

OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

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OAHTASK FORCE ON COMMUNITY COLLEGES

Survey of Community College Historians

Charles A. Zappia

Most Americans who take college-level courses in United States history take them at community colleges. Still, relatively few community college historians have been active in the OAH, and, in the past, the organization devoted little attention to the teaching of history in community colleges. In recent years, however, the OAH has been extending its efforts to improve history education to the nation's expansive network of community colleges. In early 1994 the OAH appointed an *ad hoc* task force, comprised of community college and university faculty (please see box below), that immediately set several preliminary goals. One of these included an ambitious survey sent to community college historians across the nation in October 1994. It asked for responses that would provide a coherent description of these historians and their institutions, programs, and responsibilities. The survey also attempted to find out what community college historians liked about their professional lives, and what particular problems they faced, hoping that the OAH might be able to help in solving some of the latter. The response has been gratifying.

By early January, we had received completed surveys from 512 faculty representing 264 institutions, or about 18 percent of the 1,469 community colleges in the United States. The regional distribution of the sample was excellent: we received responses from 46 states and one territory (American Samoa).

Some of the respondents teach in very large multi-college systems, while others teach in small and intimate single-campus settings.

The first three pages of the survey elicited information on faculty professional background and career paths, areas of interest, institutional factors, teaching loads and conditions, professional service, scholarly work, and professional development. Forty-three percent of all respondents hold Ph.D.s, with another 5.2 percent holding D.A.s or Ed.D.s. Very few (only 1.8 percent) characterized their educational status as "ABD." The largest single cohort, 46 percent, listed the M.A. as their highest earned degree. A closer look at the first 78 responses revealed that major research universities (those categorized as such by the Carnegie Foundation for the Advancement of Teaching) granted 30 of the 39 Ph.D.s. Although we still need to correlate degree status with length of teaching service, my impression is that those faculty hired within the past decade are much more likely to have earned Ph.D.s than are those of the "founding" generation of community college faculty, who were recruited from high school teaching in the 1960s and early 1970s.

The ten most frequently selected major areas of interest were: Civil War and Reconstruction, Social History, Politics, Colonial and Revolutionary Period, Foreign Relations, State and Local History,

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History as a Lightning Rod

Michael Kammen

The list of lightning strikes affecting history in recent months is long, almost astonishing. Where is it appropriate (or inappropriate) for the Disney entrepreneurs to place a history-related theme park; and how will their menu of the American past be selected, sun dried, stir fried, and presented?

Is the costumed re-creation of a slave auction in Co-

lombia the name of freedom and followed orders from the commander-in-chief to prevent the loss of unknown numbers of Americans? Or, should the use of atomic weapons on large urban sites and civilians be presented in terms of a moral calamity with a complex legacy that suspended the world for decades in what W. H. Auden designated an "Age of Anxiety"?

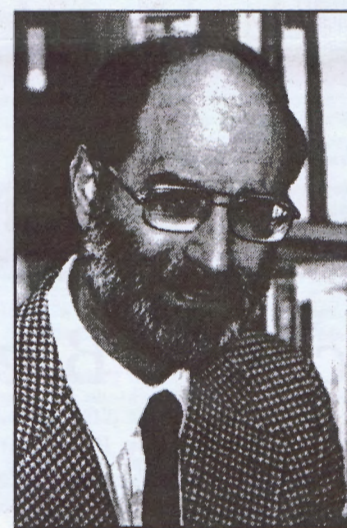
Moreover, should an exhibition that was planned by professional museum curators, in conjunction with an advisory board made up of distinguished scholars with expertise on the events of 1945, be cancelled because of intense political pressure brought by groups who have legitimate emotional ties to those events but who do not have historical expertise?

Who should define the character of a monument erected to Martin Luther King, Jr., in the King historic district of Atlanta, an area that includes the house where Dr. King was born, his home church, the King Center for Nonviolent Social Change, and land that the city has deeded to the National Park Service for a visitors' center. The park service administers and interprets the King historic district; but there have been serious differences between the park service and the King family over the proposed visitors' center and the interpretive role that it would play.

According to Dexter King, now head of the King

The politicization of American history has come to resemble a destructive storm that began to gather considerable force last fall and continues to blast us with gale-force winds and ominous thunder claps at frequent intervals. Attendant problems have become so significant that it is useful to put up a gauge—not only in order to measure the ways in which we feel weather-beaten, but also to place our situation in some sort of historical perspective. Is Clio's current exposure to stormy weather unprecedented? Or are the tempests of our time "merely" unusual in numerical terms?

History might assuredly be the discipline of context, and historians might acknowledge that interpretations of the past have always been contested. But members of the general public who are now noticing the past before us (as never before) want to believe that Truth exists and that Clio's vocation is to ascertain and display it. Because they do not want it to be unpatriotic, or to revive painful memories, or to diminish the stature of heroic figures, however, the general public and special interest groups have a conditional view of historical truth. Hence, critics have recently assailed some historians as "elitist revisionists" who would deprive the populace of comforting myths and familiar narratives, even if they happen to be incomplete or just plain erroneous.



lonial Williamsburg a meaningful *aide-memoire* for the vast majority of visitors who cannot envision such an event because it went unmentioned in their schoolbooks? Or do such re-enactments inflict unwanted anguish upon African Americans, for whom the infliction of humiliations during the twentieth century renders eighteenth-century afflictions superfluous if not sadistic?

How should the "last act" of World War II be recalled and presented to the public? As a celebration of the valor of American military personnel who risked their lives in

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Historians and a New Archival Agenda

Edwin C. Bridges

Like many of my archival colleagues, I believe that archives are at a watershed in their evolution. Changes in the information environment require radical changes in archives if they are to survive as vital social institutions. Although the archival profession might not be fully united in its views, a broad consensus appears to be emerging both about the challenges archives face and the general strategy they should follow. This article seeks to provide historians with an overview of this new archival agenda. To help continue the traditionally close relationship between historians and archivists, it is important that historians understand this agenda, and perhaps even assist in implementing it.

The Archival Crisis

The crisis in government archives should not surprise anyone who reflects for a moment on the flood of modern documentation. Governmental and other societal organizations have increased in number, size, and complexity, producing massive quantities of modern records. David Bearman, a consultant and theorist about archival strategies, analyzed these problems with compelling directness in a 1989 work, *Archival Methods*. He noted that U.S. archivists seek to serve approximately 83,000 local governments, over 3,000,000 corporations, 6,800 hospitals, 3,300 colleges and universities, and 20,000 radio, television, and cable stations. Bearman did not provide totals for all the art and cultural organizations, civic and professional clubs, community service groups, boards of education, newspapers, churches, and other organizations that also produce records of value. And it is difficult even to quantify the photographs, audio and visual tapes, film, floppy disks, letters, diaries, and manuscripts created and maintained by private individuals.

To deal with the record material of all these organizations and individuals, Bearman estimated a total archival community of considerably less than 10,000 people. The Society of American Archivists reported a membership of 3,380 as of October, 1994. The mismatch between archival responsibilities and resources, Bearman concluded, is one of "orders of magnitude." For archives to acquire, preserve, and provide reference service to all the potentially significant records of all these groups using traditional methods would require not just the addition of resources, but their multiplication. At a time when many archives are struggling merely to retain their existing staff, the likelihood of hundreds of millions of dollars in additional funding hardly seems a serious option.

The plight of archives is not just one of resources. As Bearman has also pointed out, the manage-

ment of records in electronic systems requires different archival approaches and techniques. Traditional practices do not work in this new environment. Since the 1970s and 1980s, for example, a few archival organizations have tried to take in electronic records. Looking back at these first electronic records programs in 1991, Terry Cook of the National Archives of Canada noted that they tended to focus on files with fixed sets of data—or "flat files." This data could be transferred to an archives in a standard format and then manipulated with a commonly used statistical software package. In two decades, these "first generation" programs succeeded in saving a small number of databases, though they have hardly scratched the surface of this group.

These "first generation" methodologies do not work for today's more complex records systems. In interactive systems, data is constantly changing, often by combining with information from other on-

modern records are physically dependent on the systems used to create them. These records cannot be read and understood without the appropriate hardware and software, which are too varied and complex for archives to acquire and maintain. If these electronic records are to survive and remain accessible, most will have to be retained in and supported by the systems in which they were created.

Archivists are more than reluctant to abandon the concept of centralized repositories. From ancient civilizations until now, archives have developed and grown as a function of central governments. Records have flowed into capitals from outlying provinces and upward in bureaucracies from lower to higher officials. These flows have converged at government centers, where the major decisions have been made and where the incoming records and the records of the decisions have accumulated in central archives.

The impossibility now of collecting all the archi-

val records of a government in one central repository raises significant new issues. How can society be assured that its significant transactions are properly documented or that the records of these transactions are properly maintained? Which records should be kept in a central archives and which by the creating agencies? How can we make sure that significant records are maintained over time? How can researchers find and use records dispersed in multiple locations?

A dispersed archival system creates new archival responsibilities, or, at least, dramatically recasts emphases

that have not been accentuated in the past. Archives must play a more active role than ever before in the management of archival records across government. In an electronic records environment, this role entails a substantially different day-to-day agenda from that of the old centralized model.



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line sources. These systems also use mixes of data, image, voice, and graphic files, which clearly cannot be preserved as flat data files. Archivists must develop new techniques and capabilities for managing these new electronic records at a time when they lack the resources even to meet their traditional responsibilities.

An Emerging Consensus

Bearman also has led in formulating new strategies to address these challenges, joined in the process by a small group of theorists/practitioners, such as Margaret Hedstrom at the New York State Archives and Records Administration and Terry Cook and John McDonald at the National Archives of Canada. It is their work and their ideas that have shaped the conceptual framework of a new archival agenda.

Perhaps the fundamental concession required of this new agenda is the abandonment of the concept of centralized archival repositories. One of the reasons archives can no longer expect to acquire and maintain physical custody of all records of value is that they lack the resources. Another is that many

Elements of the New Archival Agenda

Formulating and implementing an agenda that responds to today's challenges is a pressing concern for all governmental archivists. Though archivists have not fully defined or developed every element in the new agenda, some leading agencies such as the National Archives of Canada and the New York State Archives and Records Administration have begun acting on it in a number of key areas. The following list attempts to summarize in general terms the basic elements of this archival agenda:

- **Enhance and promote the mandate for effective governmental records systems.** For the general public to accept the costs of archives and of good governmental record keeping, the public must understand why these programs and requirements are

necessary. The basic justification is that records are evidence by which officials account for their authority and for their actions in office. This system of public accountability through the use of records is a fundamental source of protection for a society that respects individual rights and wishes to ensure continuation of the rule of law. Archivists need to nurture and promote a continued public awareness of the role of records in protecting these vital public interests.

- **Promulgate or assist in the promulgation of formal requirements for proper government records systems.** Governments have, through centuries of experience, established a variety of legal and administrative requirements relating to records administration. These requirements establish the specific record keeping obligations public officials must meet in accounting for their actions. In our new electronic records environment, these requirements need to be updated substantially to make sure they are both appropriate and effective. Archivists need to be active participants in the shaping of these new record keeping requirements to ensure the inclusion of archival interests.

- **Assist in identifying government functions that warrant long-term documentation and in designing records systems that satisfy proper record keeping requirements.** Archivists must be able to develop more effective ways of identifying governmental functions that produce records of long-term value. Given their limited resources, it makes sense for archivists to focus on government functions with the most important records. They must assist administrators in developing records systems that adequately document the work performed in these functions and that are capable of preserving and providing access over time to the records.

- **Monitor adherence to record keeping requirements.** Archivists are not police, and they often have difficulty persuading more influential agencies to alter their record keeping practices in compliance with archival requirements. Nevertheless, public records laws usually give archival agencies the responsibility for authorizing any destruction of government records. In the world of paper records, this review process has served as one way of monitoring agency records programs. Effective government records programs today must include new processes for monitoring compliance with electronic records requirements. Archivists will need to be effective participants in these monitoring processes.

- **Assist agencies over time in properly maintaining and providing access to records of long-term value.** Many agencies will need assistance in learning and following appropriate archival practices for the long-term records they maintain. A particularly critical moment for electronic records—after the original design of their host system—is the time of a system upgrade. Archivists must help ensure that long-term records are migrated upward to new systems or that the new systems continue to be able to use the older record media. In either case, the changes should be handled in a way that protects the meaning and the authenticity of the old records.

- **Promote and assist in the development of government information locator systems.** When records are held in many locations and in different physical formats, records users might have more difficulty finding what they need. Government infor-

mation locator systems can serve the general needs of citizens seeking access to government information and services by helping researchers locate dispersed archival sources. Archivists have useful experience and a broad perspective to offer in the construction of locator systems, and these systems can help archivists in meeting their responsibilities for keeping up with archival resources in a dispersed records environment.

- **Assist in the development of electronic access networks.** Electronic reference tools not only provide information about where records are located, but they also increasingly will provide access to the records themselves. Archivists need to support the development and use of information networks which promote wider access to records. At the same time, archivists will have a substantial challenge converting their current holdings into digital forms that support networked access.

Refocusing Archival Priorities

Implementing the agenda outlined above will require wrenching changes in the organization and work of archives—changes for which most of us archivists are unprepared by our backgrounds or our training. In fact, many elements of the new agenda cut against the grain of our personal preferences, our professional traditions, and our feelings of institutional loyalty. We have enormous accumulations of traditional materials yet to deal with, but this new agenda adds responsibilities that will divert our already inadequate resources from those needs. Nor are there any guarantees that the new agenda will be successful. The challenges are so massive that we might well despair of our prospects for success, and the technological environment is so fluid that the agenda itself might soon change again.

Despite these fears, archivists increasingly recognize the necessity of adopting some version of this agenda. The old practices are not working, and now is a critical time when essential forms of the new information environment still seem pliable. To implement this new agenda, archivists and their allies will quickly need to:

- Increase the resources they allocate to electronic records efforts.

- Develop new record system models and new records management practices, along with the technical resources to support new archival services in the design, implementation, and management of electronic records systems.

- Devote more energy and resources to the political groundwork required for the development and maintenance of effective government-wide records programs.

- Develop more effective national structures for archival research, for planning and coordination between programs, for the promotion of public awareness, and for the representation of common archival interests.

- Develop and strengthen alliances and joint efforts with other professional groups, including historians, who share archival interests and concerns.

- Strengthen dramatically the training both of current archivists and new entrants into the profession, so that they can be more effective in meeting new responsibilities.

- Work to improve the intellectual framework

underpinning the archival enterprise, especially in exploring concepts that provide better insight into how society is and should be documented.

Cooperation Between Archivists and Historians

The decisions to implement the new agenda are being made by archival administrators who have concluded that this general course of action is the only one available and that they must act quickly. They are thinking on the run, struggling to respond as best they can to a dramatically changing environment. Historians will note that these priorities do not promise immediate improvements in the processing of existing backlogs, the acquisition of new materials, or the enhancement of reference room services. Ultimately, the new strategy should support more effective programs for the identification, preservation, and accessibility of the nation's records. But without substantial new resources, these long-term improvements will entail costs that must be met by diverting existing resources.

Given the radical nature of the changes, as well as the uncertainty of the entire effort, historians might well urge archivists to take more time first to discuss these issues. Archivists are likely to respond that they have been thinking about these issues for years, with little assistance or support from historians. Although these discussions have been led in the archival community by archivists originally trained as historians, the relative lack of involvement by academic historians seems unfortunate.

These issues are also significant for historians concerned about the practice of their own craft, the training of new historians, and the future of their profession. In the world of electronic records, effective research will require not only proficiency in using electronic information systems, but competence in assessing the systems in which the records were created and the evidential value and meaning of records in those systems. At the same time, the flood of modern information and the variety of sources are creating new opportunities for examining previously neglected aspects of the human experience. This same flood is part of the challenge archivists face in seeking to weigh the authenticity, relevance, and significance of modern documentation. Reassessing how records document human activity and which records are of greatest long-term value appears to be a critical issue for both professions.

In the recent past historians have seemed to regard archival administration as a profession with fairly standard and simple practices. The archival activities regarded as substantive were those entailed in serving the reference needs of historians and anticipating the needs of future historians through the records appraisal processes. Particularly for those reasons, many academic historians felt it was valuable for archivists to have a background in history. That justification, along with the need to place students who could not find teaching jobs, prompted some graduate history programs to add tracks in archival administration.

These interests, though not insignificant, no longer appear to be adequate as grounds for cooperation between the two professions. A course or two in archival principles will not adequately prepare new archivists for their work responsibilities. Meanwhile

the archival profession is reexamining its educational needs, as it is most aspects of its work. This reexamination, along with the fact that many of the changes driving this process also affect historians, may provide new opportunities.

Some specific ways for historians to help archives and also help in building awareness among historians of concerns they share with archivists would be to:

- Support expanded programs for graduate archival education.
- Increase the attention given to archival issues and to the nature and use of documentary evidence in all history courses.
- Increase the emphasis on using archival sources and providing practical experience in archives as part of history training.
- Support archival courses as part of the training for historians.
- Increase the recognition given for archival activities in academic tenure and promotion decisions for historians.
- Include archival issues in core program sessions of professional meetings and in journal and newsletter articles.
- Join archivists in working to expand and strengthen the mandate that public officials create and maintain adequate and proper documentation.
- Offer political support for local and state archival agencies, as well as for the National Archives.
- Emphasize the responsibility of committees and representative appointees of the historical associations to address archival issues relating to their areas of concern.
- Encourage more research about the history of record keeping systems and about the function of records as evidence of the past.

Archivists keenly feel their responsibility for the enormous legacy of traditional material that remains inadequately stored and described—material that, in fact, might often be deteriorating in its state of neglect. Archivists also recognize that their reference services might not be as effective as historians and archivists would like. Given the challenges they face, however, archivists are not likely to remedy these problems in the near future.

While making every reasonable effort to respond to these immediate concerns, archivists are struggling with a more fundamental challenge. They must seek to ensure that the societal function they have traditionally served—of ensuring the preservation and accessibility of the basic records documenting the work of our governments—continues to be met in a new information environment. Substantially greater involvement by historians in this archival work agenda could help build the capabilities of archives for supporting the future research needs of historians. Attention to the archival issues entailed in this agenda might also provide new insights into issues at the core of the historical profession. □

Edwin C. Bridges is director of the Alabama State Department of Archives and History in Montgomery, Alabama.

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- 05----Class, Gender, and Jim Crow: New Perspectives on the Law of Segregation *
- 07----Insiders or Outsiders? Scientists and the Politics of Cold War America, 1945-1960 *
- 08----New Perspectives on the Modern Administrative State: Agriculture and the New Deal *
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- 10----The Production and Reproduction of Subjects: Converging Conceptual Agendas in Labor and Legal History *
- 11----Labor History Discourse in a Public Context: The Use of History in Union Education *
- 12----Sense of History, Sense of Place *
- 13----The Politics of Environmental History *
- 14----The Discourse on Puerto Rico in American Culture *
- 15----Roundtable: American Historical Archaeology as Public History *
- 16----Antislavery's Hidden History: The Mass Circulation of Radical Ideas *
- 17----Roundtable: Revitalizing Political History *
- 18----Reproductive Choice and Chance: Childless Americans in the Twentieth Century *
- 19----Roundtable: The Voting Rights Act, 1965-1995: A Thirtieth Anniversary Retrospective on its Passage and Impact *
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- 46----OF, IN, and FOR: Understand History's Engagement With Public Policy *
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▼ KAMMEN / from 1

Center, "the heritage of the civil rights movement is too important to be controlled by a Government agency that has only superficial familiarity with the internal dynamics of our freedom struggle."

Spencer Crew, Director of the Smithsonian's National Museum of American History, has aptly observed that disputes of this kind are fought on the "battlefield of history" and can be especially severe because "it is where we define ourselves." The conflict has dominated the media in Atlanta and has been highlighted in the national press for more than six months.

Roger Wilkins, Professor of History at George Mason University, put the matter in a larger context with particular eloquence in *The Nation* (March 27, 1995, p. 410):

Blacks and Whites remember America differently. The past is hugely important since we argue a lot about who we are on the basis of who we think we have been, and we derive much of our sense of the future from how we think we've done in the past. In a nation in which few people know much history these are perilous arguments because in such a vacuum, people tend to weave historical fables tailored to their political or psychic needs.

Still other conflicts rage over the proposed National History Standards developed and refined by hundreds of historians and teachers for voluntary use in precollegiate history education; over the CIA's resistance to declassification of government documents needed by students of U.S. foreign and domestic relations; and over a sweetheart agreement negotiated in the final hours of the Bush presidency with the former Archivist of the United States (now the director of Bush's presidential library at Texas A & M) that would have given private citizen George Bush control of certain public records in violation of the Presidential Records Act—an agreement nullified in late February by a federal judge.

This extraordinary configuration of controversies about "control" over the past and its public interpretation is by no means unprecedented. The politics of secession in 1831-33 and 1860-61 generated conflicting perceptions of the basis for colonial rejection of British authority in 1776, along with diverse interpretations of the Kentucky and Virginia Resolutions of 1798-99. Whether or not our intervention in World War I had been justified triggered fierce debates during the 1920s and '30s. And for the passionate divisiveness provoked by U.S. history textbooks during the 1920s, see the reports and monograph prepared by Professor Bessie Louise Pierce, especially her *Public Opinion and the Teaching of History in the United States* (1926).

In 1927, Chicago's mayor, William H. Thompson, achieved national notoriety by launching a major offensive against putatively pro-British history textbooks being used in local schools. A widely reprinted cartoon that appeared in response to this brouhaha used Prohibition as its point of reference. A policeman stops a suspicious-looking truck and asks the driver about his cargo. "Only booze," the driver replies. "Drive on, brother," says the cop. "I thought it was history books."

Clearly, history has been spinning like a top for quite some time, and people with competing interests have fought zealously to control the direction and impact of that spin. What seems to me new and very striking about the situation in 1995 involves neither the

intensity of the partisanship nor the degree of public visibility that these issues have achieved, such as prominent editorials in papers like the *New York Times* and the *Wall Street Journal*. We will find intensity and high visibility in the 1860s, the 1920s, and at many other times as well.

Rather, what seems new to me is threefold. First, the absolute proliferation of virtually simultaneous historical controversies, comparable in terms of the heat (and smoke) that they release, yet highly individualized in terms of the sparks that initially set them off.

Second, the press and broadcast journalism increasingly present news information in highly editorialized fashion. That occurred late in March, for example, when the CBS Evening News offered what it seems to have regarded as an amusing "reality check" about the cost to taxpayers when federal agencies employ historians who do useless things like writing administrative histories.

And third, there is the vindictive partisanship that prompts elected officials to punish (or threaten to punish) their foes by withholding public funds for future history exhibitions (in the case of the Smithsonian Institution) or for revision and dissemination of the National History Standards project.

Obviously, the possibility that NEH and NEA might not be reauthorized by the Congress is part and parcel of this passion to destroy and punish, or at the very least, the desire to diminish seriously the budgets of agencies that already are modest by comparison with so many other federally funded commitments, such as the \$51 billion in subsidies (a minimal estimate) known generically as "corporate welfare." When manufacturers do not perform according to expectations they are not punished; yet small-scale producers whose *atelier* is humanistic are being chastised and might very well be punished.

Why? It would be simplistic to say "because history matters," for quite obviously, the health of American manufacturing and mining matters, too.

Historians become notably controversial when they do not perpetuate myths, when they do not transmit the received and conventional wisdom, when they challenge the comforting presence of a stabilized past. Members of a society, and its politicians in particular, prefer that historians be quietly irenic rather than polemical, conservators rather than innovators. The words of Emerson's Brahma, "I am the doubter and the doubt," do not sit well in anxious times; yet skepticism (not cynicism) is an essential attribute of the efficacious historian.

Those who assume that

the basic narrative is complete, carved in stone, need to be reminded of Ralph Ellison's elementary but challenging observation that "not all of American history is recorded." Yet those who seek to fill in the gaps that few people even recognize as gaps will be viewed as gadflies—public nuisances—who need to be swatted.

Given the antagonistic feelings that historical inquiry and interpretation tend to generate just now, and given that we are engaged in one volatile public discourse after another, it seems fitting to recall words written exactly half a century ago by Robert Penn Warren in a historical novel about an erstwhile historian and a fatuous political demagogue.

At the very end of *All the King's Men* Jack Burden ultimately accepts the responsibilities bestowed by the past: "Soon now we shall go out of the house and go into the convulsion of the world, out of history into history and the awful responsibility of Time."

Perhaps history has become controversial precisely because growing numbers of practitioners—in the academy, in museums, in public employment, and in schools—have reconsidered their vocation with eyes intently focused upon the awesome responsibility of Time: focused upon those whose lives in times past have not previously been noticed, upon those whose behavior and beliefs in times past have not been adequately scrutinized, and upon those whose learning experience about the past is partial in both senses of that word—partisan and incomplete. □

Michael Kammen, president of the OAH, is Newton C. Farr Professor of American History and Culture at Cornell University.

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Attacks on NEH Threaten Historians

Mary Beth Norton

At the time President Jimmy Carter appointed me to a six-year term on the National Council on the Humanities in 1979, I thought of the National Endowment for the Humanities largely as a source of fellowship funds for sabbaticals and other leaves. Four years previously I had held just such a fellowship. I also knew that NEH funded museum exhibitions and documentary films, most of them designed for public television, and that each state had a humanities council that sponsored events at which historians and other scholars interacted in various ways with members of the general public. I suspect in 1995 a similarly constricted view of NEH still prevails among most historians. Perhaps this is why there has not been a louder outcry in our profession about the possibility of losing this important federal agency, should certain members of Congress have their way.

Yet the loss of NEH would be devastating to the historical profession and to the work of history in general, and not merely because funding for research sabbaticals would become much harder to obtain. In ways that many historians may not currently recognize, NEH provides critical assistance for every aspect of the history profession. It is part of the infrastructure that we take for granted, which if absent would make our lives, and those of our students, measurably more difficult.

It is important, first, to underscore the significance of the familiar. Surely every one of us, like the vast majority of the American populace at large, has benefited from NEH public programs without understanding that we have done so. Few of us pay much attention to the credit lines printed on museum exhibit brochures or to sponsorship announcements that start and end such television programs as Ken Burns's series on the Civil War and baseball, and *Blackside, Inc.'s "Eyes on the Prize,"* all of which received substantial endowment support. Were NEH funding to vanish, however, we would soon become aware of a major decline in the availability and sophistication of such public representations of humanistic topics.

Moreover, the limited fellowship program now has numerous offshoots, ranging from summer seminars for elementary and secondary teachers through similar programs for college instructors, to funding for independent research by senior scholars and year-long residential fellowships at such locations as the Newberry Library and the National Humanities Center. Historians teaching at every sort of institution, from high schools and community colleges through the nation's top research universities, can find in the list of available fellowship programs something to suit their needs and interests. NEH also has supported fellowships indirectly: How many historians know, for example, that the various fellowships offered by the American Council of Learned Societies each year are supported in part by an endowment created with the assistance of a large NEH Challenge Grant (which requires the recipient to raise \$3 for each federal dollar contributed)? Furthermore, NEH provides funds for international exchanges involving humanities scholars through IREX (which handles Eastern Europe and the former Soviet Union) and CSCC (which deals with the People's Republic of China).

But public programs and fellowships are just the most visible aspects of the endowment's programs. In an attempt to bring to light the impact of NEH on all of us, let me catalogue some of the many ways my colleagues, my students, and I have utilized NEH-funded

resources in the recent past.

- Approximately every other year, a biologist colleague and I lead a Cornell Adult University "education vacation" along the Chesapeake Bay. One of our standard stops is St. Mary's City, the excavated and partially recreated early colonial capital of Maryland. The "students" always rank the day spent there as one of the highlights of the extended weekend. On our most recent visit, their experience was enhanced greatly by an archaeologist's lecture about the excavation of the early Roman Catholic chapel on the site and the investigation of the three lead-lined coffins located therein. The dig was in part funded by NEH.

- One of my graduate students is currently working on a research paper on women's legal status in Dutch New Amsterdam. Most of the materials she is employing were translated and published with endowment support. Since she does not know Dutch, she would not have been able to familiarize herself with these records without these NEH-funded volumes.

- Two of my graduate students are relying heavily on microfilms produced with NEH financing for their doctoral-dissertation research. One, who is studying the role of women in riots in nineteenth-century America, has read innumerable newspapers reproduced under the auspices of the U.S. Newspaper Project, through which NEH helps to fund the cataloguing and filming of nineteenth- and twentieth-century newspapers in danger of crumbling because of acidic paper. NEH also helped to finance the filming of the New York City District Attorney indictments, one of her major sources of information for details about riots and rioters. The other student, who is studying women and religion in the early republic, has chosen the early feminist and Universalist leader Judith Sargent Murray as one of her primary focal points. When Murray's long-lost papers surfaced in Mississippi several years ago, NEH supplied the money for preserving, cataloguing, and microfilming these important documents. Were it not for the reasonably priced microfilm, which the Cornell Library purchased at my student's request, she currently would be spending weeks (if not months) in residence at the Mississippi Department of Archives and History—and the documents she needed would probably not have been properly conserved.

- Another graduate student in the department gave his first paper this past summer at a regional historical conference funded in part by NEH. Federal money allowed the conference's organizers to supply six graduate-student presenters with room and board, allowing them to participate fully in what our student describes as a "lively" and "pleasant" experience.

- In 1993, a colleague whose field is ancient history was deeply involved in several phases of "Democracy 2500," the NEH-funded celebration of the origins of democracy in ancient Athens. He both took part in a major scholarly conference and lectured at a summer seminar on the same theme.

- Over a decade ago, another colleague received a small grant from the California humanities council to support research into the history of Japanese American farmers in the Santa Clara Valley. That grant led directly to the creation of a nonprofit resource center that continues to collect historical materials, to advise schools on incorporating local history into the curriculum, and to help preserve and revitalize the downtown area of the city of San José.

- The American Antiquarian and the Massachusetts

Historical Societies have received challenge grants to strengthen their endowments. Each supports a major library readily accessible to scholars. Such a challenge grant has also enhanced the financial security of OAH.

- With substantial funding from NEH, a colleague in Southeast Asian history created a new field of study in the United States by microfilming an enormous collection of Javanese literary and historical manuscripts and making them readily available to American scholars through the Cornell library system. More microfilming is now underway in Java, and the Cornell project is extending its reach to Cambodian and Burmese manuscripts.

- Last summer I did two days of research on manuscripts in the Phillips Library of the Peabody-Essex Museum in Salem, Massachusetts. Twenty years ago I sweltered in the same library; this time, a climate-control system (financed in part by money from the endowment) made me—and presumably the invaluable documents housed there—much more comfortable.

- Two decades ago, our department received NEH funding to establish a series of small seminars for sophomores. These proved to be very popular courses, and some are still in the curriculum today.

- A former graduate student of mine, now employed at a small college and carrying a very heavy teaching load, reports that serving as a reader of grant proposals for the NEH's summer stipends program helps to keep him up to date with new scholarship.

- A colleague at a nearby college who recently needed to locate the Civil War service records of some black soldiers found that the most useful guide to the relevant National Archives record groups was a lengthy editorial note in Ira Berlin, *et al.*, eds., *The Black Military Experience*, a volume in the series *Freedom: A Documentary History of Emancipation*, published with significant funding from the endowment.

- Lastly, the newly published third edition of the American Historical Association's incomparable bibliographic resource, *Guide to Historical Literature*, for which I served as general editor, could never have been produced without six-figure funding from NEH. Important additional support the project received from the Rockefeller and Mellon Foundations would not have been forthcoming without the initial imprimatur of the endowment. Thanks to NEH, scholars and members of the general public now have available to them annotated listings of 27,000 works regarded by specialists as the best and most authoritative books and articles in every field of historical scholarship.

This list is by no means exhaustive. Yet reciting it demonstrates how the absence of the NEH would have impoverished the working lives of my colleagues, my students, and myself during past few years. For the first time in nearly three decades, the strong bipartisan congressional coalition that has long sustained the endowment is under siege from a resurgent right wing that counts among its recruits two former NEH chairs, William Bennett and Lynne Cheney. Critics' misrepresentations of what has been a scrupulously apolitical agency fill the airwaves with false impressions of the endowment's activities. If historians and others who benefit regularly from NEH programs do not rally to help the agency, we may soon lose one of our profession's most vital sources of support. □

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▼ TASK FORCE / from 1

Cultural History, Military, Women, and Intellectual. For purposes of comparison, the top ten areas of interest listed by the entire OAH membership on the last membership renewal form were: Social History, Politics, Cultural History, Women, Colonial and Revolutionary, Civil War and Reconstruction, Foreign Relations, Intellectual, African American, and Early National Period. Although the two lists share eight topical areas, the community college historians include Military and State and Local History among their specialties, while African American and Early National Period, topics 9 and 10 respectively on the membership list, were chosen by far smaller numbers of community college historians.

When asked how many years they had taught at their present institution, 44.2 percent reported 20 years or more, while 22.7 percent answered that they had taught there less than 5 years. The polarized distribution of those responses suggests a generation gap among community college historians, a probability supported by the written comments made by many. Regarding security of employment, 77.5 percent of the faculty surveyed are tenured, 12.8 percent were on the tenure track, and only 9.7 percent held part-time, temporary positions. One alarming statistic, at least to me, is that 14.1 percent of our respondents teach in systems that do not grant or recognize tenure.

A majority (58.5 percent) of community college historians who replied to our queries teach in institutions that have academic rank, and most are members of interdisciplinary departments (only 35 percent reported that their college had a History Department as a separate unit). Department size tended to be small, regardless of the size of the institution: over 71 percent teach in departments or sub-departments consisting of five or fewer tenured/tenure-track historians; another 13.1 percent of the departments have between 6 and 10 members; and 13.3 percent of our respondents teach in departments with no tenured or tenure-track historians. Similarly, most departments regularly employ 5 or fewer part-timers, while only 3.1 percent offer classes taught by 15 or more part-time faculty.

The number of history sections offered by the community colleges in our sample seemed to average about 30. That number appeared to represent the average class size as well. Our respondents wrote that only 9.8 percent of the classes they teach enroll more than 40 students, while 13.4 percent had fewer than 20 on their rosters. The standard teaching load in the community colleges is 30 units, or ten classes, per year. Still, a bit fewer than one-half (48 percent) of our informants reported that they taught no more than 10 classes per (9- or 10-month) year. The majority taught more, with 6.5 percent reporting that they somehow taught more than 15 classes in a regular academic year (excluding summer).

Community college historians, as indicated by those responding to our survey, spend most of their professional time teaching or in closely related activities. Most of our informants teach the introductory U.S. History survey, usually both halves. In fact, 43.6 percent teach nothing but the survey, while 79.3 percent devote less than 20 percent of their teaching time to more specialized courses. Most do not teach non-history classes, though a significant minority, roughly 38 percent, spend some of their time teaching outside the discipline of history, usually in related fields like political science. Forty-four percent of survey participants have two different teaching preparations; 33.9 percent have three. The majority, 66.7

percent, teach summer classes, 46.0 percent of those teaching two, while 23.5 percent teach three or more. The practice of teaching "overload" classes during the regular academic year seems to be common: nearly half (45.6 percent) of our respondents reported teaching additional classes, usually one per semester.

As for non-teaching professional activity, most of the historians in this survey reported some committee responsibilities and other kinds of college service. Relatively few spend more than 10 percent of their time in research and writing. Still, 49.6 percent reported that they had authored some work within the last five years, most often an article in a professional publication (55.7 percent), though 29.7 percent had published a book. More than half (55.8 percent) have presented papers at professional conferences. A similar number (56.9 percent) are engaged currently in research projects. Sources of support for research projects undertaken by community college historians are limited. Sixty percent of our respondents teach at institutions with regular paid sabbaticals; but, most (57.9 percent) have not had any financial support for research since they completed their graduate education. One of the most recent surveys of the attitudes and activities of higher education faculty indicates that the community college historians responding to our survey are only slightly less engaged in research and scholarship than are most faculty in all colleges and universities. *The American College Teacher: National Norms for the 1989-90 H.E.R.I Faculty Survey*, published by the UCLA Higher Education Research Institute, reported that the largest cohort (27.9 percent) of the nearly 36,000 faculty they surveyed stated that they spent no more than 10 percent of their weekly professional time in research and writing. The average teaching load in all institutions is between 9 and 12 hours/week, compared to 15 for community college faculty. Only 55.7 percent of all college and university faculty published professional writing in the two years prior to the UCLA survey. The percentage of our community college informants publishing within the last 5 years was just under 50 percent.

Roughly one-quarter of the historians we surveyed belong to the OAH, with a similar percentage listing membership in the American Historical Association. Much smaller numbers belong to several community college organizations (like the Community College Humanities Association), while even smaller numbers belong to special interest organizations and state and local history societies. Most reported some regular journal reading: the *Journal of American History* (220), the *American Historical Review* (196), the *OAH Magazine of History* (58), and the *History Teacher* (58) attracted the largest blocks of readers. Many also read regional, state, and local historical journals, such as the *Journal of Southern History*, and *California History*. Several OAH Executive Board members expressed surprise when informed that our sample of community college historians much preferred reading the scholarly journals to the teaching-oriented magazines. The data suggest that community college historians are most interested in remaining conversant with the latest scholarship, not in reading about pedagogical issues after 15 hours of teaching survey-courses each week.

In selecting from among four kinds of professional development opportunities they might find most helpful (individual research grants, faculty seminars, master teacher seminars, and others), our respondents overwhelmingly identified individual research grants as first on their wish list. When asked to rank several kinds of services the OAH is consid-

ering offering to community college faculty, participants showed much interest in regional meetings of community college historians, and in the establishment of an "Information Clearinghouse" (including information on funding possibilities). There was moderate interest in a teaching alliance of university, college, and precollegiate historians, and in the production of a directory of community college historians. Very few people supported the suggestion that there be a regular community college column in the *OAH Newsletter*.

On the last two pages of the survey form, community college historians were asked to respond as expansively as they wished to two questions: (1) What are the most positive aspects of teaching history at a community college? (2) What are the most pressing problems/needs facing you as a community college history professor? They were also asked what they would like to tell the OAH leadership, and how the OAH could best assist them. There was a final space of several lines for "Additional comments or concerns."

The most positive aspects of teaching history at a community college, according to our informants, are the absence of pressure to do research and to publish, along with the fact that these institutions emphasize teaching above all other professional activities. Almost as frequently, respondents wrote that they enjoyed consistent interaction and close relations with students, and that through such contact they were able to encourage student success. Many felt the community college environment enables them to awaken an interest in history in those who either dislike it or are poorly prepared to understand it. Community college historians praised the diversity of their student populations, expressing a particular satisfaction in teaching "non-traditional" and returning students, and often noted the rewards for working with "talented, dedicated colleagues." One professor wrote that she loved teaching in the community colleges because they were the only "democratic, proletarian institutions of learning."

Survey participants identified three main problems related to student characteristics, professional conditions, and the academic culture of the community colleges. Many historians complained about the poor preparation and attitudes of their students. Several stressed that their ability to find a comfortable teaching style is complicated by the wide range of abilities they find among their students.

Far more problematic for most of our respondents are the conditions under which they work. Many argued that teaching loads are so heavy that they make scholarship nearly impossible and are counterproductive to truly effective teaching. Insufficient time and support for research, writing, and general professional development were cited often. In fact, a number of faculty argued that community college administrators (and some senior faculty) see scholarship and teaching as being opposites rather than complements. In addition, many complained of the drudgery of teaching mainly survey courses and the lack of opportunity to teach electives. Several noted increasing administrative responsibilities, poor physical plants, and little or no secretarial support as other problems damaging their instructional effectiveness.

Last of all, many of our informants criticized the academic culture of the community colleges. They wrote of administrators insistent on high class enrollment minimums, increasing class sizes, and retention at any cost (including academic standards). Many complained of the recent emphasis on models of "efficiency" and "productivity" that are ill-suited to educational enterprises. Additional difficulties

mentioned were the over-reliance on part-time faculty, an anti-Ph.D. bias among some colleagues and administrators, a knee-jerk deference of many faculty to administrators, and some administrative and faculty incompetence. A few of the younger faculty criticized what they saw as the racism and general prejudices of their seniors, while several older faculty bemoaned the imposition of "p.c." standards by their junior colleagues. Many complained of a general sense of isolation from the historical profession.

The results of the OAH Survey of Community College Historians indicate that there is a large body of our colleagues teaching in the community colleges whose training and interests are very similar to those historians teaching in four-year colleges and research universities. Many want to function more as historians without diminishing their commitment to teaching. Nevertheless, their positions are so teaching intensive that most feel they have insufficient time and support for the kind of scholarship essential to teaching history at the college level. In addition, they feel marginalized within their profession and harassed by administrators (and some colleagues) who fail to recognize or endorse the connection between scholarship and teaching.

On the other hand, respondents expressed their sense of freedom from the rigors of publication expectations, and from an over-emphasis on traditional methods of evaluating their professional worth. Throughout the surveys, the comments indicated the community college historians' appreciation for the difficulties facing their students, along with a celebration of the special joy of instructing those who, more because of social circumstances than for lack of ability, will never grace the campuses of this na-

tion's elite universities and colleges. Community college historians are dedicated to teaching history to the most diverse and most poorly prepared student population in American higher education.

What can the OAH do to integrate community college historians more fully into the profession? In the survey responses, several suggestions emerged as common: utilize the talents of community college historians; improve communication within the profession; recruit more community college faculty to deliver papers, serve on convention panels, and hold committee appointments; and respect us. Based upon our analysis of the survey results, suggestions made in open meetings with community college historians in Washington, Anaheim, and Chicago, and our own experiences, the *Ad Hoc* Task Force on Community Colleges made the following recommendations to the Executive Board at the 1995 Washington conference:

- (1) Begin assembling a directory of community college historians, possibly as a joint effort with AHA.
- (2) Plan regional conferences for community college historians, possibly in collaboration with the Community College Humanities Association and/or the American Political Science Association.
- (3) Send the results of the survey to all those who responded and to others who wrote requesting information. Include a cover letter that solicits new membership, and that urges community college historians to submit papers and other proposals to OAH Program Committees.
- (4) Contact the Community College Trustees Association and the American Association of Community Colleges, informing them of the results of the survey and urging them to endorse the importance of scholarship to effective teaching. Explain how their institutions

benefit from increased involvement of community college historians in the larger concerns of the profession.

(5) We recommended that the *Ad Hoc* Task Force pursue NEH funding for two projects: (A) A mentoring project aimed at improving undergraduate instruction, especially in the U.S. survey course; and (B) A "School to Career" project that will involve humanities and vocational community college instructors in joint efforts to provide younger students with both workplace and academic skills.

Pleased as I am with the rich data we have accumulated, much remains to be done. Since virtually all community college funding is public, the rightward turn of the electorate presents us with a major problem. Political and business leaders today talk of the benefits of higher education in purely individual terms—as future income benefits that accrue only to those who matriculate. I hear little reference to the social benefits of higher education. Consequently, political leaders seem to believe that public support for an enterprise without real social consequence can and should be diminished. People who can afford to do so should pay more for an education that is really only for their benefit anyway. The older principle that education is of value to society and thus deserves public support may be dying. The OAH must work in concert with other professional organizations, including faculty unions, to prevent further reductions in community college funding, to protect tenure at all levels of public education, and to restore the promise of opportunity once heralded as the primary mission of this nation's community colleges. □

Charles A. Zappia is professor of history at San Diego Mesa College.

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News for the Profession

Recent Trends in Ph.D. Production and Employment

John R. Dichtl

The decline in job opportunities in the humanities and social sciences might have levelled off during the past two years. But does this mean a better chance at that first teaching position for new history Ph.D.s? The downward trend in some disciplines has slowed, and seems to have become an upturn in others. Also, an almost 30 percent downswing in jobs advertised for historians since 1991 appears to have reversed itself in the first half of the 1994-95 academic year. Yet as the charts and table on this page demonstrate, production of new doctorates has increased at the same time the slump in available positions has eased.

Each year, Bettina Huber, the Director of Research at the Modern Language Association, counts the number of academic positions advertised in associational job listings. (These listings represent jobs at all levels, not just entry-level positions.) She has found that during the past two years the rate of decline in the academic job market appears to have slowed. Although the number of jobs advertised in English and Foreign Languages decreased for the fifth straight year in the 1993-94 school year, the change was smaller than in past years. After a three-

year decline, the number of positions advertised for historians increased by five percent during the first four months of the 1994-95 school year. Sociology jobs plateaued in 1988-89 and 1989-90, declined 11 percent for the next two years, and then increased 25 percent in the following two years.

When placed alongside data concerning the number of new Ph.D.s produced each year, however, this easing decline in jobs advertised might not be cause for much optimism. According to the National Research Council's most recent annual report, *1993 Doctorate Recipients from United States Universities*, the number of new Ph.D.s generally has been growing in the Humanities and Social Sciences. Although numbers are not yet available for academic years 1993-94 and 1994-95, there appears to be a scissors effect occurring in each discipline; as Ph.D. production increases, job availability decreases (or expands with hesitation). This effect has been sharp in history. Jobs have outnumbered new doctorates in each of the other disciplines shown here. For historians, the proportion of doctorates to jobs available has been narrow in those few years when it has existed at all.

	English		Foreign Languages		History		Sociology		Political Science	
Year	Jobs	Ph.D.s ^A	Jobs	Ph.D.s ^B	Jobs	Ph.D.s ^C	Jobs	Ph.D.s	Jobs	Ph.D.s ^D
1982-83	1,296	839	1,188	504	268	616	444	525		554
1985-86	1,663	820	1,577	445	448	563	587	491		571
(% change)	(+28.3)	(-2.3)	(+32.7)	(-11.7)	(+67.2)	(-8.6)	(+32.2)	(-6.5)		(+3.1)
1986-87	1,702	789	1,664	444	492	586	702	423		569
(% change)	(+2.3)	(-3.8)	(+5.5)	(-0.2)	(+9.8)	(+4.1)	(+19.6)	(-13.8)		(-0.4)
1987-88	1,949	856	1,808	430	635	603	759	449		542
(% change)	(+13.6)	(+8.5)	(+8.7)	(-3.2)	(+29.1)	(+2.9)	(+8.1)	(+6.1)		(-4.7)
1988-89	2,025 ¹	823	1,824 ¹	432	733	538	843	436		603
(% change)	(+3.9)	(-3.9)	(+ 0.9)	(+0.5)	(+15.4)	(-10.8)	(+11.1)	(-2.9)		(+11.3)
1989-90	1,867	893	1,609	512	759	612	844 ¹	428	1,150 ¹	646
(% change)	(-7.8)	(+8.5)	(-11.8)	(+18.5)	(+ 3.5)	(+13.8)	(+0.1)	(-1.8)		(+7.1)
1990-91	1,480	1,002	1,453	498	849 ¹	663	794	465	1,051	633
(% change)	(-20.7)	(+16.8)	(-9.7)	(-2.7)	(+11.9)	(+8.3)	(-5.9)	(+8.6)	(-8.6)	(-2.0)
1991-92	1,271	1,066	1,214	562	769	725	748 ²	495	866	696 ³
(% change)	(-14.1)	(+6.4)	(-16.4)	(+12.9)	(-9.4)	(+9.4)	(-5.8)	(+6.5)	(-17.6)	(+10.0)
1992-93	1,133	1,101 ³	1,090	577 ³	616	728 ³	840	513 ³	842	707
(% change)	(-10.9)	(+3.3)	(-10.2)	(+2.7)	(-19.9)	(+0.4)	(+12.3)	(+3.6)	(-2.8)	(+1.6)
1993-94	1,056 ²		1,039 ²		599 ²		931		860	
(% change)	(-6.8)		(-4.7)		(-2.8)		(+10.9)		(+2.1)	
1994-95					627				828 ²	
(% change)					(+4.7)				(-3.7)	

^A Includes new Ph.D.s in English, American Literature, and Comparative Literature.

^B Includes new Ph.D.s in all other languages & literatures.

^C Includes new Ph.D.s in U.S., European, General, & Other History, as well as History/Philosophy of Science & Technology.

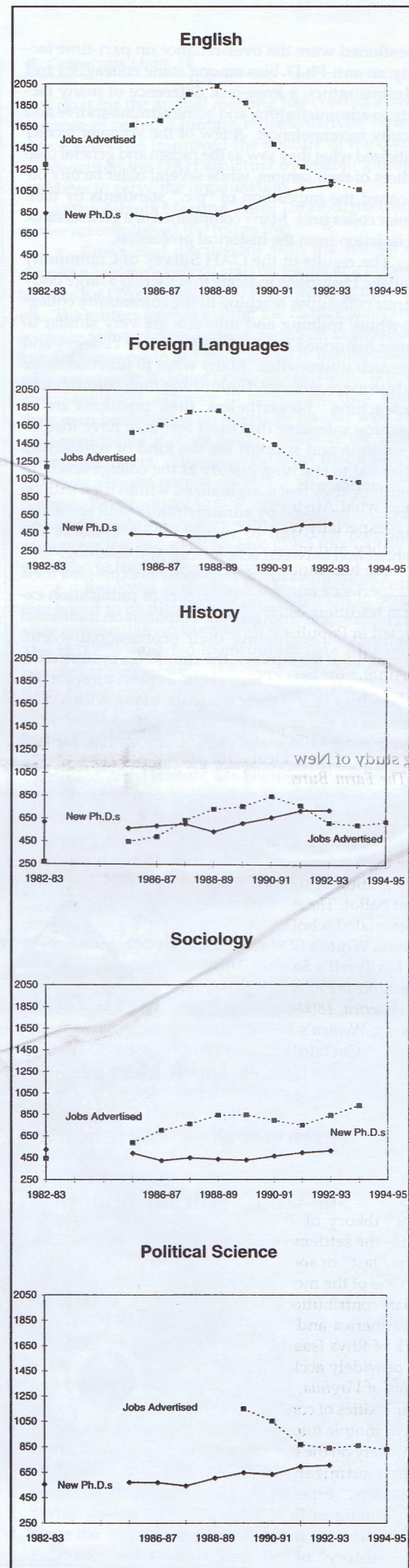
^D Includes new Ph.D.s in Political Science and Government, International Relations/Affairs, and Public Policy.

¹ Peak year for number of positions advertised.

² Lowest point for number of positions advertised.

³ Peak year for number of new doctorates.

Source: Summary Report 1993: Doctorate Recipients from United States Universities (Washington, D.C.: National Academy Press, 1995). Data on jobs advertised are collected (and those portions of the above table representing such information were created) by Bettina Huber of the MLA. History and political science figures represent the number of positions (at all levels) advertised in the AHA and APSA job bulletins during the first four months of each academic year (i.e., September through December). English and foreign language figures are for positions advertised in the quarterly issues of the Job Information List (i.e., October, December, February, and April). Sociology figures represent the number of positions advertised in the monthly Employment Bulletin during each academic year (i.e., June through May issues).



American History in Australia

Joseph M. Siracusa

The single most important element in the Australian study of United States history is that competence in this area no longer depends on the importation of American visitors. Every major university has staff members who are specialists in their discipline. Moreover, Australian experts in American history bring to their subject matter a degree of objectivity and dispassionate observation rarely possible for a citizen of the United States who has not lived outside of his or her own culture.

"Americanists" in the United States badly need to hear what Australian scholars have to tell them. This is especially true in the field of diplomacy, foreign policy, and international relations. Australians also have had much to say on the American Colonial experience and the American reform tradition, especially as it is reflected in Populism, Progressivism, and the New Deal.

Among the best known examples of Australian interest in American reform movements are Christiana Campbell's prize-winning study of New Deal farm policy, *The Farm Bureau and the New Deal*; John Salmond's now standard history, *The Civilian Conservation Corps, 1933-1942* and *Miss Lucy of the CIO*; and Lionel Fredman's investigation of the impact of the secret ballot, *The Australian Ballot*. Other related scholarship includes Graham White's *FDR and the Press* and Ian Tyrell's *Sobering Up: From Temperance to Prohibition in Antebellum America, 1800-1860* and, more recently, *Woman's World, Woman's Empire*. Certainly, Australians have seen in the history of American reform, especially the history of labor unions and social welfare legislation, something of their own experience, evidence perhaps of the continuing relevance and usefulness of Louis Hartz's "fragment" theory of Australian development, which relates the settlement and early history of Australia to the "last" or socialist stage of British history.

One of the most interesting and important Australian contributions to our understanding of colonial America and the American Revolution is the work of Rhys Isaac of La Trobe University. In a series of widely acclaimed essays, and in the *Transformation of Virginia, 1740-1790*, Isaac has explored the complexities of conflicting social, political, religious, and economic interests that were disrupting Virginian society on the eve of independence. Isaac's scholarship admirably illustrates the ways that "outsiders," especially, as in Isaac's case, with formal training in European history, can bring fresh approaches and insights to the writing of the "new social history" of the American Revolution. Leo Launitz-Schurer's *Loyal Whigs and Revolutionaries* and

Donna Merwick's path-breaking *Possessing Albany, 1630-1710* are two more examples of the contribution to the colonial literature that have appeared on this side of the Pacific.

Not surprisingly, however, it is in the field of American foreign policy and Australian-American relations that an identifiable Australian point of view emerges most clearly. A popular research field in Australia is the regional one that emphasizes the theme of "Australia in the Pacific." The United States, in these cases, is of only indirect interest. Examples of studies of this kind are Roger C. Thompson's *Australian Imperialism in the Pacific*, in which attention focuses primarily on Australian pride in the British empire and apprehension about

cerned." Like nineteenth-century America, Australia enjoyed an effective isolation and invulnerability, and, also like the United States, this circumstance led to a sense of Manifest Destiny and the enunciation of a South Pacific Monroe Doctrine. Meaney cautions, "unlike its American model, however, Australian spread-eagleism did not in any significant degree reflect an aggressive and self-righteous democratic morality." Nevertheless, the tendency to look at America for inspiration did have a more sinister side. On the occasion of the visit of the Great White Fleet to Melbourne and Sydney, an enthusiastic Prime Minister Alfred Deakin declared: "The visit of the United States fleet is universally popular here, not so much because of our blood affection for the

Americans though that is sincere but because of our distrust of the Yellow Race in the North Pacific and our recognition of the 'entente cordiale' spreading among all white men who realize the Yellow Peril to Caucasian civilization, creeds and politics." On the departure from Sydney of America's visiting fleet in 1908, the defense-conscious Sydney *Bulletin* had still another view (I discovered later). The newspaper opined that America would be unlikely to assist if serious trouble brewed between Australia and "its Brown Brother." Moreover, the *Bulletin* went on to predict that "Uncle Sam will one day fire his guns at us—or at least our relatives. . . . All the clatter about kinship—all the reunions and Ententes on earth—are not likely to shift that fact one inch." In any case, the image of the United States that emerges from Meaney's school of thought is essentially a positive one. Australians at the turn of the century looked to America as

friend, protector, and model—a somewhat flawed one, to be sure, but one nonetheless worthy of emulation.

In Roger J. Bell's *Unequal Allies*, a quite different image is presented. Published in the late 1970s, Bell's book may be seen as the best example of the Australian intellectual's disillusionment with American policy resulting from the Vietnam War, stimulated by the election of the Whitlam Labor Government in 1973. Bell's point of departure is the widespread popular belief in Australia that World War II brought about "a special relationship" between Australia and the United States. He finds that the notion of a "special relationship" was largely a myth, based on the perception of declining British power and on the mistaken idea that the war produced an "unconditional and enduring" American commitment to defend the island continent. Instead, he argues, the



Circular Quay, Sydney, Australia. (In Edwin J. Brady, *Australia Unlimited*, ca. 1916)

foreign invasion, and Neville Meaney's *The Search For Security in the Pacific, 1901-14*. Both Thompson and Meaney teach American history in Sydney and draw upon their teaching backgrounds. Meaney's book, in particular, imaginatively demonstrates the way American themes can be brought to bear on an understanding of more recent Australian history.

Meaney's major thesis concerns the attempt to locate nothing less than the origins of Australian nationalism. Noting that Australia lacked both the "self-validating, self-perpetuating and self-sufficient cultural heritage" of European nations and the revolutionary roots of the United States, Meaney argues that Australian nationalism has been defined in terms of the development of a foreign and defense policy: "It is in the study of trade, immigration and most especially defence and foreign policy that the true character of Australian nationalism can be dis-

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United States "consistently resisted Australia's attempts to play a prominent role in Pacific affairs after 1943" adding that the Roosevelt administration gave aid to Australia "because it was the only viable base from which to develop Allied operations against Japan." As Bell sees matters, the fundamental problem for Australia was—and by implication still is—that Australia and America were unequal allies. Part of the "What has America done for us?" school, he suggests Australian interests and aspirations were sacrificed at every turn to American objectives.

* * *

Graduate student choices in research topics provide another guide to the problems and possibilities for Americanists in Australia. They have demonstrated a marked preference for topics that exploit printed sources, especially newspapers and periodicals. More specifically, graduate students favor inquiries into various aspects of "public opinion" and Australian reactions to major events in American history. Despite the opportunities for study and travel in the United States, it is clear that most Australians planning to research American history choose topics which can be done in large measure from sources that are available locally. Until recently, for example, few Australian-based Americanists chose to undertake extensive study of the colonial period of American history.

Nevertheless, more early American primary sources become available in printed or microfilm form, it appears that early American social, cultural, and diplomatic history are enjoying something of a boom. Students in Australia, especially those in Sydney, Melbourne, Canberra, and Brisbane, have access to large university and public libraries containing a rich variety of published works on American history, including books, newspapers and other periodicals, microfilm, microcards, films, and audio and visual tapes. The National Library of Australia in Canberra holds the largest collection of Americana in the country, but the larger university libraries are also important and growing repositories of American research materials.

The successful advancement of United States history in Australia owes much to the Australian and New Zealand American Studies Association, which was organized at a meeting of interested scholars in Canberra in 1964. Since its founding, the association has sponsored biennial conferences that bring together specialists in American history, politics, literature, and related disciplines from Australia, New Zealand, and the United States. Its journal, the *Australasian Journal of American Studies*, serves as a focal point for the study of American history and civilization, including literature.

The emerging scholars to look for include, Roger Bell (University of New South Wales) whose *Implicated: The United States in Australia* is causing serious discussion; Ian Bickerton (University of New South Wales), who is expected to produce an important history of American-Israeli relations; and Neville Meaney (University of Sydney), who will continue to preside over the synthesis of Australian-American relations. □

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Federal Funding for Professional Development Targeted for Rescissions

Christine L. Compston, Director
History Teaching Alliance and
National History Education Network



Christine L. Compston

Goals 2000: Educate America Act, Improving America's Schools Act of 1994 (reauthorization of the Elementary and Secondary Education Act), and other legislation to improve the quality of education in American schools face significant cuts in federal funding for the current fiscal year. The House of Representatives, for example, has supported rescissions averaging 40 percent for Goals 2000 (the centerpiece of education reform), 75 percent for the Technology Education Act (which provides students with access to computers and technology in the classroom), and 100 percent for the Safe and Drug-Free Schools Act.

In absolute numbers, the House has recommended cutting nearly \$1.7 billion from current appropriations for education; the Senate, just over \$700 million. The conference committee meeting, which is scheduled for the beginning of May, is expected to be contentious. Senate Minority Leader Thomas Daschle (D-SD) has expressed strong reluctance to straying from what the Senate has passed. President Clinton has indicated his support for the Senate's version of the rescission legislation.

Cuts in Department of Education funding should be a matter of real concern to historians throughout the academy, for they threaten programs that would give K-12 teachers the opportunities necessary for their development as working historians as well as efforts to revise and improve the history curriculum. A significant component of the Department of Education's strategic plan (a working document issued in December 1994) is to "promote excellent teaching that will enable students to meet challenging state and local academic standards." Included under that broad objective is a commitment to "strengthen professional development efforts of states, schools, colleges, and teacher networks in order to enable teachers to teach to challenging standards" and "engage teachers and other educators in examining, using, and assessing effective teaching and learning strategies."

The Eisenhower Professional Development Program, part of Improving America's Schools Act of 1994, is an important vehicle for attaining those goals. Eisenhower, however, is among the programs targeted for substantial cuts by both the House and the Senate. Previously restricted to math and science teachers, the Eisenhower program was expanded in 1994 to include all the core disciplines, and Congress appropriated \$320.3 million for fiscal 1995. Consistent with the premise that reform must be local, Eisenhower provides funding for professional development that is initiated by teachers and administrators, tailored to specific needs, and dependent on the serious commitment of participants. It also supports

college and university-based collaboratives.

Because \$250 million is "protected" for math and science, proposed cuts will virtually eliminate federal monies for all of the other disciplines. The House has proposed to reduce funding for Eisenhower by \$100 million, and the Senate recommends cutting the budget by \$700,000.

A recent survey of state social studies specialists, conducted by the National History Education Network and the Social Studies Development Center, demonstrates a great need for professional development programs in history and the other social sciences. Despite extensive reforms in the areas of curriculum and assessment, criteria for teacher certification shows little change over the past ten years. Arizona, Kentucky, and Missouri now require significant graduate work of those who remain in the classroom beyond 10 years, and at least 19 states (compared to five in 1985) currently require applicants to pass a basic competency test to teach at the secondary level.

However, a few states have no minimum requirements for courses/hours in the discipline—even for those who aspire to teach high school history—and more than a dozen set minimum preparation at 12 course hours or less. Undergraduate education continues to emphasize education courses and broad coverage of the social studies.

Professional development should by no means be limited to those whose undergraduate education is sorely lacking in the field of history. Those teachers whose formal education has provided a solid background in terms of both skills and content also need and want to participate in programs that allow them to grow professionally. They are frequently the most eager to explore new fields (new to them and/or to the discipline), keep up with recent scholarship, develop innovative and effective teaching strategies, and establish professional networks that offer opportunities for collaboration as well as encouragement and renewed commitment. By setting a high standard in the workshops, seminars, and institutes they attend, these teachers inspire others to greater achievement.

Without question, the best history teachers—indeed, the best teachers—are those who practice their discipline and teach from their own insights, rely on their own research, and develop their own strategies for imparting both content and skills. Programs, such as Eisenhower, that enable educators to engage in work geared toward these goals deserve the support of the profession.

Although the prospects for fiscal 1995 appear bleak, authorization to expand Eisenhower to all the core disciplines—including history—is in place. If historians wish to see funding for this program extended to history teachers in the future, they should begin now to express support for the current reform movement and the programs designed to improve the quality of history education in our nation's schools. □

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Capitol Commentary

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New Executive Order on Classification and Declassification Policy

After a decade of working for the reform of the country's declassification policy, historians have something to celebrate. On April 17, President Clinton signed

Executive Order 12958, which has the potential of significantly reforming current policies on secrecy. Almost two years ago, President Clinton established a task force to redraft President Reagan's 1982 Executive Order 12356, which established a policy that encouraged classification and which had no target date for the declassification of older records. In his signing statement, Clinton asserted: "The order will lift the veil on millions of existing documents, keep a great many future documents from ever becoming classified, and still maintain necessary controls over information that legitimately needs to be guarded in the interests of national security." He further noted the cost savings of the new system and stressed that it will create a new climate of openness by requiring classifiers to justify what they classify and encouraging employees to challenge improper classification.

White House Press Secretary Mike McCurry said in announcing the new executive order that historians had been pressing the administration to make more national security information available. "They won't be entirely satisfied with this," he noted, "but they certainly will see this as an improvement over the current process." McCurry summed up the situation fairly accurately. There are some provisions that many historians would have wished had not been included, and there were instances where we urged unsuccessfully for more precise wording that would have tightened loopholes. However, on the whole, the signing of this order is an occasion for celebration, because it represents a major new approach for declassifying government information.

Clinton's executive order states that "within 5 years from the date of this Order, all classified information contained in records that (1) are more than 25 years old, and (2) have been determined to have permanent historical value under Title 44, United States Code, shall be automatically declassified whether or not it has been reviewed." In this provision, Clinton has established a time frame for the release of information and has adopted "bulk declassification," instead of the tedious and costly page-by-page review of every document, as a means of declassifying records. The new order provides federal agencies with a grace period of five years to meet the provisions of the order. During this period, agency heads may use nine given criteria to exempt specific information from automatic declassification by preparing a written justification.

Both the tone of openness and the automatic declassification provisions of executive order 12958

offer dramatic changes to the policies established by Reagan. Though it sets forth admirable goals, some who have been reviewing and commenting on various drafts over the last two years have lingering concerns about whether the process as prescribed will be diverted. If exemptions allowing information to continue to be classified beyond 25 years are interpreted too broadly, if the requirement for the justification of extensions results in boilerplate language that can be used on vast quantities of records, or if the interagency security classification appeals panel fails to scrutinize the exceptions to declassification, then the old system will prevail, and there will be no increased openness. There is disappointment, too, that this order did not include stronger language regarding the need to balance basic requirements of national security with imperatives of democratic government and the public's need to know.

Yet when one considers how the Reagan order resulted in an enormous mountain of classified information, the Clinton order represents a major shift away from secrecy and toward openness. If a good faith effort is made to follow this order, all but the most sensitive records that were created during or before 1975 will be opened in the year 2000.

Nomination of U.S. Archivist

It now appears that support for the nomination of John Carlin, former governor of Kansas, for U.S. archivist has faded. Bob Nash, who became the new head of White House Personnel this spring, has been reevaluating the requirements necessary for the next U.S. archivist. There have been no new interviews yet.

National Endowment for the Humanities

Congress will be making major decisions affecting the future of the National Endowment for the Humanities this summer. In June the House Appropriations Subcommittee on the Interior will decide the fiscal 1996 NEH budget. It is most unlikely that an authorization bill will pass by then, and House Republicans have stated that they do not intend to appropriate funds for any unauthorized program. Representative Sidney Yates (D-IL) and constituent supporters, however, are urging the subcommittee to include money for the endowments in the Interior appropriations bill. If Congress does not set aside money for the endowments at that point, all subcommittee funds could be allocated to other programs, thereby eliminating the possibility of funding even if Congress reauthorizes the agencies later in the year.

It is also likely in June that Senators Nancy Kassebaum (R-KS), James Jeffords (R-VT), Edward Kennedy (D-MA), and Claiborne Pell (D-RI) will be introducing a bill to reauthorize NEH. The momentum for reauthorization is in the Senate, since that body, not the House, has held authorization hearings, and because Senate Republicans and Democrats are working together to develop legislation.

Following the announcement last fall by House Republicans in their "Contract with America" that the endowments should be dramatically cut, there have been a series of discouraging and then en-

couraging developments about the future of NEH. The call to abolish the agency, by Lynne Cheney and William Bennett, both former chairs of NEH, was a blow. But then some considered the rescission of current fiscal 1995 funds of only \$5 million a rather light reduction. Senator Jeffords's public statements in March that he had identified eight other Republicans to work with him to pass reauthorization legislation for NEH was also quite positive. In April, however, Senator Robert Dole, in a speech launching his presidential candidacy, asserted that the federal government should not be in the culture business and called for an end of funding for the arts and humanities endowments. It is clear that many of the skirmishes in the hard battle to save NEH will occur this summer.

Appropriations Hearing on the National Archives and NHPRC

On March 21, Ira Berlin, professor of history at the University of Maryland and the founder and director of the Freedmen and Southern Society Project, and I testified before the House Appropriations Subcommittee on Treasury, Postal Service, and General Government on next year's budgets for the National Archives and the National Historical Publications and Records Commissions' (NHPRC) grants program. The hearing offered public witnesses the opportunity to testify on the fiscal 1996 budgets of any of the federal programs under its jurisdiction.

I urged the committee to appropriate the president's request of \$195.291 million for the National Archives and \$6 million (\$2 million above the president's request, but 33 percent less than the appropriation for this year) for the grants program of the NHPRC. At the same time that the National Archives is cutting its staff, it is taking on many new tasks. These include a major role in facilitating the implementation of the John F. Kennedy Assassination Records Collection Act; processing the records for the new Bush Presidential Library; servicing large numbers of recently declassified records; providing guidance to federal agencies on preserving electronic records; adjusting to the opening of the new research facility, Archives II, which doubled the research facilities of the National Archives; and planning for the additional records that will be sent to the National Archives as a result of agency downsizing.

I stressed the problem of reduced staff and added responsibilities, urging that there be no reductions from the president's request. Speaking from years of experience with NHPRC grants, Ira Berlin made an eloquent and passionate plea for additional funding. He noted that through a special program many documentary history volumes are in libraries around the world. "It has not been lost on the people of these nations," he said "that no other nation in the world has so openly made the record of its history available." Referring to grants for records preservation and description, he stressed that there is hardly an archival depository in the United States that has not benefited from the NHPRC's material and intellectual assistance. Berlin also urged a \$2 million increase in the NHPRC grants program for fiscal 1996. Chairman

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Jim Lightfoot (R-Iowa) was gracious and expressed appreciation for our testimony.

Federal Judge Rules in Favor of Historians and Declares Bush-Wilson Agreement Void

On February 27, Judge Charles R. Richey ruled in favor of the plaintiffs and declared the Bush-Wilson agreement void in *AHA v. Peterson*, No. 94-2671 (D.D.C.). The plaintiffs, in addition to the American Historical Association, include the OAH, the American Library Association, and other organizations. They sought in this case to "enforce the central mandate of the Presidential Records Act, namely, that presidential records shall no longer be treated as personal property of the president but as records of the United States, and that they shall be made available to the public under the standards established by law." On the last day of the Bush Administration, U.S. Archivist Don Wilson and President Bush signed a "Memorandum of Agreement" concerning the disposition of disks and backup tapes containing information from the office of the president's automation systems. The Bush-Wilson agreement stated that the former president would retain exclusive legal control over the presidential information on these disks and tapes.

Government attorney Richard Lepley had insisted during oral arguments that a recent exchange of correspondence between Trudy Huskamp Peterson,

the acting U.S. archivist, and George Bush's representative, James Cicconi, provided procedures consistent with the Presidential Records Act for handling these computer disks and tapes; and thus the case was moot. Michael Tankersley of Public Citizen, representing the plaintiffs, argued that the brief two-paragraph letter of Cicconi did not say that the records under consideration are presidential records and did not disavow the Bush-Wilson agreement. The letters also suggest, Tankersley noted, that the National Archives is acting subject to former President Bush's permission. The Presidential Records Act was passed, Tankersley stressed, after Nixon tried to control his papers through a special agreement. The law was designed to prevent such agreements that limit the authority of the U.S. archivist.

Judge Richey wrote in his opinion that the Presidential Records Act mandates that the archivist assume control of presidential records: "The Agreement violates this directive by purporting to allow former President Bush to control access to 'Presidential information,' and by labelling material that are 'Presidential records' under the statute as personal records of George Bush." Judge Richey continued: "The Court shall therefore declare the Agreement null and void, and enjoin the Acting Archivist from implementing its provisions." □

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

The OAH would like to thank the following individuals who generously provided copies of their papers for sale at the 1995 OAH Annual Meeting in Washington, DC

Gar Alperovitz,
National Center for Economic Alterations
Sarah L. Barley,
Charles County Community College
Kai Bird, Washington, DC
Susan Danforth, John Carter Brown Library
Christopher Densmore,
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Karin Gedge, Yale University
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Diana Selig, University of California, Berkeley
Donald Shaffer,
University of Maryland at College Park
Nina de Angeli Walls, University of Delaware
Marilyn Watkins, University of Washington

Calvin Coolidge and the Coolidge Era

A Library of Congress symposium on the political, economic, social, and cultural history of the United States in the 1920s

October 5-7, 1995

Keynote Address by Paul Johnson

Panelists include:

Michael Bernstein	Nancy MacLean
Kathleen M. Blee	Lary May
John Braeman	Leonard J. Moore
Thomas Buckley	George Nash
Warren I. Cohen	Michael Parrish
Lynn Dumenhil	Elisabeth I. Perry
Ronald Edsforth	Michael Platt
Paula S. Fass	Stephen Schuker
Robert H. Ferrell	Thomas Silver
Burton Folsom	Gene Smiley
Michael J. Hogan	Peter Temin
Dan Leab	Robert Zieger

For additional information, contact: John E. Haynes, Manuscript Division LM-102, Library of Congress, Washington, DC 20540-4780. Phone (202) 707-5383, fax (202) 707-6336, email haynes@mail.loc.gov.



Wayne State University Director-Center for Urban Studies

Wayne State University seeks a Director for its Center for Urban Studies, a unit in the College of Urban, Labor and Metropolitan Affairs. The position is a 12-month appointment at the Associate or Full Professor level, with tenure in the Director's disciplinary department or professional school.

The Center is a research and service unit with a full-time equivalent professional staff of 55 and an annual budget (general fund and external funding) of \$3.75 million. The Director will be responsible for providing research, organizational and financial leadership for the Center and for assuring the quality of the Center's research and activities. He/she will direct and supervise the Center's staff and will encourage and work with faculty throughout the university in pursuing the Center's research and service activities. The Director is expected to be active in the research and outreach activities of the Center and to maintain his/her personal scholarly research and publication activities.

Qualifications: The Director should have a Ph.D. or equivalent degree and a substantial academic research and publication record related to urban policies, processes, or problems broadly construed. He/she should have a scholarly record in his/her discipline or professional field sufficient to qualify for immediate tenure at the Associate or Full Professor rank in the related disciplinary department or professional school at Wayne State University; a successful proposal writing and fund-raising background; a history of working collaboratively with faculty from a variety of backgrounds; and previous administrative and supervisory experience. Salary is negotiable, but will be competitive and commensurate with qualifications and experience.

Application: Send letter of interest, curriculum vitae, and names, addresses and phone numbers of three references to Elaine C. Driker, Office of the Dean, College of Urban, Labor and Metropolitan Affairs, Wayne State University, Detroit, MI 48202. Applications received before April 15 will receive preference. The search will remain open until the position is filled.

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News for the Profession

Teach-Ins to Foster Discussion of Atomic Bomb Exhibit

During a standing room only *Enola Gay* session at the OAH Annual Meeting in Washington, members of the Historians' Committee for Open Debate on Hiroshima issued a statement calling for a "National Teach-In on Hiroshima"—a nationwide series of college and university meetings, seminars, and convocations to be held this spring. Now made up of more than 100 historians, the committee formed in response to the Smithsonian Institution's planned 50th anniversary commemoration of the *Enola Gay*, the airplane that dropped the atomic bomb on Hiroshima.

The historians' committee began its efforts earlier this year when Secretary of the Smithsonian I. Michael Heyman announced that the planned *Enola Gay* exhibit—a national focus of controversy for months—would be scaled back to include only the bomber itself and a video interview with the crew. Secretary Heyman reported that the Smithsonian Board of Regents had scrapped the rest of the exhibit and its 600-page script because of growing opposition by veterans' groups and members of Congress.

Prior to this drastic action, more than 80 historians had signed a letter to the Secretary strongly objecting to the fifth set of revisions made to the script. Their letter stated that the script, as of November 1994, failed to "portray history in the proper context of the times," and that the revisions amounted to "historical cleansing."

In its "Call for a National Teach-In on Hiroshima," the Historians' Committee states:

"As historians and scholars, we believe the time has come to call upon our colleagues at universities across the country to participate in a National Teach-In on Hiroshima, both to protest the Smithsonian's surrender to political censorship and to educate Americans on the full range of scholarly debate regarding the atomic bombings of Japan fifty years ago. To that purpose, we call upon universities to schedule symposiums, debates, and teach-ins prior to, or coinciding with, the scheduled June 1995 unveiling of the *Enola Gay*, and to coordinate these events with the Historians' Committee for Open Debate on Hiroshima."

The following is a list of some of the teach-in events that have happened or that are scheduled for the coming months:

Media Literacy and Propaganda: The *Enola Gay* Controversy, Indiana Council for the Social Studies Annual Convention Presentation, Indianapolis, IN, April 10-11. Contact: Joseph C. Farah (317) 634-3519

The Atomic Bomb: 50 Years Later, Massachusetts Institute of Technology, Cambridge, MA, April 13. Contact: Charles Wiener (617) 253-4063

The Battle Over the Bomb, Towson State University, Baltimore, MD, April 26. Contact: Rod Ryon (410) 830-2914; e7h4ryo@toe.towson.edu

Teach-In on Hiroshima, Southwest State University, Marshall, MN, May 1. Contact: Eric Markusen (507) 537-7284; markusen@ssu.southwest.msus.edu

The Nation Institute & Town Hall Present "45 at 50: The Anniversary of Almost Everything", The Town Hall, New York, NY, May 1. Contact: Town Hall Box Office (212) 840-2824

Hiroshima Fifty Years Later, University of California, Irvine, CA, May 1. Contact: Jon Wiener (714) 824-6339; jmwienner@uci.edu.

The End of World War II, Central Washington University, Ellensburg, WA, early May. Contact: Daniel B. Ramsdell (509) 963-2344; ramsdell@cwu.edu.

Teach-In on Hiroshima: Museology, Censorship, & Public Monuments, University of California, Los Angeles, CA, early May. Contact: Al Boime (310) 825-6814.

Hiroshima Reconsidered, CUNY Graduate Center, New York, NY, May 15. Contact: Charles Strozier (212) 237-8433.

The End of World War II and the Decision to Use the Bomb, Harold Washington Library Center, Chicago, IL, May 18. Contact: David L. Williams (312) 747-4629; provis@mcs.net

The Library: A Public Reading Room on the Atomic Bombings of Hiroshima and Nagasaki Japan, New Langton Arts Center, Berkeley, CA, May 24-July 21. Contact: Susan Miller (415) 626-5416; edosborn@netcom.com.

Censorship and the *Enola Gay* Exhibit, American Library Association Annual Convention, The Chicago Convention Center, Chicago, IL, June 24-27. Contact: Elaine Harger (212) 647-7833.

Public Forum, The American University, Washington, DC, July 9. Contact: Aikiko Naomo (202) 885-2541.

Public Forum: The Decision to Bomb Hiroshima and Nagasaki, The American University, Washington, DC, July 16. Contact: Aikiko Naomo (202) 885-2541.

Episode of "America's Defense Monitor: Hiroshima, Nagasaki, & the Nuclear Weapons Race", On PBS television stations, August 6. Contact: Jeffrey Mason or Kathy Schultz (202) 862-0700.

For more information on the Historians' Committee for Open Debate on Hiroshima, contact Mr. Kai Bird, (202) 328-9659 (kai@apc.org).

Please join us in thanking OAH committee and board members who have recently completed their terms.

Executive Board

JOYCE APPLEBY, PAST PRESIDENT; ALBERT CAMARILLO; DEBORAH WHITE; and ALFRED F. YOUNG

Nominating Board (terms expire May 31, 1995)

NANCY F. COTT, CHAIR; DANIEL CZITROM; OTIS L. GRAHAM, JR.; and EVELYN BROOKS HIGGINBOTHAM

Journal of American History Advisory Board

KENNETH J. CMIEL; JOHN M. MURRIN; and JOE W. TROTTER

Magazine of History Advisory Board

SCOTT L. GREENWELL and MARILYNN JO HITCHENS

Membership Committee

Special thanks to ALEXANDER R. STOESEN, CHAIR, for 23 years of service on the committee. THOMAS G. ALEXANDER, Utah; JOHN M. ALLSWANG, California; S. CHARLES BOLTON, Arkansas; ROGER D. BRIDGES, Ohio; MICHAEL CASSITY, Wyoming; JAMES L. CROUTHAMER, New York; DAVID B. DANBOM, North Dakota; VINCENT J. FALZONE, Texas; ROGER J. FECHNER, Michigan; ROBERT C. HILDERBRAND, South Dakota; ARTHUR F. HOWINGTON, Alabama; SAMUEL C. PEARSON, Illinois; CHARLES K. PIEHL, Minnesota; and WILLIAM G. ROBBINS, Oregon

Committee on the Status of Minority Historians and Minority History and Huggins-Quarles Award Committee

DARLENE CLARK HINE

1995 Program Committee

MICHAEL FRISCH, CHAIR; FERDINANDO FASCE; BARBARA FRANCO; JAMES A. HENRETTA; JOAN M. JENSEN;

VIRGINIA SANCHEZ KORROL; ELLEN SCHRECKER; PHILIP SCRANTON; and CAROLYN WILLIAMS. NCPH

Representatives: BARBARA J. HOWE; PATRICK W. O'BANNON; and DWIGHT T. PITCAITHLEY

1995 Convention Publicity Committee

JAMES O. HORTON, CHAIR; RITA G. KOMAN; DONALD A. RITCHIE; and MARIE TYLER-MCGRAW

Committee on Public History

WALTER B. HILL, JR.

Committee on Research and Access to Historical Documentation

DONALD A. RITCHIE

Committee on Teaching

CHARLES ANTHONY ZAPPIA

Committee on the Status of Women in the Historical Profession

ANN J. LANE and SHIRLEY ANN MOORE

Advisory Committee on Historical Diplomatic Documentation

ANNA K. NELSON, OAH REPRESENTATIVE

ABC-CLIO America: History and Life Award Committee

ALAN DAWLEY, CHAIR; RICHARD BLACKETT; ROBERT C. KENZER; BARBARA M. POSADAS; and BARBARA CLARK SMITH

Erik Barnouw Award Committee

DOUGLAS H. DANIELS, CHAIR

Ray Allen Billington Prize Committee

JULIE ROY JEFFREY, CHAIR; WILLIAM J. CRONON and DAVID J. WEBER

Binkley-Stephenson Award Committee

RICHARD WEISS

Avery O. Craven Award Committee

NELL IRVIN PAINTER, CHAIR; MICHAEL W. FITZGERALD; and STEVEN HAHN

1995 Merle Curti Intellectual History Award Committee

DREW R. MCCOY, CHAIR; DOROTHY ROSS; and FREDERICK SIEGEL

Foreign-Language Article Prize Committee

MADDALENA TIRABASSI

Foreign-Language Book Prize Committee

RICHARD WIGHTMAN FOX, CHAIR

Lerner-Scott Prize Committee

JANE S. DE HART, CHAIR; ELSA BARKLEY BROWN; and INGRID WINTHER SCOBIE

James A. Rawley Prize Committee

SUCHENG CHAN, CHAIR

Elliott Rudwick Prize Committee

KERBY A. MILLER, CHAIR; DAVID A. GERBER; and CHERYL GREENBERG

Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award Committee

KATHLEEN KEAN and SANDRA F. VANBURKLEO

Frederick Jackson Turner Award Committee

ERIC FONER, CHAIR; LINDA GORDON and STEPHEN INNES

News of the Organization

Annual Report of the Executive Director

Arnita A. Jones



The last year has been an eventful one, both for American history and for the OAH. From the canceling of the Smithsonian exhibit on the Hiroshima atomic bomb, to standards for historical study in the nation's schools, to the dismantling of the Office of the Historian in the U. S. House of Rep-

resentatives, to the location of a proposed theme park by the Walt Disney Company, we have seen historical issues in the forefront of the news media as never before. On some of these—the *Enola Gay* exhibit and the national history standards, for example—officers and board members of the OAH have deliberated carefully and formulated an official position. On others we have kept our members informed and encouraged them to speak out in local or national news media and in their own communities.

Clearly advocacy issues will continue to claim a significant share of the organization's attention in the months ahead. Providing American historians the information they need so that they can formulate their own views and make them known—to us and to appropriate decision makers—is a first priority. To this end we have expanded advocacy coverage in the *OAH Newsletter*, sent special mailings to members and others, created one Internet network for history department chairs and another linking the 33 organizations participating in the National History Education Network. We have also worked with Page Miller at the National Coordinating Committee for the Promotion of History and Richard Jensen at H-NET to facilitate circulation of special reports. We plan to continue and expand these efforts in the coming months.

Since 1977, the OAH has been a supporter of the NCC, which helps us represent American historians in Washington and keeps them and others informed about issues affecting major federal agencies, such as the National Archives and Records Administration, the National Historical Publications and Records Administration, the National Endowment for the Humanities, as well as declassification, copyright, and a number of other issues. I cannot remember a time when the agenda for this important consortium of organizations has been so full.

OAH also participates in the National Humanities Alliance. For the last several years I have represented the OAH on its board and Planning and Policy Committee. Over the years, our participation in the NHA has provided a vehicle for cooperating with other humanities and social science organizations outside the history community. It has been particularly effective this spring in acquainting new members of the Congress and their staffs with the value of programs supported by the NEH.

The National History Education Network and History Teaching Alliance have also been important sources of information, particularly on issues relat-

ing to professional development programs and funding for precollegiate teachers of history, as well as history education reform movements in various states. Through regular communications with its 33 members, as well as special surveys, the network has been able to provide information about legislative developments at the state and national level, professional development programs for history teachers supported by state humanities councils, and the ongoing debate over national history standards. The network also has conducted a major survey of social studies coordinators that will provide important new information on teacher certification requirements, graduation requirements, development of standards and assessment tools, and new curriculum frameworks in the states.

Both the History Education Network and the History Teaching Alliance have been located at the University of Tulsa for the last two years; each will need to relocate in 1995. The governing boards of both organizations met in April to evaluate options and determine the best use of resources to continue these important efforts.

Within the organization there have been a number of changes and new initiatives as well. The *OAH Newsletter* has been expanded and reformatted in ways that we hope will enable members to be more fully informed about the organization's activities. *CONNECTIONS*, an international clearinghouse newsletter, will continue to be published and distributed in electronic format, but began also as a separate component of the *OAH Newsletter* with the February issue. The United States Information Agency has taken responsibility for overseas distribution of paper copies.

The *OAH Magazine of History* continues to serve as an important source of information for teachers on new scholarship. Themes during the last year have included "New Western History" and "Life in Revolutionary America"; last year's national history day theme issue, focusing on "Peacemaking in American History" was popular enough to necessitate a second printing. The *Council of Chairs Newsletter* is circulated bimonthly to several hundred history departments. During the past year it has focused on such topics as "Teaching Undergraduate Research Methods," "Peer Review," and "History in Community Colleges." The OAH Council of Chairs and the American Historical Association's Institutional Services Program has also begun a collaboration on the *Newsletter*, as well as a series of sessions at annual meetings of both groups.

The *Ad Hoc* Task Force on Community Colleges has been hard at work during the past year with a major survey of community college faculty. More than 4,600 questionnaires were sent asking historians in these institutions to tell us about their conditions of work, professional development, and research needs, as well as the problems and opportunities of teaching history in this sector of higher education. To date, over 500 questionnaires have been returned and entered into a database for analysis. The task force met at the annual meeting in Washington to analyze data and begin formulating recommendations to the executive board.

The OAH Indiana University Minority Fellowship competition got off to a good start in 1994-95. We had a strong pool of applicants from which IU's history department and the OAH Committee on Minorities chose three finalists to visit the OAH offices and the Bloomington campus. While we can make an award to only one student for the jointly sponsored fellowship, the history department at IU hopes to make additional offers to finalists from university and other sources of funding. We expect to announce an appointment soon.

A major new venture involves a cooperative undertaking with the National Park Service which plans to review and update interpretations and publications at many of its historic sites. Gary Nash has appointed a new standing committee to oversee this effort, which began with a conference at the Ulysses S. Grant historic site in New York City, on April 26. A review of the battlefield site at Antietam will be the focus of a second project later this spring.

The annual meeting held in Washington was a major success. Michael Frisch and his hard working committee produced an unusually innovative program which attracted a record 2,890 attendees—334 more than in 1990 when we last met in Washington. The next highest attendance figure for an annual meeting was 2,631 in New Orleans in 1971.

Last year in this column I reported on a new membership database system being implemented by the organization, in an effort to control costs and maintain better demographic and professional information on our members. That transition proved more difficult and lengthy to complete than we had anticipated, resulting in some delayed mailing of renewal notices, particularly during the late spring and summer. We regret any inconvenience this has caused members and believe those difficulties are behind us. Unfortunately, this was also a year in which several agencies that manage subscriptions for institutions appear to have had major problems. We are making a special effort now to contact lapsed institutional subscribers to determine the source of the problems.

Problems with the database and fulfillment agencies aside, when comparing both individual and institutional subscribers with those in preceding years, we find our membership is holding its own with a total of 12,011 members at the end of 1994, compared with 12,073 in 1993 and 12,003 in 1992. But we are concerned particularly by modest declines over several years in institutional subscribers as well as a slowing of the growth rate for individual members. Our Membership Committee has been working closely with the Bloomington office this spring to contact those members who chose not to renew over several years and to find out why. Some attrition is normal in any membership organization, and for us it has been typically offset by one thousand or so new memberships each year. American historians, whether they work in higher education or precollegiate schools, government, or nonprofit institutions, face profound transitions in the conditions of their work. We are going to have to strive hard to make sure the OAH serves these changing needs. □

News of the Organization

Report of the Treasurer

Gale E. Peterson

In 1994, the OAH incurred an operating deficit for the second consecutive year. Although the 1993 deficit had been anticipated and was covered by surpluses from previous years, the 1994 deficit was not expected and required the transfer of funds from the organization's trust fund into its operating account.

Effective January 1, 1994, a new dues structure for individual members went into effect which, it was believed, would eliminate the 1993 deficit. Membership income did increase by nearly \$30,000, but the amount fell well below the budgeted level. Moreover, a slight attrition in institutional memberships, combined with slow payments from subscription fulfillment firms serving libraries, substantially lowered the income received from institutional memberships.

Because most institutional membership renewals come due during the final quarter of the calendar year, the pattern of late payments meant a substantial amount of income due in 1994 was not received before the end of the year. Recognition of this budgeting problem was among the reasons the OAH Executive Board approved changing from a calendar fiscal year to one running from July 1 to June 30. The changeover is occurring this year, so in the information provided below you will find the financial results for 1993 and 1994, as well as budgets for a January 1-June 30, 1995, fiscal year and a July 1, 1995-June 30, 1996, fiscal year. A bit of good news is that the delayed institutional membership payments, which have been coming in since the beginning of the year, will help make the financial results for our short 1995 fiscal year better than budgeted.

Both Arnita Jones and David Thelen have responded to the OAH's present financial difficulties by presenting a budget for fiscal 1996 that will restrict spending and return the organization to the black.

Detailed financial information is provided in the tables below. One additional change should be noted here. Funds that have been given over the years to finance special prizes have now been consolidated into a third investment account. To set up this prize fund, assets were transferred from a variety of savings and investments accounts and from the Fund for American History.

With investments totalling more than \$1.2 million, the OAH is not in difficult straits. Yet it must act—and has acted—to return to operating with a balanced budget. The continued support, loyalty, and generosity of its more than 9,000 individual members are critical to making this happen.

1994 OAH FINANCIAL REPORT

	Actual 1993	Actual 1994	Budget FY '95	Budget FY '96
RECEIPTS				
Membership Receipts				
Institutions	\$ 312,515	\$ 267,510	\$100,100	\$319,900
Individuals	400,226	437,354	223,175	455,870
Magazine Subscribers	38,362	38,664	20,000	39,000
Advertising				
Magazine of History	2,715	1,152	1,500	3,000
Journal Ads, Sales	69,588	62,684	35,000	68,000
Newsletter Ads, Sales	14,433	12,472	7,000	14,500
Total Advertising	86,736	76,308	43,500	85,500
Other/Publications/Sales	31,155	19,130	20,000	24,000
Annual Meeting				
Registration & Misc.	90,208	113,971	129,050	135,275
Annual Mtg. Advertising	50,236	53,220	57,000	54,000
Annual Mtg. Exhibits	60,700	66,802	30,000	73,500
Total Annual Meeting	201,144	233,993	216,050	262,775
Other Income	20,872	36,575	14,000	38,000
Investment Earnings	39,248	50,468	17,000	34,000
TOTAL RECEIPTS	\$1,130,258	\$1,160,002	\$ 653,825	\$1,259,045
DISBURSEMENTS				
JAH EDITORIAL OFFICE				
Journal Printing	\$183,588	\$183,139	\$110,960	\$ 240,187
JAH Office Expense	217,104	223,275	103,000	184,971
Total JAH Expenses	400,692	406,414	213,960	425,158
Newsletter Expense	43,629	34,516	33,875	55,754
Magazine of History Expense	77,323	88,878	42,952	79,934
Connections	—	—	—	3,000
Advertising Expense	43,132	41,051	24,925	47,090
Annual Meeting	157,286	147,393	134,850	146,053
Administration/General	384,606	423,401	209,801	393,000
Committee Expense	58,067	58,743	33,465	43,200
Awards/Expenses	6,998	5,603	5,775	5,475
Liaison/Advocacy	38,475	40,122	25,800	35,200
Depreciation/Computers	8,134	5,106	—	5,000
Investment Fees	5,985	5,937	3,000	5,600
TOTAL DISBURSEMENTS	\$1,224,327	\$1,257,164	\$ 728,403	\$ 1,244,464
NET OPERATING SURPLUS (DEFICIT)	<\$ 94,069>	<\$ 97,162>	<\$ 74,579>	\$ 14,581

STATEMENT OF ASSETS & FUND BALANCES
AS OF DECEMBER 31, 1994

ASSETS

Cash	\$93,108
Investments	
Unrestricted Funds	\$595,607
Restricted Funds	170,173
Fund for American History	440,123
Total Investments	\$1,205,903
Equipment (net of depreciation)	9,364
Total Assets	\$1,308,375

LIABILITIES & FUND BALANCES

Liabilities:	
Encumbrances	\$ 0
Total Liabilities	0
Restricted Funds	658,713
Unrestricted General and Housing Fund	649,662
Total Fund Balances	\$ 1,308,375
Total Liabilities & Fund Balances	\$ 1,308,375

Correction

The editorial staff regrets misspelling the name of Alden T. Vaughan in the list of contributors to the OAH Fund for American History (February 1995, p.39).

News of the Organization

FUND FOR AMERICAN HISTORY 1994

	Principal Cash	Income Cash	Assets (Costs)	Invested Income	Account Balance
Beginning Balance	---	---	\$477,373.13	\$36,375.32	\$513,748.45
Dividend Income	\$213.31	\$4,784.81	---	---	\$4,998.12
Less Foreign Tax Withholding	---	<\$84.74>	---	---	<\$84.74>
U.S. Government Interest	---	\$24,336.86	---	---	\$24,336.86
Proceeds					
Redemption of Money					
Market Certificates	\$52,694.42	\$62,450.59	<\$52,694.42>	<\$62,450.59>	---
Securities Sold	\$47,123.33	---	---	---	\$47,123.33
Purchase of Money					
Market Certificates	<\$35,264.32>	<\$26,911.14>	\$35,264.32	\$26,911.14	---
Less Cost-basis	---	---	<\$54,990.31>	---	<\$54,990.31>
Securities Investment	<\$64,761.27>	---	\$64,761.27	---	---
Payment of Bank Fees	---	<\$3,917.61>	---	---	<\$3,917.61>
Remittances to OAH	<\$47.92>	<\$60,658.77>	---	---	<\$60,706.69>
Transfer to OAH Prize Fund	---	---	<\$39,580.58>	---	<\$39,580.58>
Deposits	\$42.45	---	---	---	\$42.45
Ending Balance	\$ 0	\$ 0	\$430,133.41	\$835.87	\$ 430,969.28

ORGANIZATION OF AMERICAN HISTORIANS PRIZE FUND 1994

	Principal Cash	Income Cash	Assets (Costs)	Invested Income	Account Balance
Beginning Balance	---	---	---	---	---
Dividend Income	---	\$49.45	---	---	\$49.45
U.S. Government Interest	---	\$146.79	---	---	\$146.79
U.S. Interest Purchased	---	<\$974.69>	---	---	<\$974.69>
Proceeds					
Redemption of Money					
Market Certificates	\$109,005.60	\$147.22	<\$109,005.60>	<\$147.22>	---
Securities Sold	\$379.39	---	---	---	\$379.39
Purchase of Money					
Market Certificates	<\$113,663.55>	<\$147.22>	\$113,663.55	\$147.22	---
Less Cost-basis	---	---	<\$410.70>	---	<\$410.70>
Securities Investment	<\$108,053.13>	---	\$108,053.13	---	---
Payment of Bank Fees	---	<\$6.92>	---	---	<\$6.92>
Transfer from Fund	---	---	\$38,874.10	---	\$38,874.10
Deposits	\$112,331.69	---	---	---	\$112,331.69
Ending Balance	\$ 0	<\$785.37>	\$151,174.48	\$ 0	\$150,389.11

TRUST FUND 1994

	Principal Cash	Income Cash	Assets (Costs)	Invested Income	Account Balance
Beginning Balance	---	---	\$649,822.71	\$45,934.64	\$695,757.35
Dividend Income	\$426.65	\$10,016.76	---	---	\$10,443.41
Less Foreign Tax W/H	---	<\$245.97>	---	---	<\$245.97>
U.S. Government Interest	---	\$26,954.97	---	---	\$26,954.97
Corporate Interest	---	\$2,310.00	---	---	\$2,310.00
Proceeds					
Redemption of Money					
Market Certificates	\$104,224.90	\$78,842.87	<\$104,224.90>	<\$78,842.87>	---
Securities Sold	\$184,205.53	---	---	---	\$184,205.53
Purchase of Money					
Market Certificates	<\$100,641.17>	<\$34,673.98>	\$100,641.17	\$34,673.98	---
Less Cost-basis	---	---	<\$175,565.83>	---	<\$175,565.83>
Securities Investment	<\$123,167.81>	---	\$123,167.81	---	---
Payment of Bank Fees	---	<\$5,544.24>	---	---	<\$5,544.24>
Remittances to OAH	<\$75,008.00>	<\$77,660.41>	---	---	<\$152,668.41>
Deposits	\$9,959.90	---	---	---	\$9,959.90
Ending Balance	\$ 0	\$ 0	\$593,840.96	\$1,765.75	\$595,606.71

Reports of OAH Service Committees

Committee on Public History

The 1994 public history committee dealt with a number of issues during its meeting in Atlanta on April 14, 1994. First, we decided that the committee should propose a public history committee-sponsored session as a routine effort for every annual meeting. Andrew Guilliford, Middle Tennessee State University, although not a member of the public history committee, organized the session for the 1995 Annual Meeting in Washington. We are all very grateful to Andy for his hard work. In future, the incoming public history chair will assume responsibility for the proposal in the year before he or she takes over the leadership of the committee and will chair the session at the annual meeting during the following year.

Second, we discussed what role might the committee might play as the OAH and the National Park Service formalize and implement their memorandum of agreement. The committee played no role in the actual writing of the memorandum; that group was appointed directly by the president of the OAH and did not include a representative of the public history committee. A second committee, to represent the OAH in matters relating to the partnership with the National Park Service, was recently appointed by the OAH president. That committee includes the chair of the public history committee as a member for the duration of his or her term in office.

Third, we asked the OAH Executive Board to consider adopting the guidelines contained in the report on redefining historical scholarship formulated by the AHA's *ad hoc* Committee on Redefining Scholarly Work. The executive board returned the request to the committee and asked that we thoroughly discuss the guidelines at our next meeting in Washington and come to a consensus on what action should be taken by the OAH: to adopt the report as it stands; to modify the guidelines in some way but then otherwise endorse the report; or to write an entirely new report.

A few items of business needed further investigation. The issue of the elimination of historical advisory committees for federal agencies was put off until more information about the current state of such committees could be gathered. We put off further discussion of heritage areas legislation and liaisons to State Humanities Councils until more information about them could be obtained.

Committee members for 1994 were Ron Grele, Walter Hill, Connie Schulz, Joan Shelley Rubin, and Sara Evans.

—Jannelle Warren-Findley, Chair

Membership Committee

The committee has continued at full strength this year thanks to the efforts of recent OAH presidents who have made excellent and timely committee appointments. Morale remains high, although the committee probably should be given a more direct role in some areas of planning and decision making. The chair's effort to provide an agenda and solicit feed-

OAH Executive Board Meetings

Report of the JAH Editorial Review Committee

Reviews of the executive director, editor, and treasurer are conducted every five years. On June 17, 1994, Joan Jensen, New Mexico State University, and Ronald Grele, Columbia University, were appointed to review the work and responsibilities of David Thelen, editor of the *Journal of American History*.

The committee solicited the views of individual OAH members about the *Journal* and its editor in the August and November, 1994, issues of the *OAH Newsletter*. Professors Jensen and Grele visited Bloomington, Indiana, October 30–November 3, 1994, to interview the editor and members of his staff, the executive director and members of her staff, and members of the Department of History and the dean of the College of Arts and Sciences at Indiana University. In summarizing these interviews the committee wrote:

"In every instance the people we spoke to were unanimous in their support for the *Journal* and for the editor, noting the creative development of the *Journal* under his stewardship. Except for one letter, we encountered little criticism of the new directions in which the *Journal* has developed, the new sections of the *Journal* on oral history, film, exhibits, etcetera, or of the various special issues or the idea of special issues. There was a strong admiration for the imagination and the historical vision of the editor and his staff and great praise for the quality of the *Journal*. Again and again we were told that the *Journal* had become a flagship journal among professional journals, and truly the journal of record for American historians."

During executive session, the executive board discussed the review committee's report and voted unanimously to accept the report "with a special sense of pride in the quality of the work being done by the editorial staff of the *JAH*" and to reappoint David Thelen as editor for an additional five-year term.

USIA Libraries Project Update

Joyce Appleby presented an update on the United States Information Agency (USIA) Libraries Project. She explained that with a two-million dollar endowment created by Congress, the project will establish libraries around the world in places where there is an American Studies curriculum but no resources. At the request of USIA, the American Council of Learned Societies has established a committee to assist with the libraries initiative. The libraries reading list, which is almost completed, has been expanded to include literature. In response to a request to its posts around the world, USIA received 40 proposals. Arrangements are being worked out with approximately 25 universities to house the libraries. The first library should be in place by April.

ACLS Seeks OAH Partnership in a "National Initiative for a Networked Cultural Heritage"

The American Council of Learned Societies (ACLS) is a confederation of 61 learned societies, of which OAH has been a part since 1971. It was originally created to be an advocate for the humanities and humanistic social sciences both at home and abroad. It is involved in direct support of scholars in the humanities through its fellowship program, oversight of exchange programs, and publishing of scholarly reference works, as well as its projects to put the humanities in the context of the wider world.

Douglas Bennett, vice president of ACLS, met with the OAH Executive Board to discuss several new initiatives. He explained that the ACLS is interested in rearticulating four broad areas: the internationalization of scholarship, broad issues of liberal education, the transition to electronic scholarly communication and publishing, and advocacy efforts to explain the purpose of learning and scholarship. The "National Initiative for a Networked Cultural Heritage" springs from the ACLS's concern with electronic scholarly communication and with getting the cultural resources of this country in network and digital form. It is also part of an effort to start laying a broader foundation of support for the humanities. ACLS has joined with the Coalition for Networked Information and the Getty Art History Information Project, and, currently, it is recruiting sponsoring organizations to develop these strategies.

OAH Creates New Investment Committee

In response to an earlier request for the executive board to review the organization's investment policies, OAH Treasurer Gale Peterson reported that he will serve with Emily Rosenberg, Macalester College, and Doug Greenberg, Chicago Historical Society, on a newly created *ad hoc* committee that will study OAH investment policies and gather information on whether it would be advisable to move OAH investments to a new fund manager. At the present time, the National Bank of America in Lincoln, Nebraska, manages OAH investments. The board asked Executive Director Arnita Jones to find out and report at the fall meeting what other organizations are doing with regard to investments.

The Mississippi Valley Historical Association (MVHA), which later became the OAH, was founded in 1907. For many of the early years the secretary of the Nebraska State Historical Society served as the secretary-treasurer of the MVHA. The association's name was changed to the Organization of American Historians, and amended and substituted articles of incorporation were filed with the Department of State in Nebraska on May 13, 1966. These strong ties to Nebraska explain why the OAH archives were deposited in the Nebraska State Historical Society and why its money has been invested at the National Bank of Commerce in Lincoln, Nebraska.

Membership

Due to some erosion of institutional members for several years and a leveling off in most categories of individual membership, the OAH needs to give serious attention to membership development. In recent months we have taken several steps to develop better information about our members' needs and interests, as well as to investigate the impact of new technologies on library subscriptions. The organization's officers and staff expect to work closely with the recently restructured Membership Committee to intensify contacts with current and lapsed members and to recruit new members, particularly in higher education. Such members traditionally have been the source of a large percentage of our membership over the years.

The executive board allocated an operating budget of \$5,000 from **The Fund for American History** for the Membership Committee, in recognition of its expanded activities. Executive Director Arnita Jones will coordinate membership marketing plans, to be carried out in Bloomington, with the committee. She will report back to the board in the fall.

Advocacy

With public attention focused on so many issues of importance to American historians, advocacy was a high priority at the spring meeting of the executive board, which set aside time for an informal advocacy discussion on Wednesday evening, prior to the formal board meeting March 30. The role of historians in developing museums exhibits, the possible elimination of funding for the NEH, as well as the controversy over the proposed National Standards in U.S. History were primary concerns. The board debated various ways the organization might provide better information about how historians do their work to all interested parties—concerned citizens as well as decision-makers in government and in the private sectors.

The executive board decided that communication with OAH members should be a priority. Therefore, it allocated \$11,000 from **The Fund for American History** to be used over the next several months to help make members aware of developments in Congress that might adversely affect history programs. The board also allocated \$5,000, to be made available to history departments under guidelines that will be circulated later this summer, to encourage discussions between historians and classroom teachers about the proposed national history standards.

Additionally, we asked members attending the annual meeting who wished to be kept up to date on various advocacy issues by electronic means to provide us with their Internet address. Several hundred did so. We have begun to send regular communications from the National Coordinating Committee for the Promotion of History, as well as background material for use in visits with senators and representatives in members' home states and congressional districts. We understand that these contacts are making a difference, but we will contin-

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ue to work hard over the spring and summer to ensure that historians' voices are heard.

Executive Board Actions March, 1995

Agreed by consensus that Gary Nash will explore foundation funding to expand the *OAH Magazine of History* to include coverage of world history. A plan for such cooperation will be presented at the fall 1995 executive board meeting.

Voted unanimously to reinstate the **emeritus member** dues category at a rate of \$45 annually. Reinstatement of the emeritus category was subsequently approved at the Annual Business Meeting and will be submitted to a membership vote in January 1996. If passed by the membership, the category will be reinstated effective July 1, 1996. Agreed to award an **honorary life membership** to **Robert R. Russel**, who was born in 1890 and who has been a member of the OAH since 1929.

Authorized the executive director to pursue a proposal to establish a symposium to be held annually for three years at the University of Missouri-Kansas City. The initial proposal is to commission OAH to provide symposium speakers as a **memorial** to **Richard D. McKinzie**.

Approved the appointment of **Norma Basch**, Rutgers University, Newark; **Robert A. Gross**, College of William and Mary; and **Daniel T. Rodgers**, Princeton University, to the *Journal of American History* Editorial Board.

Expressed thanks to **David Nord** for his service as associate editor of the *Journal of American History* for the past two years. **Nick Cullather**, assistant professor in the Indiana University Department of History, will be the new associate editor.

Voted unanimously to adopt the **budget** proposed for 1995-96.

Voted unanimously to instruct the auditor to treat the **OAH Trust Fund** as a **board-restricted endowment**.

Agreed to develop a mechanism to set organizational goals and develop a **long-range financial plan**, and asked Arnita Jones to begin formulating a long-range planning process.

Passed unanimously a **resolution of Support** for

the **National Endowment for the Humanities**, which had been adopted previously by the National Coordinating Committee Policy Board in January. This resolution was subsequently passed at the annual business meeting. (See page 5 of the February *OAH Newsletter* for the text of the resolution.)

Allocated \$10,000 for fiscal 1996 from **The Fund for American History** for support of the first OAH/IU Department of History Minority Fellow.

Expressed appreciation and thanks to **Joyce Appleby**, who served as OAH President in 1991-92 and had completed her term on the executive board.

Expressed appreciation and thanks to **Albert Camarillo**, **Deborah Gray White**, and **Alfred Young**, who completed their terms on the executive board.

OAH Annual Business Meeting, April 1, 1995

Members present at the annual business meeting voted unanimously to:

1. Establish a **prize in honor of Ellis W. Hawley**, to be awarded annually for 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 will not be awarded until sufficient funds have been raised to endow the award;

2. Establish a **standing committee on the National Park Service**. The committee will oversee the work of the organization done in conjunction with the memorandum of agreement with the National Park Service signed in 1994. If at some point in the future the memorandum of agreement with NPS expires, the committee will cease to exist;

3. **Re-instate the emeritus member dues category** at a rate of \$45 annually. Reinstatement of the emeritus category will be submitted to a membership vote in January 1996 and, if passed, become effective July 1, 1996; and

4. Pass a **resolution of appreciation** to **George Stevens** of Dutchess Community College and the **Committee on Teaching** for arranging the excellent Focus on Teaching Day sessions at the 1995 Annual Meeting. The resolution was proposed by OAH member **Nadine Hata** of El Camino College. □

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back on it for the annual meeting has created a better sense of order. Limiting representatives' terms to five years has improved the posture of the committee within the OAH structure by enabling more members to serve the organization.

At the Atlanta Meeting, April 15, 1995, the committee accomplished the following:

- Completed discussions with the *Journal of American History* editorial staff on increasing opportunities for OAH members to serve as book reviewers. The editors agreed to offer the chance to review books to as many dues-paying members as possible, but did not agree to put them ahead of nonmembers who are experts in some field. The dilemma is this: historians want a chance to review yet they want their own books to be reviewed by people who are well-established in their fields. Some of the latter are not members. The chair believes that a sound review is a sound review no matter who writes it. It is especially important to give younger historians the boost in morale that comes with being asked to do a review for the *Journal*. This also gives them a stronger bond to the OAH.

- Resolved to request \$5,000 from the executive board to be distributed among the committee's state representatives to enhance membership efforts. The \$5,000 is intended to encourage their efforts by paying for mailings and telephone calls or other devices to increase membership. The board granted the request, but the method of distribution will have to be decided at the Washington meeting.

- Agreed to help with the efforts of **Christine Compston** of the History Teaching Alliance/National History Education Network in finding people in every state to monitor legislation and policies relating to history teaching in the schools. Some progress has been made on this.

The committee relies on the initiative of individual members to bring the virtues of the OAH to the attention of people in their states and jurisdictions. Over the years many have carried out this work, unsung, and sometimes with a sense of frustration. Answers to inquiries about joining the OAH have included: "I can read the *Journal* in the library"; "My interests are covered in a specialized journal"; or, "Since I was recognized as a reviewer without joining—why join?" Lapsed members seem to quit most frequently because they were never asked to review a book. About half of the people who are potential members are still waiting to be brought into the organization. Even so, membership has continued to increase steadily over the years. I would like to ask every member of the OAH to use personal contact to help us increase membership, especially considering how our discipline has come under attack recently in high places.

Because the committee is so large and meets annually it usually has taken up only general concerns. Recent meetings, however, have indicated that there is a strong undercurrent of feeling about OAH activities among its members. Seeking the committee's ideas as much as possible, particularly on decisions about membership matters, might tap this energy. In the future the committee also might want to study some previously overlooked questions, such as, "How does the OAH benefit me?", or "What is the nature of the power structure of the OAH?", and "What do the members really think of the OAH?" Since the committee has attained maturity it ought to be able to handle such issues effectively. Should

Conference on Advocacy in the Classroom

OAH, 14 other scholarly organizations, and the University of Pittsburgh are co-sponsoring an interdisciplinary conference, June 2-4, 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. Historians speaking at the conference will include former OAH Presidents Lawrence Levine and Gary Nash, as well as Barbara Black of Columbia University Law School and Alan Kors of the University of Pennsylvania.

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 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.

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it do so, however, its activities would be distinctly different from the past.

The chair will soon be completing 23 years on the OAH Membership Committee. He can recall a period when the committee did nothing, and even a moment when it nearly disappeared. But, now, with the strong support of the board and recent OAH presidents, membership is in excellent shape and its future seems assured.

—Alexander R. Stoesen, Chair

Committee on the Status of Women in the Historical Profession

At the 1994 Annual Meeting, the breakfast speaker was Beverly Guy-Sheftall, who is Anna Julia Cooper Professor of English and Women's Studies at Spelman College. Her talk focused on women of color in the academy.

As a result of a request from members this year, the executive committee asked us to revisit the 1992 OAH code of ethics statement on sexual harassment and sexual behavior. After much deliberation, the committee decided to leave the statement unchanged, despite the high profile of this issue in current news (University of Pennsylvania, and other).

Concerns for the coming year include the possibility of surveying the situation of employment, tenure, salary, etc. for women since the last survey is now more than five years old.

Membership of this committee includes Lisa McGirr, Mary Logan Rothschild, and Rita Roberts.

—Emma J. Lapsansky, Chair

OAH Magazine of History Advisory Board

The meeting held on April 15, 1994, in Atlanta developed part of the OAH Focus Group Report on the National Standards. The meeting was preceded by a conference call so that a report could be prepared for consideration at the meeting. The advisory board strongly supported the "thinking standards" and commented on the general excellence of the national history standards. The following suggestions were made for the final development of the draft: 1) The introductory summaries for each era were potentially powerful statements emphasizing themes and organizing content for each unit. They needed to be made more useful by incorporating broader themes with specifically more emphasis on gender related issues; 2) more of an emphasis on western history, music, and judicial activism needed to be incorporated within the standards; 3) "public" and "private" needed to be more defined so that they are destabilized as categories for gender relationships.

The following suggestions were made for future issues of the *Magazine*: 1) an issue with specific teaching strategies and lessons devoted to eras covered in the national history standards; 2) an issue on western history; 3) an issue on the integration of music and history, such as the development of the blues and jazz; 4) the integration of art and history. Additionally, the agreement with the World History Association was approved so that one issue would have a theme that places America in a world context.

The members of the committee at the meeting were Scott Greenwell, Marilynn Hitchens, Kathleen C. Kean, John Pyne, Steven Teel, Sandra F. VanBurklee, David Vigilante, Albert Camarillo, Christine Compston, Arnita Jones, Gary Nash, and myself.

—Gloria Sesso, Chair

Committee on Teaching

Teacher-scholar collaboration was the focal point for the 1994 OAH Committee on Teaching. Work began at the annual meeting with the six sessions of the Focus on Teaching Day devoted to teacher-scholar collaboration. At the luncheon, Clay Carson presented new research on the Black Reform Movement and suggested ways to integrate this knowledge into K-12 classrooms. The enthusiasm with which these sessions were received led to a recommendation by the committee that a column be added to the *OAH Newsletter* reporting examples of direct collaboration between historians and teachers. Rita Koman was selected to edit the column that spotlights successful collaboration efforts.

Responding to the concerns of teaching day participants, committee members suggested several changes for 1995. The first change was in length and number of the sessions. Because the two-hour sessions allowed attendance at only two sessions, the 1995 teaching day offered eight shorter sessions during four time periods. Participants, therefore, were able to attend up to four teaching day sessions. The second recommendation was to encourage teachers to attend some of the regular Saturday sessions. The committee suggested that a list and location of all Saturday sessions be distributed to teachers when they register. Committee members believe this simple gesture will help "widen the circle" and encourage teacher membership in the OAH. Finally, 1994 teaching day participants requested two different types of sessions. Many K-12 teachers asked for sessions on content and new research findings, while many community college and college survey course teachers asked for sessions on pedagogy. Committee members hope to respond to both requests by 1) adding the two additional teaching day sessions in 1995, 2) encouraging attendance at the regular sessions, and 3) offering one teaching day session on the content/pedagogy dilemma.

Members of the Committee on Teaching participated with many other OAH members in reading and offering written comments for the national history standards. We join other OAH members in thanking Gary Nash, Charlotte Crabtree, and all the historians and teachers who worked so long on this project.

Other recommendations from the committee include the following: 1) Consider repeating the underwritten travel grants for teachers to attend the OAH annual meeting. Many teachers joined the OAH after this outreach effort for the Minneapolis annual meeting in 1985; 2) Increase the number of K-12 teachers on the teaching day committee from one, and consider placing one K-12 teacher on the annual meeting Program Committee; 3) Recommend that the theme for the 1996 Focus on Teaching Day be "Teaching the National Standards: Collaborative Efforts"; 4) Continue the teaching day activities on Saturday as opposed to Friday; and 5) Do not move the yearly committee meeting to a place and time away from the annual meeting.

Committee members for 1994 were Albert Camarillo, George Stevens, Mitch Yamasaki, Charles Anthony Zappia, and myself.

—Pamela Petty, Chair

Committee on the Status of Minority Historians and Minority History

The minority committee unanimously agreed to award this year's Huggins-Quarles Prize to Diane

Clave, State University of New York at Stony Brook, and M. Elaine Roland, University of Michigan at Ann Arbor.* The winners were selected from a very strong field of seven applicants. Each candidate made compelling claims, and were the funds available, the committee would have awarded others support.

The committee especially liked the proposals by Clave and Roland. Clave is attempting to wed social and environmental history to explain the ways in which African-American farmers in North Carolina both envisioned and forged a relationship with the land. Her intention to situate African-American history in the history of technological change and the environment was deemed both novel and potentially pathbreaking. Roland was commended for her new look at the place of black women in the construction of all-black communities in the trans-Mississippi West. As she noted in her proposal, community studies have generally ignored the process of community-building in non-urban areas; moreover, with a couple of exceptions, few scholars have carefully examined the history of all-black towns. Also, previous scholars have generally ignored gender dynamics or the role of women, an historiographical void Roland seeks to fill.

The chair contacted every member of the committee, soliciting their assessments and pointing out points of agreement. In addition, committee members agreed that two proposals were not as competitive as the others. One proposal was anchored in political science and the other suffered from overdrawn generalizations. All other proposals were strong, but for various reasons they were not ranked as highly as the winners. For example, one student proposed to use the funds to travel to several minor archives, where the materials seemed less germane to the project outlined.

We are pleased therefore to recommend the winners to the OAH. Clave and Roland continue the fine tradition established by Nathan Huggins and Benjamin Quarles: detailing the lives and histories of America's non-majority populations. Once completed, the two dissertations should greatly enrich our knowledge of American history.

In the future, it would help if the initial materials include a brief summary of the purposes of the award and the current funding levels. It would also help if the current chair received a budget statement. This would help the committee in its evaluations of the award.

**As a member of Elaine Roland's dissertation committee, I recused myself from voting or advocating on her behalf. I explained to the other committee members that I wanted to avoid any possible conflict of interest.*

—Earl Lewis, Chair

Committee on Research and Access to Historical Documentation

It has been an important year for research. In November, President Clinton signed a sweeping executive order on declassification that will facilitate historical research. The OAH Committee on Research and Access to Historical Documentation also had a productive year.

With the assistance of Page Miller, the committee drafted letters for the OAH president regarding the proposed rules of the National Archives on access to Nixon material, the proposed rules of the National Archives on preservation of electronic mail, and President Clinton's revisions on Classified Na-

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tional Security Information. The committee also offered a resolution at the annual business meeting requesting that OAH urge Congress to increase funding for the National Archives. The resolution passed. The committee also offered a resolution to the OAH Executive Board opposing the 50-year rule for access to lawyers' files. In the November *OAH Newsletter*, the committee published a letter on the same topic. The OAH Executive Board has amended the 50-year restriction. Additionally, the committee continued to be represented on the OAH/AHA *ad hoc* Committee on the National Historical and Publication and Records Commission, the joint committee on historians and archivists, and the *ad hoc* Committee on Access to Lawyers' Files.

In addition, the research and access committee solicited articles for the *OAH Newsletter* on state archives. The first article, by Gordon O. Henderson, "State Archives: A Status Report," was printed in the February 1994 issue. The second, by Larry Hackman, "Historians and State Archives," appeared in

the November *Newsletter*.

Working with the Annual Meeting Program Committee, the research and access committee organized a session for the 1995 Annual Meeting entitled: "Not Your Traditional Archives: Electronic Records and the Historian," with Richard D. Brown, University of Connecticut, presiding. The presenters were Margaret Adams, Center for Administration, and Gregory Hunter, Palmer School of Library and Information Science, Long Island University; comments were by Richard D. Brown and the audience.

In addition to its own work, the committee judged ACLS grant proposals for the travel grants for international meetings.

Such a smart, energetic, good humored, and constructive committee deserves to be thanked. I want to thank William Chafe, Greg Hunter, Gerda Ray, Eric Rothschild, and Donald Ritchie, as well as the OAH staff, for all their assistance. □

—Noralee Frankel, Chair

Focus on University and 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. 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 program undertaken by the history department at Arkansas State University, Jonesboro, and was submitted by Paul H. Fagette, Jr., associate professor, who directs the Social Science program there. If you have a collaboration you could share, please send a description of it to me through OAH for inclusion in future issues. 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

Arkansas is undertaking a long-term, statewide educational reform. This process will fundamentally alter the K-12 curriculum and teacher training standards. In addition, graduating students will have to demonstrate proficiencies at a higher cognitive level. Reformers are writing new curricular packages, and the history and social science framework is in its nascent stages. Correlative to the upgrading of the curriculum is the restructuring of teacher credential programs. New teachers soon will have to meet higher expectations.

Within this dynamic milieu, the college of arts and science and the history department at Arkansas State University are attempting to redefine the roles of academic disciplines at the state level. With the support of the Department of Higher Education, the history department is working with the National Center for History Education to encourage the State Department of Education to adopt the national guidelines for history suggested by the Bradley Commission Report.

Arkansas's State Department of Education is going outside of its own resources slowly to tap into the pool of talent in its higher education system. One main problem has been what form collaboration should take. Here again departments and colleges can play a critical part by being involved at a formulative

stage. This effort begins by simply being recognized and by offering your services. That means that university or college historians need to be aware of the educational structure in their state. It also means that they have to play an assertive role and make state department personnel aware of their interest.

Locally, the college of arts and sciences has provided a list of experts to all school districts in our service area. These people are available to speak on a variety of subjects. The history department has already been doing this, and we have had strong relationships with most districts since we supervise our social studies students. However, there are district in-services and presentations before school boards to consider. The history department has also offered a variety of workshops over the past several years. Foreign policy and European topics occurred in previous years. The current study area is history of science.

New standards for teacher training have spurred a stronger on-campus collaboration than in the past. Equally important are the directives of the Arkansas State Department of Higher Education, which have redefined the working parameters for education. All colleges and departments have had to respond. A new spirit here on campus recognizes that a competent teacher is well-founded in behavioral methodology as well as content and disciplinary expertise.

Grant's Tomb is Site of Conference

One day shy of the 173rd anniversary of Ulysses S. Grant's birth, the OAH, the National Park Service (NPS), and Columbia University's history department jointly sponsored a conference entitled, "The Life and Legacy of Ulysses S. Grant." This event was the first in a series that the OAH and NPS are orchestrating as part of their new partnership. Each project is meant to be an opportunity for OAH members to join with NPS historians, planners, and interpreters, in shaping the historical presentations experienced by park visitors.

Held at the Shapiro Center on the Columbia University Campus on April 26, the conference included three main sessions: "New Historical Perspectives on the Civil War"; "Grant and Civil Rights"; and "Commemoration and Community: Grant's Tomb in Context." In addition, NPS staff hosted a special tour of Grant's Tomb National Memorial, located at Riverside Drive and 122nd Street in New York City. □

Correspondence

Young historians mistreated

To the Editor:

Although I am a long-time member of the Organization (and still teach American history and publish an article now and then), the focus of my career long ago shifted to library work. A recent conversation with a young historian troubled me a great deal, and prompts me to write to the *Newsletter*.

My acquaintance is a recent Ph.D. in American history from an excellent university, with first-rate publications, outstanding references, and a real enthusiasm for teaching. Nonetheless, he is barely making a living teaching a course or two at each of several mid-Atlantic area colleges. I was immediately reminded of the experience of my generation of graduate students 20 years ago, who faced the same situation of over-supply (or under-demand, depending on how you look at it). What troubled me was something else which is also being repeated—the way such young historians are too often being treated by academe. Recently my acquaintance was invited by the history department of a medium-sized university to come to the AHA conference to interview for a teaching position. Looking for a job that had some sort of future—not to mention health benefits—he felt he had little choice but to make the expensive trip to Chicago. At his interview he was deflated to find that he was but one of about 20 young historians who were being interviewed for the position in question.

Any regular reader of the *Chronicle of Higher Education* knows that there is a renewed job crunch in many areas of academia, particularly the humanities and social sciences. It concerns me that some historians—of all people—do not seem to have learned from the painful experience of the "lost generation" of the 1970s. Young historians caught in a difficult and sad situation not of their own making deserve, at the very least, honorable and humane treatment. I urge all historians who are involved in the hiring of new faculty to behave in this fashion, rather than repeating the abuses of the past.

Sincerely,

Peter H. Curtis

Villa Julie College, Maryland

Keep up the good work

To the Editor:

Just a note to say that the most recent *Newsletter* is the best ever. It looks great, is full of interesting reading, and stresses what I would like to see stressed (i.e., advocacy on the current political issues facing the profession). Congratulations!

Charlene Bickford

George Washington University
(via the Internet)

Rights and responsibilities

To the Editor:

A stronger determination to seek approval of the membership for the statement, "Historians Rights and Responsibilities," might help all of us.

Raymond J. Jirran

Thomas Nelson Community College
Hampton, Virginia

Obituaries

Frederick Douglass mislabelled

To the Editor:

In the NCPH identification of Frederick Douglass on page A9 [OAH Newsletter, February 1995] he is described as "the runaway slave. . . ." This is to object to the term "runaway" which expresses the slaveowner's view of Douglass. Today the use of the term "runaway" as an adjective or a noun should be discarded in favor of a more objective term like "escaped." Please bring this to the attention of your readers. We who belong to the OAH should not be using the language of the masters in 1995.

Sincerely,
Richard D. Brown
University of Connecticut, Storrs

Where was Gingrich ?

Dear Dr. Jones:

For the first time ever, a leader of a branch of the United States government holds a Ph.D. in history. After obtaining his doctorate from Tulane University, Speaker of the House Newt Gingrich held academic positions in our discipline and has continued to teach during his subsequent career in public service.

At the recent annual meeting of the OAH and National Council on Public History in Washington, DC, President Bill Clinton was invited to participate in a "town meeting" on "the role of history and historians in public life" (Program, p. 47). The President was unable to appear, and perhaps the Speaker could not have attended either had he been invited to address some such topic at the convention. The point is that Clinton, who has no evident connection with our discipline, was invited, while Gingrich, who has been a practicing professional historian, was not.

I found this ironic. Yet when I raised the question with a colleague, the reaction was one of surprise that Gingrich would be seriously considered as a speaker at our convention. This reaction was quite clearly rooted in the liberal politics of my colleague and the presumption that most convention attendees, similarly biased, would not welcome such a high-profile conservative. I would be most interested to learn (1) whether anyone associated with the program did consider inviting Gingrich; (2) if not, why not; (3) if so, why the idea was rejected; and (4) whether most OAH-NCPH members would indeed have found his participation unwelcome or inappropriate.

I do not suggest that Gingrich should have been invited in lieu of Clinton. But especially considering his personal relationship with our discipline (with the greater possibility that he might have accepted), I think he should have been invited. What do others think?

Sincerely,
Barry Mackintosh

(I am bureau historian for the National Park Service. I will welcome publication of this letter in the OAH Newsletter. I am sending a similar letter to the NCPH.) □

Emma Lou Thornbrough

Emma Lou Thornbrough, professor emerita of history at Butler University, died in Indianapolis, Indiana, on December 16, 1994. A native of Indianapolis, Dr. Thornbrough was a graduate of Butler University, where she earned both her B.A. and M.A. She then went on to earn her Ph.D. at the University of Michigan. Thornbrough returned to a position in the Department of History at Butler University in 1946, where she served on the faculty until her retirement in 1983. She received many honors during her tenure at Butler: the J. I. Holcomb award in 1957; the Butler Outstanding Professor Award in 1965; the Butler Medal in 1981; and, in that same year, appointment to the McGregor Chair in History. In 1988 Butler University awarded her an honorary doctorate. During her distinguished career, Thornbrough also held visiting appointments at Indiana University and Case-Western Reserve University.

Thornbrough will long be remembered as a pioneer in the field of African-American history. She published a number of books during her long career, including *Eliza A. Baker, Her Life and Work* (1956); *The Negro in Indiana Before 1900* (1957, 1993); *Indiana in the Civil War Era, 1850-1880* (1965); *Booker T. Washington* (1969); *Black Reconstructionists* (1972); and *T. Thomas Fortune, Militant Journalist* (1972).

Thornbrough was an exemplar not only in her role as teacher/scholar, but also as an "engaged" academic. Her interest in U.S. constitutional history and in African-American history grew out of her conviction that race has been a central force throughout U.S. history, and she applied what she learned in her research and teaching to ongoing issues in race relations and civil rights in Indiana. Her lifelong commitment to the civil rights struggle is witnessed by her most recent research and writing on the desegregation of public schools in Indianapolis. But Emma Lou Thornbrough's engagement in the community extended beyond her scholarship and teaching. She was an active member of each of the following organizations, for many of which she served as an officer or board member: Organization of American Historians; Indiana Alpha Association of Phi Beta Kappa; American Association of University Professors; Indiana Civil Liberties Union; Council of World Affairs; Indianapolis NAACP; Indianapolis Human Relations Council; and Indiana Historical Society.

Thornbrough's honors and awards included Phi Beta Kappa; Indiana Author's Day recognition, 1966; Martin Luther King Award, Indianapolis Education Association, 1976; Indiana Academy 1981; Indiana Liberty Bell Award, Indiana State Bar Association, 1987; Roy Wilkins Award, Indianapolis Urban League, 1991; Fadely History Award, Marion County-Indianapolis Historical Society, 1991; Indiana Historical Society Hoosier History Award, 1992; and the American Historical Association's Scholarly Distinction Award in 1993.

It was her dedication to learning and to her students, however, that was the hallmark of Emma Lou Thornbrough. Not only did she teach courses on American Constitutional History, African-American History, and the History of the American South, drawing upon her own expertise, but she also offered courses on Greek and Roman civilizations, demonstrating her intellectual breadth. In her last year at Butler, Professor Thornbrough played the leading role in launching a new, interdisciplinary, comparative world cultures course in the core cur-

riculum, a mark of her innovative spirit and her commitment to liberal education. As a former student wrote in a testimonial at the time of her retirement, "a supporter of a liberal education in a time when breadth of knowledge is not much prized by some, she understands the value of college as a place where imagination must thrive and students can dream big dreams. . . . Her teaching and service within the school have stimulated many, enlightened most, and served as an example of intelligence and humanity to all." Emma Lou Thornbrough will be missed, to be sure, but she has left her mark on all who knew her.

—Paul Hanson
Butler University

John Frederick Shiner

Colonel John Frederick Shiner, U.S. Air Force (Ret.), died of complications from multiple sclerosis in a Washington-area Veterans Administration hospital on March 19, 1995. He was 52. He is survived by his mother, Mrs. Helene Shiner, his wife Beverly, and two adult children, Stephen and Laurie.

Fred Shiner had three loves beyond his God and his family: flying, teaching, and studying history. Born and raised in the Maryland suburbs of Washington, DC, Fred attended Capital University, Columbus, Ohio, as an Air Force ROTC scholarship student and graduated in 1964. Granted an educational delay upon commissioning as a second lieutenant, he completed an M.A. (1966) in history at the University of Maryland before attending pilot training. He also began his teaching career at Upper Arlington High School in Columbus.

A superior pilot, Shiner became an aircraft commander in several KC-135 refueling squadrons stationed in the Midwest, and he deployed twice to the Pacific (Guam and Thailand) to fly tankers in support of air operations in the Vietnam War. In his third and last deployment, he flew C-123 transporters within Vietnam and served as an instructor for the same aircraft. For outstanding flight operations in resupplying a beleaguered Special Forces base, Captain Shiner received the Distinguished Flying Cross. He held other personal awards (multiple Air Medals, Meritorious Service Medal) for flight operations in combat. Before leaving flight status, Fred Shiner logged 3,100 hours as an aircraft commander.

While on flight status at Rickenbacker AFB, Columbus, in 1970, Shiner began work on a doctorate in American military history at The Ohio State University. He successfully competed for an assignment as a history instructor at the U.S. Air Force Academy and started a ten-year relationship with the Academy in 1972. On leave from his teaching assignment, Fred completed his dissertation in 1975. His research on the interwar Air Corps became several articles and a book, *Foulois and the U.S. Army Air Corps, 1931-1935* (Office of Air Force History, 1983). His revealing work on the career of Major General Benjamin D. Foulois, chief of the Army Air Corps, 1931-1935, influenced other scholars to reconsider Air Corps history outside the thrall of the myth of Billy Mitchell.

Fred Shiner devoted himself to the historical education of Air Force Academy cadets and his fellow faculty-officers. He won teaching and service awards from his Air Force colleagues, became head of the Academy military history program, and served as the acting head of his department, from 1980 to 1982. Disappointed by his non-selection to be permanent head of the department, Fred threw himself



How to contact us

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

with his characteristic enthusiasm into new assignments at Headquarters U.S. Air Force, Washington, DC, on the Air Staff (Plans) and as deputy director, Office of the Chief of Air Force History. He remained very active in the Society for Military History and the Air Force Historical Foundation and became a key member of the Military Classics Seminar. He served as a trustee of the Society for Military History and never shrank from appeals to use his leadership skills within the military history community. He was a favorite participant in conferences and a much-sought speaker at military educational institutions.

During his service in Washington, Colonel Shiner was struck with multiple sclerosis. The degenerative effects of the disease, both physical and mental, forced him into medical retirement from the Air Force and, eventually, constant hospitalization and intensive care. His deterioration shocked and saddened his family and many friends, all of whom retained vivid memories of his wisdom, patience, good humor, care for others, professional skill, faith, and boundless energy.

After memorial services at Epiphany Lutheran Church in Alexandria, Virginia, Fred Shiner put his wheels down for the last time in Arlington National Cemetery.

—Allan R. Millett

The Ohio State University

Barbara Tarrant

Barbara Tarrant, Production Manager of the *Journal of American History* and former OAH Membership Director, died unexpectedly on March 5, 1995, of pneumonia.



Photo: Dexter Gormley

Barbara worked at the Organization of American Historians from March 1972 through August 1982, and then transferred to the *Journal of American History*. For 20 years Barbara was indispensable to both offices. She handled a complex variety of responsibilities with skill and grace. Most recently she coordinated visits of international scholars, negotiated with *Journal* printers, and was consistently the main link between the OAH, JAH, and Indiana University.

Those who knew Barbara considered her to be immensely competent, kind, and spunky. She possessed a healthy skepticism of pretense—academic and otherwise. Her candid approach to living and relationships endeared her to many. She enjoyed writing poetry, reading, traveling, and corresponding with friends and family members around the country.

Barbara's life was not easy. She mourned the premature deaths of people she loved and battled chronic illness during the past decade. Yet her talent, skill, and hard work inspired those around her. As many students, faculty, and colleagues can attest, Barbara did not hesitate to offer a helping hand whenever needed. She will be greatly missed.

Barbara was born October 1, 1942, in Linton, Indiana, the daughter of G. Lawrence and Imogene Kidd. She is survived by her husband Joe R. Tarrant; one daughter, Monica A. Hall; two grandsons, Brian and Andrew; her mother; and two sisters.

—Ginger Foutz and Susan Armeny
Organization of American Historians

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 Presbyterian Historical Society

Applications are invited for an editor of *American Presbyterians: Journal of Presbyterian History*, the quarterly journal of the Presbyterian Historical Society. The incumbent is one of two senior editors who determines the journal's content. Specific duties include: soliciting manuscripts; advising authors about topics and revisions; soliciting reviews; and writing editorial features. Requirements: graduate degree in American church history, preferably a doctorate; three years experience in historical editing; knowledge of American Presbyterian and Reformed history; publications in American Presbyterian history; experience at a Presbyterian seminary or college an asset. Appointment will be made in fall 1995, with the editor to assume full responsibility in June 1996. A small honorarium is provided. It is expected that the editor's institution will provide part-time secretarial support. Resumes and letters of application, including the names of three references, should be sent to AP Editor Search Committee, 425 Lombard Street, Philadelphia, PA 19147. Deadline is June 1, 1995.

State Historical Society of Iowa

Administrator (Executive Director). Reports to the director of the Department of Cultural Affairs and a 12-member advisory board. The State Historical Society of Iowa operates the state historical museum, state archives, award winning publications, two major historical research libraries, state office of historic preservation, expanding educational programs, and seven historic sites. The successful candidate will be a proven leader with at least five years in a CEO or senior management position, experience in two or more of the agency's programs, documented success in private and public fund raising, willingness to assume high public visibility, sound financial management skills, and demonstrated commitment to team management, public involvement in program development, and strategic planning with an advanced degree in history, historical studies, or American studies. Salary range, \$57,400 - \$73,900 with liberal state benefits. Send letter, resume, and references by June 15, 1995, to Historical Society Search, Department of Cultural Affairs, 600 East Locust, Des Moines, IA 50319.

Kent State University

Assistant Professor - 19th Century U.S. Social. Kent State University (Kent Campus) invites applications for this tenure-track appointment to commence fall semester 1995. Requirements: Ph.D. and evidence of teaching excellence required; ability to teach courses in U.S. Women's history preferred; publications are desirable. The appointee will be expected to carry on an active program of research and publication and to teach undergraduate and graduate courses in 19th-century U.S. Social History. Other teaching assignments will include the freshman/sophomore survey of United States history. Submit the letter of application with a curriculum vitae and dossier of supporting materials, and three letters of reference, by May 25, 1995, to: Dr. Henry B. Leonard, Chair, Department of History, Kent State University, P.O. Box 5190, Kent, OH 44242-0001. Equal Opportunity/Affirmative Action Employer.

Kent State University

Assistant professor - American Colonial and Revolutionary. Kent State University (Kent campus) invites applications for the above tenure-track appointment to commence fall semester 1995. Requirements: Ph.D. and evidence of teaching excellence required; ability to teach courses in African-American history desirable; publications are preferred. Appointee will be expected to carry on an active program of research and publication and to teach undergraduate and graduate courses in the history of the American colonial and revolutionary periods. Other teaching assignments will include the freshman/sophomore survey of United States history. Submit the letter of application with a curriculum vitae and a dossier of supporting materials, and three letters of reference, by May 25, 1995, to: Dr. Henry B. Leonard, Chair, Department of History, Kent State University, P.O. Box 5190, Kent, OH 44242-0001. Equal Opportunity/Affirmative Action Employer.

Activities of Members

Trudi J. Abel, Williams College, has been awarded a 1995-96 fellowship by the National Endowment for the Humanities for her project to study juvenile popular fiction in America from 1890 to 1930.

The Irish American Cultural Institute has awarded David Brundage, University of California - Santa Cruz, a grant to support his study of the social history of Irish-American nationalism in the period 1880 to 1923.

The Irish American Cultural Institute has awarded Anne Butler, Utah State University, a grant for her research on Roman Catholic nuns, particularly those of Irish orders, in the American West.

Bright Radical Star: Black Freedom and White Supremacy on the Hawkeye Frontier (Harvard Univ Press, 1993), by Robert R. Dykstra, State University of New York at Albany, has won the Benjamin F. Shambaugh Award from the State Historical Society of Iowa for best book of 1993. It also won the Myers Center Award from the Gustavus Myers Center for the Study of Human Rights in North America for outstanding book on intolerance published in 1993.

Barbara Franco, Assistant Director for Museums at the Minnesota Historical Society, has been named executive director of The Historical Society of Washington, DC.

The Woodrow Wilson Center has appointed John Lewis Gaddis, Ohio University, as one of 31 Fellows for 1995-96, for his project "George F. Kennan: A biography."

J. Kevin Graffagnino, Shelburne, Vermont, has been appointed Library Director for the State Historical Society of Wisconsin.

The Woodrow Wilson Center has appointed James A. Henretta, University of Maryland, as one of 31 Fellows for 1995-96, for his project "Law and the liberal state in America, 1800-1940."

President Clinton has named James K. Huhta, Director of the Center for Historic Preservation at Middle Tennessee State University in Murfreesboro, to the Advisory Council on Historic Preservation.

Barry Karl, University of Chicago, has received a grant from the Nonprofit Sector Research Fund of the Aspen Institute to write a history of the development of the modern philanthropic foundation and its influence on the formation of public policy.

The Irish American Cultural Institute has awarded Kevin Kenny, University of Texas, a grant for his project, "Making Sense of the Molly Maguires."

The Irish American Cultural Institute has awarded John McClymer, Assumption College in Worcester, Massachusetts, a grant for a project that examines rivalries and tensions between Irish and other ethnic groups in Worcester at the turn of the century.

Rafael Medoff was appointed Visiting Scholar in the Jewish Studies Program at Purchase College, the State University of New York.

Edmund Russell, University of Virginia, received the American Society for Environmental History's Rachel Carson Prize (for best dissertation in environmental history completed in 1993 or 1994) for "War on Insects: Warfare, Insecticides, and Environmental Change in the United States, 1870-1945" (Univ of Michigan, 1993). Russell also won a 1995-96 University Teaching Fellow Award from the University of Virginia.

Leonard Schlup has been commissioned to write 60 biographical essays for the *American National Biography*. He will contribute two chapters to *The Vice Presidents: A Biographical Directory*. He recently chaired a session at the Ohio Academy of History and at a men's studies conference.

Awards, Grants, and Fellowships

Each February the Institute of the United States Studies at the University of London 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 American Historical Association announces the 1995 Albert J. Beveridge Award in American History for a distinguished book in English on the history of the United States, Latin America, or Canada, published between May 1, 1994, and April 30, 1995. The entry must be clearly labelled "Beveridge Award Entry," and be postmarked by or on May 15. Copies must be received by each committee member. Contact Michael McGerr (committee chair), Dept of History, Ballantine Hall 742, Indiana Univ, Bloomington, IN 47405; or the AHA at (202) 544-2422.

The American Historical Association announces the 1995 John H. Dunning Prize in U.S. History, which is awarded to a young scholar for an outstanding monograph in manuscript or in print on any subject relating to U.S. history. Entries must be the author's first or second book, published or completed after May 1, 1993, and before April 30, 1995, clearly labelled "Dunning Prize Entry," and postmarked by or on May 15, 1995. Copies must be received by each committee member. Contact Michael McGerr (committee chair), Dept of History, Ballantine Hall 742, Indiana Univ, Bloomington, IN 47405; or the AHA at (202) 544-2422.

The American Historical Association announces the 1995 Herbert Feis Award for a book, article, or in-house publication in any field or era of history by an independent scholar (i.e., an individual outside academe for a minimum of three years prior to the award year. Entries, eligible only if published or issued in-house between May 1, 1994, and April 30, 1995, must be postmarked by or on May 15. Copies must be received by each committee member and be clearly labelled "Feis Award Entry." Contact David Wigdor (committee chair), Manuscript Division, Library of Congress, Washington, D.C. 20540; or the AHA at (202) 544-2422.

The American Historical Association announces the 1995 J. Franklin Jameson Prize for Outstanding Editorial Achievement. Eli-

Announcements

gible works, published between April 30, 1990, and May 1, 1995, must be of a scholarly, historical nature; review/journal editing is ineligible. One copy of each entry, clearly labelled "Jameson Prize Entry," must be received by each of the committee members by or on May 15. Contact Jean Soderlund (committee chair), Dept. of History, Lehigh Univ, 9 W. Packer Ave., Bethlehem, PA 18015-3081; or the AHA at (202) 544-2422.

The American Historical Association announces the 1995 **Joan Kelly Memorial Prize in Women's History for books**. Eligible submissions, published between May 1, 1994, and April 30, 1995, clearly labelled "Kelly Prize Entry," must be received by each committee member by or on May 15. Contact Virginia Scharff (committee chair), 829 Adams Street, NE, Albuquerque, NM 87110; or the AHA at (202) 544-2422.

The American Historical Association announces the 1995 **Littleton-Griswold Prize in American Law and Society for books**. Eligible submissions, published between May 1, 1994, and April 30, 1995, clearly labelled "Littleton-Griswold Entry," must be received by each committee member by or on May 15. Contact Bruce H. Mann (committee chair), Univ of Pennsylvania Law School, 3400 Chestnut Street, Philadelphia, PA 19104; or the AHA at (202) 544-2422.

The American Historical Association announces the 1995 **Wesley-Logan Prize in African Diaspora History for books**. Eligible submissions, published between May 1, 1994, and April 30, 1995, clearly labelled "Wesley-Logan Prize Entry," must be received by each committee member by or on May 15. Contact Arvarh E. Strickland (committee chair), 4100 Defoe Drive, Columbia, MO 65203-0252; or the AHA at (202) 544-2422.

The American Historical Association announces the 1995 **John E. O'Connor Film Award**. Eligibility is restricted to films and videos completed within one year prior to the submission deadline and must have been produced between June 1, 1994, and May 31, 1995. Entries must be clearly labelled "O'Connor Prize Entry" and be received by each committee member by or on May 15. Contact Thomas Cripps (committee chair), Dept of History, Morgan State Univ, Baltimore, MD 21239; or the AHA at (202) 544-2422.

The **National Council for the Social Studies** welcomes nominations for its 1995 major grants and awards listed below. Contact Rose-Kathryn Young Chaisson, (202) 966-7840 x113:

- The Defense of Academic Freedom Award recognizes an individual who has contributed significantly to the preservation of academic freedom in ways related to social studies. Nomination application deadline is May 20.
- The Spirit of America Award is presented to an individual in or outside the social studies profession who has made a significant or special contribution to society that exemplifies the American democratic spirit. Nominations due by June 15.
- Outstanding Elementary Social Studies Teacher, Outstanding Middle Level Social Studies Teacher, and the Outstanding Secondary Social Studies Teacher of the Year Awards nominations are due by June 2. Nominees must have maintained current NCSS membership status for at least two years prior to nomination date.
- Social Studies Programs of Excellence Awards for programs at district, elementary, middle/junior high, senior high, or teacher education levels. Due June 16.
- The Christa McAuliffe Award honors the teacher whose proposal best exemplifies a unique ambition or dream that under ordinary circumstances or present position would not otherwise be fulfilled. Applicants must be NCSS members. Due June 3.
- The Grant for the Enhancement of Geographic Literacy encourages the production of quality geography materials that go beyond the textbook and reinforce the concepts of geography. Due June 2.
- The Exemplary Dissertation in Social Studies Education Award. No deadline given.

The Center for Louisiana Studies of the University of Southwestern Louisiana invites nominations for the **James William Rivers Prize in Louisiana Studies**, honoring persons who have contributed outstanding scholarly study, work, or teaching about Louisiana and its people. Send nominations to the James William Rivers Prize Committee, Center for Louisiana Studies, P.O. Box 40831, Univ of Southwestern Louisiana, Lafayette, LA 70504-0831; fax (318) 482-6028. Deadline is June 1.

The Western History Association awards the biennial **W. Turrentine Jackson Prize** to a begin-

ning professional historian for a first book on any aspect of the history of the American West. Presses should send a letter of nomination and a copy of the book (published in 1993 or 1994) to each award committee member by June 1. Contact David Emmons, Univ of Montana, Dept of History, Missoula, MT 59812; or the WHA at (505) 277-5234.

The Western History Association announces a call for entries for the **Joan Paterson Kerr Book Award** given biennially to a university press for the best illustrated book on the history of the American West. Nominations for books published in 1993 and 1994 should be sent to each committee member by June 1. Contact Marni Sandweiss (committee chair), Mead Art Museum, Amherst College, Amherst, MA 01002; or the WHA at (505) 277-5234.

The Western History Association announces the **Caughey Western History Association Book Prize** given annually for the most distinguished book on the American West. Presses should submit nominations for books published in 1994 to each award committee member by June 1. Contact Frederick C. Luebke, Dept of History, 634 Oldfather Hall, Univ of Nebraska-Lincoln, Lincoln, NE 68588-0327; or the WHA at (505) 277-5234.

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** 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 Western History Association announces the **Sara Jackson Award for student (M.A. or Ph.D.) research in the field of Western history**. Preference will be given to African-American or other minority students. Send a letter of application, vita, and description of research project to each committee member by July 1. Contact Richard N. Ellis (committee chair), Director, Center for Southwest Studies, Fort Lewis College, Durango, CO 81301; or the WHA at (505) 277-5234.

The Western History Association announces the **Walter Rundell Award for travel to archives for dissertation research in Western history**. A.B.D. students may apply by sending cover letter, vita, 1500-word précis of dissertation-in-progress, and two letters of recommendation to each committee member by July 31. Contact James A. Sandos (committee chair), Dept of History, Univ of Redlands, Redlands, CA 92373-0999; or the WHA at (505) 277-5234.

The Western History Association awards the **Ray Allen Billington Prize for the best article on Western history** published in any journal other than the *Western Historical Quarterly* within the 12-month period ending July 1, 1995. Nominations may be made only by the editors of the participating publications. Deadline is July 31. Contact Susan Flader (committee chair), Dept of History, Univ of Missouri-Columbia, 101 Read Hall, Columbia, MO 65211; or the WHA at (505) 277-5234.

The Western History Association offers the **Bolton-Kinnaid Award in Borderlands History** for the best article on any phase of the history of the

Borderlands, from the Floridas to the Californias, from the 16th century to the present. Articles must have been published in 1994. Deadline is July 31. Entries must be submitted to each committee member. Contact Ramón Gutiérrez (committee chair), Department of Ethnic Studies, Univ of California, San Diego, La Jolla, CA 92093-0414; or the WHA at (505) 277-5234.

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@cies-net.cies.org. Deadline is August 1.

The American Historical Association announces the establishment of the **William Gilbert Award for the best article on teaching history**. Articles authored by AHA members and published in the United States between June 1993 and May 1995 are eligible for the first award. Contact the Gilbert Award, AHA, 400 A Street SE, Washington, DC 20003. Deadline is August 31.

The **Association for the Study of Connecticut History** invites nominations for the 1995 **Homer D. Babbidge, Jr., Memorial Award** for the best work on a significant aspect of Connecticut's history published in 1994. A work will be considered only if nominated by someone other than the author. Contact Patricia Bodak Stark, 84 Beaver Brook Road, Lyme, CT 06371. Deadline is August 31.

The **American Baptist Historical Society** announces the **Robert G. Torbet Prize** for the best essay on Baptist history by an author who has not previously published a significant scholarly work. Deadline is October 1. Contact Beverly Carlson, Box 851, Valley Forge, PA 19482.

The American Historical Association announces a call for nominations for the **Fourth Nancy Lyman Roelker Mentorship Award**, established to honor teachers of history who taught, guided, and inspired their students in a way that changed their lives. The 1995 award is for graduate mentors. A minimum of five letters and a copy of the nominee's vita should be sent to Roelker Mentorship Award, American Historical Association, 400 A Street, S.E., Washington, D.C. 20003. Nominations, letters, and vita must be received no later than October 1.

The **Rockefeller Archive Center** invites applications for its program of **Grants for Travel and Research** at the Rockefeller Archive Center for 1996. Scholars in any discipline (usually graduate students or post-doctoral scholars) who are engaged in research requiring use of the collections at the center should contact Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Ave., North Tarrytown, NY 10591-1598. Deadline is November 30.

The **National Endowment for the Humanities** announces the following revised annual deadlines:

- **Humanities Studies of Science and Technology Program** supports research that brings to bear the knowledge, methods, and perspectives of the humanities on the subjects of science, technology, and medicine. Contact Daniel Jones, (202) 606-8210 or djones@neh.fed.us. Deadline is October 1 for projects beginning no earlier than May of the next year.

- **Basic Research Projects Program** grants support original research undertaken by two or more scholars and large, complex projects coordinated by individual scholars. Contact David Wise, (202) 606-8210 or dwise@neh.fed.us. Deadline is March 15, 1996, for projects beginning no earlier than January of the next year.

- **Conferences Program** grants support conferences designed to advance the state of research on subjects of major importance. Contact David Coder, (202) 606-8210 or dcoder@neh.fed.us. Deadline is May 15 for projects beginning no earlier than January of the next year and December 15 for those beginning no earlier than September of the next year.

- **Fellowships for University Teachers** support full-time independent research and writing in the humanities. Contact Maben Herring, (202) 606-8466 or mherring@neh.fed.us. Deadline: May 1.

- **Fellowships for College Teachers and Independent Scholars** support full-time independent research and writing in the humanities. Contact Joseph Neville, (202) 606-8467 or jneville@neh.fed.us. Deadline is May 1.

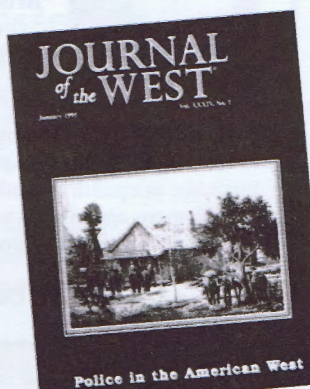
- **Faculty Graduate Study Program** for Historically Black Colleges and Universities provides support for HBCU faculty to undertake one year of full-time study leading to a doctoral degree in the humanities, with preference given to those at the dissertation stage of their work. Contact Maben Herring, (202) 606-8466 or mherring@neh.fed.us.

- **Summer Stipends** provide support for college and university teachers; individuals employed by schools, museums, libraries, etc.; and individual scholars to undertake full-time independent research and writing in the humanities for two consecutive summer months. Contact Tom O'Brien, (202) 606-8551 or tobrien@neh.fed.us. Deadline is October 1.

- **Dissertation Grants** provide support for doctoral candidates in the humanities to complete the writing of their dissertations. Contact Kathleen Mitchell, (202) 606-8465 or kmitchell@neh.fed.us. Deadline is October 16.

The **Immigration History Society** announces the **George E. Pozzetta Dissertation Research Award** and invites PhD candidates (who have passed qualifying exams as of December 1, 1995) whose thesis concerns American immigration, emigration, or ethnic history to apply. Submit a 3-5 page proposal, a budget, brief c.v., and a letter from major adviser, in triplicate, by December 15, 1995. Contact Victor Greene, History Department, University of Wisconsin-Milwaukee, Milwaukee, WI 53201; (414) 229-3965; vicgre@csd.uwm.edu.

The **Carl Albert Congressional Research and Studies Center** at the University of Oklahoma welcomes applicants for its Visiting Scholars Program. This program assists researchers by providing financial awards for on-campus work in the center's archives. Contact Archivist, Carl



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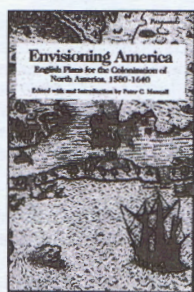
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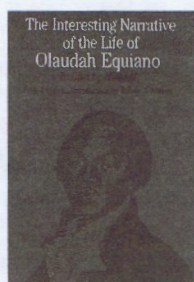
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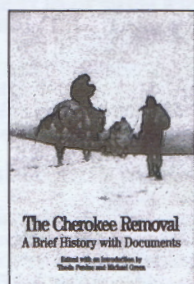


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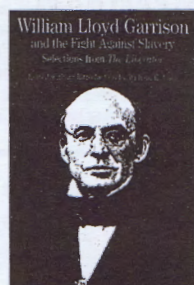
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Edited with an Introduction by Daniel H. Borus, *University of Rochester*
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"A wonderful new edition of Bellamy's classic utopian novel. Borus's introduction is outstanding; clearly written, soundly based, and full of intriguing insights of the kind that will stimulate discussion."

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— Philippa Strum, *Brooklyn College of CUNY*



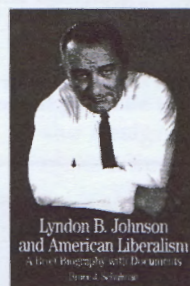
AMERICAN SOCIAL CLASSES IN THE 1950s

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Edited with an Introduction by Daniel Horowitz, *Smith College*
 1995/paper/215 pages/\$6.50 net

"I am delighted to see Vance Packard's work available in this new abridged format.... *The Status Seekers* is a classic, and Horowitz's introduction is a fine piece of work that sets the stage and the context for the book."

— Elaine Tyler May, *University of Minnesota*



LYNDON B. JOHNSON AND AMERICAN LIBERALISM

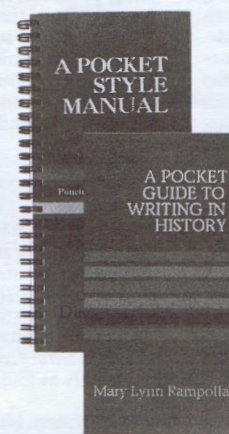
A Brief Biography with Documents

Bruce J. Schulman, *Boston University*
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"A splendid short biography. It captures the man's many contradictions — his strengths and weaknesses, his brilliance as a politician and limitations as a man, his contributions and injuries to the national life. Anyone who wants a thoughtful, brief portrait of LBJ would do well to read this book."

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Albert Center, 630 Parrington Oval, Univ of Oklahoma, Norman, OK 73019; (405) 325-5401; fax (405) 325-6419. No deadline given.

Calls for Papers

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.

The **New England Historical Association** (NEHA), a regional affiliate of the AHA, holds its annual Fall conference at Saint Anselm College in Manchester, New Hampshire, on October 28. Proposed papers or panels on any historical topic, time, or place may be submitted (abstract and short cv) by June 30 to Roland Sarti, Univ of Massachusetts, Dept of History, Amherst, MA 01003.

"History and the Public Interest" will be the theme of the **National Council on Public History's 1996 Annual Conference**, to be held in Seattle, WA. Deadline for proposals (one-page summary and brief resume for each presentation) is July 1, 1995. Contact Robert Weible, Division of History, Pennsylvania Historical and Museum Commission, P.O. Box 1026, Harrisburg, PA 17108; (717) 783-9867.

The **North East Popular Culture Association** (NEPCA), a regional affiliate of the PCA/ACA, holds its annual conference in Worcester, Massachusetts, on October 6-7, 1995. Proposals on any culture studies or popular culture topics may be submitted (abstract and brief cv) by July 15 to James P. Hanlan, Worcester Polytechnic Institute, Worcester, MA 01609. For membership or conference information, contact Peter Holloran, pch@world.std.com, (617) 876-6635.

The **Center for Studies in Landscape Architecture** at Dumbarton Oaks/Trustees for Harvard University will hold its 1996 symposium on the topic "The Landscape of Theme Parks and their Antecedents," on May 17-18, 1996. Contact Director of Studies in Landscape Architecture, Dumbarton Oaks, 1703 32nd St. NW, Washington, DC 20007; (202) 342-3280; fax(202) 342-3207. Abstracts (3-page limit) due by July 31, 1995.

Paper and session proposals on all aspects of Western and frontier history are requested for the **36th Annual Conference of the Western History Association**. Entitled "Grasslands and Heartlands: Remembering and Representing the Great Plains in History and Literature," the conference meets October 9-12, 1996, in Lincoln, NE. Contact John Mack Faragher, Dept of History, Yale Univ, Box 1504A Yale Station, New Haven, CT 06520-7425; (203) 432-0727; fax(203) 432-7587. Deadline is September 1, 1995.

The "Cemeteries and Gravemarkers" Permanent Section of the American Culture Association is seeking proposals for its sessions for the ACA's 1996 Annual Meeting, to be held March 24-27 in Las Vegas, NV. Send a 250-word abstract by September 1 to Richard E. Meyer, English Dept, Western Oregon State College, Monmouth, OR 97361; (503) 838-8362; fax(503) 838-8474.

The **Indiana Association of Historians** invites proposals for its annual meeting at Indiana University, Bloomington, March 1-2, 1996. Papers and sessions on all historical topics and chronologies are welcome. We are especially interested in presentations on aspects of "The Politics of History"—struggles in diverse eras (including the present) over the meaning of earlier historical events and issues. Please send one-page abstract and resume by September 25 to Lawrence J. Friedman, History Dept, Indiana Univ, Bloomington, IN 47405; fax(812) 855-3378; ljfriedm@indiana.edu.

The **Southern Conference on British Studies** solicits proposals for papers for its annual meeting, in conjunction with that of the **Southern Historical Association**, October 30-November 2, 1996. Participation by scholars in all areas of British history and culture, including the Empire and Commonwealth as well as the home islands is invited. Contact Jerry H. Brookshire, SCBS Program Chair, Dept of History, Middle Tennessee State Univ, Murfreesboro, TN 37132; fax(615) 898-5907. Deadline is September 29, 1995.

The 1996 meeting of the **Australia and New Zealand American Studies Association** will be held in Christchurch, February 2-6, 1996. Proposals are due October 1. Contact Dr. Maureen

Montgomery, Dept of American Studies, Univ of Canterbury, Private Bag 4800, Christchurch, New Zealand; fax 64 (03) 364-2417.

The **Southwest Historical Association** will meet in conjunction with the **Southwestern Social Science Association** in Houston, Texas, March 20-23, 1996. Send proposals for papers or sessions, by October 1, to Pedro Santoni, Dept of History, California State Univ—San Bernardino, 5500 Univ Parkway, San Bernardino, CA 92407-2397.

The **North American Society for Sport History** will hold its 24th annual conference at Auburn University, Auburn, Alabama, May 24-27, 1996. Session or paper proposals are due by October 15. Contact Nancy L. Struna, Department of Kinesiology, Univ of Maryland, College Park, MD 20742-2611; ns16@umail.umd.edu.

Siena College seeks papers for another multidisciplinary conference on the anniversary of World War II, to be held May 30-31, 1996. "World War II—A Dual Perspective" will focus on 1946; the "Aftermath" of the war, and 1936, the "Preliminary Period." Chairs and commentators are also sought. Contact Thomas O. Kelly, II, Dept of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (518) 783-2595; fax(518) 783-4293. Deadline is December 1.

The Program Committee of the **North American Labor History Conference** invites proposals for panels and single papers on the theme, "Memory and the Re-Telling of Working Class Lives." This 18th annual conference will be held October 17-19, 1996, at Wayne State University. Deadline is March 1, 1996. Contact Elizabeth Faue, Coordinator, North American Labor History Conference, Dept of History, 3094 Faculty/Administration Building, Wayne State Univ, Detroit, MI 48202; (313) 577-2525.

The **Pennsylvania Historical Association** announces a call for papers for its annual meeting, October 3-4, 1996, in State College, Pennsylvania. For details, contact John C. McWilliams at (814) 234-2773.

Transaction Publishers is seeking book manuscripts or suggestions for new editions of classic texts (with new introductions) for its **Ethnic Studies** series. Please send recommendations and précis to Ronald Bayor, School of History, Technology and Society, Georgia Tech, Atlanta, GA 30322.

Markers: Journal of the Association for Grave-stone Studies, a book-length, heavily illustrated, multi-disciplinary annual publication now in its 13th year, seeks article submissions on topics related to the analytical study of gravemarkers and cemeteries. Contact Richard E. Meyer, English Dept, Western Oregon State College, Monmouth, OR 97361; (503) 838-8362; fax(503) 838-8474; meyer@fsa.wosc.osshe.edu.

The Social Science/History Department of Luzerne County Community College will sponsor its Annual Conference on "The History of Northeastern Pennsylvania: The Last 100 Years," October 6. To propose a presentation, contact Robert Mittrick, Chair, Social Science/History Dept, Luzerne County Community College, 1333 S. Prospect St., Nanticoke, PA 18634-3899; (717) 821-1512. No deadline given.

Meetings and Conferences

"African American Leadership in Pennsylvania," is the title of the **18th Annual Conference on Black History in Pennsylvania**, May 12-13, in West Chester, PA. For information, call (717) 787-3034 or (610) 692-4800.

"Beginnings," the Joint Annual Meeting of the Association of South Dakota Museums, Historic South Dakota Foundation, South Dakota Genealogical Society, and the South Dakota State Historical Society, will be held May 12-13 in Pierre, SD. Contact the State Historical Society, 900 Governors Dr., Pierre, SD 57501; (605) 773-3458.

"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.

Saint Mary's University presents its 7th North

American "History of the Fur Trade" Conference, May 24-28. Contact the Gorsebrook Research Institute, Saint Mary's Univ, Halifax, Nova Scotia, Canada B3H 3C3; (902) 420-5668 or 496-8140; fax(902) 420-5530.

The 10th Annual Siena College Symposium, Multi-Disciplinary, "World War II - A 50-Year Perspective," will be held June 1-2. Contact Professor Thomas O. Kelly, II, Dept of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (518) 783-2595; fax(518) 783-4293.

"Teaching with Historic Places," the National Park Service's National Register of Historic Places summer institute for teachers and curriculum specialists will be held July 5-14, 1995, in Washington, DC. For an application, contact Teaching With Historic Places, National Register of Historic Places, National Park Service, P.O. Box 37127, Suite 250, Washington, DC 20013-7127; or contact Marilyn Harper at (202) 343-9546 or marilyn_harper@nps.gov. Applications due May 24.

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.

"A Woman's Place is . . . in the Curriculum," an intensive training session to be held by the National Women's History Project, July 10-13, will be in Rohnert Park, CA. Registration closes June 15. Contact the National Women's History Project, 7738 Bell Road, Department P, Windsor, CA 95492; (707) 838-6000.

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 Endowment for the Humanities** presents the following Institutes for College and University Faculty:

- "Teaching the History of the Southern Civil Rights Movement, 1860s-1960s: Developing a Pedagogy of Inclusion." June 26-July 29, Harvard University. Contact Patricia Sullivan (616) 496-5760; fax(617) 496-8547.
- "The Contributions of the History of Medicine to Social History." June 4-30, Columbia University. Contact David J. Rothman (212) 305-7375; fax(212) 305-6416.
- "American Wars in Asia: A Cultural Approach." June 19-July 30, The Maureen and Mike Mansfield Center at the University of Montana. Contact Philip West (406) 243-2988; fax(406) 243-2181; cbrown@selway.umt.edu.
- "The Thirties: American Literature, Art, and Culture in Interdisciplinary Perspective." July 2-August 4, University of North Carolina, Chapel Hill. Contact Joy Kasson (919) 962-4062; fax(919) 962-3520.

The **International Congress of Historical Sciences** will be held at the Montreal Convention Centre, August 27-September 3. Sessions are built around three major themes: Nations, Peoples, and State Forms; Women, Men, and Historical Change; Case Studies on the Impact of Gender History; and Peoples in Diaspora, Changing Sources, Forms and Meanings. Contact XVIIIe Congrès international des sciences historiques, C.P. 8888 Succursale Centre-ville, Montréal Québec, Canada H3C 3P8; fax(514) 987-0259; cish95@uqam.ca.

Join the **American Association for State and Local History** in Saratoga Springs, New York, September 7-9, for the 55th AASLH Annual Meeting. Contact AASLH, 530 Church St., Suite 600, Nashville, TN 37219-2325; (615) 255-2971; fax(615) 255-2979.

September 14-17, the American Studies Program at the University of Colorado at Boulder will present a conference entitled "Looking at LIFE: Rethinking America's Favorite Magazine, 1936-1972." Contact Erika Doss, Director, American Studies Program, c/o Department of Fine Arts, CB 318, Univ of Colorado, Boulder, CO

80309-0318; (303) 492-4483; fax(303) 492-4886; doss@spot.colorado.edu.

The **Great War Society** will present a seminar, "In Pursuit of Peace," on the topic of the armistice and peace conference's effects on the changing sociopolitical world. The seminar will meet 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.

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@mail.loc.gov.

The **35th annual Western History Association conference**, "The North American West: New Boundaries," will be held October 11-14 at the new Denver Public Library, the Denver Art Museum, and the Colorado Historical Society. Contact the WHA, Univ of New Mexico, 1080 Mesa Vista Hall, Albuquerque, NM 87131-1181; (505) 277-5234; fax(505) 277-6023.

"American Political History, A Symposium in Honor of Vincent P. DeSantis," will take place October 13-14 at the University of Notre Dame. Contact Wilson D. Miscamble, Dept of History, Univ of Notre Dame, or John F. Marszalek, Dept of History, Mississippi State Univ.

Hoover Symposium X, "The Chief and His Crew," features six papers on Herbert Hoover's personal and working relationships with his primary allies, advisors, and appointees. It will be held November 4, 1995, in Newberg, Oregon. Contact Lee Nash, Dept of History, George Fox College, Newberg, OR 97132.

"The Professional Apprenticeship: TAs in the 21st Century," is the title of the 5th National Conference On the Education and Employment of Graduate Teaching Assistants. It will be held November 8-11 at the Stouffer Concourse Hotel, Denver, Colorado. Contact Laura L. B. Border, Director, Graduate Teacher Program, Norlin S461 Campus Box 362, Univ of Colorado, Boulder, CO 80309-0362; (303) 492-4902; fax(303) 492-4904; border@spot.colorado.edu.

The **National Council for the Social Studies** announces its 75th Annual Conference, "Building Future Visions on Proud Traditions," November 9-12, 1995, Hyatt Regency, Chicago, Illinois. National Geographic Society president and chairman of the board Gilbert M. Grosvenor will be the keynote speaker. Contact Peter Stavros at (202) 966-7840 x109.

Plan Ahead

Future Annual Meetings

Organization of American Historians

1996 • Chicago, IL
• March 28-31

1997 • San Francisco
• April 17-20

1998 • Indianapolis
• April 2-5

1999 • Toronto
• April 22-25

CALL FOR SESSION AND PAPER PROPOSALS OAH FOCUS ON TEACHING DAY CHICAGO, MARCH 30, 1996

In collaboration with the OAH Program Committee, the Committee on Teaching has for the past several years organized a series of sessions of particular relevance to the interests of precollegiate teachers.

In order to explore further the issues which unite elementary, secondary, and post-secondary history teaching and learning, the Committee on Teaching is seeking papers and sessions for the 1996 Focus on Teaching Day. These sessions should address the challenges of teaching and learning history, broadly defined.

Session proposals are preferred, but individual papers or presentations will be considered. Sessions will generally consist of a chairperson and two to four presenters. Sessions are approximately ninety minutes in length, and should provide opportunity for audience participation.

Session proposals should include:

- ¶ An overview of not more than 500 words stating the objectives, methods, and significance of the proposed sessions.
- ¶ A very brief abstract of the session, not more than thirty-five words, suitable for printing in the *Program*.
- ¶ A complete address and affiliation listing for each participant (also printed in the *Program*).
- ¶ A one- to two-page vita for each participant (including the chair). Note: the vitae are simply for the purpose of funding the Focus on Teaching Day and will not be considered in the selection of sessions.

Three copies of the proposals should be sent by **July 1, 1995**, to: George Stevens, Chair, OAH Committee on Teaching, 33 Innis Avenue, Poughkeepsie, NY 12601



World War I — Seminar 1995

Presented by
THE GREAT WAR SOCIETY
Stanford, California

“In Pursuit of Peace”

On September 29, 30 and October 1, 1995 the Great War Society is presenting a seminar for those interested in learning more about this unique period in history and its aftermath. This year's session will be conducted at the Marriott Hotel in Bethesda, Maryland.

The theme will be “In Pursuit of Peace” and will include scholars' presentations on the effect of the armistice and peace conference on the changing of the sociopolitical world thereafter. Included will be discussions on the naval and aviation aspects of the period, and the overall political and military conditions and events which shaped the future of the world.

The Great War Society was founded by a group of scholars at the Hoover Institute of War, Peace and Revolution at Stanford University to research and discuss World War I and its consequences. With the premise that the great war dramatically changed the course of civilization, the society is dedicated to a greater understanding of events surrounding this catastrophic event with the hope of promoting world peace and harmony.

For information contact FR. Carroll, The Great War Society, P.O. Box 4585, Stanford University, Stanford, CA 94309. Phone (408) 426-7646, Fax (408) 469-0593. For brochures on the seminar use the above address or call (800) 966-1216 or e-mail: Sal cc net. cc.

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CONNECTIONS

AMERICAN HISTORY AND CULTURE IN AN INTERNATIONAL PERSPECTIVE

VOLUME 1, ISSUE 2

MAY/JUNE 1995

ISSN 1074-8202

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- VII. Housing Accommodations
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ALL INQUIRIES AND 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; email: 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.

I. CONVERSATIONS, COLLABORATIVE RESEARCH

TRICKSTER FIGURE: I am doing research on Native American Culture and Literature and am particularly interested in the "trickster figure". Since I teach American Culture and Literature at Hacettepe University in Ankara, Turkey, I have great difficulty in access to books and articles on the subject. Presently, I am working on the trickster figure that appears in the novels of Louise Erdrich. I wish to establish connec-

tions with U.S. scholars and would appreciate if those interested could send me any relevant information. Contact Melda Tanrisal, Emek Mah. 78. sok. 10/4, 06510 Ankara, Turkey; email: edmt@eti.cc.hun.edu.tr

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; tel: (54 1) 243-6408; postmast@avverb.filo.uba.ar

U.S. WOMEN'S PRISON NARRATIVES: I am researching women's prison narratives and would like to share information and ideas about women and the penal system in the U.S. I am looking for others who are doing similar work in any time period. My work is an ethnographic exploration into the disjuncture of the public stories about female criminals and the private narratives of those same criminals. Of particular interest to me is the current discourse on women and crime, welfare, and prison reform. Looking for colleagues with similar interests to discuss ideas and/or collaborate at conferences. Contact Donna L. Rowe, Dept. of American Studies, Univ. of Maryland at College Park, South Campus Surge Bldg., College Park, MD 20742-7711; tel: 301/405-7709; dr70@umail.umd.edu

BRET EASTON ELLIS: Is anyone interested in exchanging news/ideas/info on Bret Easton Ellis and his fiction (and other "Blank gen-

eration" American writers)? Hailed, nailed and assailed in a comparatively short space of time, his fiction deserves greater discussion within the academic community and not just the press. Contact J. Buscall, j.buscall@uea.ac.uk

SEXUAL HARASSMENT IN THE WORKPLACE: I am doing research on the organizational context of sexual harassment in the workplace and its long-term effects on workers. I am also interested in comparative research on cross-cultural definitions of sexual harassment in the workplace. If you are interested in discussing these issues, contact Sandy Welsh, Dept. of Sociology, Univ. of Toronto, 203 College Street, Toronto, Ontario, Canada, M5T 1P9; welsh@epas.utoronto.ca

FRENCH MIGRANTS: I am exploring the history of French migrants in the United States and would like to communicate and share materials with interested colleagues. Contact Francois Weil, Centre d'etudes nord-americaines, Ecole des hautes etudes en sciences sociales, Paris, France; fax: (33) 1/44 08 5171; fweil@ehess.fr

CHILDREN OF IMMIGRANTS: I am a Polish historian specializing in immigration, ethnic, and labor history of the US. My current re-

search is on the history of the childhood experiences of immigrant children (Polish and other groups). I would like to exchange books and ideas with others interested in this topic. Also, I might be interested in reviewing books in this field. Contact Adam Walaszek, Polonia Institute, Jagiellonian University, ul. Jodlowa 13, 30-252 Krakow, Poland; walaszek@apus.filg.uj.edu.pl

GUANO ISLANDS: I am researching English and Spanish sources regarding US "colonization" and resource exploitation of the various "Guano Islands" of the South Pacific and the Caribbean, 1860s-1890s, and subsequent international negotiations over ownership of these islands. Of particular interest are Swan Islands, Serrano Bank, and Novasso Island (e.g., the "Novasso Island Riot" episode). Interested in hearing from others familiar with this topic or engaged in research on it. Contact Jeff LaLande, 1110 Hillview Dr., Ashland, OR 97520 USA; tel: 503-482-0711.

DRUG TRAFFICKING AND POLICIES: I am researching the impact of drug trafficking on traditional concepts of National Security and new U.S. drug strategies. I am looking for people interested in interdisciplinary studies

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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on drugs. I would like to share ideas on such things as the history and politics of drugs; legislation against drug trafficking; global narcotics programs; money laundering; strategies, etc. Contact Enrique Meitin; Centro de Estudios sobre Estados Unidos (CESEU) Apdo. Postal 23054, codigo 11600 C.H., Cuba; tel: 23-8541; fax: (537) 334163; ceseu@tinored.cu.

U.S. LABOR AND INTERNATIONAL RELATIONS: I would like to exchange information and share resources or ideas on such things as US labor's international relations; the problem of independent labor politics viewed in an international/comparative perspective, and the role of the AFL-CIO in Latin America during the 70s and 80s. Contact Enrique A. Meitin; Centro de Estudios sobre Estados Unidos (CESEU), Apdo. Postal 23054 codigo 11600 C.H., Cuba; tel: 23-8541; fax: (537) 334163; ceseu@tinored.cu

U.S. POLICY IN THE MIDDLE EAST: I seek research partners on American policy in the Middle East during the 1940s and 1950s, particularly on American-Israeli relations in the same period. Contact Antonio Donno, Dipartimento di Scienze Storiche, Univ. Degli Studi, 73100 Lecce Italy.

COMPARATIVE SLAVERY: I am looking for panelists who would like to present papers on any aspect of comparative slavery in relation to the U.S. Both American and non-American scholars are welcome. I am an adjunct professor in Korea and have a Ph.D. in U.S. history. Contact Hyong-In Kim, 103-606 Hyundai Apt., Kaepo-Dong, Kangnam-Ku, Seoul 135-241, Korea; tel: (+)573-9159; fax: (+)574-5869.

COMPARATIVE SLAVERY: I am interested in comparative studies on slavery. I am preparing to research the history of slave women in Suriname and Brazil. Contact Peggy Plet, Rijks Universiteit Utrecht, Faculty of Arts, dept. of Portuguese, Kromme Nieuwe Gracht 29, 3512 HD Utrecht, the Netherlands.

ISLAM IN THE AMERICAS: I am investigating the presence and influence of Islam and Arabs in the Americas, and the perception of them in books, journals, etc. Contact Hernan G. H. Taboada, Centro de Estudios de Asia y Africa, El Colegio de Mexico, Camino al Ajusco 20, 01000, Mexico City; haroldo@servidor.unam.mx

AMERICAN HISTORY, LITERATURE AND LANGUAGE SKILLS: I am doing research on the potentialities of American history and literature for the development of

advanced language skills in college students. I would be pleased to exchange information on this topic. Please contact Camilo Silva Batista, Apartado Postal 341, Holguin 80100 Cuba.

JOHN MUIR FORUM open for scholarly exchange on subjects of interest to specialist in environmental history, with emphasis on Muir and his work. To join, send mail to johnmuir@unix.cc.udp.edu

II. RESEARCH MATERIALS REQUESTS

IRISH IMMIGRANT WOMEN IN DOMESTIC SERVICE: I plan to write my dissertation on Irish immigrant women in domestic service, circa 1840-1920. I am interested in receiving letters and diaries written by or about them. I am also interested in photographs of domestic servants and documents (e.g., immigration papers, passports, ship passage tickets, etc.). Contact Margaret Lynch-Brennan, 7 Morgan Way, Latham, NY 12110, USA; tel: 518-473-8274; fax: 518-783-7327.

WOMEN AND AGING: As an Americanist working on a book-length project on women and aging in American culture, I would like to ask colleagues in the field whether they have come across any relevant texts. Contact Roberta Mairhofer, Modern Languages College House, Univ. Of Pennsylvania, 3941 Irving Street, Philadelphia, PA 19104-6191, USA; tel: 215-417-8400.

SUICIDE IN THE SOUTH: Looking for names of public figures who committed suicide in the American South in this century, as well as novels about suicide in the South, for book on suicide in the South. Contact J. Bockting, Johann Keplerstraat 57, 1098 HK Amsterdam, the Netherlands.

POST TRAUMATIC STRESS DISORDER/CIVIL WAR: I am a nurse and health educator working on a ward for combat veterans with Post Traumatic Stress Disorder (PTSD). As part of an effort to place a broader framework on the situation of PTSD, I am researching the effects of combat on earlier conflicts, most notably, the Civil War. I'm interested in references, resources, unpublished papers, etc. Many diarists have at least fleeting references to reactions to combat, comments of the dying, and various non-functional reactions. I have ready access to the Maine State Archives--I'm willing to look up specifics of muster rolls and correspondence of Maine units in the CW, esp. as part of a reciprocal response. Contact Charles McGillicuddy, VAMROC, Route

17, Togus, ME 04330 USA; mcgillicuddy.charles@togus.va.gov

AMERICAN IDEALS IN POLITICAL RHETORIC: I am a student of American Studies and am working toward an M.A. degree. My interests for research include the role of American ideals in today's political rhetoric. I am presently collecting data on Republican House Leader Newt Gingrich, who allegedly said that, "It is impossible to maintain civilization with 12-year-olds having babies . . . and 18-year-olds receiving diplomas they cannot read." I am unable to verify this, and am also interested in other statements of the kind, both by Gingrich and by others. Contact Karin Gandler, Dept. of English and American Studies, University of Klagenfurt, A-9020 Klagenfurt, Austria; fax: +43-463-2700-333; heinz.tschachler@uni-klu.ac.at

PUBLIC POLICY AND FEDERALISM: I am working on a thesis about how public policy affects Federalism in North America. I would appreciate any suggestions of books, articles, papers, etc. about this topic. Contact Armando Almanza, es081353@udlap-vms.pue.udlap.mx

WALTER CHANNING, M.D.: I would appreciate any information regarding Walter Channing, M.D. (1786-1876), first professor of obstetrics and medical jurisprudence at Harvard Medical School and a leading obstetrician in Boston for more than 50 years. Contact Amalie Kass, 16 Todd Road, Lincoln, MA 01773, USA; tel: 617-259-0363; fax: 617-259-9106; t1akass@lucy.wellesley.edu

HUGH JAMES CAMPBELL: I would appreciate archival suggestions and any information relative to Campbell's life and careers. He was born in Uniontown, PA, in 1834 and died in Yankton, SD, on 19 Apr 1898. He was successively a teacher and lawyer in PA, then removed to Muscatine, IA, served in the 1st Iowa and 18th Iowa during the war, moved to New Orleans as a carpetbagger and was appointed U.S. Attorney for the Dakota Territory (1877-1885) in consequence of his support of Hayes over Tilden. He was a graduate of Ohio University (1851) and was survived by a daughter (Mary Campbell Greer) and a son (William). Contact J. K. Sweeney, South Dakota State University, Brookings, SD 57007 USA; tel: 605/688-4906; hs00@sdsu-mus.sdstate.edu

MARY LOUISE SMITH: I am doing research for a biography of Mary Louise Smith. Looking for information about her, National Federation of Republican Women, National Committeewomen, Women in the Republican Party.

Contact Suzanne O'Dea Schenken, 1680 Burr Oaks Drive, West Des Moines, IA 50266, USA; 74562.3270@compuserve.com

BASEBALL AND WW II: I am researching American troops in Britain in WW II, esp. baseball & professional baseball players. There were a number of fund raising baseball games played in Britain 1942-5, some of which featured professional ball players in the services. I have found dates of games, but would like more details. Can anyone offer details on any of these games: 31 Oct 42 Hampden park Glasgow 'American games day'; 12 Jun 43 Goodison pk, Liverpool; 7 Aug 43 Wembley Stadium 'all professional' game; 3 Jun 44 Wembley Stadium; 5 Jun 44 Villa Park, Birmingham; 7 Aug 44 Hawthorns, W. Bromwich; no date Sophia Gardens, Cardiff; no date Windsor Park, Belfast; no date White City, London. I am also interested in 2 players who served with the USAAF & died in 44/5: Elmer Gedeon (shot down over France 15 Apr 44) and Billy Southworth (died in NY plane crash 15 Feb 45). Contact Gary Bedingfield, 42 Ferndale Rd, Enfield, Middlesex EN3 6DJ, UK.

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: 43-4 63 - 2 7 0 0 - 3 3 3 ; heinz.tschachler@uni-klu.ac.at

HISTORIANS AND THE VIRTUAL LIBRARY: The librarian serving the History Department at Arizona State University is collecting historians' opinions concerning recent developments in electronic sources. Included in this survey are CD-Roms (index in tools and full-text); on-line periodical indexes; electronic journals; collections of data sets; digitized book collections; and delivery of scholarly articles from commercial services in lieu of local subscriptions. Questions to be addressed: What kind of library service do you expect to find in 15 years? What can librarians do now to plan for the most effective use of dimin-

ishing resources? I will summarize all responses for those who reply and, if an article results, will send a copy. Contact Elliot Palais, Collection Development, Arizona State University Libraries, Tempe, AZ, 85287 USA; fax: 602/965-9169; iacesp@asuvm.inre.asu.edu

III. SYLLABUS EXCHANGES, TEACHING METHODS

THE POLITICS OF OIL: I am trying to work up a course along the lines of the Politics of Oil in the Twentieth Century. I am especially interested in how the control of oil supplies in the Middle East has helped prop up American hegemony, and the nature of the relationship between the US state and the major oil companies. I would welcome any suggestions as regards syllabi, methods and literature from any one who teaches similar courses. Gary Baines, Dept. of History, Rhodes University, PO Box 94, Grahamstown, South Africa; Tel: (0461) 31-8330; email: high@kudu.ru.ac.za

FILM STUDIES: I am seeking books, monographs, articles, and dissertations for seminars relating to the following: 1) The Civil War in Film: Covering the treatment of the topic in Hollywood feature films from *The Birth of a Nation* to *Gettysburg*. This is to be used in a seminar for German undergraduates who have very little knowledge of the war but who do have various background in American Studies; 2) The American Western Film: A survey of the history, theory and criticism of the genre; 3) The German Voice in Hollywood: A survey of the films and impact of German immigrants, and other German speakers, on American film. Particular interest here are those who left Germany in the 30's and settled in Hollywood or at least made films there; 4) American Screenwriting: Updates on recent publication or writings on the topic; 5) Euro-American Film Co-Production: Studies of recent efforts to increase co-production projects as a result of up-coming changes in EU policy effecting American film product. Contact Ron Hagell email: rhagell@delphi.com

IV. BOOKS, JOURNALS, MATERIALS, FELLOWSHIPS

BOOKS ON FEMINIST THEORY: I am striving to put together a course on contemporary feminist theory, but I still need some books which are not available in my country. I would appreciate it if scholars who have extra copies of the following books would donate them to me so that I could use them in my course. The books are: Julia Kristeva, *Desire in Language*;

Ann Mary Doane, *La femme fatale*; Rosi Braidotti, *Patterns of Dissonance*; Judith Butler, *Gender Trouble*; Gisela Book and Susan James, *Beyond Equality and Difference*; Carole Pateman and Elisabeth Grosz, *Gender at the Crossroads of Knowledge*; Donna Haraway, *Simians, Cyborgs and Women*; Chris Weedon, *Feminist Practice and Post-Structuralist Theory*; Gayatri Spivak, *In Other Words*; Naomi Wolf, *The Beauty Myth*; Robin Morgan, *Sisterhood is Powerful*; Shulamith Firestone, *Dialectics of Sex*; Christa Wolf, *Patterns of Childhood*. Thank you. Contact Michaela Mudure, Str. Almasului nr. 3, ap. 5, 3400 Cluj, Romania; tel: 40-64-170111; fax: 40-64-197633.

FREE JOURNALS TO A GOOD HOME: *Social Science History*, vol. 1 - vol. 9, no. 2 (1976-84); *Interdisciplinary History*, vol. 10, no. 4 - vol. 12, no. 4 (1980-82); *Journal of the Early Republic*, vol. 1 - vol. 12, no. 1 (1981-92); *Bulletin of Society for Historians of the Early American Republic*, (1979-80). Preference given to institutions/libraries where addition will extend existing, currently maintained collection. Recipient will need to pay shipping costs. Contact Albert C.E. Parker, 3308 Applegate Court, Annandale, VA 22003-1109, USA.

CUBAN-U.S. RELATIONS: The Bulletin VISION-USA from the Center for the Study of the United States (CESEU), University of Havana, shows the academic views of most important and current issues related to United States economic, political and international relations with Cuba as well as with other regions of the world. The publication costs \$45.00 US. There are ten issues annually, with an additional supplement at the end of the year forecasting Cuban-USA bilateral relations. It has a pleasant format. Address your request via email: ceseu@tinored.cu

SHORT-TERM FELLOWSHIPS AT THE NEWBERRY LIBRARY: The Newberry Library invites applications for short-term residential fellowships in the humanities for 1996. The application deadline for the first half of 1996 is October 15. These fellowships are for scholars, including those at the dissertation stage, who desire a short period of residency to use particular Newberry collections. The fellowships carry a stipend of \$800 per month. The Newberry's collections concern the civilizations of western Europe and the Americas from the late middle ages to the early twentieth century. Bibliographic holdings are extensive, and certain collections are internationally noted. For further information and application forms, contact the Awards Com-

mittee, Newberry Library, 60 W. Walton St., Chicago, IL 60610 USA; tel: 312-255-3666; u30373@uicvm.uic.edu

STABLER-LEADBEATER APOTHECARY MUSEUM: For historical researchers, the old apothecary offers a wealth of information on manufacturing and dispensing potions and other cures. Its objects--pharmaceutical glassware such as nineteenth-century breast pumps, ceramics, drug mills and metals--give information on technological innovations, while the archival collection gives insight into health and business practices spanning more than 140 years. Its business records, labels, prescription and formula books, account books and other papers not only reveal information about the pharmacy business but about Alexandria life in general. Numerous minute books for fire companies, records for a nineteenth-century alms house, masonic orders, cemetery plot maps, emancipation papers, and other documents are contained in the collection. For more information, call 703-836-3713.

V. CONFERENCES, CALLS FOR PAPERS, JOURNAL SUBMISSIONS

AMERICAN INDIAN HISTORY: The "American Indian Histories and Cultures Study Group" (AIHCSG) at the University of Texas at Austin is a monthly forum for scholars from all disciplines to present and discuss their research. If you would like to present a paper or attend our meetings, contact Nathan Phelps, Dept. of History, University of Texas at Austin, Austin, TX 78712 USA; natephelps@mail.utexas.edu

CONFERENCE ON FDR: Louisiana State Univ. in Shreveport, the Little White House Historical Site, and Roosevelt University call for participants in an international and multidisciplinary conference, "FDR After 50 Years: Politics and Culture of the 1930s and 1940s." Conference will be held Sept. 14-16, 1995. Contact Bill Pederson, LSU in Shreveport, One Univ. Place, 439 BH, Shreveport, LA 71115-2301, USA; tel: 318-797-5337; fax: 318-797-5358.

SYMPOSIUM ON THE U.S. AND CHINA'S MODERNIZATION: The Chinese Society for Scholars of Sino-American Relations and the History Dept. of Zhongshan Univ. will jointly hold the symposium in November 1995 in Guangzhou. The history of Sino-U.S. Relations will be examined from political, economic and cultural aspects. Attention will be paid to both historical and current affairs. It will be a national conference. But if foreign scholars who speak Chi-

nese happen to be in Guangzhou then, they are welcome to attend. Contact Tao Wenzhao, Institute for American Studies, Chinese Academy of Social Sciences, Beijing 100732, People's Rep. Of China; fax: 00861-5138263.

ITALIAN ASSOCIATION FOR N. AMERICAN STUDIES will host its biennial conference in Rome Oct. 25-27, 1995. The theme is "Red Badges of Courage: Wars and Conflicts in American Culture." Send abstract by May 15, not by email, but by fax to workshop coordinators and AISNA Board. Names and Addresses of workshop coordinators will be published in AISNA February Newsletter, which you can ask for by contacting the Rosella Mamoli Zorzi; fax: +41-5210112; email: mamoli@unive.it

MIGRANTS AND THE HOMELAND: Symposium at Uppsala University, Sweden, 12-14 June 1996. The aim of this symposium is to analyse relations between migrants and their homelands in a large perspective. Social, economic, political, literary and artistic aspects will be included. The symposium will explore the role of migration for diffusion of impulses and ideas between areas. The following themes will be particularly important: The image and reconstruction of the homeland; Homeland and exile politics; Homeland and religion; Folks divided-nations and their diasporas; Reactions from the new homeland; Effects on the old homelands. Researchers interested in participating please submit an abstract (1 page) of proposed paper. Deadline is October 1, 1995. Address correspondence to Centre for Multiethnic Research, Uppsala University, Box 514, S-753 12 Uppsala, Sweden; tel: +46-18-182359, +46-18-182360; email: harald.runblom@multiethn.uu.se

THE NATIONAL ARCHIVES-GREAT LAKES REGION sponsors a series of Professional Development Workshops for academics, archivists, librarians, teachers, and other social science professionals. Our 1995 Series workshops are: 1) March 16: Seeking the Source: Research in Federal Records; 2) April 18: Research in Federal Court Records: Beyond the Law Library; 3) May 11: Archives for Librarians; 4) July 6: Preserving Your Records. All workshops are held at the National Archives-Great Lakes Region (7358 South Pulaski Rd., Chicago, IL). Pre-registration is required and may be done by calling (312) 581-7816 and asking for the Archives. Each workshop is limited to 20 participants. Registration begins at 9:00 a.m. The \$15 fee covers materials and is due at that time. Sessions last from 9:30 a.m. to 3:30 p.m. Lunch is not provided.

For further information contact Beverly Watkins, Tel: 312-581-7816, Monday through Friday, 8:00 a.m.-4:15 p.m. Central Time; beverly.watkins@chicago.nara.gov

THE GULF COAST HISTORICAL REVIEW, published at the University of South Alabama, Mobile, Alabama, encourages submission of scholarly articles on the history and culture of the Gulf south region. Articles that are accompanied by appropriate photographs, illustrations or maps are especially welcomed. Manuscripts should be typed, double-spaced, with generous margins, and between 25-30 pages with notes placed at the end of the text. Such submissions may be sent to Dr. George Daniels or Professor Mike Thomason, History Dept., University of South Alabama, Mobile, AL 36688 USA; telephone inquiries at 334/460-6210, 8-5pm CST, M-F, holidays excepted; the journal also invites interested parties who would like to review books for the journal to contact Dr. James McSwain, History Dept., Tuskegee University, Tuskegee, AL 36088 USA; tel: 334/727-8200; or by email: mcswain@acd.tusk.edu; this invitation includes newly minted Ph.D.s, advanced graduate students in a history Ph.D. program or American studies etc., unattached independent scholars and informed 'lay' historians who stay abreast of a particular field or topic. Contact by fax, please use 334/727-8764.

CUBA AND THE NEW WORLD ORDER: The Center for the Study of the United States (CESEU), University of Havana, cordially wishes to inform specialists and other interested persons that an International Workshop: "Cuba and the Challenges of the New World Order" will be held from November 7-9, 1995 at the main campus. If you are interested in participating, contact CESEU through: tel: 23 8541 or 23 5807; fax: (537) 331908, (537) 314163, (537) 233782, (537) 783231; ceseu@tinored.cu

EUROPEAN ASSOCIATION FOR AMERICAN STUDIES CONVENTION-WARS AW 1996: The workshop "Languages Of What Is Now the United States" solicits proposals for presentations on culturally fascinating, historically important, and aesthetically outstanding non-anglophone literature in the United States, ranging from works in Amerindian languages and Spanish, French, Dutch, German, and Russian colonial writings to immigrant literature in all European languages and Arabic texts by African Americans. Discussions will include issues of language policies, national identity, and education, and such questions as: Which exemplary non-anglophone texts may force a questioning of past

generalizations about "literature of the United States"? Please send one-page CV (with fax and email addresses for 1995/96) and abstracts of 150 to 200 words by September 15, 1995 to Werner Sollors, Longfellow Institute, Dept. of English, Harvard Univ., Warren House, Cambridge, MA 02138, USA; fax: (001) 617/496-8737; email: sollors@husc.harvard.edu

VI. STUDENT, SCHOLAR EXCHANGES

SUMMER COURSES: Romanian scholar is interested in attending summer courses on U.S. History or world history in July-August 1995 at an American university or campus. Looking for possible stipends for board, lodging, and meals. Need access to the library. Contact Mihai Manea, PO Box 20, 71,74100 Bucuresti 20, Romania; tel/fax: 0014013210535.

FULBRIGHT AWARDS FOR FACULTY AND PROFESSIONALS: The competition for 1996-97 Fulbright Awards includes grants to over 135 countries. Awards range from two months to a full academic year, and many assignments are flexible to the needs of the grantee. Virtually all disciplines participate: openings exist in almost every area of the arts and humanities, social sciences, natural and applied sciences, and professional fields such as business, journalism, and law. The basic eligibility requirements for a Fulbright Scholar award are U.S. citizenship and the Ph.D. or comparable professional qualifications. For lecturing awards, university or college teaching experience is expected. Applications are encouraged from professionals outside academe, as well as from faculty at all types of institutions. Every academic rank--from instructor to professor emeritus--is represented. Academic administrators regularly receive Fulbrights, as do independent scholars, artists, and professionals from the private and public sectors. The deadline for lecturing or research grants for 1996-97 is August 1, 1995. Other deadlines for special awards: distinguished Fulbright chairs in Western Europe (May 1) and Fulbright seminars and academic administrator awards Nov. 1). For further information, contact the Council for International Exchange of Scholars, 3007 Tilden Street, N.W., Suite 5M, Box GNEWS, Washington, DC 20008-3009 USA; tel: 202-686-7877; email: cies1@ciesnet.cies.org

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 ex-

change programs and would like to hear from individuals who have participated in international exchanges. Contact Michael Schreiner, Journal of American History, 1125 E. Atwater, Bloomington, IN 47401; fax: 812-855-9939; mschrein@indiana.edu

VII. HOUSING ACCOMMODATIONS

LA/MUNICH EXCHANGE: Los Angeles family wishes to exchange home with family in or near Munich. We are a German-speaking family of 4 and wish to spend this summer (mid-June through August) in Bavaria. Our LA home has 3 bedrooms, lovely garden, walking to shopping and bus to beach, UCLA and beyond. Contact Molly Selvin, tel: 310-398-1730 (evening) or 213-237-6953 (daytime).

BAY AREA/LONDON EXCHANGE: Prof Bob Burchell wishes to swap his small, two bedroom house in London (15 minutes walk from the British Library) for a house in the Bay Area, for any period of time between July-Sept 1995. Contact him at The Eccles Centre for American Studies, The British Library, Great Russell Street, London WC1B 3DG UK; email: eccles-center@bl.uk

SF BAY AREA/France EXCHANGE: Looking for housing in the Bay area while teaching at SF State from mid-July/Aug. 1995, in exchange for our farmhouse in southern mountain countryside, 20 mins. from St. Etienne, 45 mins. from Lyon. Beautiful area and with easy access to Geneva, Paris and Mediterranean. Would also consider house-sit or sublet in Bay area. Contact Marie Bolton, Prarond, 42140 Fontanès, France; tel: 33-77-30-98-02.

APT. IN BARCELONA: I would like to rent my apartment in Barcelona for all or part of the period May 1 to August 31, 1995. During this time I will be on a research leave in London. This is a sunny three room apt., very quiet, conveniently located near public transportation. Only Ptas. 70.000 per month. Contact Fernando Guirao, Apartado Postal 341, Holgu, Barcelona, Spain; guirao@upf.es

APT. IN NEW YORK CITY: Approx. July 1, 1995 - August 1, 1996 (thirteen months). Furnished 2 bedroom 2 bathroom duplex apartment, near Columbia University (106th Street), 1/2 block to Riverside Park. Safe, secure, quiet building, wonderful neighborhood. Newly renovated apt. has hardwood floors, dishwasher, washer/dryer, air conditioner, and

private backyard with garden (a real luxury). \$1395/month. Contact Prof. Beth Bailey, History Department, Barnard College, Columbia University, New York, NY 10027 USA; (212) 854-2137; bbailey@barnard.columbia.edu

NYC HOUSE for Rent, August 1995-July 1996. Three-story Brooklyn brownstone, \$1500 per month plus utilities and heat. Three bedrooms, two baths, modern country kitchen, garden. Fully furnished. No pets. Four subway stops to Manhattan on D/Q line. Call Nancy Black, 718-941-8037; email: nbbbc@cunyv.cuny.edu

MICHIGAN faculty family would like to rent their home in Ann Arbor from 9/1/95 through 5/95 (possibly a bit longer) while on sabbatical in Cambridge, MA. House exchange with Cambridge/Arlington/Belmont (MA) possible. Our home: 3 bedrooms, full bath upstairs; big dining room, kitchen, large living room, study, and full bath downstairs. Fifteen to twenty-five minute walk to various locations: downtown, central Campus, law school. Medical school, campus shuttle five minute walk away. Have backyard, deck, nice (Old West Side) neighborhood. Call 313/769-0792 days, or rzafar@umich.edu

HOUSE AVAILABLE IN MIDDLEBURG, VT: Waterfront property on historic Essex, New York's Whallon's Bay. Two bedroom partially winterized cottage with large soapstone woodstove, private beach, boat/bunkhouse, screened porches, 1.67 acres. For sale. Contact Abby Zito, visiting lecturer, Dept. of American Literature and Civilization, Middlebury College, Middlebury, VT 05753 USA; 802 388 7650 fax: 802 388-7607 (mark attn. Abby Zito); email: azito@middlebury.edu

WASHINGTON, D.C. AREA: Two-bedroom townhouse available in Greenbelt, MD, a historic New Deal community. Just minutes from Archives II, very close to Green and Orange lines of Metro, and a short ride into the district. Great, safe community with stores, restaurants, theaters, parks, pool, etc. all within a short walk. Enjoy the benefits of Washington without the hassle. Contact Bob Buzzanco, 8 E Southway Road, Greenbelt, MD 20770 USA; tel: 301/982-4048; email: rb163@umail.umd.edu

HOUSE IN AUSTIN, TX: I would like to exchange a house in Austin for a house/apt. in northeast U.S. or U.K. for all or part of the period 21 May - 20 August 1995. The house has 2 bedrooms, 2 baths, a study (which can be a

third bedroom), central AC, ceiling fans, and laundry facilities; it is located in a residential neighborhood within walking distance of the University of Texas and LBJ library, etc. Contact Robert Olwell, Department of History, UT-Austin, Austin TX 78712 USA; email: rolwell@bongo.cc.utexas.edu

HOUSE AVAILABLE IN L.A.: We need to rent our 3 bedroom house in Westwood, near UCLA campus, or exchange for a house in the Boston area, from May 15 to early August 1995. Contact Anne Lombard, 1922 Greenfield Ave., Los Angeles, CA 90025 USA; lombard@histr.sscnet.ucla.edu

APT IN CHICAGO AVAILABLE 8/95 in exchange for apt. in Germany (probably Oldenburg, Osnabruck, Stuttgart, or Munich) or as sublet. 2 bedrooms, near downtown and convenient to universities. Contact Scott Fletcher, 7630 N. Oakley, Chicago, IL 60647-5319; s-fletcher@uchiago.edu

HOUSE AVAILABLE IN TACOMA,

WA Jan. - May 1996, convenient to Seattle. Housing sought in Chapel Hill, NC Sept. - May 1995-96. Contact Michael Honey, 1103 A Street, Tacoma, WA 98402 USA; mhoney@u.washington.edu

NEED NEW YORK HOUSING: American Studies student and translator (English) seeks housing in New York City for about 4 weeks in June 1995. If you know of any inexpensive rooms or sublets available or are interested in exchanging apartments (I live in the old center of a city 25 miles from Amsterdam), contact Derk Beltman, Jeruzalemstraat 2, 3512 KX Utrecht, the Netherlands; tel: 31-30-311379.

NEED NYC HOUSING: LA graduate student with research grant seeks housing (sublet, housesit, etc.) in NYC for all or part of 6 weeks between 4/20/95 and 5/31/95. Dates somewhat flexible. Housing swap also possible. Contact J. Fields, Dept. of History, Univ. of Southern California, University Park, Los Angeles, CA 90089-0034; 213-664-7410;

jfields@scf.usc.edu

NEED ACCOMMODATIONS IN WASHINGTON: I am a history student and will be doing research in the Washington, DC area from Aug. 15 to the end of Sept. 1995. I am willing to share rent and expenses with tidy female smokers. Contact Julia Feldstein, Ortega y Gasset, 1616 4 piso, Buenos Aires, Argentina; tel: 775-8868.

NEED HOUSING IN ILLINOIS: Springfield-Bloomington-Dwight-Decatur areas. Historian writing dissertation on the history of women's imprisonment and women's criminality seeks sublet, housesitting, or quiet room in exchange for household work. Needed winter-spring-summer 1995. Contact Mara Dodge, 2251 N Spaulding Ave., Chicago, IL 60647 USA; tel: 312-489-2030.

Questionnaire/Order Form

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