, Brooklyn Campus, an urban institution with an extraordinarily diverse student body, seeks (1) a Latin American/Caribbean specialist, and (2) pending funding approval, an Africanist, early or modern, (3) interest in women's history a plus. The position is an assistant professor level, tenure track, effective fall 1995, Ph.D. and teaching experience preferred; ability to teach world history essential. Send letter of application, c.v., three letters of recommendation to Joseph Dorinson (chair), Department of History, L.I.U., Brooklyn Campus, University Plaza, Bklyn., NY 11201 by Feb. 15, 1995. AA/EOE. L.I.U. is an AA/EOE. Women and other minorities are encouraged to apply.

The College of William and Mary

The College of William and Mary invites nominations and applications for the Frances L. and Edwin L. Cummings chair in American Studies. The chair is established through a generous gift of the Frances L. and Edwin L. Cummings Memorial Fund. The appointment may be in any field that will contribute to the American Studies program and will involve a joint appointment in one of the college's liberal arts departments. Salary will be commensurate with rank and experience. A doctorate and evidence of significant scholarship and outstanding ability in teaching at the graduate and undergraduate levels are required. Review of applications will begin on February 15, 1995 and continue until the position is filled. Please write to: Chair, Cummings Professor Search Committee, The American Studies Program, The College of William and Mary, P.O. Box 8795, Williamsburg, VA 23187-8795. Minorities are encouraged to apply. EOAA

The College of William and Mary

Entry level, tenure eligible position in the study of material culture. Preferred fields: 19th and 20th century African American material culture, folklore, vernacular architecture and built environment. Subfields might include, but are not limited to, historical archaeology, anthropology, ethnography, folk art. Teaching includes graduate courses, research direction, undergraduate lecturing and seminars. Applicant must have completed the requirements for the Ph.D. by August, 1995. This position will occupy a joint appointment in American Studies and an appropriate home department (i.e.: Anthropology, History, etc.) Applicants should submit vitae, writing samples and three letters of recommendation to: Chair, Search Committee, Material Culture, The American Studies Program, The College of William and Mary, P.O. Box 8795, Williamsburg, VA 23187-8795. Review of applications will begin February 1, 1995 and continue until the position is filled. Members of under represented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply. EOAA

Michigan Technological University

Environment & Natural Resources. Tenure-track position, Fall, 1995, to contribute to university-wide environmental initiative. Ph.D. in geography, history, or related discipline. Research interests sought: human dimensions of ecosystem management, policy issues in environmental/resources management, environmental impact of industry/mining, perception of environmental quality, global change. Must have commitment to securing external funding; contribute to proposed master's degree in environment, technology, and policy; work with industrial archaeology graduate program. Salary competitive; normal teaching load two classes/quarter, including introductory & advanced courses in area of expertise. Joint appointment with School of Forestry possible. Submit letter, vita, samples of scholarly work, and names of three references. Screening begins February 1, 1995. Women, minorities especially, encouraged to apply. MTU is an equal opportunity educational institution, equal opportunity employer. Apply: Brad Baltensperger, Chair, Search Committee, Department of Social Sciences, Michigan Technological University, Houghton, MI 49931. (906) 487-2113; E-mail: brad@mtu.edu.

Texas Woman's University

History: Twentieth Century U.S. Assistant Professor, tenure track beginning in fall, 1995. Ph.D. in history required. Teaching responsibilities are typically four courses per semester, including U.S. survey and advanced and graduate courses in areas of expertise. Advising students is essential at both the undergraduate and graduate levels as well as involvement in departmental and university activities. Preference given to those individuals whose academic backgrounds demonstrate a commitment to teaching, research, and university service. The ability to teach in such areas as archival studies or social cultural, urban, environmental, diplomatic, and public history would be helpful. Submit to the chair of the search committee: letter of application, three letters of recommendation, and a curriculum vitae including names, addresses, and phone numbers of references. Review of applications will begin February 15, 1995. Send materials to professor Dorothy DeMoss, Chair, Search Committee, Department of History and Government, Texas Woman's University, P.O. Box 23974, Denton, Texas, 76204-1974. AA/EOE

Institute for Legal Studies

Fellowship in American Legal History
The University of Wisconsin Law School announces a one-year fellowship in American legal history. Stipend approximately \$18,000 for the year and \$1,500 for research expenses. The fellowship begins July 1, 1995. Demonstrated aptitude for historical research on law required. Historians without a JD are eligible. Send detailed description of proposed research project, c.v., transcripts, and two letters of reference. Degree candidates must meet admissions standards set by the law school. Deadline March 1, 1995. Send all application materials to the Legal History Program, Institute for Legal Studies, University of Wisconsin Law School, 975 Bascom Mall, Madison, WI 53706. Award date April 15, 1995. For further information, contact Prof. Arthur McEvoy, University of Wisconsin Law. (608) 265-4771 or E-mail: amcevoy@facstaff.wisc.edu.

Smith College

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

University of New Hampshire

Modern American History, post-1865. The Department of History, University of New Hampshire, seeks a non-tenure track lecturer or assistant professor for one year, renewable for up to two additional years. Field of specialization sought: women's history. The successful candidate will teach basic introductory and survey courses in history as well as advanced courses, and should be prepared to guide stud-

ies of graduate students. Ph.D. and teaching experience desirable. Women and minorities are encouraged to apply. The University is AA/EOE. Hiring is contingent upon eligibility to work in the U.S. Send letter of application, resume, and letters of recommendation to Professor John O. Voll, Chair, Department of History, Horton Social Science Center, University of New Hampshire, Durham, NH 03824, before March 15, 1995.

Activities of Members

Gunther Peck was awarded the Bryant Spann Memorial Prize by the Eugene V. Debs Foundation for his article, "Padrones and Protest: 'Old' Radicals and 'New' Immigrants in Bingham, Utah, 1905-1912."

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

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

William S. Pretzer, curator and educational programs administrator at Henry Ford Museum & Greenfield Village, has been named to the National Commission on Technology for All Americans and to the Advisory Council of the International Technology Education Association.

The Urban History Association has awarded the following prizes: best dissertation in urban history, without geographic restriction, completed in 1993, to Thomas W. Hanchett, postdoctoral fellow at Emory University, for "Sorting Out the New South City: Charlotte and Its Neighbors" (Univ. of North Carolina at Chapel Hill); best book in North American urban history published in 1993, to Carl Abbott, Portland State University, for *The Metropolitan Frontier, Cities in the Modern American West* (Univ. of Arizona Press).

Francis M. Carroll, St. John's College, University of Manitoba, is the John Adams Fellow at the Institute of United States Studies, University of London.

Gregory J. Higby, University of Wisconsin-Madison, will receive the 1995 Edward Krimers Award from the American Institute of the History of Pharmacy, for his book, *In Service to American Pharmacy: The Professional Life of William Procter, Jr.* (Univ. of Alabama Press, 1992).

The American College of Obstetricians and Gynecologists announces that the recipients of the 1995 ACOG-Ortho Fellowships in the History of American Obstetrics and Gynecology are Janet Golden, Rutgers University, who will be researching the history of Fetal Alcohol Syndrome; and Jimmy Elaine Wilkinson Meyer, Associate Editor of the Encyclopedia of Cleveland History/Dictionary of Cleveland Biography, whose project title is "The Evolution of Gynecologists' Attitudes Toward Contraception, North America, 1900-1940."

Martha H. Swain, Texas Woman's University, received the 1994 Eudora Welty Prize for her book, *Ellen S. Woodward: New Deal Advocate for Women* (Univ. Press of Mississippi, forthcoming).

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

Awards, Grants and Fellowships

The Institute of the United States Studies at the University of London each February invites applications for two non-stipendiary John Adams Fellowships. Applications are invited from scholars of established reputation, although less senior scholars are eligible if they will have held a doctorate or equivalent qualification at least

two years. Contact the Directory, Institute of United States Studies, Univ. of London, Senate House, Malet Street, London WC1E 7HU; 071-636-8000 ext. 5100; fax 071-580-7352.

The Missouri Historical Society is offering two fellowships for research in the history of St. Louis, Missouri, or settlement of the trans-Mississippi West. A one-month and three-month term available. Contact Missouri Historical Society, Research Center, P.O. Box 11940, St. Louis, MO 63112-0040. Deadline is February 28.

The Naval Historical Center offers several programs of fellowships, grants, and internships to encourage research and writing in United States naval history. For applications contact the Senior Historian, Naval Historical Center, Washington Navy Yard, 901 M. Street SE, Washington, DC 20374-5060. Deadline is February 28.

The American Studies Association seeks nominations for the 1995 John Hope Franklin Publication Prize for the best book in American Studies published in 1994. Send entries to each of the following committee members by March 1: Gordon Hutner, Dept. of English, Univ. of Wisconsin-Madison, WI 53706; Jacqueline Jones, Dept. of History, Brandeis Univ., Waltham, MA 02154-2700; and Margaretta M. Lovell, Dept. of the History of Art, 405 Doe Library, Univ. of California, Berkeley, CA 94720.

The National Endowment for the Humanities is sponsoring 70 seminars for teachers on a variety of texts in the humanities for 4-6 weeks during the summer of 1995. Deadline is March 1. Contact Michael L. Hall, Summer Seminars for School Teachers, Division of Fellowships and Seminars, Room 316, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506; (202) 606-8463; fax (202) 606-8558.

The Minnesota Historical Society's Research Department offers grants to support research and interpretive writing on the history of Minnesota. For an application Form, write to Deborah L. Miller, Research Dept., Minnesota Historical Society, 345 Kellogg Blvd. West, St. Paul, MN 55102; or call Florence Regan at (612) 297-2221. Deadlines are March 1, October 1, and January 1.

The American Philosophical Society Library in Philadelphia offers Mellon Resident Research Fellowships for work done in its collections. Contact Mellon Fellowships, American Philosophical Society Library, 105 South Fifth St., Philadelphia, PA 19106-3386; (215) 440-3400. Deadline is March 1.

The National Historical Publications and Records Commission is now accepting applications for Fellowships in Archival Administration that provide advanced administrative training in archives. Contact NHPRC, National Archives Building, Washington, DC 20408; (202) 501-5610. Deadline is March 1.

Arthurdale Heritage, Inc., a non-profit historic preservation organization dedicated to the history and preservation of Arthurdale, West Virginia, announces the Barbara J. Howe Award for work on New Deal Homesteads and related topics. Contact the President, Arthurdale Heritage, Inc., P.O. Box 850, Arthurdale, WV 26520. Deadline is March 1.

The American Numismatic Society (ANS) offers the following awards: the 43rd Graduate Seminar in Numismatics, June 13 - August 12; the 1995-96 Graduate Fellowship for dissertation research; and the Frances M. Schwartz Fellowship for work and study of numismatic and museum methodology at the ANS. For applications, contact the American Numismatic Society, Broadway at 155th Street, New York, NY 10032. Deadline is March 1.

The Museum of the Confederacy will be giving two awards for work on the Confederate States of America: the Jefferson Davis Award for a book-length narrative history published in 1994; and the Founders Award for excellence in the editing of primary source materials published in 1993 or 1994. Deadline is March 1. Contact Guy R. Swanson, The Museum of the Confederacy, 1201 East Clay Street, Richmond, VA 23219; (804) 649-1861; fax (804) 644-7150.

The Sixteenth annual Bryant Spann Memorial Prize will be awarded by the Eugene V. Debs Foundation in 1995 for the best article, published or unpublished, written in the Debsian

tradition of social protest and reform. Contact the Bryant Spann Memorial Prize Committee, c/o Dept of History, Indiana State Univ., Terra Haute, IN 47809 (please include self-addressed stamped envelope).

The Center for the Study of New England History of the Massachusetts Historical Society will offer approximately sixteen short-term research fellowships in 1995. Each grant will support four weeks of research at the Society between July 1995 and June 1996. Contact Leonard Travers, Assistant Director, Center for the Study of New England History, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215. Deadline is March 1.

The American Antiquarian Society offers a program of visiting fellowships for teachers and librarians in grades K-12. It includes a stipend plus an allowance for travel expenses. Contact John B. Hench, Director of Research and Publication, Room 121, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609-1634; (508) 752-5813 or 755-5221. Deadline is March 6.

The Indiana Historical Society offers two doctoral dissertation fellowships to encourage the understanding of the history of Indiana or of Indiana and the regions with which it has been associated. Eligible applicants must be enrolled in accredited institutions and have completed all coursework for a doctorate. Application deadline is March 15. For application form contact the Education Division, 315 W. Ohio St., Indianapolis, IN 46202; (317) 233-5659; fax(317) 233-3109.

The United States Holocaust Research Institute announces the J. B. and Maurice C. Shapiro Senior Scholar-in-Residence Program and the Pearl Resnick Post-Doctoral Fellowship Program for 1995-1996. Contact Academic Programs, Research Institute, United States Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2150; (202) 488-6110; fax(202) 479-9726; mfields@ushmm.org. Deadline is March 15.

The New York State College of Human Ecology at Cornell University and Cornell's Mann Library are offering summer or sabbatical fellowships (must be six weeks or more) to provide support toward research on the history of home economics or nutrition, and their impact on American society. Deadline is March 31. Call (607) 257-0568; fax(607) 255-3794.

Historic Deerfield, Inc., will accept six to ten students who have completed two or more years of college and are of undergraduate status for its **Summer Fellowship Program in early American history and material culture**. Contact Director of Academic Programs, Historic Deerfield, Inc., Deerfield, MA 01342; (413) 774-5581. Deadline is April 1.

The American Heritage Center at the University of Wyoming is offering travel grants in 1995 for researchers using the American Heritage Center's collections. Contact The American Heritage Center, Univ. of Wyoming, PO Box 3924, Laramie, WY 82071. Deadline is April 15.

The University of Minnesota will award one or two Clarke Chambers Travel Fellowships for research in the **Social Welfare History Archives** or the **YMCA Archives**, with preference given to dissertation writers. Contact David Klassen, Social Welfare History Archives, 101 Walter Library, Univ. of Minnesota, Minneapolis, MN 55455; (612) 624-4377; fax(612) 625-5525; d-klaa@vm1.spc.s.umn.edu. Deadline is April 15.

The Modern Language Association of America invites nominations for the third **Morton N. Cohen Award for a Distinguished Edition of Letters**. Send letter of nomination and four copies of volume to the Morton N. Cohen Award, MLA, 10 Astor Place, New York, NY 10003-6981; or contact Richard Brod, Director of Special Projects, MLA; (211) 614-6406. Deadline is May 1.

Two awards are available from the **American Association for the History of Nursing, Inc.**: The Teresa E. Christy Award for Exemplary Historical Research and Writing by a student scholar; and the Lavinia L. Dock Award for Exemplary Historical Research and Writing by an experienced scholar. Contact D. Hamilton, Chair, Awards Committee, American Association for the History of Nursing, Western Michigan Univ., School of Nursing, Kalamazoo, MI

49008; (616) 387-2883. Deadline is May 15.

The State Historical Society of Iowa announces twelve stipends, and an opportunity to publish, for research related to the history of Iowa or Iowa and the Midwest. Contact Sesquicentennial Grants, State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, IA 52240-1806; (319) 335-3931. Deadline is May 15.

The Association for Documentary Editing seeks nominations for the first biennial Jo Ann Boydston Essay Prize, for the best review or review essay that deals with the scholarly editing of works or documents. Contact G. Thomas Tanselle, Vice-President, The Guggenheim Foundation, 90 Park Avenue, New York, NY 10016. Deadline is June 1.

The Jewish Historical Society of Greater Washington announces the Robert I. Silverman Award for an essay focusing on the history of Jews or Jewish community institutions in the metropolitan Washington, DC, area. Contact Alan Kraut and Michael Goldstein, Chairs, Publication Committee, c/o Jewish Historical Society, 701 Third Street, NW, Washington, DC 20001; (202) 789-0900. Deadline is June 1.

The Urban History Association offers the following four prizes: best doctoral dissertation in urban history completed during 1994; best book in North American urban history published during 1994; best book in non-North American urban history published during 1993 or 1994; and best journal article in urban history published during 1994. Contact Carol A. O'Connor, Dept. of History, Utah State Univ., Logan, UT 84322-0710. Do not send submissions to Prof. O'Connor. Deadline is June 15.

The Southern Jewish Historical Society offers awards for the best papers dealing with Southern Jewry by a current graduate student and by an undergraduate. Contact Berkley Kalin, Chair, Student Prize Committee SJHS, Dept. of History, The Univ. of Memphis, Memphis, TN 38152. Deadline is July 1.

The Southern Jewish Historical Society announces a cash award for the best paper dealing with Southern Jewry by a current graduate student and for the best paper by an undergraduate. Papers must be submitted by July 1 to Berkley Kalin, Chair, Student Prize Committee, SJHS, Dept. of History, The Univ. of Memphis, Memphis, TN 38152.

The Southern Jewish Historical Society announces its Annual Grants competition for 1995, to facilitate the completion of projects relevant to Southern Jewish history. For information please contact: Lee Shai Weissbach, Chair, SJHS Grants Committee, Dept. of History, Univ. of Louisville, Louisville, KY 40292; lsweis01@ulkyvm.louisville.edu. Deadline is August 1.

Fulbright Scholar Awards for U.S. Faculty and Professionals to lecture and research in nearly 140 countries. Awards range from two months to a full academic year. Contact the Council for International Exchange of Scholars, 3007 Tilden Street, NW, Suite 5M, Box GNEWS, Washington, DC 20008-3009; (202) 686-7877; cies1@ciesnet.cies.org. Deadline is August 1.

The American College of Obstetricians and Gynecologists and the Ortho Pharmaceutical Corporation jointly sponsor two fellowships in the **History of American Obstetrics and Gynecology**. Deadline is September 1. Contact Susan Rishworth, The American College of Obstetricians and Gynecologists, 409 Twelfth Street, SW, Washington, DC 20024-2588; (202) 863-2578 or 2518.

The American Italian Historical Association offers a scholarship for a graduate student whose work focuses on the Italian American experience. Contact Donna Gabaccia, History Dept., Univ. of North Carolina at Charlotte, Charlotte, NC 28223. Deadline is September 1.

The Air Force Historical Research Agency announces research grants to encourage scholars to study the history of air power through the use of the USAF historical document collection at the agency. Contact the Commander, Air Force Historical Research Agency, 600 Chennault Circle, Maxwell AFB, AL 36112-6424. Deadline is October 1.

The Shelby Cullom Davis Center for Historical Studies offers research fellowships for one

or two semesters. The theme for academic years 1996-98 is "Animals and Human Society: Relationships, Exploitation, and Imagination from Pre-History to the Present." For forms contact the Manager, Shelby Cullom Davis Center for Historical Studies, Department of History, 129 Dickinson Hall, Princeton University, Princeton, NJ 08544-1017, U.S.A. Deadline for 1996-97 is December 1, 1995.

The Society for Historians of the Gilded Age and Progressive Era announces the SHGAPE Article Prize, for the best article dealing with any aspect of U.S. history in the period 1865-1917, which appeared in journals in 1993 or 1994. Open to any graduate student or individual with a Ph.D. awarded after 1985, and anyone who has not yet published a book. Contact Ruth Crocker, Chair, SHGAPE Article Prize Committee, Dept. of History, 310 Thach Hall, Auburn Univ., Auburn, AL 36849-5207. Deadline is December 1 for the April, 1996, prize.

Visiting Research Fellowships tenurable from September 1996 - May 1997 are available through an experimental, interdisciplinary **Program in Agrarian Studies** at Yale University. Contact James C. Scott, Program in Agrarian Studies, Box 208300, New Haven, CT 06520-8300; fax (203) 432-5036. Deadline is January 3, 1996.

The Southwestern Pennsylvania Heritage Preservation Commission is offering 12-week graduate and undergraduate internships for the summer of 1995 on projects related to heritage and historical preservation. Contact the Internship Coordinator, Southwestern Pennsylvania Heritage Preservation Commission, Technical Assistance Center, 319 Washington Ave., Suite 370, Johnstown, PA 15901. No deadline given.

Calls for Papers

The University of North Carolina at Charlotte Graduate History Association announces the Annual History Forum, March 24-25, 1995. All graduate and advanced undergraduate students are invited to submit papers (15 pages maximum) of original research in any historical field. Abstracts due by February 13; completed papers by March 3. Contact UNCC Graduate History Association, Attn. Forum Committee, Dept. of History, UNC Charlotte, Charlotte, NC 28223; (704) 547-2868; fax(704) 547-3218.

The American Heritage Center invites papers or program proposals for its symposium, "Blacks in the West: Image and Reality," to be held in fall, 1995. Deadline is March 1. Contact Michael J. Devine, Director, American Heritage Center, P.O. Box 3924, Laramie, WY 82070.

The Dublin Seminar for New England Folklife invites proposals for its next conference, **Plants and People**, to be held June 23-25, at Deerfield, Massachusetts. Contact Peter Benes, Director, The Dublin Seminar for New England Folklife, 249 Harrington Avenue, Concord, MA 01742; (508) 369-7382. Deadline is March 1.

The Illinois State Historical Society invites proposals for papers relating to Illinois history for the 16th annual Illinois History Symposium to be held in Springfield, December 1-2. Send a summary and resume by March 24 to the Illinois State Historian, Illinois Historic Preservation Agency, 1 Old State Capitol Plaza, Springfield, IL 62701-1507; fax(217) 785-7937.

Proposals are requested for the 15th Annual International Conference on **Critical Thinking and Educational Reform**, July 30 - August 2, at Sonoma State University, California. Historical development of the theory of critical thinking, as well as its practical application to the classroom, is the conference's focus. Deadline is April 15. Contact the Center for Critical Thinking, Sonoma State Univ., Rohnert Park, CA 94928-3619; (707) 664-2940; fax (707) 664-4101; cct@sonoma.edu.

The Center for the History of Business, Technology, and Society requests papers for its conference, "Aftermath: The Transition From War to Peace in America, 1943-1949," to be held October 27-28. Contact Roger Horowitz, Associate Director, Center for the History of Business, Technology, and Society, Hagley Museum and Library, Box 3630, Wilmington, DE 19807;

fax(302) 658-0568; rh@strauss.udel.edu. Deadline is April 21.

The Shenandoah Valley Regional Studies Seminar, which meets monthly, requests papers on topics of regional and historical interest. Contact Joseph Whitehorse, Associate Professor of History, Lord Fairfax Community College, Box 47, Middletown, VA 22645; (703) 869-1120 ext.47; or Ann McCleary, Dept. of History, James Madison Univ., Harrisonburg, VA 22807; (703) 568-6132. Deadline for submissions for 1995-96 program is May 1.

The American Journalism Historians Association invites proposals on any facet of media history for its annual meeting, September 28-30, in Tulsa, OK. Send panel proposals to David R. Spencer, Graduate School of Journalism, University of Western Ontario, London, Canada, N6A 5B7; send abstracts (2 copies) of research in progress to Jan Whitt, School of Journalism, Univ. of Colorado, Boulder, CO 80309-0287; send papers (5 copies) to Elizabeth Burt, Communications Dept., Univ. of Hartford, West Hartford, CT 06117. Deadline is May 1.

The National Endowment for the Humanities is establishing new application deadlines for its **Conferences Program**. Beginning in 1995, these deadlines will be: May 15, with award to be announced by the following December; and December 15, with awards to be announced by the following August. Contact the Conferences Program, Division of Research Programs, Room 318, NEH, 1100 Pennsylvania Avenue, NW, Washington, DC 20506; (202) 606-8210; nehres@gwvm.gwu.edu.

Paper and session proposals in all areas of history are welcome for the **Seventeenth Mid-America Conference on History**, to be held September 14-16. Contact Worth Robert Miller, Dept. of History, Southwest Missouri State Univ., Springfield, MO 65804. Deadline is June 1.

Papers or panels on any popular culture or culture studies topic, time, or place are requested for the **North East Popular Culture Association (NEPCA)** annual conference in Worcester, October 6-7. Contact Professor James P. Hanlan, Worcester Polytechnic Institute, Humanities Division, 100 Institute Road, Worcester, MA 01609. Deadline is June 1.

The Little White House Historical Site, the Abraham Lincoln Association, and the International Lincoln Association call for participants in an international and multidisciplinary conference, "FDR After 50 Years: Politics and Culture of the 1930s and 1940s." Contact William D. Pederson, LSU in Shreveport, One Univ. Place, 439 BH, Shreveport, LA 71115-2301; (318) 797-5337; fax(318) 797-5358. No deadline given.

The Journal of Policy History is planning a special issue concerning policy, political culture, and social movements in the 1970s to be edited by David B. Robertson. Send essay proposals to David B. Robertson, Dept. of Political Science, Univ. of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121-4499; (314) 553-5855; sdbrobe@umslvma.umsi.edu.

PUBLHIST, an e-mail discussion group on public history, welcomes posts on history museum and historic site issues, historic preservation, cultural resource management, public archaeology, and other related topics. To subscribe, send a message to publhlist-request@husc3.harvard.edu with the following text: subscribe publhlist. For more information, contact John Hurley at jhurley@husc3.harvard.edu.

Studies in Historiography, a monograph series from Greenwood Press, seeks manuscripts from all fields and periods of historiography, including studies of individual historians, schools of thought, and historical criticism. Biographies, collected essays, and integrated symposium papers will be considered. Contact John David Smith, Dept. of History, North Carolina State Univ., Box 8108, Raleigh, NC 27695-8108.

Meetings and Conferences

The American Airpower Heritage Museum and Midland College international symposium, "Pilots and Poster Girls, Commemorat-

ing the 50th Anniversary of the End of World War II," will be March 2-4 at the Midland Hilton and at the Confederate Air Force Headquarters in Midland, Texas. Contact Midland College at (915) 685-4724; fax(915) 684-6412, or write to Will Morris, symposium co-chair, Midland College, 3600 North Garfield, Midland, TX 79705.

The Old Sturbridge Village Colloquium on Early New England Society and Culture will hold its 1995 conference on March 11 in Sturbridge. The meeting is entitled, "The Native American Peoples of New England 1750-1860." Contact Jack Larkin at Old Sturbridge Village at (508) 347-3662; fax (508) 347-5375.

The eighteenth annual Appalachian Studies Conference will meet on the campus of West Virginia University in Morgantown on March 17-19. The theme is "City, Town, and Countryside: Appalachian Community in Change." Contact Ronald L. Lewis, Dept. of History, WVU, Morgantown, WV 26506, (304) 293-2421; fax(304) 293-6858.

The American Photograph as Social and Cultural Document is the biennial symposium in American Art sponsored by the Department of Art History at the University of Delaware, Newark, on March 31. For registration information: Carole M. Seifred, (302) 831-2216; fax(302) 831-2998. For program information: Dept. of Art History, (302) 831-8415; fax(302) 831-8243.

The National Social Science Association's national conference will be held April 5-7 in San Diego, California. Contact NSSA San Diego Meeting, 2020 Hills Lake Drive, El Cajon, CA 92020-1018; (619) 448-4709; fax(619) 258-7636.

The American Association for State and Local History presents the following series of regional workshops: "Exhibits for Historical Agencies": April 5-7 at the Arizona Hall of Fame in Phoenix, AZ; and May 11-12 at the Missouri Historical Society, St. Louis, MO. "Collections Care and Management": May 8-10 at the Missouri Historical Society, St. Louis, MO; and August 7-9 at the Historical Association, Cooperstown, NY. Contact AASLH Workshops, 530 Church Street, #600, Nashville, TN 37219-2325; (615) 255-2971.

The New River Symposium, sponsored by The New River Gorge National River and The National Park System in West Virginia will be held April 7-8 at the Glade Springs Resort located in Daniels, West Virginia. Contact Warren Snyder, New River Gorge National River, 104 Main Street, Glen Jean, WV 25846.

"Telling About the South," the University of Virginia Southern History Program's second annual graduate student conference, will be held April 8-9 in Charlottesville. Papers available in advance via online "gopher" at southcon@virginia.edu. Contact Southern History Conference, c/o Phil Troutman, Dept. of History, Univ of Virginia, Charlottesville, VA 22903; (804) 971-7899.

On April 21-22, Reynolda House Museum of American Art will host a conference on "Democracy and Culture." The keynote speaker will be Alan Trachtenberg. Contact Gloria J. Fitzgibbon, Coordinator, Academic Affairs, Reynolda House Museum of American Art, P.O. Box 11765, Winston-Salem, NC 27116; fax(910) 721-0991.

The 8th Annual New England Museum Association and Old Sturbridge Village Museum Archives Institute will be held at Old Sturbridge Village, April 21-22. Contact Theresa Rini Percy, Associate Director of Research, Library, & Collections, Research Library, Old Sturbridge Village, One Old Sturbridge Village Road, Sturbridge, MA 01566; (508) 347-3362 ext.203; TDD/TTY (508) 347-5383; fax(508) 347-5375.

The Middle Atlantic Historical Association of Catholic Colleges and Universities 21st Annual Conference will be held April 22. Contact James Harrison, Dept. of History, Siena College, Loudonville, New York 12211-1462.

The New England Historical Association (NEHA) will hold its semi-annual conference at Mt. Holyoke College on April 29. For pro-

gram or membership information contact the NEHA Executive Secretary, Peter Holloran, Pine Manor College, Chestnut Hill, MA 02167; pch@world.std.com.

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

"Organizing and Reorganizing Labor—Past, Present, and Future," a conference sponsored by the Southwest Labor Studies Association, will be held May 4-6 at UCLA. Contact Darryl Holter, Center for Labor Research and Education, 1001 Gayley Avenue, Univ. of California, Los Angeles, CA 90024.

The 1995 annual meeting for the Society of Military History will be held May 11-14 in Gettysburg, Pennsylvania, with the U.S. Army War College serving as host. The theme will be "War Termination and Transitions to New Eras." Contact Mr. David A. Keough, SMH 1995 Meeting, U.S. Army Military History Institute, Carlisle Barracks, PA 17013-5008; (717) 245-3189; e-mail keoughd@carlisle-emh2.army.mil.

"Places of Commemoration, Search for Identity and Landscape Design," is the topic of the next Dumbarton Oaks Center for Studies in Landscape Architecture symposium, to be held on May 19-20. Registration information will be available in March. Contact Studies in Landscape Architecture, Dumbarton Oaks, 1703 32nd Street NW, Washington, DC 20007.

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

The Ranching Heritage Center of the Museum of Texas Tech University in Lubbock, Texas, will host a symposium, THE TEXANS: 1820-1920, June 9-11, to address the use of living history to interpret culture, conflict, and ethnicity. Contact Dr. David Salay, Ranching Heritage Center, Box 43191, Lubbock, TX 79409-3191.

"World War II: War Aims—War Results," the sixth in a decade-long series of symposia on the Second World War will bring together 18 British, Russian, and American historians at the Roosevelt Study Center, Middelburg, the Netherlands. Attendance is limited. Contact K. van Minnen, Exec. Director, Abdij 9, Box 6001, 4330 Middelburg, the Netherlands (copy to W.F. Kimball, Hist. Dept, Rutgers Univ., Newark, NJ 07102).

A conference called "Beyond Convent Walls: Women Religious in Historical Context," sponsored by the Conference on the History of Women Religious, will be held at Cardinal Stritch College, Milwaukee, WI, June 18-21. Contact Florence Deacon, OSF, Dept. of History, Cardinal Stritch College, Milwaukee, WI 53217-3985.

The Third International Symposium on Telecommunications History will be held June 21-22 in Wilmington, Delaware. Contact Russell A. Pizer, General Chairman, 305 Cooper Road, North Babylon, New York, 11703-4430; fax (516) 422-2324.

The National Gravestone Studies conference will be held at Westfield State College, Westfield, Massachusetts from June 22-25. Registration is required. Contact Fred Oakley, Conference Chair, 19 Hadley Place, Hadley, MA 01035; (413) 584-1756.

The Great War Society will be presenting a seminar, "In Pursuit of Peace," September 29 - October 1, at the Marriott Hotel in Bethesda, Maryland. Contact F. R. Carroll, The Great War Society, P.O. Box 4585, Stanford Univ., Stanford, CA 94309; (408) 426-7646; fax(408) 469-0593; or 1-800-966-1216.

A Library of Congress symposium on the political, economic, social, and cultural history of the United States in the 1920's entitled, "Calvin Coolidge and the Coolidge Era," will be held October 5-7. Contact John

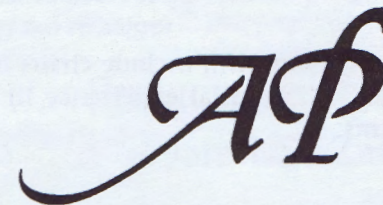
Haynes, Manuscript Division LM-102, Library of Congress, Washington, DC 20540-4780; (202) 707-5383; fax(202) 707-6336; haynes@loc.gov.

A meeting called, Popular Culture Association in the South and American Culture Association in the South, will be held October 5-7, 1995 in Richmond, VA. Contact Robert L. McDonald, Program Chair, Dept. of English and Fine Arts, Virginia Military Institute, Lexington, VA 24450.

The Program in History of the Graduate School and University Center is planning a conference, "Lesbian and Gay History: Defining a Field," to be held October 5-8. Contact David Nasaw, (212) 642-2110.

Guide to American Studies Resources

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



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

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

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Plan Ahead Future Annual Meetings Organization of American Historians

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

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Organization of American Historians Twelfth Annual Focus on Teaching Day

Washington, D.C., Friday March 31 - Saturday April 1, 1995
The Washington Hilton and Towers

The Annual Meeting of the Organization of American Historians presents a day of sessions especially for junior and senior high school teachers of American history. The 1995 Focus on Teaching Day has been expanded to include all OAH Annual Meeting sessions on Friday afternoon as well as all day Saturday, and includes a special workshop on "Implementing Standards in American history." The OAH has a commitment to secondary history education and encourages participation in this exciting day of professional activities.

1995 Saturday Sessions

- "...And you want all this covered in one term?": How both high school and college History teachers resolve dilemmas of adequate in-depth analyses versus curriculum content demands.
- Equality?: Teaching U.S. History and the Fourteenth Amendment
- Close Encounters of the First Kind, 1575-1767: Teaching with Original Sources
- Historic Places: Their Use As an Innovative Teaching Tool
- The Use of Videodisk Technology in a High School or College History Course
- Teaching the 1950's Through Film and Rock 'n' Roll
- *The Memoirs of Surgeon William W. Potter, 57th N.Y.*: How a team of students published a Civil War diary
- How I Spent My Summer Vacation: Applying Summer Fellowships to the Classroom

Focus on Teaching Day Luncheon and Keynote Address: featuring Carol Berkin of Baruch college and CUNY Graduate School. There will be a \$25.00 charge for the luncheon ticket. You may attend the keynote address without attending the luncheon.

Registration fees are \$15.00 for preregistration and \$20.00 for on-site registration. For preregistration information, please fill out this form and return it to: Focus on Teaching Day, Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47408-4199.

Name: _____
Address: _____
City: _____
State: _____

CONNECTIONS

AMERICAN HISTORY AND CULTURE IN AN INTERNATIONAL PERSPECTIVE

VOLUME 1, ISSUE 1

FEBRUARY/MARCH 1995

ISSN 1074-8202

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

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

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

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

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

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

The International Clearinghouse Newsletter, CONNECTIONS: AMERICAN HISTORY AND CULTURE IN AN INTERNATIONAL PERSPECTIVE (ISSN 1074-8202), is published by the Organization of American Historians, 112 North Bryan Street, Bloomington, Indiana 47408; telephone (812) 855-7311, and the American Studies Association, 2101 South Campus Surge Building, University of Maryland, College Park, Maryland 20742. Materials in CONNECTIONS may be freely copied and distributed. The Advisory Board reserves the right to reject material, announcements, and postings sent in for publication that are not consistent with the goals and policies of CONNECTIONS. The OAH, ASA, and other contributing organizations are not responsible for individual exchanges resulting from CONNECTIONS. For further information, contact the Editor, Michael Schreiner at the OAH office. Copyright © 1995, Organization of American Historians.

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I. CONVERSATIONS AND COLLABORATIVE RESEARCH

TRAVEL LITERATURE: I am an English lecturer currently looking for material on recent American/British travel literary criticism. I welcome any information and suggestions on publications, journals, conferences related to this topic and would like to share ideas and sources with scholars working in this field. Contact Madel Pilar Glez de la Rosa, Depto. Filologia Moderue, Facultad de Economicas y Empresariales, Campus de Tafira, 35017 Univ. Las Palmas de Grau Cavia, Espana; fax: 34-28-451829; email: pilarf@empres.ulpgc.es

NATIVE HISTORY AND LITERATURE: I am interested in exploring the theme of cultural continuity, particularly the role of women in passing down the traditional values, in contemporary native women's fiction. I would like to do so in the historical and cultural contexts of the authors and their works. I am especially interested in the fiction of Leslie Marmon Silko, Louise Erdrich, Ruby Slipperjack, Beth Brant, Jeannette C. Armstrong, and Jovette-Marchessault. I would like to share information and ideas about native histories, cultures, and literatures. Contact Katerina Prajznerova, Brozikova 21, 638 00 Brno, Czech Republic; tel: +5-522464; prajzner@phil.muni.cz

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

ETHNIC/NATIVE HISTORY: Historian with broad specialization in ethnic and native history. Looks for contacts with colleagues in the fields of American Indian ethnohistory and Russian-Ameri-

can Indian relationships in Alaska and California. Interested in exchange of ideas, books, information on related conferences, and publication projects. Contact Andrei A. Znamenski, History Dept., Univ. of Toledo, Toledo, OH 43606-3390 USA.

COMPARATIVE ETHNIC STUDIES: My post doctoral research is on comparative ethnic studies, and I require information on leading institutions and libraries on the topic. I also welcome book donations. I will be willing to exchange information on Nigerian ethnic minority problems and accept offers for a joint comparative study of the subject in the U.S. Contact R.T. Akinyele, Dept. of History, Faculty of Arts, Univ. of Lagos, Lagos, Nigeria.

U.S. BLACK WOMEN WRITERS: I am interested in texts by black women writers connecting with Caribbean/Latin American experience in history or literature. Contact Stelamaris Coser, Depto. Linguas e Letras, Universidade Federal do Espirito Santo, Vitoria, E.S., Brazil 29060-900; fax: 011-5 5 - 2 7 - 3 3 5 2 2 4 4 ; scoser@npdl.ufes.br

CHRISTIAN SCIENCE/MARY BAKER EDDY: Doctoral candidate, Dept. of English, seeks to correspond, share resources/ideas with other scholars working on Christian Science and Mary Baker Eddy. My foci are 1. how Christian Science intersects with other late 19th/early 20th century discourses of the body and 2. Christian Science in its relation to pragmatism. Kathryn Goelzer, Dept. of English, Univ. of California, Santa Barbara, CA 93106 goelzer@humanitas.ucsb.edu

RURAL WOMEN'S HISTORY: I would like to contact scholars in other countries doing research on rural women's history for networking, exchange of work, and possibly an anthology of comparative work. Contact Joan M. Jensen, email: jjensen@nmsu.edu

FAMILY LIFE: I am researching the ideas and images of family represented in family photographs, celebrations, and other forms of self-documentation. I

welcome any information, suggestions, or discussion in this area. Contact Marjorie L. McLellan, Hist. Dept., Miami Univ., 4200 E. Univ. Blvd., Middletown, OH 45042 mclmcl@miavx3.mid.mu.ohio.edu

NATIONAL IDENTITY IN LATIN AMERICA AND USA 19th CENTURY: I would like to share information and ideas about national identity during the construction of States in Latin America and USA. I am looking for people who would like to talk about how we might develop a project to explore this problem in comparative perspective. I'm doing my doctoral thesis, and I'm working with Argentina, Brazil and USA. Contact Antonio Gil, Universidade Federal do Espirito Santo, Dept. Historia, Av. Fernando Ferrari s/n, Vitoria- ES, CEP 29060-900, Brasil; tel: (027)223-5208; fax: (027)227-3908; tomgil@npd1.ufes.br

MILLENNARIANISM AND MESSIANISM in American history. I am a student of those movements, especially in Brazil. I already have some material concerning Canudos and have written an article on related subjects. Looking for colleagues with similar interests to discuss ideas and/or exchanging material. Contact Vicente Dobroruka, Rua São Clemente 403/703, 22260-001, Rio de Janeiro -RJ-, Brazil.

BLACK CONSERVATISM: I am studying the development and growth of black conservatism in the US. My research will survey political ideas, publications, initiatives and organizations. I would be interested in sharing ideas on this or related topics. Eddie Ashbee, Denstone College, Uttoxeter, Staffs. ST14 5HN, UK; tel: 0889-591004; fax: 0889-591295.

POLITICAL AND SOCIAL MOVEMENTS: I am seeking collaborative researchers on transnational political and social movements and peace research in history. I would like to put such people in touch with historians in the Peace Research Society and with projects in the U.S. and elsewhere. Charles Chatfield, Wittenberg Univ., Springfield, OH 45501-0720 USA.

ATTITUDES TOWARDS PLACE AND COMMUNITY: I am a cultural sociologist/Americanist, and currently doing a comparative study of the various attitudes towards localities (small town, suburb, city, region, etc.) among Americans and Europeans, particularly Dutchmen. My focus is especially on the diverse manifestations of a sense of place and community in the broader context of processes of cultural

globalization on the one hand and those of cultural localization at the other. I would like to contact scholars who share these interests, with an emphasis on contemporary developments. Contact Mel van Elteren, Dept. of Sociology, Tilburg Univ., P.O. Box 90153, 5000 LE Tilburg, the Netherlands; tel: +31-13-66335; fax: +31-13-662370; m.c.m.velteren@kub.nl

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

COLONIAL HISTORY: We are working on a cadastral reconstruction of the colonial and national, urban and rural Buenos Aires history, as well as on the reconstruction of slave domination, based on the notarial records. We are using the DBase III plus program. I welcome any methodological advice and would like to share ideas with scholars working with these sources and methodology. I am also receptive to any comparison with analogous research carried on in the U.S. Contact Eduardo R. Saguier, Juan Francisco Segu 3955, 2 E, (1425) Capital, Argentina; tel: 802-2979; fax: 541-331-6720; telefax: 541-343-5618; email: sagba@filo.uba.edu.ar

WEST VIRGINIA HIST.: I am working in West Virginia history and would be interested to communicate with any interested parties. Les Currie, Dept. of American Studies, Univ. of Keele, Keele Staffordshire ST5 5BG U.K.; tel: 01782 621111; email: asd06@keele.ac.uk

URBAN SPACES: I wish to make contact with urban history researchers. I am especially interested in the study of plazas, gardens or any open public spaces in urban development. I would appreciate information helping me with the subject and am grateful for any assistance. Contact Jose-Antonio Rena, Reyna 42, San Angel, 01000 Mexico D.F., Mexico; fax: 525-598-5081.

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

jhurley@husc3.harvard.edu

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

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

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

TRANSLATIONS OF THE U.S. CONSTITUTION: In most non-English speaking countries basic documents of American constitutional history such as the Constitution, the Federalist Papers, the Virginia Bill of Rights, and the Declaration of Independence have been published in translation. Since translation means interpretation, I want to find out how key terms in American constitutional history have been translated, i.e.,

interpreted by translators in various languages since the 18th century. Who has thought and/or published about this problem? Who can tell me whether the Federalist Papers have been translated in full or in part into his or her native language? Contact Willi Paul Adams, Kennedy Institute, Free University, 7Lans St., D-14195 Berlin, Germany; fax: +49-30-838 2873; wpadams@fub46.zedat.fu-berlin.de

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

WEST GERMAN EMIGRATION: I am exploring the experiences of immigrants from the Federal Republic of Germany in Canada and Australia in the 1950s. I would be interested in broadening the comparative framework to include German immigrants in the United States and the Americas. Contact Angelika Sauer, Dept. of History, Chair in German Canadian Studies, Univ. of Winnipeg, Winnipeg, MB R3 B 2E9 Canada; fax: 204/772-0472; sauer@uwinnipeg.ca

COLLABORATIVE RESEARCH ON IMMIGRATION: I am an associate professor at the Univ. of Basque Country, teaching Latin American History. I work on 19th and 20th centuries Basque Migrations to the Americas. I'd like to find an American historian interested in European immigration to USA in order to prepare a collaborative research work about this topic. Contact Oscar Alvarez Gila, Ameriketako Historia Saila, Euskal Herriko Unibertsitatea, E-01006 VITORIA-GASTEIZ (Basque Country); Spain; +34.44.95.31.01; fax: +34.45.14.42.90 hmpalgio@vfh-x00.vf.ehu.es

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

POLITICAL CULTURE AND IMMIGRATION: I am researching the political culture of Mexican immigrants in the U.S. and the impact on current Mexican political changes. I would like any help

or advice on this research. Contact Leticia Calderon, Instituto Mora, Plaza Valentin Gomez Farias 12, Colonia San Juan 03730 Mexico D.F., Mexico; fax: 525-598-5081.

CONFLICT/REFUGEES IN AFRICA: I want to establish contacts and exchange information with any researchers specializing in all/any aspects of conflict in Africa/refugees in Africa. Contact Anthony Minnaar, Centre for Sociopolitical Analysis, Human Sciences Research Council, Private Bag X41, Pretoria, South Africa. tel: 012-202-2441; fax: 012-202-2510; advm@socdyn.hsar.ac.za

AMERICANS AND THE BOER WAR: I am seeking to contact persons who have a knowledge of American involvement in the Boer War. I am especially interested in anyone with a knowledge of Irish American involvement. Anybody with knowledge of this area, or who has knowledge of resources which might prove useful are urged to contact Alan Tidwell, Australian Centre for American Studies, Univ. of Sydney, Building HO2, Sydney 2006, Australia; 61 2 692 4817; (fax) a.tidwell@acas.usyd.edu.au

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

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

U.S.-SOVIET RELATIONS: I am a scholar of American foreign relations interested in U.S.-Soviet relations in the Third World, especially during the 1950s. I am searching for a Russian scholar with whom to share ideas, information, and documents. I am especially interested in making connections with those who have explored newly opened Soviet sources relevant to this topic. Contact Robert J. McMahon, Dept. of History, 4131 Turlington

Hall, Univ. of Florida, Gainesville, FL 32611 USA.

U.S. AND THE MIDDLE EAST: I am writing a dissertation on U.S.-Israeli relations in American periodicals, 1967 to date, focussing particularly on Commentary, The New York Review of Books, and (after 1986) Tikkun. I welcome any exchanges in terms of information, ideas, and methodology. Contact Lucilla Cremonesi, Centro di Studi Americani "Piero Bairati," Dipartimento di Storia, Università di Torino, Via S. Ottavio 20, 10124 Torino, Italy.

U.S. AND THE MIDDLE EAST: I am researching U.S. relations with the Persian Gulf from 1958 through 1963. I am interested in hearing the ideas of others in this area. Contact Jeffrey Nadaner, 4977 Battery Lane, #612, Bethesda, MD 20814 USA; tel: 301/656-0277.

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

II. RESEARCH MATERIAL REQUESTS

CORRESPONDENCE OF JOHN COTTON (1585-1652). I'm in the final stage of collecting and editing letters to and from Cotton, would appreciate hearing of any such items, whether MS or published. My census in *Early American Literature* 24 (1989) lists most, but not all, items so far located. Especially interested in locating items in European collections. Sargent Bush, Dept. of English, Univ. of Wisconsin, Madison, WI 53706 USA; fax: 608-263-3709; e-mail: bush@macc.wisc.edu

LEWIS MUMFORD IN GERMAN: I am collecting data on the reception of Lewis Mumford in German-speaking countries. In the German-language perception of Mumford, often the man has been seen as a conservative, if not reactionary thinker, whereas in the U.S. he has even been adopted into a biographical dictionary of the left. Any material is useful, such as book reviews and other journalistic writings, articles in serial publications, and books containing material on Mumford and his work, and material on Mumford in wider perspective, responses and applications of his thought. I am also interested in exchanging

views on Mumford. Contact Heinz Tschachler, English and American Studies, Univ. of Klagenfurt, A-9020 Klagenfurt, Austria; fax: 43-463-2700-333; email: heinz.tschachler@uni-klv.ac.at

NEW ORLEANS HISTORY: I am looking for information on New Orleans history and the city's relations with Mexico and/or Mexicans. This includes books, articles, documents or newspapers that make reference to this topic. Contact Ana R. Suarez, Instituto Mora, Plaza Valentin Gomez Farias 12, Colonia San Juan, 03730 Mexico D.F., Mexico; fax: 525-598-5081.

U.S. CIVIL WAR: I am a historian engaged in researching the pre- and post-Civil War career of John Whittier Messer Appleton. Appleton was the first officer mustered into the 54th Massachusetts Infantry, the first independently raised black regiment in the North. I have access to his letters written during the war. I would like information regarding his family and personal life in Boston prior to 1861. I am also interested in his education at Harvard, his employment at the Boston Public Library, among other biographic details. Furthermore, I would appreciate leads toward opinions and/or experiences of the black veterans of Company A, 54th Massachusetts Infantry. Appleton's post civil war experiences are easier to find, as he resided in West Virginia until his death in 1913. My ultimate goal is to publish his letters, with a concise biography and analysis of his wartime experiences. Send inquiries or responses to: Brian Berkley, 445 Oakland St., #804-1; berkle@wvnm.vvnet.edu

BATTLE OF FREDERICKSBURG: I am looking for primary source materials (e.g., letters and diaries, in manuscript or published) relating to the Fredericksburg campaign and its aftermath (Nov. 1862-Jan. 1863). Interested in both Union and Confederate materials and documents from civilians as well as from soldiers. Contact George C. Rable, Dept. of History, Anderson Univ., Anderson, IN 46012 USA; tel: (office) 317/641-4443, (home) 317/649-0725; fax: 317/641-3851; email: gcrable@anderson.edu

COLD WAR SCIENCE FICTION: I am writing a study of American SF of the cold war, concentrating particularly on the period 1945-65 and am in need of any out of the way or unreprinted novels, short stories, articles, etc. Particularly works never published in Britain. Any offers or suggestions will be gratefully received. David Seed, Dept. of English Language and Literature, Univ. of Liverpool, P.O.

Box 147, Liverpool, L69 3BX, UK.

HIGH SCHOOL NEWSPAPERS, 1940s AND 1950s: Doctoral student working on a dissertation on American post-war youth culture seeks U.S. high school newspapers, 1945-60, preferably on microfilm, or otherwise available for interlibrary loan. Also I would like leads on community newspapers which regularly published one or more pages written and edited by local high school students. Contact Ron Green, 1605 Rowena Ln, Norman, OK 73069; 405/366-7178; rongreen@uoknor.edu

JAMES CANNON: Would like suggestions, documents, letters, sources of relevance to a biography of American Trotskyist James P. Cannon. Contact Bryan Palmer, History Dept., Queen's Univ., Kingston Canada K7L 3N6.

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

OCB RECORDS OF THE NSC: If anyone has any information concerning Donald Quarles, Deputy Secretary of Defense under Eisenhower or John C. Broger, author of "Militant Liberty," please contact Lori Bogle, Dept. of History, Univ. of Arkansas, Old Main 416, Fayetteville, AR 72701 501/575-5893; lbogle@comp.uark.edu

PHYSICIANS AS POLICY MAKERS: I would appreciate any information regarding the personal papers, letters, and memoirs of any American doctors who served as state legislators, advisors to legal codifiers, or the like in the U.S. prior to 1900. Contact James Mohr, History Dept., Univ. of Oregon, Eugene, OR 97403-1288 503-346-5903; fax: 503-346-4895; jmohr@oregon.vu-regon.edu

ACADEMICS AND POLICY MAKERS: I am interested in the interaction between American academics and policy makers, both official and non-official, regarding East Asia in the interwar period. Contact Noel Pugach, Dept. of History, Univ. of New Mexico, Albuquerque, NM 87131-1181 USA.

AFRO-AMERICANS AND APARTHEID: A research project at the Institute for Contemporary History studies the events which led to black empowerment in South Africa. I am interested to meet and interview role players who can help me assess the roles played

by Afro-Americans in bringing about the downfall of Apartheid. I hope to visit the USA in the second half of 1995. Contact A.H. Marais, Univ. of the Orange Free State, P.O. Box 2320, Bloemfontein 9300, Republic of South Africa; tel: 091051-4012430; fax: 091051-473416; inaj@rs.uovs.ac.za

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

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

MATERIAL ON NATIONAL IDENTITY-ARGENTINE: I'm searching sources about the process of construction of national identity in Argentina during the period of disunion of the provinces (first half of 19th century) for my doctoral thesis. I want any possible help before going to Argentina and the U.S. Contact Antonio Gil, Universidade Federal do Espírito Santo, Dept. Historia, Av. Fernando Ferrari s/n, Vitoria- ES, CEP 29060-900, Brasil; tel: (027)223-5208; fax: (027)227-3908 tomgil@npd1.ufes.br

FACULTY/STUDENT SEXUAL RELATIONS: In the Spring of 1993 the Univ. of Virginia discussed a proposal concerning sexual relations between faculty and students, an issue that immediately became a national event and continues to arouse great concern and attention. As one of the authors of the original proposal, I plan to continue exploring this issue. I seek responses from anyone who has an opinion on the subject, who has stories of any kind relating to this subject or any other information that might be of

interest to me. Confidentiality is guaranteed. Contact Ann J. Lane, Women's Studies Program, Univ. of Virginia, Hotel D, East Range, Charlottesville, VA 22903 USA; tel: 804/982-2961; fax: 804/982-3085.

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

III. SYLLABUS EXCHANGES, TEACHING METHODS

EXCHANGE SYLLABI: I teach U.S. history at the Univ. of Buenos Aires and would like to exchange syllabi on U.S. history courses taught to university students outside the United States with a view toward improving our teaching resources and finding new approaches. Contact Fabio Nigra, Ecuador 11858 piso., Capital Federal (1425), Argentina; tel: 54-1-362-1348; fax: 54-1-961-7738.

AMERICAN FOREIGN POLICY: Swiss Institute (affiliated with the Univ. of Zurich) on Researching and Teaching American Foreign and Security Policy (1945-present) at the graduate level is interested in exchange of syllabi with American graduate programs. Contact Andy Wenger, Center for Security Studies and Conflict Research, ETH-Zentrum, SEU, CH-8092 Zurich, Switzerland; tel: 41-1-632-59-10; fax: 41-1-363-91-96.

U.S. FOREIGN POLICY: Historian of 20th-century America is interested in exchanging syllabi. I offer a syllabus of a course (400 level) on American foreign policy during the Truman Administration. In return, I would like to receive a syllabus of a course (same level) on U.S. foreign policy during the Eisenhower and Kennedy Administrations. Contact Krzysztof Michalek, American Studies Center, Warsaw Univ., Ksawerow 13, 02-656 Warsaw, Poland; fax: 48-22-45-18-56.

SOCIAL AND CULTURAL HISTORY: American and comparative social and cultural historian interested in exchanging syllabi and other materials relating to social history, urban history, history of literacy, history of education, history of families, historical theory and method, history of social policy, etc., with others of similar interest. Contact Harvey J. Graff, Univ. of Texas at Dallas, School of Arts & Humanities, Box 830688, Richardson, TX 75083-0688 214-690-2776; fax: 214-690-2989; graff@utdallas.edu

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

SYLLABI ON THE SIXTIES AND VIET NAM WAR: Viet Nam Generation and the Sixties Project are archiving course syllabi on subjects related to the 1960s and/or the Viet Nam war. We will make these syllabi available over the Internet through ftp. Please send syllabi to Kali Tal, Sixties Project, 18 Center Rd., Woodbridge, CT 06525 USA; fax: 203-389-6104; kalital@minerva.cis.yale.edu

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

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

TEACHING AND ELECTRONIC MEDIA: I would like to hear from people who have used electronic media such as CD-ROM, video disks, interactive computer programs, etc. in their undergraduate teaching. I am presently devising new courses and am trying to determine if the returns are worth the time investment. Contact Adrienne Hood, 21 Summerhill Gardens, Toronto, Ontario M4T 1B3; tel: 416-927-7696; fax: 416-927-0785.

USING VIDEO TAPES: My concern is with analyzing and teaching American drama by comparing published play texts with videotape versions (VHS) on the market. I now have about 100 titles (excluding musicals) on my list, one-tenth

of which have more than one version available. I would like to share perspectives with others who have experience or interest in this aspect of drama studies. Pressing problems: access to tapes and published playtexts, adequate correlative theorization of the three media: theater, film, television. Contact John G. Blair, American Literature & Civilization, Dept. of English, Univ. of Geneva, 1211 Geneva 4, Switzerland; tel: 41-22-349-11-01; fax: 41-22-320-04-97; email: blair@uni2a.unige.ch

WANTED: TEXTS and other sources of information about young people ages 10-25 from cultures outside the United States. Also want texts about subjects that students of this age would find interesting. I am a seventh grade geography teacher. Jennifer Humphreys, 1913 Quincy Ave., Racine, WI 53403 USA; tel: 414-637-1439.

IV. BOOKS, JOURNALS, MATERIALS, FELLOWSHIPS

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

WANT BOOKS, TEXTBOOKS AND OTHER MATERIALS dealing with the history of the American presidency, contemporary U.S. foreign policy (especially in the Pacific region), arms transfers, political science and theory of international relations. Contact Alexander A. Sergounin, Dept. of Political Science, Univ. of Nizhny Novgorod, 2 Ulyanov St., Nizhny Novgorod 603005, Russia; fax: (8312) 35-64-80 (NNGU box 108).

NEED MATERIALS IN AMERICAN STUDIES: We are a new English department and have just established an American Studies Library. There is a great deal of interest in American literature among our students, but we lack the resources and materials to meet their needs. We would appreciate it if you could donate new or used research materials and books. Contact Milena Vodickova, Dept. of Foreign Languages, Pedagogical Faculty, Zizkovo nam 5, 77140 Olomouc, Czech Republic.

JOURNALS FREE FOR POSTAGE: Nation since the mid 1960s to present. New Republic the mid

1960s to 1980. Commentary from the 1960s. Esquire from the 1970s. Society/Transaction for the 1970s. Contact F. Lauritsen, Dept. of History, Eastern Washington Univ., Cheney, WA 99004-2431 USA; fax: 509/359-6732.

AMERICAN STUDIES INTERNATIONAL seeks to help teachers and scholars of U.S. history, literature, politics, and culture throughout the world by publishing bibliographical essays, reports on new and continuing American studies programs, articles of general interest, book reviews, and news of conferences planned or recently past. We welcome submissions in all categories. Subscriptions for two journals and two newsletters per year are \$25 for individuals and \$30 for institutions in the U.S. and \$35 for all subscriptions outside the U.S. Contact Bernard Mergen, American Studies, George Washington Univ., Washington, DC 20052 USA; tel: 202-994-7244; fax: 202-994-8651.

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

BORDERLINES: STUDIES IN AMERICAN CULTURE is a newly established journal, published quarterly, and is the only interdisciplinary journal of American Studies in Britain. Borderlines examines American issues in a global context, it is as much about the influence of American culture upon those who live outside its borders as it is about what happens inside the U.S. Annual subscription rates, £.35/\$56 institutional, £.25/\$40 individual, made payable to BORDERLINES. Requests for further details, and submission of articles, should be sent to Borderlines, American Studies Centre, Univ. of Swansea, Singleton Park, Swansea, Wales SA2 8PP UK; tel: (0792) 295305; fax: (0792) 295719.

1994 INTERNATIONAL EXCHANGE LOCATOR is now available from the Alliance for International Education and Cultural Exchange. The Locator provides the most comprehensive guide to federal agencies, congressional committees, and non-profit organizations involved in international exchange. In this reference, you will find detailed in-

formation on over 100 nonprofit exchange organizations, 21 federal agencies, and 36 congressional committees and subcommittees including contact information, key staff, programs and services, and publications. For ordering information, send \$25 plus \$4 S&H to: Alliance for International Educational and Cultural Exchange, IEE Books, 809 United Nations Plaza, New York, NY 10017-3580 USA; tel: 202/371-2070; fax: 202/371-2190.

INTERESTED IN SOUTHERN CULTURE? The Center for the Study of Southern Culture publishes the "Southern Culture Catalog." This vast resource contains over 400 videos, as well as books, sound recordings, and other items featuring the American South. The video collection includes titles on gospel and blues music, Faulkner and other writers, folk arts and history. Publications in the catalog include the "Encyclopedia of Southern Culture," "The South: A Treasury of Art and Literature," and other periodicals. To order your free copy, contact The Southern Culture Catalog, Hill Hall, Room 309, Univ. of Mississippi, University, MS 38677 USA; tel: 601/232-5577; fax: 601/232-7842.

TARLTON LAW LIBRARY, Univ. of Texas at Austin, encourages scholars to use its archival collections. The papers of Associate Justice Tom C. Clark include a virtually complete record of Clark's tenure on the U.S. Supreme Court (1949-1967), and document his efforts to reform judicial administration. The Walton H. Hamilton Papers (1897-1958) document Hamilton's career as a leading economist and legal educator who was active in the New Deal. Other collections document the history of legal education at the Univ. of Texas. Contact Mike Widener, Tarlton Law Library, Univ. of Texas-Austin, 727 E. 26th St., Austin, TX 78705 USA; tel: 512/471-7263; mwidener@archive.law.utexas.edu

FORCE AND DIPLOMACY: Temple Univ.'s History Dept. announces the establishment of the Center for the Study of Force and Diplomacy. For further information, contact Paul L. Miles, Acting Director, Dept. of History, Temple Univ., Gladfetter Hall (025-24), Philadelphia, PA 19122, USA.

AMERICAN FOREIGN POLICY RESOURCE: Researchers interested in American diplomacy from the 1920s to the present will find a rich trove in the Foreign Affairs Oral History Program at Georgetown Univ. Oral history interviews have been conducted with over 700 former diplomats, career and non-career. Tran-

scripts are continually being added. They are available at the Lauinger Library. Copies can also be obtained for a modest fee on PC diskettes. For further information write the director, Charles Stuart Kennedy, Foreign Affairs Oral History Program, Lauinger Library, Georgetown Univ., Washington, DC 20057 USA; tel: 202-687-4104.

AUSTRALIAN CENTRE FOR AMERICAN STUDIES (ACAS): Our mission is to help foster greater debate over Australian/American relationships. We hope to increase understanding of all the various aspects of that relationship. ACAS sponsors guest speakers on a wide range of topics pertaining to bilateral relations. Current topics include exploring ways in which social and economic change in Asia will influence Australian/American relationships. A second project examines how Australians can make better use of US legislative and regulatory processes. Contact ACAS, Bldg. HO2, Univ. of Sydney, Sydney NSW, Australia 2006; tel: 61-2-692-4815; fax: 61-2-692-4817; a.tidwell@acas.usyd.edu.au

AFRICA IN SCHOOL & COMMUNITY OUTREACH PROGRAM: We are a newly state registered education charity based in London but we operate throughout the UK and EC countries. We seek to network and gather information and materials from a wide range of organizations that deal with the African Diaspora. Upon request, we will supply a list of members willing to host visitors from like minded organizations visiting London. Send information about your organization and any catalogues, publications and resource material to ASCOP, Durning Hall, Earlham Grove, Forest Gate, London E7 9AB UK; tel: 081-536-1469; fax: 081-519-5472

FELLOWSHIPS ARE AVAILABLE for those who make a research proposal of global, comparative, and/or interdisciplinary nature. It must address problems common to industrialized countries, especially the ways and means to improve Japanese-American relations. A single country study, such as American studies and Japanese studies is also welcome, provided that a proposal must be comparative and/or interdisciplinary in nature. For further information, contact The ABE Program, Social Science Research Council, 605 Third Ave., New York, NY 10158 USA; tel: 212-661-0280.

NEW MELLON FOUNDATION FELLOWSHIPS AT HARVARD UNIVERSITY: The Institute for LOWINUS (languages of what is

now the United States) at Harvard announces fellowships for 1995-96. They include A) A full-time 1-year residential postdoctoral fellowship (\$36,000/yr with benefits), with the possibility of teaching. B) Dissertation-writing grants (\$12,000) C) Research support for grad. students and scholars. D) Short-term travel grants for visiting scholars from abroad. This seminar is funded to stimulate new scholarly work on "American" texts written or published in any language other than English. Candidates are encouraged to include relevant off prints, publications, manuscripts and bibliographies. Applicant's name and the word LOWINUS, followed by the letter of the category they are applying for (A-D) should be written on the top of each page of the application. Deadlines are January 17, 1995 for category A, and March 1 for categories B, C, and D. Submit a CV indicating language expertise and relevant past experience, 1-3 page project description, and 2 letters of recommendation in 3 copies to: LOWINUS, Dept. of English & Amer. Literature & Language, Harvard Univ., Warren House, 11 Prescott St., Cambridge, MA 02138 USA; fax: 617/496-8737.

INGENUITY AND ENTERPRISE FELLOWSHIP PROGRAM: The Ingenuity and Enterprise Center at the Rhode Island Historical Society welcomes applications from academics, doctoral students, and independent scholars working in a field related to history, business, or technology for its short-term Research Fellowships providing up to \$2,000 to use collections of the Society and other nearby institutions in a project related to the mission of the Center. Application deadline, 15 February 1995. For information or application contact Ingenuity and Enterprise Center at the Rhode Island Historical Society, 110 Benevolent St., Providence, RI 02906 USA; tel: 401/331-8575; fax: 401/351-0127; email: kevingu@dsl.rhinet.gov

SHSHI GRANT: The State Historical Society of Iowa (SHSI) announces the second year of a grant program funded by the Iowa Sesquicentennial Commission. In 1995, SHSI will award up to 12 research stipends of \$1,000 each to support original research and interpretive writing related to the history of Iowa or Iowa and the Midwest. SHSI invites applicants from a variety of backgrounds, including academic historians, graduate students, and independent researchers and writers. Applications will be judged on the basis of the potential for producing publishable work. Grant recipients will be expected to produce an annotated manuscript targeted

for one the SHSI's publications. Applications for the 1995-96 awards must be postmarked by May 15, 1995. Contact Sesquicentennial Grants, State Historical Society of Iowa, 402 Iowa Ave., Iowa City, IA 52240-1806; tel: 319-335-3931.

HISTORY RESEARCH TRAINING INSTITUTE: The University of Pittsburgh at Johnstown, in conjunction with the Southwestern Pennsylvania Heritage Preservation Commission, will offer an intensive training program in applied field research techniques for advanced undergraduates and recent graduates in history or related fields June 7-August 11, 1995. The program focuses on research in social, economic, and cultural aspects of life in a single, active community between 1850 and the present. The research site for 1995 will be a coal mining company town adjacent to the historic Cambria Iron Works in Johnstown. Scholarship assistance available. Contact James R. Alexander, History Research Training Inst., Univ. of Pittsburgh at Johnstown, Johnstown, PA 15904; 814/269-2983; jalexand@upj.pitt.edu

THE ORAL HISTORY ASSOCIATION PRECOLLEGIATE TEACHING AWARD recognizes a precollegiate teacher who has made exemplary use of oral history in the classroom. This award will be given in 1995 and subsequent odd-numbered years. Nominations must include submitting 5 copies of a 2-3 page statement describing the teacher's philosophy or goals relating to the use of oral history and the details of the teacher's project or curriculum; supporting materials such as syllabi, assignments, transcripts, etc.; a nominating or supporting letter and rationale. Nominations must be for work completed between January 1, 1993-March 30, 1995, and be received by April 1, 1995. Contact Jan Dodson Barnhart, Oral History Assn., Box 3968, Albuquerque, NM 87190-3968 USA.

URBAN HISTORY ASSOCIATION ANNUAL PRIZE COMPETITION: Four prizes will be awarded recognizing: 1. Best doctoral dissertation in urban history, without geographic restriction, completed during 1994. 2. Best book, North American urban history, published during 1994 (edited vols. ineligible). 3. Best book, non-North American urban history, published 1993 or 1994 (edited vols. ineligible). 4. Best journal article in urban history, without geographic restriction, published 1994. Deadline for receipt of submissions is June 15, 1995. Contact Carol A. O'Connor, Dept. of History, Utah State Univ., Logan,

UT 84322-0710 USA for information, do not send submissions to Prof. O'Connor.

PRIZES FOR GRADUATE THESES: Graduate theses (either M.A. thesis or PhD dissertation) dealing with Italian emigration and population of Italian origin in the world, or Italian cultural presence in the world are eligible. Work done in the 1993-1994 academic year is eligible and must be submitted by March 10, 1995. Two copies of the thesis, a statement of intention to participate in the competition, and an agreement to allow its publication must be submitted. For further info., contact Fondazione Giovanni Agnelli, Via Giacosa 38, 10125 Torino Italy; tel: 011-658.666/650.34.34; fax: 011-650.2777.

V. CONFERENCES, CALLS FOR PAPERS, JOURNAL SUBMISSIONS

AMERICAN STUDIES FACULTY: The Salzburg Seminar's Center for the Study of American Culture and Language has established an International American Studies and Language Faculty to complement its seminars, conferences and workshops, and to assist in the development of American Studies and language programs in Central and Eastern Europe, North Africa, and Southeast Asia. Those wishing to participate must be willing to donate their time, but their travel and per diem expenses will be reimbursed by the Salzburg Seminar. If you would like to become a volunteer simply send a current vita together with your fax number and email address to Ron Clifton, Schloss Leopoldskron, Box 129, A-5010 Salzburg, Austria; 43-662-839830; fax: 43-662-824689; ronclifton@edvz.sbg.ac.at

JERZY KOSINSKI (1933-1991): MAN AND WORK AT THE CROSSROADS OF CULTURES: a conference organized by Dept. of American Literature and Culture, Univ. of Lodz to explore the multicultural nature and background of Kosinski's work in various fields and media will be held in Lodz on May 8-10, 1995. Contact Marek Jedlinski or Dariusz Rossowski at Dept. of American Literature and Culture, Inst. of English Studies, Univ. of Lodz, Al. Kosciuszki 65, 90-514 Lodz, Poland; tel/fax 48-42-366337.

MUSIC & SOCIETY 1850-1940: This international symposium (Sept. 20-21, 1995 Utrecht, The Netherlands) will concentrate on the relationship between business interests and artistic considerations in the formation and maintenance of musical organizations, 1850-1940. Where the Dutch situation is concerned, speakers

will discuss the Dutch Palace of Industry in Amsterdam, the German Opera in Rotterdam, the reception of Wagner, and the social position of musicians. Papers may deal with a number of topics, including the relationship between music and society, and the dichotomy between mass and elite culture. One page abstracts are due by February 15, 1995. Contact E. Wennekes/P. Lelieveldt, Dept. of Musicology, Univ. of Utrecht, Kromme Nieuwegracht 29, 3512 HD Utrecht, The Netherlands; tel: (+31) 030 536328/536396; fax: (+31) 030 536167; congres.musicorg@let.ruu.nl

LIVING IN THE WELFARE STATE: The 1995 Netherlands Association for American Studies conference aims to explore the experience of "living in the welfare state"—in North America (the U.S. and Canada) and the Netherlands—from the late 19th century to the present, from a distinctly multidisciplinary perspective. The conference will be held at the Roosevelt Study Center, Middelburg, from June 7-9, 1995. Those interested in submitting a proposal for a presentation (20-30 minutes) are invited to write to: F. van Holthoon, Dept. of History, Univ. of Groningen, P.O. Box 716, 9700 AS Groningen, the Netherlands; fax +50-634900 or M. van Elteren, Dept. of Sociology, S-145, Tilburg Univ., P.O. Box 90153, 5000 Tilburg, the Netherlands; fax +13 662370; email: mel.vanelteren@kub.nl

EUROPEAN SOCIAL SCIENCE HISTORY CONFERENCE: The International Institute for Social History (Amsterdam, the Netherlands) will organize the first such conference in May 1996. The conference aims at bringing together biannually scholars interested in explaining historical phenomena using the methods of the social sciences. The session organizers will not only convene the workshops during the conference but will also organize an international network of scholars in their own specialized field on a more permanent basis. For further information contact the organizing secretariat: CAOS, W.G. Plein 475, 1054 SH Amsterdam, the Netherlands; tel: +31-20-6165151; fax: +31-20-6890981.

CALL FOR PAPERS: A conference entitled "Sense of Place: Re-evaluating Regionalism in Canadian and American Writing" will be held October 13-15, 1995 at the University of Alberta, Edmonton, Alberta, Canada. Papers that examine canonicity, address issues of race and gender,

and/or employ a comparative approach to Canadian and American regionalist writing are especially encouraged. The conference program will include plenary speakers who have published extensively in the area as well as a round-table discussion with local writers and a panel of regional Canadian playwrights. One-page proposals accompanied by covering letters identifying the author should be sent to Karen Overbye or Christian Riegel, Dept. of English, University of Alberta, Edmonton, AB T6G 2E5 Canada; fax: (403)492-8142; criegel@gpu.srv.ualberta.ca or overbye@gpu.srv.ualberta.ca Proposals due January 10, 1995.

NEPCA CONFERENCE: The North East Popular Culture Association, a regional affiliate of the PCA/ACA, holds its annual conference in Worcester, MA on October 6-7, 1995. Proposed papers or panels on any popular culture or American culture studies topic may be submitted (abstract and short cv) by June 1 to the program chair: James Hanlan, Worcester Polytechnic Institute, Humanities Division, 100 Institute Road, Worcester, MA 01615.

POPULAR CULTURE ASSOCIATION/AMERICAN CULTURE ASSOCIATION MEETINGS 1995: February 3-5, Far West PCA/ACA, Imperial Palace, Las Vegas. Contact Felicia Campbell, Dept. of English, Univ. of Nevada, Las Vegas, NV 89154-0001 USA. February 9-11, Texas/Southwest PCA/ACA, Oklahoma State Univ. Student Union and Hotel. Contact Peter C. Rollins, Dept. of English, Oklahoma State Univ., Stillwater, OK 74078 USA; tel: 918/ 243-7 6 3 7; rollins@osuunx.ucc.okstate.edu. April 12-15, National PCA/ACA Meeting, New Marriott Hotel, Philadelphia. Contact Mrs. Pat Browne, Popular Culture, BGSU, Bowling Green, OH 43403 USA; tel: 419/372-7867; fax: 419/372-8095; rbrowne@andy.bgsu.edu. April 29, Lake Superior PCA/ACA, Contact Fred E.H. Schroeder, Interdisciplinary Programs, Univ. of Minnesota, Duluth, MN 55812 USA; tel: 218/726-8237; fax 218/726-6386. May 4-6, Pacific PCA/ACA, Hawaii. Abstracts due by Feb. 1. Contact Margaret Baker, Box 1904, Brigham Young Univ., Laie, HI 96762 USA; tel: 808/293-3624. July 23-29, International Conference, Oxford, UK, Contact Ray Browne (same address as Pat Browne above).

THE ANNUAL CONFERENCE ON NEW YORK STATE HIS-

TORY will be held June 2-3, 1995 at SUNY Brockport. Academic and public historians, unaffiliated students of history, publishers, and educators are invited to discuss topics of New York State history. Ten presentation sessions plus a keynote address permit more than fifty individuals to take part in the formal program. Special consideration is accorded first-time and graduate student presenters. Proposals must include paper and/or session titles, names and phone numbers of all participants, and a 1 or 2 page description of each presentation. Special scheduling and equipment requests should be noted. The deadline for proposals is February 28, 1995. Send proposals to Stefan Bielinski, Conference on New York State History, 3093 Cultural Education Center, Albany, NY 12230 USA; tel: 518/474-6917.

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

THE ATOMIC AGE OPENS: AMERICAN CULTURE CONFRONTS THE ATOMIC BOMB, A Juried Conference at Bowling Green State Univ., July 13-15, 1995. BGSU seeks proposals for papers for a conference exploring the role the A-bomb played in American popular culture and social history between 1945 and the Cuban missile crisis in 1962. Publication of conference proceedings is anticipated. Send proposals (1-page max.) and inquiries to Alison Scott, Popular Culture Library, or Christopher Geist, Dept. of Popular Culture, BGSU, Bowling Green, OH 43403 USA; fax: 419/372-2577; cgeist@bg-net.bgsu.edu or ascott@bgnet.bgsu.edu

THE ATOMIC AGE OPENS: POSTCARD PROJECT: Original art that explores the heritage of the first fifty years of the atomic age is sought for an exhibition at Bowling Green State Univ. in the summer of 1995. Postcards that re-use, appropriate, or recontextualize elements from the mass media are particularly encouraged. Works must be in postcard format (5 x 7" max.) and must be able to sur-

vive a trip through the Postal Service; all work must be submitted as postcards. All cards received will be exhibited, but will not be returned. The postcards will form a permanent, public archive after the exhibition's conclusion. Send postcards to The Postcard Project, Popular Culture Library, BGSU, Bowling Green, OH 43403 USA; Inquiries should be sent to Alison Scott or Christopher Geist as listed above.

ENCYCLOPEDIA OF AMERICAN DECADES seeks contributors. A systematic, decade by decade account of American politics, society and culture, this Encyclopedia is a new reference set. Volumes on the 1970s, 1980s, 1940s, and 1930s are currently in production, and we especially need contributors for the first three decades of this century. Contributors are needed in fields such as: law, medicine, education, fashion, sports, arts, popular culture, science, business, etc. Format includes overview essays, biographical sketches, and yearly chronology. Average contribution sought is 35-40 pages typewritten for field areas. Publisher recompenses upon publication of manuscript. Contact Vic Bondi, 46 Langley Rd., Brighton, MA 02135 USA; tel: 617/783-9672.

Borderlines, an interdisciplinary journal of American studies is seeking proposals for a special edition to mark the fiftieth anniversary of the end of the second world war and the beginning of America's "rise to Globalism." We encourage multi-national inquiries on the impact of minorities, women, and other groups, as well as any topic related to our broad theme. Contact the guest editor for this edition: Ron Robin, Dept. of History, University of Haifa, Haifa 31905, Israel, Fax: 972-4-240128, r.robin@uvm.haifa.ac.il

RACE AND THE CONSTRUCTION OF MODERN AMERICAN NATIONALISM will be a volume of essays that explore the genesis and development of American national self-identities from the era of Reconstruction to the present with a focus on the late 19th and early 20th centuries. Essays should explore how definitions of race have served to delimit or expand just who could be considered a member of the American nation, understood as a cultural construct. Emphasis should be placed on methods of dissemination of both dominant and marginal Americanist ideals through such means as literature, historiography, travel writ-

ings, political tracts, popular songs, film, and newspapers, as well as reception of these ideals. While works that consider lesser known figures—such as publishers, editors, producers, and others who have traditionally worked "behind the scenes"—are particularly encouraged, discussions of nationalism in canonical figures will be carefully considered. Submit either abstracts or finished papers. Deadline for completed chapters will be mid 1995. Contact Reynolds J. Scott-Childress, History Dept., Francis Scott Key Hall, Univ. of Maryland, College Park, MD 20742 USA; tel: 301/2 7 7 - 3 0 7 6 ; rc111@umail.umd.edu

VI. STUDENT, SCHOLAR EXCHANGES

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

MUSEUM EXCHANGE: I am interested in internship exchanges with other museum professionals in America. I have a particular interest in preservation and reproduction of historical photographs, archive preservation techniques and inventory storage, and permanent and temporary exhibitions. Contact Flexon M. Mizinga, The Livingstone Museum, P.O. Box 60498, Livingstone, Republic of Zambia; fax: 260-03-320991.

GRAD. STUDENT RESEARCH: The Univ. of Calabar, Nigeria, is interested in sending graduate students to do research in North American (or other) libraries and welcomes graduate students from abroad to use our facilities and training programs here. Contact Okon Uya, Hist. Dept., Univ. of Calabar, Calabar, Nigeria; tel: 234-87-220-406.

TRUMAN AND INDIA: I am a researcher of U.S. policy toward India. My specific area of current research is Truman and India, 1945-1952. I have researched at the National Archives in Washington DC. Now I am interested in further consulting the Truman Papers at the Truman Library, Independence, Missouri. I am in-

interested in any organization willing to sponsor a short visit to that library. Contact R.C. Jauhri, History Dept., Panjab Univ., Chandigarh-160 014, India.

LANGUAGE INSTRUCTION: The University of Vigo (Spain) is offering employment in the field of language teaching (English). All applicants must be native speakers of English and have completed a degree in Humanities, preferably in one of the following areas: English, Linguistics, Comparative Literature, Spanish. Teaching experience will also be taken into account. Candidates will hold the position of "lectores" (assistant lecturers) in the English Dept. Their job will consist of teaching practical English language undergraduate seminars at upper-intermediate and advanced levels. All the "lectores" in the English Dept. receive a 12-

month contract (8 to 12 hours of weekly instruction, 140.000 Spanish pesetas, free of taxes, monthly, inc. August) which can be renewable for a second year if approved by the dept. Applicants send a copy of your c.v. (deadline April 1995) to Maria Teresa Caneda Cabrera, Dept. de Filologia Inglesa e Alemana, Facultade de Humanidades, Universidade de Vigo Apdo. 874 E-36200 VIGO Spain; fax: +34 86 81 23 80, 81 23 43; jperez@seinv.cesga.es

VII. HOUSING EXCHANGES

APT. IN BERLIN: I would like to rent my apartment in Berlin (or exchange it for an apartment in California) for all or part of the period 21 February 1995 to 12 April 1995 and for renting it during August and September 1995.

Contact Bruce Spear, Leydenallee 91, 12165 Berlin, Germany; email: mayer@fub46.zedat.fu-berlin.de

SEEK ACCOMMODATIONS IN OR NEAR THESSALONIKI, GREECE, appx. May 10-22, in connection with the conference at Aristotle University organized by the Hellenic Association of American Studies. Need three bedroom house for two couples and a single to share. Will rent or exchange for accommodations in Atlanta, Georgia, or Tacoma, Washington. Contact Nancy Koppelman, Emory University, Institute for Liberal Arts, Atlanta, GA, 30033 USA; nkoppel@unix.cc.emory.edu.

MAY-EARLY AUGUST 1995, garden apartment, University of the Americas, Puebla, 1 1/2 hours from Mexico City, beautiful setting, pool, for flat Stanford-

Palo Alto area. Includes use of handsome office with computers and internet. Professor Paul Rich, 52 22 29-20-58; rich@udlapvms.pue.udlap.mx

WASHINGTON DC: We have a two story, three bedroom house, fully furnished and located in Cheverly, Maryland just across the Washington DC city line and within walking distance to the Metro subway line. The house is available from mid February through mid August 1995 (dates are negotiable). During this time I will be on a research leave in South America. For more details, contact Anita Cook, Dept. of Anthropology, Catholic Univ. of America, Washington DC 20064 USA; fax: 202-319-4782; cook@cua.edu

ACCOMM. AVAILABLE IN LA: Room w/private bathroom, very quiet, 30 min. drive from down-

town area, libraries, major campuses. Three small dogs, one cat, one scholar and one wonderful cook in residence. Contact Regina Lark, 20841 Stephanie Dr., Winnetka, CA 91306; lark@scf.usc.edu

HOUSE FOR RENT IN BOSTON: May 15 - September 1, 1995. 3 bedrooms; dead end street; near Harvard's Arnold Arboretum. Close to Harvard medical school and Northeastern University; conveniently located near public transportation. Contact Ellen Herman, Harvard University, Social Studies, Hilles Library, 59 Shepard St., Cambridge, MA 02138; 617-522-4474; ehernan@husc.harvard.edu

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Michael Schreiner
Organization of American Historians
112 North Bryan Street
Bloomington, Indiana 47408;
tel 812-855-7311; fax: 812-855-0696
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New Publication

Directory of Minority Historians

This 93-page publication lists 350 historians of self-defined minority racial/ethnic background. Participants primarily consist of university, four-year, and two-year college professors. Approximately one-fourth are elementary-, middle-, or secondary-school teachers, and archivists, librarians, ABD graduate students, or others employed in historical occupations. Entries include an address, telephone and fax numbers, e-mail address, academic degrees, publications, honors or awards, work experience, association or committee membership, and research and teaching interests. The directory is indexed alphabetically and by race/ethnicity, principal employment, and research/teaching interests. Copies are available for \$7.00 from the OAH. Please submit this form to the Organization of American Historians, 112 North Bryan Street, Bloomington, IN, 47408-4199.

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