

OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

Volume 24, Number 2 / May 1996

Graduate Student Organizing A Discussion—Part One

EDITORS' NOTE: The preceeding academic year has seen an unusual amount of media attention to union organizing efforts of graduate students. These activities arise out of serious concerns both about conditions of work and the future contemporary graduate students face around the country. In the discussion that follows, we have asked several faculty and students to reflect on their experience or that of others in organizing efforts; it offers generally positive views on behalf of student unions. Because the future of graduate students in American history is nothing less than the future of the profession, we strongly encourage others with experience, ideas, and/or alternative views to send in their comments by July 1 for a continuing discussion on this subject in the August OAH Newsletter. □

Teaching Assistants Unionize

David Montgomery

In early December, 1995, teaching assistants in the humanities and social sciences at Yale University voted not to submit final grades to the administration until it agreed to negotiate with their union—the Graduate Employees Student Organization (GESO)—for an agreement covering the conditions of their employment. The adamant refusal of the administration to engage in such negotiations, and even more, the sanctions which it imposed upon graduate students who participated in the strike, awakened widespread public interest in the development of graduate teachers' unions, not only at Yale but in other universities as well.

Recognized unions of teachers who are also graduate stu-

dents are nothing new. Since 1973 such unions have formally negotiated salaries and terms of employment at the universities of Michigan, Massachusetts, California (Berkeley), Kansas, Oregon, Florida, and Rutgers, as well as the State University of New York. Last October the California Public Employment Relations Board ruled in favor of collective bargaining by graduate teachers at the University of California at San Diego, arguing that strikes had been numerous in the California system and that "providing a [negotiating] mechanism for the avoidance of strikes is an effective way to encourage excellence within the University's mission."

Graduate students are now employed to conduct much of the teaching at major universities. As reductions in state appropriations and in federal grants have driven both public and private universities to re-

duce their tenured faculties, the share of teaching for which graduate students have been employed has increased steadily. Moreover, students' awareness that 40 percent of the nation's college and university faculty members are now part time (by American Association of University Professors estimates) leaves them facing the prospect of decades of low-paid, casual employment, extending from their student days to years after they have earned their doctorates.

At Yale a special impetus was given to the unionizing effort when the dean of the graduate school instituted individual progress reports, designed to ensure early completion of the degree, and which he described as binding "contracts," to which students would be held. The initial formation of the graduate students' organization, however, had antedated the new administrative regulations by many

years, so that the "contracts" only served to accelerate the evolution of graduate teachers' thinking from the desire to form an effective pressure group, to the decision that only collective bargaining could solve their problems.

As has been the case elsewhere, the teaching assistants have sought to achieve through unionization salaries commensurate to their teaching or research duties, which would enable them to pursue their studies without assuming debts that current law requires to be repaid after graduation, whether one then has full-time employment, casual

adjunct work, or no income at all. They also sought to curb the trend of ever-increasing teaching loads, rising fees for tuition and medical coverage, and unpredictable, last-minute assignments to classes. Graduate teachers now play a role in leading research universities similar to that assigned to the adjunct teachers in community colleges: instructing many, if not most, of the classes in return for meager and unreliable earnings.

The response of Yale's administration, like that of many other institutions, has been to

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Merle Curti • 1893-1996

by Paul Boyer



The death of Merle Curti on March 9, 1996, at the age of 98, took from us a beloved and near-legendary American historian. Curti pioneered two major subfields: intellectual history and social history. His

Growth of American Thought (1943) won the Pulitzer Prize. *The Making of an American Community* (1959), a collaborative social profile of 19th-century Trempealeau County, Wisconsin, using the then-innovative techniques of quantification and analysis of census reports, tax lists, local records, and other demographic data, helped launch the so-called "new social history."

These are but two highlights of an awesome vita encompassing some twenty scholarly books; textbooks and edited works; and more than 50 ar-

ticles exploring a vast terrain of American history from the peace movement and philanthropy to dime novels and world's fairs. Along the way he found time to write, with Vernon L. Carstensen, a two-volume history of the University of Wisconsin. Curti's first publication, a 1922 essay stressing the value of literature for the study of history, anticipated his own future career. His final book, *Human Nature in American Thought* (1980), appeared when he was 83. (For Curti's complete bibliography through 1970, see E. David Cronon, "Merle Curti: An Appraisal and Bibliography of His Writings," *Wisconsin Magazine of History*, Winter 1970-71.)

Curti was born near Omaha on September 15, 1897, only 30 years after Nebraska achieved statehood. Of Swiss origin on his father's side and New England ancestry on his mother's, he spent childhood summers in Vermont. (Later he would summer with his own family in New Hampshire—conveniently near the Dartmouth College Library.) After high school in Omaha he went to Harvard on a scholarship, graduating *summa cum laude* in 1920. He stayed on for graduate work with Frederick Jackson Turner, the medieval-

► See CURTI / 14

OAH Team Visits Antietam • page 3

(Photo Eric Long, ANB)



Maryland Monument, Antietam National Battlefield

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OAH
Newsletter

VOLUME 24 • NUMBER 2 • MAY 1996

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The *OAH Newsletter* (ISSN 0196-3341) is published each February, May, August, and November by the Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47408-4199. Telephone (812) 855-7311; Fax (812) 855-0696; and E-mail: NEWSLETTER@OAH.INDIANA.EDU. URL: HTTP://WWW.INDIANA.EDU/~OAH ¶ The *OAH Newsletter* encourages submissions of articles, announcements, and brief letters to the editor related to the interests of our members. Material submitted for consideration should be typed in double-spaced format, with all notes integrated into the text. The *OAH Newsletter* reserves the right to reject articles, announcements, letters, advertisements, and other items that are not consonant with the goals and purposes of the organization. Copy may be condensed or rejected because of length or style. The OAH disclaims responsibility for statements made by contributors. ¶ Deadlines for receipt of all copy are as follows: January 1 for the February issue; April 1 for May; July 1 for August; and October 1 for November. Full-, half-, and quarter-page display advertisements and job announcement advertisements ("Professional Opportunities") are available. Contact the advertising director for rates; charges for "Professional Opportunities" announcements are as follows: \$65 for fewer than 101 words; \$90 for 101-150 words (announcements of more than 150 words will be edited). Job application closing dates should be after the end of the month in which the announcements appears, and job announcements should represent an equal opportunity employer. Send advertisement inquiries and "Professional Opportunities" announcements to the attention of the advertising director. ¶ Membership information is available from the director of member services. Some recent back issues of the *OAH Newsletter* are available for \$3.00 each. For more information contact the managing editor. COPYRIGHT © 1996 ORGANIZATION OF AMERICAN HISTORIANS.

NPS and OAH Cooperative Ventures

Antietam National Battlefield Visit Barbara Franco

Last October, Gary W. Gallagher, Leslie Rowland, and Barbara Franco assembled to serve as reviewers of the interpretive program at the Antietam National Battlefield in Sharpsburg, Maryland. This was the first of a series of visits being conducted by OAH teams under a Memorandum of Agreement with the National Park Service (NPS), designed to bring historians to NPS sites to review interpretive programs and make suggestions about exhibits, presentations, films, brochures, and handbooks. As the first round of reviewers, we were as anxious about what the two-day visit would entail as the park service staff who eagerly greeted us and facilitated our schedule.

We had already received hefty packets of reading material that ranged from formal interpretive plans, to shelf lists in the bookstore, to a complete set of materials available to visitors. Armed with this information, we had an opportunity to tour the battlefield from the perspective of visitors and also to go behind the scenes to view the site from a staff perspective. After the staff presented a detailed overview of the programs, we attended several public presentations offered by park staff, including one to an adult group and one to school children. Most helpful were opportunities to interview individual staff members about their responsibilities, ideas, and concerns regarding interpretation at the site.

On the afternoon of the second day, the park service staff scheduled a panel discussion in the theater of the visitor's center. This was a public program attended by visitors, NPS employees from neighboring sites, and others interested in Civil War history. As reviewers we had an opportunity to talk about our assessment of the battlefield's interpretation and relate it to new scholarship and museum interpretation. Each of us brought a particular focus to this discussion.

Gary Gallagher, professor of history at Penn State University spoke about current scholarship and new literature of the Civil War. Leslie Rowland, professor of history and editor of the Freedman and Southern Society Project, University of Maryland, spoke about her work in documenting the experience of emancipation, especially as it relates to the theme of the Emancipation Proclamation and the Battle of Antietam. As director of the Historical Society of Washington, D.C., I spoke from the perspective of a museum professional and stressed the importance of the historic landscape as part of the visitor experience.

Like most national parks, Antietam operates under a formal interpretive plan. The current 1995 plan outlines a comprehensive program of basic teams, presentation modes, and specific details of desired visitor experience. The starting point for all interpretation at the site is the surviving 1862 landscape. It offers a unique historical and cultural resource with which to understand the events that took place there during the Battle of Antietam in 1862, as well as to understand subsequent use of the site to commemorate the battle. Using the interpretive plan as a guide, we were able to assess each element of the park interpretation against that goal.

We and the park staff agreed on many of the same ideas. The centrality of the landscape made it clear that the focus of the interpretation on the battlefield should be what the visitor can see and should provide clear benchmarks of terrain features, structures, and monuments to orient visitors to the ground and troop movements.

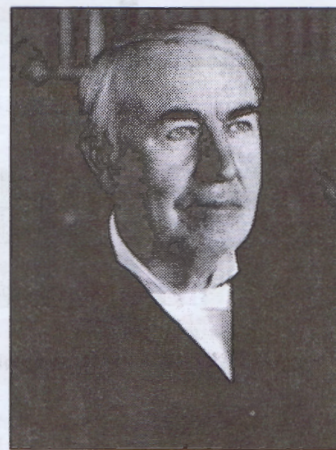
Park staff were interested in new ideas about how they could incorporate more background history into the interpretation. Gary Gallagher, whose report focused on the military interpretation, suggested that "the two overriding goals of interpretation for the park should be to explain what happened during the Battle of Antietam and why this military event was important in the broader con-

text of the Civil War and United States history. . . ." Gallagher cautioned, however, that "the best way to accomplish the two overriding goals is to separate rigorously the park's interpretation of the tactical side of the battle from its treatment of the political, diplomatic, and social background, against which Lee's movement into Maryland and McClellan's response were carried out."

Park staff also asked us for ideas about how to incorporate more information regarding the Emancipation Proclamation in the park's interpretation. The interpretive plan identifies the Battle of Antietam as a major turning point of the Civil War and American history, and a subtheme is the role that the battle played in leading to the issuance of the preliminary Emancipation Proclamation. The staff was also anxious to find new ways to incorporate more information about African-American families who lived in the county in the 1860s or who were associated with the armies. Leslie Rowland was able to add her expertise as editor of the Freedman and Southern Society Project to make suggestions about new research that could provide additional information.

NPS is already engaged in plans to redesign the Antietam exhibition spaces and wayside interpretive signage, as well as to produce a new interactive computer station, but together we met to discuss every aspect of the site's interpretation, from the introductory film to the selections in the bookstore. We tried to help the staff think about new and better ways to use the site's resources in providing visitors with a better understanding of what happened at Antietam and why it is important. Following the visit, reviewers submitted reports with their suggestions to the staff. In all, the site visit sparked good discussion and a stimulating exchange of ideas that will lend additional support for National Park Service efforts to provide the best possible experience for visitors. □

Edison National Historic Site Leonard DeGraaf



Thomas A. Edison (1847-1931), America's most prolific inventor, received 1,093 patents during his lifetime. (Photo Edison National Historic Site)

of the sesquicentennial program include educating the public about Edison's life and work and its impact on 20th-century society, encouraging cooperation and communication among all Edison-related museums and historic sites, and stimulating use of the extensive research collections maintained by Edison NHS.

In order to promote these goals, Edison NHS, in cooperation with the OAH and the New Jersey Studies Academic Alliance, is organizing a conference, "Interpreting Edison," which will

be held June 25-27, 1997. This conference, which will be held at the Gateway Hilton in Newark and at Edison NHS in West Orange, New Jersey, will convene museum professionals, classroom educators, scholars from a variety of disciplines, and the public for a critical examination of Edison's life and work.



The National Park Service maintains the 109-year old Edison laboratory in West Orange, New Jersey. (Courtesy Edison National Historic Site)

Although a number of valuable books and articles about Edison have been published in recent years, many aspects of his career have not been studied or still require fresh interpretation. These subjects include Edison's role as an entrepreneur and business leader, his work with the Naval Consulting Board during World War I; his involvement in the development of the sound-recording, motion picture, storage battery and ore milling industries; and his place as a cultural figure and celebrity, both during his life and after his death.

The conference will include sessions on Edison's role as inventor, entrepreneur, business manager, and cultural figure; the impact of Edison's inventions; and scientific and technical research at Edison's New Jersey laboratories in Newark, Menlo Park, and West Orange and at his winter home in Fort Myers, Florida. The conference will also include discussions of the interpretive programs at Edison NHS and other Edison-related museums, as well as a series of workshops designed to help educators teach the history of science and technology. Conference organizers welcome proposals for individual papers or panels on any of these topics. The deadline for submission of proposals is July 31, 1996.

Conference organizers hope to encourage participants to use the Edison NHS Archives, an extensive collection estimated at over five million pages. The archives includes Edison's personal and business correspondence (over 400 linear feet), patent and legal records (over 300 linear feet), employee records (110 linear feet), a 3,500-volume set of laboratory notebooks, and the records of the various companies organized by Edison during his career (2,000 linear feet).

These company records provide detailed information about Edison's research and development, manufacturing, marketing and advertising activities, both in American and international markets. The Edison Archives also maintains Edison's 12,000-volume personal research library, a collection of 60,000 photographic images, 35,000 historic sound recordings, and 270 reels of motion picture film. These resources document the development of several important industries in the late 19th and early 20th centuries, including electric lighting and power, sound-recording, motion pictures, Portland cement, ore milling and mining, storage batteries, chemicals, and rubber. The letters in Edison's correspondence files also record popular ideas about technology and the role of inventors. This material, much of which has only recently been processed and made available to researchers, will be of interest to historians of technology, business, labor and popular culture. Portions of the Edison Archives for the period up to 1898 have been published by the Thomas A. Edison Papers Project.

For more information about any of the sesquicentennial events, Edison Archives, or the submission of conference proposals, please contact: Superintendent, Edison National Historic Site, Main Street and Lakeside Avenue, West Orange, NJ 07052. □

An examination of the publication records of nearly 2,000 American historians who received a Ph.D. since the Second World War shows more continuity than change. Despite the great expansion in graduate historians, the declining proportion of white males, and the collapse of the academic job market, publication patterns have remained much the same. Historians typically publish most intensely in their first few years out of graduate school, when they are seeking initial appointments and tenure. Books tend to appear later than articles, often many years into a career; only half of all history Ph.D.s will ever publish even one. My survey suggests that the "typical" historians continues to have at least some commitment to published scholarship. If present trends persist, three out of four recipients of Ph.D.s in history will eventually publish at least one book or article; nearly half of these will continue to be active scholars for many years.

Beneath the larger continuities, however, there have been significant variations in some aspects of publication. An overall decline in article production and a sharp fluctuation in book production confirm fears about a "lost" generation of historians in the 1970s. Successive classes each publish fewer articles than their predecessors; members of the classes of 1975 and 1980 average less than half as many as their counterparts in 1950 and

During the four decades after World War II the historical profession underwent sweeping change, as the number of Ph.D. recipients in U.S. history from American universities rose from 159 in 1950 to 462 in 1970. Almost exclusively white, male, and Protestant in 1950, largely trained at a handful of schools, the profession encompassed much greater diversity by 1985. Women, who accounted for less than 10 percent of the American history doctorates granted in the 1950s and early 1960s, claimed fully a quarter of these degrees in 1980. The academic marketplace for historians, reflecting American society as a whole, experienced boom times in the 1950s and 1960s, followed by stagnation in the 1970s and 1980s, as the market shifted from one dominated by sellers to one in which buyers held the reins. During the 1950s employment of Ph.D. recipients in four-year colleges and universities was almost universal; by the 1980s less than half of young historians with doctorates found employment in traditional academia.

more than two books and four articles apiece (see figure 1). Members of each subsequent class having had less time in which to publish, produced less. The mean number of publications, of course, obscures wide individual variation. Publish or perish notwithstanding, a good many historians have scant publication records. Figure 2 reveals that even 20 years after completing graduate studies roughly a quarter of all historians had yet to publish, and that more than 2 out of 5 had never authored a book.

A closer look at article and book production by each class over five-year periods indicates that scholarly efforts follow a predictable pattern (see figure 3). Few articles appeared in print before the degree was awarded, but the initial five years following the Ph.D. saw the greatest number of articles of any subsequent period in the historian's career. (Publications appearing in the same year as the Ph.D. are counted as having been published before the degree.) Afterwards, output declined steadily with each five-year period. Book production, as shown in figure 4, followed a somewhat different pattern, with very few publishing before graduation and with the output of most classes not peaking until six to ten years or later after finishing graduate school.

Scholars of more recent vintage publish less than their predecessors at the same point in their careers, par-

Year	Ph.D.s awarded in the U.S. (light bars)	Ph.D.s awarded in the U.S. who received their Ph.D.s in the U.S. (dark bars)
1950 (150 Ph.D.s)	~2.1	~4.2
1955 (149 Ph.D.s)	~1.7	~4.2
1960 (175 Ph.D.s)	~1.6	~3.1
1965 (205 Ph.D.s)	~1.5	~2.8
1970 (462 Ph.D.s)	~0.8	~2.1
1975 (400 Ph.D.s)	~0.6	~1.2
1980 (287 Ph.D.s)	~0.3	~0.7

Bar chart showing the percentage of books, articles, and neither for Ph.D.s in 1950, 1955, 1960, 1965, 1970, 1975, and 1980. The Y-axis represents percentage from 0 to 80. The legend indicates Books (stippled), Articles (diagonal lines), and Neither (white).

Year	Books (%)	Articles (%)	Neither (%)
1950 (159 Ph.D.s)	40	39	25
1955 (146 Ph.D.s)	43	32	18
1960 (175 Ph.D.s)	49	42	27
1965 (305 Ph.D.s)	45	40	25
1970 (462 Ph.D.s)	55	45	32
1975 (469 Ph.D.s)	61	58	43
1980 (207 Ph.D.s)	75	65	51

[illegible]

Bar chart showing the percentage of Ph.D.s by age group for the years 1950, 1955, 1960, 1965, 1970, 1975, and 1980. The Y-axis represents the percentage (0 to 0.4). The X-axis represents age groups: Pre-Ph.D., 1-5 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years, 26-30 years, and 31-35 years. The legend indicates the number of Ph.D.s for each year: 1950 (159 Ph.D.s), 1955 (149 Ph.D.s), 1960 (175 Ph.D.s), 1965 (305 Ph.D.s), 1970 (462 Ph.D.s), 1975 (469 Ph.D.s), and 1980 (207 Ph.D.s).

ticularly articles (see figure 5). At a point five years after completing the Ph.D. the average member of the class of 1950 had published 1.65 articles. With every subsequent class, save one, this declined, falling to 0.64 articles for the class of 1980. Book production showed greater fluctuation. Within the same initial five-year period after graduation the mean number of books per historian declined from 0.35 for the class of 1950 to 0.23 for that of 1955, then rose steadily to 0.42 for that of 1965. Afterwards, production of the class of 1970 fell back to 0.26 and subsequent classes have maintained this level.

These results support the thesis that a "lost generation" of historians was forced out of the profession by market conditions. It is indisputable that during the 1970s and 1980s increasing numbers of graduate historians found work outside of full-time college teaching. Many of those who taught were academic "nomads" without permanent positions, whose constant scramble to find another position left little time for scholarship. In 1983 less than half of recent recipients of the Ph.D. in history were employed at four-year colleges and universities; altogether, only 64 percent obtained positions in teaching (including at the elementary and secondary levels), writing, editing, and archives (National Research Council, *Science, Engineering and Humanities Doctorates*, 76, 80).

Figure 6 indicates the periods in which historians first broke into print. These results suggest that roughly three out of four historians who will ever publish will begin doing so within five years of completing the Ph.D. If an historian has gone more than ten years since graduate school without producing a book or article it is unlikely that he or she will ever publish. Younger historians published less than their predecessors at the same stages in their careers: more than half the members of the classes of 1950 through 1970 had published an article or book with-

in five years of graduation; less than half of the classes of 1975 and 1980 had done so.

Although the majority of graduate historians will eventually publish, few are prolific. Figures 7 and 8 show scholarly output by number of books and articles published. Even 35 years after completion the doctorate less than 40 percent of the class of 1950 had published more than one book. Only about one in five had produced more than three books. Of historians graduating in 1970, less than a quarter had authored more than a single book by 1985. In the class of 1950, 23 percent had published

more than five articles by 1985; for the class of 1970, the proportion was only 12 percent. Highly productive scholars are rare indeed: only 12 percent of the class of 1950 had written more than five books—19 individuals—and a mere 6 percent could claim more than 15 articles in print. □

Ronald Dale Karr is a reference librarian at the O'Leary Library, University of Massachusetts, Lowell. He wishes to thank Michael Ebner and Richard Lyons for their comments and encouragement.

Explanation of Method

The population for this study consisted of all persons who received doctorates in American history from U.S. universities in 1950, 1955, 1960, 1965, 1970, 1975, and 1980, using Warren Kuehl's listing. (Warren F. Kuehl, *Dissertations in History: an Index to Dissertations Completed in History Departments of United States & Canadian Universities*, 2 vols. [Lexington, Ky., 1965-72]; Warren F. Kuehl, *Dissertations in History, 1970-June 1980: an Index to Dissertations Completed in History Departments of United States & Canadian Universities* [Santa Barbara, 1985]. Because Kuehl only includes those members of the class of 1980 who obtained their doctorates in the first half of the year this group is not strictly comparable with the other classes).

For each individual a listing of articles and books published through 1985 was compiled (other publications, such as chapters within collected works, were excluded). Co-authored works (of any number of authors) counted as half a book or article, and for multipart articles or multivolume books each part or volume counted as a separate publication. Articles included edited documents and review essays of several books, but did not include ordinary brief reviews of single books. Books under 100 pages were not counted, nor were unrevised reprints of dissertations. Government-sponsored documents were counted whenever it appeared that they were the equivalent of books (i.e., official histories of the military or government agencies). Article citations were drawn from the American Historical Association's *Writings on American History* series from 1948 to 1986. For each historian citations were searched starting two years prior to receipt of the Ph.D. until 1985. Book citations were taken from the OCLC data base, the world's largest bibliographic base, and from pre-1961 editions of *Writings on American History*. Included were all books of 100 pages or more produced by each historian through 1985 (including those written before completion of graduate studies). Standard biographical sources such as *Directory of American Scholars* and *Contemporary Authors* were consulted to clarify cases of authors with similar names.

Fig. 5 Mean Publications Five Years After Completing Ph.D., by Graduating Class

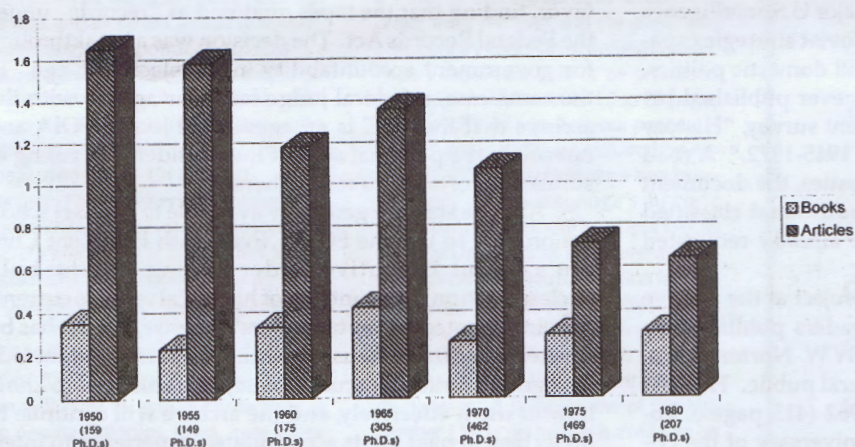


Fig. 6 Time Between Completion of Ph.D. and Publication of First Book or Article, by Graduating Class

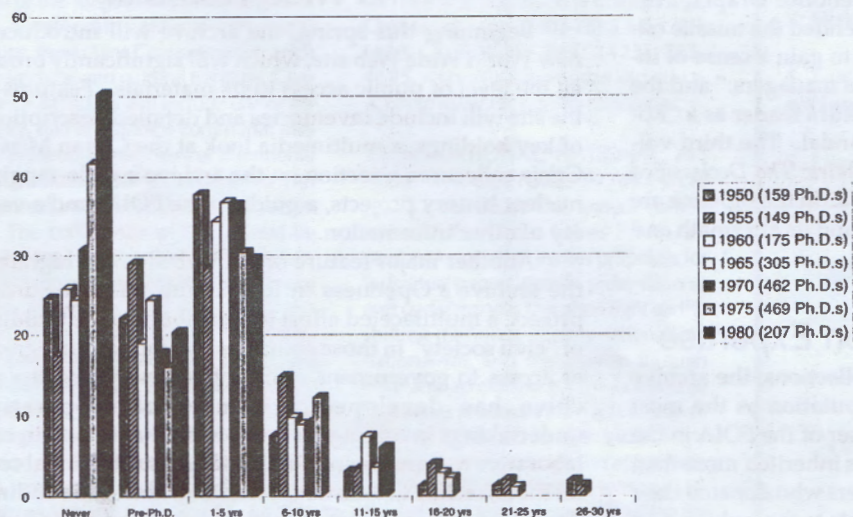


Fig. 7 Number of Books Published During Historian's Career, 1948-85, by Graduating Class

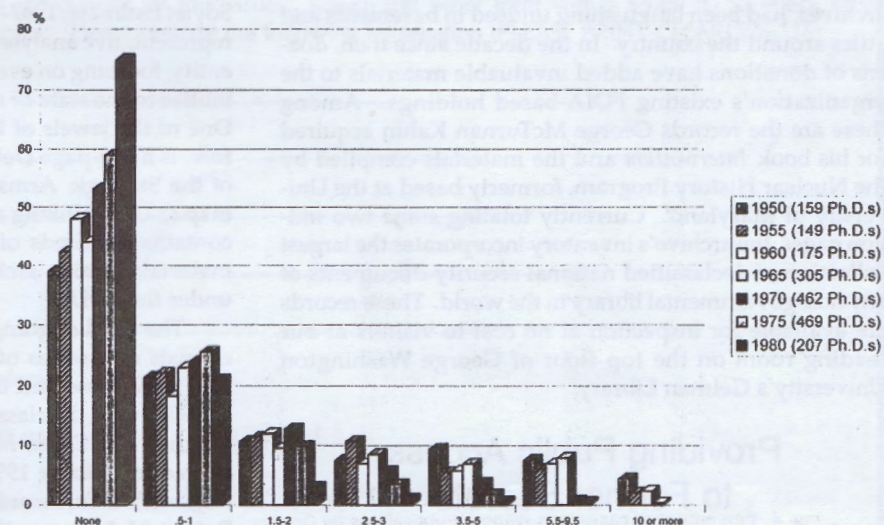
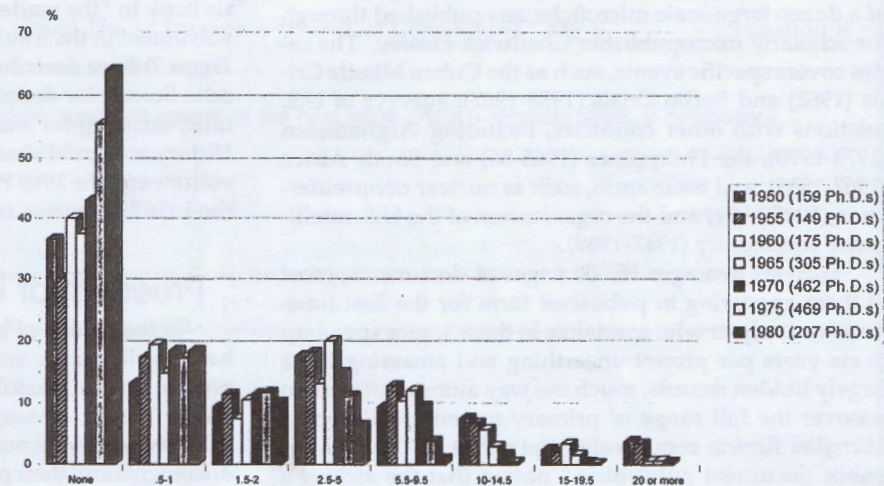
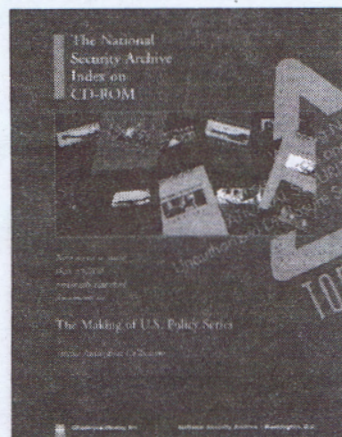


Fig. 8 Number of Articles Published During Historian's Career, 1948-85, by Graduating Class



The National Security Archive

Malcolm Byrne



Since 1985, the National Security Archive has combined a unique range of functions in one non-governmental, non-profit institution. The archive is simultaneously a research institute on international affairs, a library and archive of declassified U.S. documents obtained through the Freedom of Information Act (FOIA), a public

interest law firm defending and expanding public access to government information through the FOIA, and an indexer and publisher of the documents in books, microfiche, and electronic formats. Deriving a portion of its \$1 million budget from publication revenues, the archive receives the bulk of its support from private philanthropies such as the Carnegie Corporation, the John D. and Catherine T. MacArthur Foundation, and the Ford Foundation.

One of the main functions for the archive envisioned by its founders (a group of journalists and scholars who had obtained documentation under the FOIA) was to serve as a centralized repository for the growing body of declassified materials being released piecemeal to researchers by the government. In the absence of such a facility, untold numbers of documents, mostly unavailable in the Presidential Libraries or other government archives, had been languishing unused in basements and attics around the country. In the decade since then, dozens of donations have added invaluable materials to the organization's existing FOIA-based holdings. Among these are the records George McTurnan Kahin acquired for his book *Intervention* and the materials compiled by the Nuclear History Program, formerly based at the University of Maryland. Currently totaling some two million pages, the archive's inventory incorporates the largest collection of declassified national security documents of any non-governmental library in the world. These records are available for inspection at no cost to visitors at our reading room on the top floor of George Washington University's Gelman Library.

Providing Public Access to Former Secrets

In part to ensure wider dissemination of these collections, the archive has developed a variety of publications that can be found in libraries around the world. The first series, entitled "The Making of U.S. Policy," consists of a dozen large-scale microfiche sets published through the scholarly micropublisher Chadwick-Healey. The series covers specific events, such as the Cuban Missile Crisis (1962) and Berlin Crisis (1958-1962); surveys of U.S. relations with other countries, including Afghanistan (1973-1990), the Philippines (1965-86) and South Africa (1962-1989); and issue areas, such as nuclear nonproliferation (1945-1991) and the organization of the U.S. intelligence community (1947-1989).

Each set averages 16,000 pages of documents, most of them appearing in published form for the first time. Archive analysts who specialize in these topics spend up to six years per project unearthing and amassing these largely hidden records, much the way authors attempt to uncover the full range of primary materials. Recently, *Microfilm Review* commended the series as "unusual in public document publishing," noting that the archive's painstaking acquisition process results in documents be-

coming available "from the twilight zone between currently released government information, and normal declassification after the elapse of the statutory period."

A unique feature of the sets is the inclusion of sophisticated finding aids to make the materials accessible on a document-level basis. Utilizing the latest in computerized indexing technology, the indexes and name and subject catalogs provide as many as eleven points of access per record. Chronologies, glossaries, bibliographies and introductory essays make up the rest of these hardbound finding aids, which average 1,700 printed pages per set. In a recent review, *Government Publications Review* noted that the guides by themselves "are almost universally praised for adding a new and invaluable research tool to national security studies."

As part of this series, the archive has also produced a CD-ROM comprising all twelve hardbound guides and totaling over 20,000 pages of materials. Full-text searching of the catalogs and front matter is available across sets, making it possible to trace key personalities or subject terms in a variety of contexts and periods.

In 1994 the archive began a new microfiche series, with accompanying finding aids, called "Special Collections." The inaugural publication was a compendium of presidential directives and related materials from Truman to Clinton, incorporating every known directive released to the public at the time of publication—in essence every president's national security agenda for the period of the Cold War. The second collection focuses on the Iraqgate affair and U.S. support for the regime of Saddam Hussein, going well beyond the scandal itself to open a rare window onto the U.S. decision-making process at every level. Just released in December, the latest product, "The Soviet Estimate: 1947-1991," pulls together more than 600 representative analyses from every major U.S. intelligence entity, focusing on everything from Soviet strategic capabilities to the state of the economy and domestic politics. One of the jewels of the collection, never published before, is a 959-page Defense Department survey, "History of the Strategic Arms Competition, 1945-1972." A road map to U.S. thinking about nuclear issues, the document contains hundreds of footnotes to additional classified materials, which archive staff have already requested under the FOIA.

The third ongoing publication project at the archive consists of a series of documents readers published by The New Press and distributed by W.W. Norton & Co. especially for the classroom and general public. The first volume, *The Cuban Missile Crisis, 1962* (415 pages), appeared in October 1992 (the 30th anniversary of the crisis), with a foreword by former Secretary of Defense Robert McNamara; the second reader, *The Iran-Contra Scandal: The Declassified History* (412 pages), appeared in May 1993, with a foreword by Theodore Draper. *The Washington Post Book World* recommended the missile crisis book to "the reader who wishes to gain a sense of involvement in the travails of the crisis managers;" and the *Tampa Tribune* described the Iran-Contra reader as a "Rosetta Stone" for deciphering the scandal. The third volume, *South Africa and the United States: The Declassified History*, was published in March 1994. In the pipeline are volumes on the 1968 Prague Spring and its aftermath and the 1956 Hungarian revolution.

Freedom of Information Expertise

In the course of building its collections, the archive has developed an international reputation as the most prolific and successful non-profit user of the FOIA in the public interest. The organization has inherited more than 2,000 requests from outside researchers who donated their documents and their pending requests to the archive, and staff analysts have initiated more than 10,000 other FOIAs

over the past ten years.

One immediate goal of the archive's FOIA project, of course, is to break loose new documents on specific topics. Archive litigation under the FOIA has forced the declassification of, among other things, hundreds of records on the Cuban Missile Crisis that have reshaped historians' conceptions of that event, and the notebooks of one-time National Security Council staffer Oliver North, whose compulsive jottings fill 22 "reporter" and "steno" pads and amount to a daily diary of the Reagan administration's unorthodox foreign policy process.

Beyond expanding the public record on specific key subjects, a broader goal of the archive's FOIA effort has been to establish legal precedents fostering greater access to historical materials. A suit to obtain documents on the failed 1980 hostage-rescue attempt in Iran introduced for the first time the concept of a "special master," an independent authority holding the necessary security clearances, who can review government claims about the supposed danger to national security posed by the release of certain information. Normally, the playing field is slanted against a plaintiff seeking declassification because only the government knows exactly what it is withholding. Since that information is still classified, the government may present its point-by-point objections to release in secret, with only the judge present. Absent an equally authoritative counter-argument, judges are often reluctant to risk the kind of threat to national interests that is being alleged by the government.

In August 1993, in a separate suit concerning the electronic mail backup tapes of the Executive Office of the President and the National Security Council (NSC) during the Reagan and Bush administrations, the U.S. Court of Appeals issued a unanimous ruling in the archive's favor, finding that the tapes qualified as "records" under the Federal Records Act. The decision was a breakthrough for government accountability in the electronic age. In the same case, a federal judge last year agreed with the archive that the NSC is an agency subject to FOIA and not solely the personal staff of the president—a ruling of similar importance to researchers.

Archive staff are generally available to counsel scholars on how to use the FOIA. Even with President Clinton's recent Executive Order calling for the bulk declassification of mountains of historical records currently being "protected" at taxpayers' expense, the act has by no means outlived its usefulness. Scholars of recent U.S. foreign and national security policy will still need to know how to use it effectively, and the archive will continue to do its best to pass on its accumulated experience to interested researchers.

World Wide Web Site

Beginning this spring, the archive will introduce a new World Wide Web site, which will significantly broaden the level of public access to its materials. Features of the site will include inventories and detailed descriptions of key holdings, a multimedia look at the Cuban Missile Crisis collection, a section on the archive's wide-ranging nuclear history projects, a guide to the FOIA, and a variety of other information.

Another major feature of the Web site will highlight the archive's Openness in Russia and Eastern Europe project, a multifaceted effort to contribute to the building of "civil society" in those countries by emphasizing greater access to government. In the past few years, the archive has developed a number of cooperative undertakings involving institutions in that region in collaborative research, joint publications, multinational conferences, technical assistance, training, and seed funding. As the project generates documentary materials and other useful information, the archive's Web site will bring it

to researchers' attention.

In the meantime, two related items will be immediately available on the Web—both thanks to cooperation from the Woodrow Wilson Center-based Cold War International History Project (CWIHP). The first offering, an English-language database of documents that have been declassified from the archives of the former Soviet Union and Eastern Europe, is intended in part to help scholars who are planning research trips to Moscow or elsewhere in the region. By getting a sense of what materials have already come out, they will be able to avoid reinventing the wheel and make the most of their limited time and resources. The second item is the full text of every issue of CWIHP's remarkable *Bulletin*, widely regarded as the best single source on new documentation coming out of the "other side" of the Cold War. Forthcoming issues will appear electronically at the same time they are published in paper form.

As researchers begin to make use of the new Web site, we will be most interested in feedback about its usefulness. Anyone with suggestions or comments, or who simply wishes to make an appointment to visit, should feel free to contact our public service staff, John Martinez or Robin Rhone, at The National Security Archive, The Gelman Library, Suite 701, George Washington University, 2130 H Street, N.W., Washington, D.C. 20037; (202) 994-7000; fax (202) 994-7005; nsarchi@gwis2.circ.gwu.edu (e-mail); <http://www.seas.gwu.edu/nsarchive/nsa> (Web) □

Malcolm Byrne is director of analysis at the National Security Archive.

1996 OAH Election Results

LINDA K. KERBER, University of Iowa, President

GEORGE M. FREDRICKSON, Stanford University, President-Elect

Executive Board

ELLEN CAROL DuBOIS, University of California, Los Angeles

MICHAEL FRISCH, State University of New York at Buffalo

LEWIS PERRY, Vanderbilt University

Nominating Board

PATRICIA U. BONOMI, New York University

DAVID G. GUTIÉRREZ, University of California, San Diego

CONSTANCE B. SCHULZ, University of South Carolina

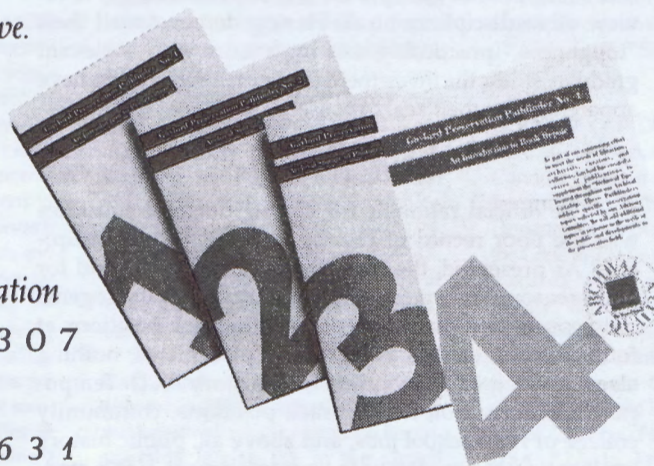
Approved

At its March, 1995, meeting the OAH Executive Board voted unanimously to reinstate the Emeritus membership dues category at a rate of \$45 annually. Reinstatement of the Emeritus category was subsequently approved at the Annual Business Meeting and by the OAH membership. The category will be reinstated effective July 1, 1996.

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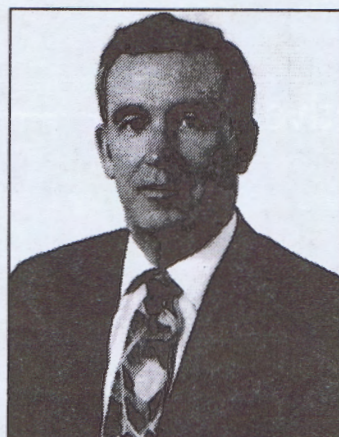
From the Archivist of the United States

John W. Carlin

When I began my efforts last summer to lead a Strategic Directions Initiative at the National Archives and Records Administration (NARA), I knew that we could not make real change without help. To be successful in achieving our mission of ready access to essential evidence, NARA must find technologies, techniques, and partners world-wide that can help improve service and hold down cost.

One important challenge we are confronting right now is how to provide ready access to the central files of the Department of State that are in electronic form. In 1973, the State Department began to keep its central files electronically, and in 1998 these records will be eligible for transfer to NARA. The National Archives currently holds the paper and microfilm records from the central files beginning in 1778, which are some of the most heavily used records held by NARA. We anticipate that the electronic files will be very popular as well.

I have created a committee, chaired by Michael J. Kurtz, the Assistant Archivist for the Office of the National Archives, to develop a detailed implementation plan for accessioning these records and providing access to the State Department's electronic central file system (called OASYS). The committee is keenly aware of the numerous complex issues—such as archival context and function, access, and long-term preservation—involved in the transfer of such a significant body of electronic records. Michael Kurtz will brief the State Department's Advisory Committee about the plan at their June meeting.



Additionally, our Federal Records Center in Chicago has been involved in a pilot project to improve access to our holdings through the electronic delivery of reference requests. Conducted with the cooperation of the U.S. District Court in Detroit, the project substituted the postal or UPS delivery of requested court records stored at the Chicago center with electronic delivery. When the court requested a record, it was scanned and then faxed or e-mailed directly to the requester.

The court now receives most of their records within 24 hours of a request—as much as 10 days faster than by mail. Needless to say, the court's reaction has been over-

whelmingly positive. Although analysis of the data collected over the last year is not yet complete, initial indications are that electronic document delivery is not only faster, but also less expensive.

Throughout the country cooperative efforts have paved the way for better services at less cost. The National Historical Publications and Records Commission (NHPRC) has played a major role in fostering these efforts. I am pleased, therefore, that Senator Mark Hatfield (R-Oregon), a member of the commission, has introduced legislation in the Senate to reauthorize the NHPRC for four more years. Senator Paul Sarbanes (D-Maryland), a former commission member, joined in the bill's introduction, giving it bipartisan support.

The NHPRC itself has been established by statute since 1934, but periodically it must request congressional reauthorization to receive annual appropriations for its grant program. The current, four-year authorization expires at the end of fiscal 1997. The new bill, S.1577, would extend that authorization from 1998 through 2001. It also would authorize the commission to receive up to \$10 million per year in appropriations for grants, which is the maximum currently authorized.

I am excited by the initiatives we have begun today and the possibilities for partnerships we have for the future, whether they are through NARA directly or through the NHPRC. All of us need to work together to meet mutual needs and solve mutual problems. I welcome your suggestions on how we can benefit from new partnerships. □

Ohio History Departments Respond to Cutbacks

The February 1996 issue of the *OAH Newsletter* included a news item on the draconian cutbacks in state support for doctoral education in Ohio. The *Newsletter* account, based largely on press releases from the Ohio Board of Regents, failed to spell out the implications of the cutbacks for higher education in Ohio and for historians everywhere.

In early 1995 the legislature and governor decreed a thorough review of all doctoral programs at state universities with the goal of cutting redundant programs and redirecting state resources to undergraduate education. Several legislators, including one who is a professional historian, publicly excoriated history doctoral programs as wasteful and foolish. Each of the eight schools with doctoral programs had to prepare extended reports, including data on the placement of students. The reports went to an expert panel of academic historians from outside the state who studied them over the summer and interrogated department chairs and graduate directors in September. The panel's subsequent report called for the continuation of six of the eight programs, albeit with reductions in fields in some cases and periodic monitoring by the regents.

The panel recommendations went to the Committee on State Investment, a group appointed by the legislature and consisting of business executives and out-of-state academics from engineering and science departments. The committee rejected the panel recommendations and voted to terminate all doctoral subsidies except for a reduced program at Ohio State and a focused program at Ohio University. The Ohio Board of Regents embraced this proposal, despite heated objections by the universities.

Apart from the negative impact of this policy on students, faculty, and prospective students, several features of this episode should be disturbing to all professional historians.

The Irrelevance of History

Underlying the review process and the investment committee recommendations was an assumption that graduate education should be "practical" and vocational. This assumption reflected the political values of elected officials and the patronizing attitudes of some academics in "practical" disciplines. History, with less obvious vocational ties, became a convenient target. Indeed, it may well have become the sacrificial lamb. Since the history decision, the investment committee has become more circumspect in dealing with other humanities and social science disciplines, and has decided not to review other disciplines at all. Having demonstrated their "toughness," practicality, and impatience with irrelevant graduate study, the investment committee and regents have apparently lost their zeal to conserve the taxpayers' money.

Placement

The official rationale for cutting doctoral subsidies was the poor record of history in placing Ph.D. recipients. As presented, the record was indeed poor. And for good reason. The investment committee and the regents only considered placements in tenure-track positions at four-year universities as legitimate placements; nothing else was deemed appropriate for a history Ph.D. Temporary positions, non-tenure track positions, community college or high school jobs, and above all, public history positions were equated with unemployment. If this standard were universally applied, it is unlikely that any graduate program would survive.

Members of the investment committee and the regents were either oblivious or indifferent to demands that candidates for recent positions at the Cincinnati and Ohio Historical Societies and the Hayes Presidential Center

possess the Ph.D. They disregarded the trend among community colleges to require the Ph.D. for promotion. They likewise discounted opportunities for Ph.D. historians to work for private clients on corporate histories, museum development, commercial television features, and other diverse projects. Apparently contract work and limited term consulting, common to most sectors of the economy, are not appropriate for historians. It is clear that Ohio historians have not made the case to the public, much less to the state educational and political establishment, that research historians have a role to play beyond the campus. What has happened in Ohio will likely happen elsewhere unless historians make a convincing case for the broad value of their training.

Consequences

The effects of the Ohio debacle will vary from institution to institution, depending on local circumstances. The state will continue to support presently-enrolled students and most universities plan to enroll some doctoral students regardless of the state action. There are also plans to revive the issue of state subsidies "when the dust settles." Yet it is clear that unless state policy changes, many prospective students—notably place-bound or non-traditional students or those who are interested in non-teaching careers—will have limited opportunities for doctoral education in Ohio.

Daniel Nelson, Chair, University of Akron
Carol Bresnahan Menning, Chair, University of Toledo
Henry Leonard, Chair, Kent State University
Donald Nieman, Chair, Bowling Green State University
Gene D. Lewis, Chair, University of Cincinnati
Charlotte Newman Goldy, Chair, Miami University

A Department's Advocacy Becomes "Business as Usual"

Lawrence J. Friedman

Most OAH and AHA members are all too familiar with recent assaults on academic and public history programs. The *Enola Gay* Exhibit at the Smithsonian Museum was essentially destroyed. A Library of Congress exhibit on plantation slavery was cancelled while another on Freud was "postponed." Six of Ohio's eight history doctoral programs have been denied state funding and their futures jeopardized. State historical commissions have fallen under attack. The national history standards debate left us scarred. Perhaps most significantly, the National Endowment for the Humanities (NEH)—the major funding agency for historical research, publication, teaching, and exhibit—has been cut drastically and continues to be threatened with extinction. In the current culture wars, history has become a primary target, quite unlike the McCarthy period.

Other academic disciplines, with more federal dollars on the line, have organized. They have funded sophisticated lobbying efforts and have often been able to protect their interests in the current "budget balancing" climate. History has only to depend upon the piecemeal defensive actions of the OAH and the AHA, the National Coordinating Committee for the Promotion of History, and a few other poorly-funded bodies. Few historians seem willing to pay the substantial dues increases that might support more far-reaching lobbying efforts. Our profession has not waged "the good fight" or even much of a fight at all.

There is a way to do more for professional advocacy with current and even somewhat diminished financial resources. We can allow the focus of actions to be within our own individual history departments, where the financial costs of advocacy are considerably less and where voluntary labor is relatively plentiful. In the difficult recent period, some history departments have taken stands on specific issues, and a few individuals have been quite active. For the most part, however, departments have focused on the traditional issues of course scheduling, teaching, promotion, hiring, and tenure but have done little to fight for the interests of our profession as a whole. Our proposal is to establish standing history advocacy committees in every department in the United States (and abroad wherever feasible) that are connected electronically through "e-mail" and "home pages" and similar vehicles. These standing committees can become the primary grassroots agencies to advance our professional interests. They can work to arrest the rapidly deteriorating state of the profession within the broader national political culture. Electoral changes in November might help us, to be sure, but probably not decidedly. Precious few politicians from either party in Congress or the White House have emerged as firm and understanding friends of history. In the long run, we will have to rely most on our own resources, which center in our departments.

During the summer of 1995 a few members of the History Department at Indiana University-Bloomington began to think along these lines. At the start of the fall semester, our chair, James H. Madison, appointed an *ad hoc* advocacy committee consisting of five members (John Bodnar, Ann Carmichael, Ellen Dwyer, Lawrence Friedman—Chairperson, and OAH Executive Director Arnita Jones). Our graduate student association selected a member (Daphne Cunningham) and alternates. Madison has become an *ad hoc* member. We have met for roughly an hour a month but have conducted "meetings" on electronic mail considerably more often. In November the history department voted unanimously to make us a permanent standing committee entitled to draw on department financial and other resources.

The members of Indiana's History Advocacy Committee have not felt overburdened by our activities during the 1995-96 academic year. We have not been taken away from our normal rounds of teaching, research, and service. Yet we have still achieved some notable goals. Early in the fall semester, when the future of NEH seemed

most in doubt, we circulated a memorandum to all Indiana University faculty urging them to write to their senators and representatives on behalf of NEH reauthorization legislation plus a decent funding level for that agency. We also wrote letters individually, placed telephone calls to Indiana congressional officials, and monitored crucial turns in Washington politics pertinent to the survival of NEH. A few of us traveled to Washington at key times. The struggle to help NEH survive and regain past funding levels shall obviously continue to command our attention in the year ahead.

We also have worked with the Indiana Association of Historians, the main professional association for historians state-wide. Our department hosted its very exciting annual meeting this past winter on "The Politics of History," at which professional advocacy efforts came up in session after session. We have encouraged the Indiana Association to augment significantly its advocacy efforts at state and national levels, and we are participating in the broadening effort. The association's membership recently voted overwhelmingly for a modest dues increase—primarily for profession-wide advocacy.



Nine-story Ballantine Hall (upper right) houses the History Department at Indiana University, Bloomington. (Photo Indiana University)

Third, our committee monitored the crisis at the Library of Congress concerning the decision to cancel an exhibit on slavery and to defer another on Sigmund Freud. When it looked like the "postponement" of the exhibit by the world's largest repository of Freud holdings meant "cancellation," we exchanged thoughts. The repression of material concerning the founder of the concept of psychological repression disturbed us greatly. We composed a letter to Librarian of Congress and historian James Billington on the needs for openness and above-politics professionalism in all Library exhibits. It received considerable attention in Library governing councils. In February the Associate Librarian, Winston Tabb, wrote, thanking us for our letter and assuring us that the exhibit has been rescheduled for the fall of 1998 so that additional funds for "an outstanding exhibition" could be raised. Obviously, many other letters and telephone calls contributed to this result. Moreover, the decision making process at the Library requires continual monitoring. But even a temporary victory is gratifying these days.

Ann Carmichael has produced a wonderfully informative newsletter, *History Tomorrow*, on behalf of our committee. It draws heavily from Page Miller's rich "Washington Update" electronic newsletter sponsored by the National Coordinating Committee, from the *Chronicle of Higher Education*, from other electronic and paper sources, and from news items prepared by other historians on campus. The intent is to keep the Bloomington campus and the wider Indiana historical community aware of major threats and successes in our work to advance the interests of the profession.

Our committee has also discussed history's interests in the wider Indiana University academic community, particularly from the standpoint of undergraduate teaching, enrollments, funding, and graduate student concerns. Efforts on the campus have been only preliminary, and a great deal of work remains to be done. Given the damage to Ohio when the state board of regents decided (with minimal warning) to halt funding to six history doctoral programs that it had financially "fattered" through its Academic Challenge Grant program, we opened conversations with historians across the border. We offered our assistance and good wishes. If this represented "benevolence," it was also a gesture for self-interest; we wanted to head off similar action by the Indiana Commission on Higher Education. Countless other tasks remain. Our committee has met with the executive committee of OAH and with officials from AHA to review our actions and to discuss coming battles.

To be sure, a history advocacy committee on the Bloomington campus has certain advantages. One is the presence of the OAH national office and the prodigious efforts of Executive Director Arnita Jones. From the start, she has supplied us with abundant data and wise advice. The flow of scholarly visitors to the *Journal of American History* and the *American Historical Review* has also augmented our efforts; so has strong cooperation from editors of both journals. But the Bloomington History Department, like most elsewhere, hardly has a tradition of advocacy, and local administrators have not been overwhelming in their show of support. Nor can the state of Indiana be considered unusually hospitable to historians' interests. Its low tax-low appropriation traditions are deeply rooted in Hoosier political culture. If our particular history advocacy committee has decided advantages, it also has to contend with important liabilities.

Our committee developed without a dramatic expenditure of energy or money and (so far) without retribution. In retrospect, we could have been more effective. We felt uninformed, for example, about the Library of Congress exhibit on slavery and about the controversies on the Yale campus. We also felt that we knew too little about the proposal of New Jersey's governor to eliminate its very successful state historical commission. We did not feel that we knew very much about efforts at the University of Minnesota and elsewhere to eliminate faculty tenure, or about Stanley Kutler's long struggle to secure Nixon materials for our profession. We did not have good information about the teaching of history and the preparation of social studies teachers in our state's public schools. There were doubtless many other important matters that never even came to our attention, even with the specialized electronic "correspondence" networks in which committee members participated. We could have learned in areas where we were ignorant and taken action if we had established communications with other history departments. In turn, we might have told other departments about our efforts and elicited their support.

Given electronic mail, such an exchange is easy and inexpensive to accomplish, and the offices of both OAH and AHA are enthusiastic to facilitate the effort. Standing advocacy committees in history departments probably represent more durable and dependable agencies to institute this communication and cooperation than individual historians. By this time next year, we hope that dozens of these committees will be functioning and actively communicating with each other as our profession learns to fight effectively for its interests. We are willing to serve as an information clearing house to help facilitate this effort. Please feel free to contact us in order to share your experiences or to seek suggestions that might facilitate departmentally based efforts. Contact Lawrence J. Friedman or our committee chairperson, at: History Department, Ballantine Hall 742, Indiana University, Bloomington, IN 47405; (812) 855-7581; fax (812) 855-3378; ljfriedm@ucs.indiana.edu. □

Capitol Commentary

Page Putnam Miller

Director, National Coordinating
Committee for the Promotion of History

Update on NEH

On March 6, Sheldon Hackney, Chair of the National Endowment for the Humanities (NEH), testified before the House Appropriations Subcommittee on the Department of Interior and Related Agencies, chaired by Representative Ralph Regula (R-OH), and urged the committee to fund NEH at the level of \$136 million, the amount requested by the administration. While the tone of the hearing was in many ways positive, there was an underlying assumption that the subcommittee will have less money this year than it did last year to fund the many programs under its jurisdiction. Regula did raise the issue of NEH's lack of authorization and noted that fiscal 1996 appropriations legislation had called for the phasing out of NEH in three years, which is two years from now.

Hackney focused on how this year's cut of about \$60 million, approximately a 38 percent reduction, had resulted in a significant loss in quality programs. He specifically cited the cuts in the brittle books program (microfilming American newspapers), the documentary editions projects, as well as educational and public programs. The \$136 million recommended by the president would provide partial restoration to the NEH budget, which is \$110 million in the pending Interior Appropriations Bill.

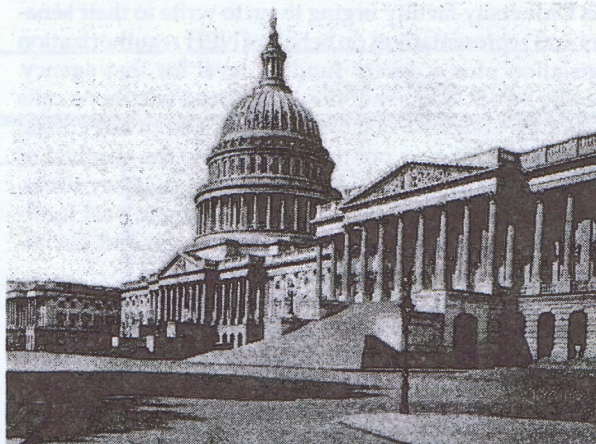
Hackney responded to a question about the "national conversation" initiative, and Hackney responded with a large notebook of very positive press clippings from around the country. All of the members asked questions that indicated an understanding and an appreciation of much of NEH's work, particularly its work in the area of preserving brittle books.

On March 7 the House Interior and Related Agencies Subcommittee held a hearing for outside witnesses who wished to testify on any of the many programs funded by the Interior Subcommittee. Of the almost 50 witnesses, 5 spoke on behalf of NEH, including myself as director of the National Coordinating Committee for the Promotion of History. I urged adoption of the president's request of \$136 million, noting that NEH has experienced a cut of approximately 38 percent this year from last year's levels (and which is 20 percent less than the fiscal 1995 level of \$172 million). For the past three decades the NEH has played a crucial role in developing humanities research tools, such as historical documentary editions, preservation of 19th century newspapers, the preservation of brittle books, and bibliographic resources such as the *Guide to Historical Literature*.

On the possibility of shifting NEH funding to state block grants, I noted that although the state humanities councils are efficient and effective managers of grant funds, they are not state agencies. Furthermore, they are not in a position to undertake the development of expensive and complex research tools. By far the two greatest concerns about shifting to block grants are: first, that major national projects could not be supported by a single state; and, second, that the national peer-review system of NEH, which helps to leverage private funds, would be lost.

Since the subcommittee has set a goal of appropriating funds only for those programs that have been authorized, and since it appears that there will be no authorization legislation passed prior to the mark-up and vote on the Interior Appropriations Bill, I urged the subcommittee to include reauthorization language in the appropriations bill. Though this is not the most preferable route for reauthorization, the authorization for NEH has been accomplished this way in the past.

The NEH recently made available the following breakdown of the \$136 million recommended by the president: \$30.15 million for Federal/State Partnership; \$21 million for Preservation and Access; \$19.5 million for Public and Enterprise Programs; \$30 million for Research



and Education; \$11.5 million for Challenge Grant Funds; \$6.25 million for Treasury Funds; and \$17.6 million for Administrative Funds.

President's Fiscal 1997 Request for the National Archives and NHPRC

The president has requested \$196.964 million for the National Archives, which is a small reduction from this year's level of \$199.925 million. Under this proposed budget operating expenses would remain at basically the same level. There were several one-time additions to last year's budget—such as the \$4.5 million that Senator Bob Kerrey (D-NE) sponsored to increase electronic access and a \$1.2 million in repairs at the Johnson Presidential Library—which account for the lower 1997 figure.

The president has requested \$4 million in fiscal 1997 for the National Historical Publications and Records Commission. It is currently funded at \$5 million.

President's Budget Recommendations for Other Cultural Agencies

The president has requested \$23 million in fiscal 1997 for the Institute of Museum Services (IMS); the fiscal 1996 level for IMS is \$21 million. For the combined programs of state historic preservation, and historic preservation of materials related to Indian tribes and historically Black colleges, the president requested \$33.29 million. This is level funding for these programs. There is an increase, however, in the president's request for the National Trust for Historic Preservation: its funding this year is \$3.5 million; the president's request for fiscal 1997 is \$5 million (this is still below the fiscal 1995 level of \$7 million). His request for the Advisory Council on Historic Preservation is \$2.5 million, which is the same as last year. For the Smithsonian his request is \$384 million, an increase from the fiscal 1995 level of \$363 million. For the Fulbright Scholarly Exchange program the request is \$111 million; for fiscal 1996 Fulbright funding is \$96, and for fiscal 1995 it was \$117 million. For the Fulbright Hays Program, which focuses on area studies, the president is requesting the same level in fiscal 1997 as the program had in fiscal 1995.

There are few indications that the above budget recommendations will be passed. These budget amounts, however, do indicate the support of the president for cultural programs and provide a beginning point for debate over the funding of these programs.

Revised History Standards Released

On April 3 UCLA's National Center for History in the Schools released the revised edition of the voluntary standards for teaching history from kindergarten through the 12th grade. The first draft of the history standards,

which came out over a year ago, faced criticism that focused primarily on the teaching examples and not on the standards themselves. The new standards include refinement of the broad guidelines but do not include any sample classroom assignments.

To consider various criticisms of the first draft, the Council for Basic Education sponsored two panels which held extensive meetings and issued a report on their findings. During the past several months, the UCLA history center has revised the standards based on recommendations of the panels. Albert Quie, a former Republican governor and congressman and chair of the U.S. History Review Panel appointed by the Council for Basic Education, endorsed the revised standards, stating that "This version of the history standards represents a tremendous improvement over the way history is taught in American's schools. . . . The criticism that applied to the first version of the history standards certainly does not apply to the new version, and that should be clear to anyone who reads the document—liberal or conservative."

National Standards for History: Basic Edition contains all of the standards from the original books with hundreds of minor changes to expand and improve the existing material. As with the voluntary standards projects in other subjects, the goal of the standards is to serve as background material that teachers and school districts can use to help develop curriculum and create state standards. An overarching goal in this revision was to retain from the original history standards the principal mission of broadening the content of history in schools and providing a new framework for critical thinking skills.

The history standards are available for \$15.95 per book, plus \$5 shipping and handling for the first book ordered (\$1 shipping and handling for additional books and California residents add 8.25 percent tax). Books can be ordered by check, credit card, or purchase order by calling the UCLA Store at (310) 206-0788. Fax orders to (310) 825-0382; e-mail orders should be sent to bookorder@asucla.ucla.edu; mail orders to UCLA Book Zone, 308 Westwood Plaza, Ackerman Union, Los Angeles, CA 90024-1645.

Reauthorization Legislation for NHPRC Introduced

On February 27, Senators Mark Hatfield (R-OR) and Paul Sarbanes (D-MD) introduced S.1577, a bill to reauthorize the National Historical Publications and Records Commission (NHPRC). In introducing this legislation, Senator Hatfield stressed that "future generations of Americans deserve the right to have accurate records of their past." Senator Sarbanes' floor statement emphasized the bipartisan support that NHPRC has enjoyed over the years as well as the value to scholars and communities of the NHPRC's care for America's historical legacy.

Under current law NHPRC is funded through fiscal year 1997. Since it takes time for legislation to work its way through the process, it was important to have this bill introduced early in 1996. S.1577 calls for a ceiling of \$10 million for fiscal years 1998, 1999, 2000, and 2001. Although no bill has yet been introduced in the House, one is expected soon.

Reauthorization of Institute for Museum Services

A small portion of S.143, the Workforce Development Act, deals with the authorization of the Institute of Museum and Library Services. While the reauthorization of the Institute for Museum Services is also a part of the Senate bill that includes the reauthorization of NEH and NEA,

it appears that the legislation will not pass in this Congress. Nevertheless, the Workforce Development Act and its parallel bill in the House, H.R.1617, the Careers Act, are now in conference committee, and passage seems quite likely.

CIA's Historical Review Panel Releases Report

On February 5 the newly constituted CIA Historical Review Panel met for the first time. On March 6 John Lewis Gaddis, a member of the panel and a professor of history at Ohio University on leave this year at the Woodrow Wilson Center, sent to John Deutch, the Director of Central Intelligence, a report summarizing the results of the meeting.

The panel's report lays out a number of recommendations regarding a plan for declassification of materials: "First priority within such a plan should go to transferring early CIA records to the National Archives and making them available to researchers. The Panel feels strongly that, although commendable in themselves, the History Staff's publications as well as its cooperation with the Department of State's Foreign Relations series do not substitute for the declassification and opening of the Agency's records in bulk form and in substantial quantity, so that non-government scholars will be in a position to make their own judgments about representativeness and relative significance." The panel reaffirmed the recommendations of the CIA's previous historical review panel, which had called for the declassification of CIA records according to the principles of "top down," referring to high level policy records, and "oldest first."

Billington Testifies on 1997 Budget for Library of Congress

On March 5 Librarian of Congress James Billington testified before the House Subcommittee on Legislative Appropriations, chaired by Representative Ron Packard (R-CA). Other members of the subcommittee present at the hearing were: Vic Fazio (D-CA) and Ranking Minority, Dan Miller (R-FL), and Charles Taylor (R-NC). In requesting a budget of \$373 million, a 5.8 percent increase over the fiscal 1996 budget, Billington stressed that the library is fundamentally different from any other institution in the legislative branch, since it serves not only the Congress but the entire nation. Billington stated that "knowledge and information are now the most important commodities of our age—and the largest supply in world history is here in the Library of Congress." He also noted that the library has become a world leader in providing high-quality content for the Internet.

Packard noted in his opening remarks that the library was the only legislative branch agency that did not have a major decrease last year and indicated that some reductions should be expected this year, though during the question and answer portion, members of the subcommittee expressed strong support for the library.

On the matter of the plantation exhibit, Billington said that things should have been handled differently. Since it was a traveling exhibit and had not originally been scheduled to be at the library, Billington said that not all the appropriate steps had been taken. On the Freud exhibit he stressed that the exhibit had not been cancelled, just postponed, and that it is scheduled to open in 1998. Representative Fazio, who had raised the question with Billington, noted that there is a need to deal with controversy without bowing to public pressure.

Several members had questions about the degree to which the library's Internet information services overlapped with those of the Government Printing Office's Access online services. Packard requested the two agencies work closely together to integrate their programs for he said there it an appearance of duplication and competition. In discussing the GPO plan for the federal deposition library program to shift in the next two years to an electronic base, Billington pointed out that this will create problems with the current international exchange of material. Few of our foreign partners, he noted, will be able to accept our electronic documents and thus will not give us their paper documents, which enrich our collection. □

▼ GRADUATE STUDENTS / FROM 1

refuse to enter into collective bargaining on the grounds that teaching assistants are students, not workers. Their instructional tasks are but part of their training in a scholarly environment which situates them, in the words of a professor of comparative literature, "among the blessed of the earth." Most of the senior faculty members at Yale who spoke publicly on the issue warned that a union contract would destroy their personal relationship to their student proteges, and they were enraged by the grade strike. In stark contrast, some 40 members of the faculty, most of them junior, signed a public statement in December calling for recognition of GESO. There was also a large number (possibly a majority) of historians and other faculty members who disapproved of both the union and the injury inflicted on students' professional training and careers in retribution for actions individuals had undertaken in the capacity of fellow instructional employees. Their voices were drowned out by those of their eminent and more histrionic colleagues.

The outcome of the winter's confrontation has been deadlock at Yale and a major impetus to unionization among graduate assistants at other institutions, especially the University of Illinois. Members of GESO are well aware that their mobilizations over the past half dozen years have already brought them improvements in health benefits, a higher salary grade, somewhat more rationalized work loads and assignments, and effective nullification of the "contractual" nature of progress reports. None of those gains, however, match the scope, much less the reliability, of the improvements achieved by their counterparts at other universities through collective bargaining. Moreover, the winter's repression has profoundly estranged graduate students from those mentors whose conception of loyalty turned out to be a one-way street.

Because recent confrontations at Yale and elsewhere represent but an early stage in the development of graduate teachers' unionism, the subject deserves the close attention that the OAH has devoted to it. This organization must champion freedom of speech and association for teaching assistants, for part-time faculty, and for everyone else in our profession when they act together to safeguard (or, dare we even say, improve?) their own conditions of employment and exercise rights of citizenship in confrontation with the managerial restructuring currently imposed under the guise of budget crises. Through its actions the OAH can also remind us all that mentorship is a relationship of intellectual exchange and nurturing, not coerced obedience. □

David Montgomery is Farnam Professor of History at Yale University.

Academic Freedom and the Grade Strike at Yale Kathy Newman

I once asked a class of Yale undergraduates what they thought was meant by the term "academic freedom." When one senior quipped, "freedom from academia," we all laughed. As a sixth-year graduate student in American studies, facing a bleak job market and thousands of dollars in loans, I can freely confess to harboring fantasies of escape from the Ivory Tower.

Ironically, however, the primary experience at Yale that has solidified my commitment to the academic profession has been the experience of trying to create a union for graduate teachers. Through this collective and grassroots effort, I have learned, as the Association of American University Professors (AAUP) membership pamphlet puts it, that "academic freedom is not free." It comes at a high price, and, as I have discovered, it is best defended through collective action.

I learned this lesson most saliently when I helped to plan and publicize the five-week graduate teachers' grade strike that took place at Yale in December and January. This strike, as well as the general drive for a union for graduate teachers, has raised a number of questions about

the definition of academic freedom—who it protects, and why—as well as questions about whether or not academic freedom is valued and protected at Yale. Furthermore, this conflict raised questions about how we, as teachers and scholars, can best protect academic freedom in the face of the downsizing and the dismantling of the academy.

The 1995-96 grade strike was the fourth teaching assistant job action to promote unionization at Yale in four years. Last spring, as part of the most recent drive, graduate students in the humanities and social sciences voted in favor of unionization—by a vote of 600 to 178—in a neutral union election sponsored by the League of Women Voters.

Since that election, the Yale administration has refused to recognize the graduate teachers' union, and has also refused concessions on the many issues underlying the union effort: increased wages, decreased health care costs, caps on class sizes, job security, and a grievance procedure. The grade strike was a last resort attempt, after a fall semester of rallies, petitions, and marches, to pressure the administration to begin negotiations on the bread-and-butter issues, as well as on the unresolved question of representation.

But the question of academic freedom was raised at Yale even before the strike was called. In November of 1995, a graduate student went public with the information that one of her professors had included damning comments about her union activity in a letter of recommendation that was placed in her dossier. Yale graduate students circulated a petition in response to this incident, which stated that graduate students' participation in union activity "should have no bearing on their treatment in class grading, qualifying exams, TA hiring decisions, or letters of recommendation."

This petition was endorsed by the annual congress of the AAUP, whose guidelines for academic freedom maintain that a student's political activity must not interfere with the student-teacher relationship: "Evaluation of students . . . must be based on academic performance . . . and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs."

Although the graduate petition on academic freedom was signed by more than 300 faculty—at Yale and around the country, after graduate teachers at Yale voted to withhold grades in early December, three Yale faculty members demanded that their names be removed from the petition. Following the vote, individual faculty members, and, in some cases, entire departments launched campaigns of intimidation against the striking teachers.

For starters, a professor in art history was quoted in *The New York Times* suggesting that striking teachers should be expelled. Next, the Yale administration wrote a letter to all graduate students saying that participation in the strike "should be expected to bear on the evaluation of the graduate student instructor's performance as a teacher and on the assessment of his or her suitability for teaching appointments during the spring semester." They warned that striking teachers would not be hired in the spring semester if their grades were not turned in by early January.

The French department went even further, with a memo stating that unless striking teaching assistants turned in their grades, they would never work in the French department again. This memo also said that participation in the strike "could legitimately be taken into account in faculty evaluations of a student's aptitude for an eventual academic career."

In the midst of these letters and memos, three faculty members charged their individual teaching assistants with insubordination, and asked that they be brought before the disciplinary committee of the graduate school. While the accused teachers said that their participation in the strike was part of a collective action, hearings were convened, and they were told that if they were found guilty of the charges brought against them they could be ex-

pelled, suspended, fined, or put on probation, or some combination of these.

In early January, graduate students rose up against the disciplinary hearings with a demonstration outside the Yale Hall of Graduate Studies. Professors from around the east coast joined the protest, in which 138 graduate students, professors, and Yale workers were arrested.

After the strike ended on January 15, the hearings against the three singled out teachers continued, and they were found guilty. However, after further protest by the graduate students at Yale, their sentences were reduced to letters of discipline which were placed in their files.

This is a grim story, and it does not yet have a happy ending. While the Yale administration has convened two committees to look at graduate teaching and governance at Yale, not a single issue that led to the winter strike has been resolved. The violations of academic freedom committed by the Yale faculty and administration have been condemned in resolutions passed by conventions of the AAUP and the Modern Language Association, and the executive council of the American Historical Association has affirmed the right of graduate teachers to organize and has urged Yale to respect that right. Graduate students have filed an Unfair Labor Practice suit with the National Labor Relations Board, which will rule on the employee rights of graduate teachers at private universities sometime within the next two years.

But I have taken my own lessons from this strike at Yale. I still believe that the right to engage in political activity—including union activity—is protected under the principles of academic freedom, as the AAUP has defined it and as I have always understood it. But I am even more convinced that unionization—of graduate teachers and other academic professionals—is the best way to defend academic freedom itself in this uncertain time in academia. The graduate teachers at Yale, while not able to defend themselves against all the threats and intimidations leveled against them, successfully mobilized against the disciplinary hearings, and garnered national support for their cause.

For my own part, despite the difficulty of this year at Yale, I do not seek freedom from academia. But I would like to make the Ivory Tower a better place, for graduate teachers as well as other university employees whose work is undervalued and not respected. Through this conflict I have learned to treasure academic freedom, and if the price to defend it is collective action, I am willing to pay. I urge all who value academic freedom to consider the same. □

Kathy Newman is a graduate student in American studies at Yale University.

The Campaign to Organize Graduate Students (COGS) at Iowa

Eric Fure-Slocum,

Leslie Taylor, and David Colman

More than ever graduate students carry out the basic work of the university. Yet they face an increasingly uncertain future. With tenure-track positions eliminated or left unfilled due to state budget cuts and reduced federal funding, the University of Iowa and other research universities turn to graduate employees to cover these gaps. University of Iowa graduate students began organizing COGS in 1993 when their status as employees had become apparent.

Graduate students expect to work long hours and aim to finish their degrees expeditiously. As employees, however, they are unwilling to tolerate sub-minimum wages, no benefits, and little respect. Graduate programs and universities train scholars, but they also depend upon graduate students' work as teachers and researchers and must own up to their responsibilities as employers. By

working together through a union, graduate students can address these workplace problems and the larger political issues such as better funding for education.

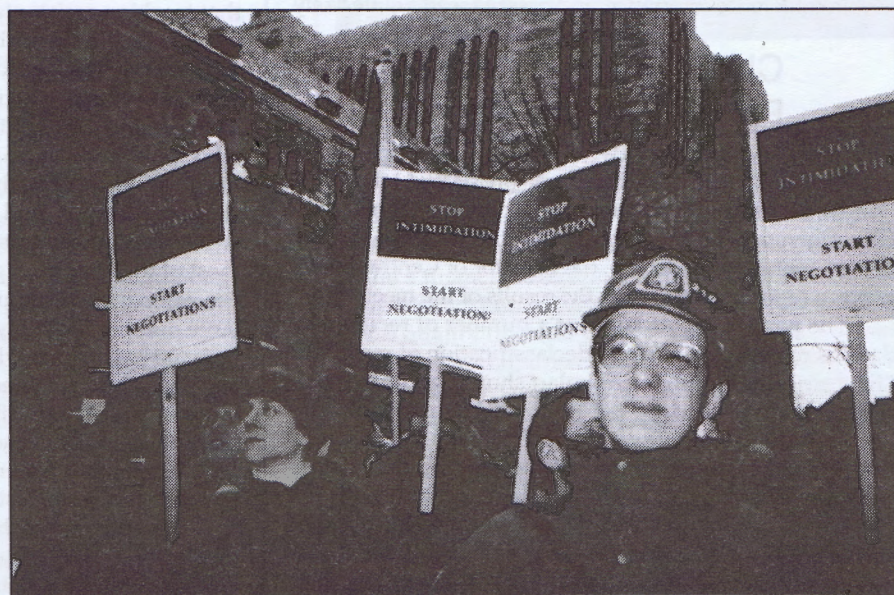
Graduate student support for COGS (UE Local 896) has been strongest in disciplines requiring a greater number of years of graduate study, such as history and American studies. But union organizers and members come from the humanities, the social sciences, professional programs, health sciences, engineering, and the natural sciences. Improved health care and tuition waivers—fundamental issues of compensation and security that COGS champions—have sparked the most interest among graduate employees at the University of Iowa. Unlike the more generous health care plan provided for faculty and other staff, the university's plan for graduate students excludes coverage for preventive care, dental care, vision care, and prescription drugs. As a result, the average Iowa graduate student who buys into the plan pays an additional \$341 per year for health care. This burden, added on to the over \$2,000 paid for tuition and fees out of a base salary of \$10,500, has generated broad support for the union.

Many faculty members, recognizing changes in the university and their professions, also support the union. The history and American studies faculty have been among the most encouraging. Some wrote letters challenging the misconception that a union will ruin relations between mentors and graduate students. Others lobbied with COGS at the state capitol for increased funding for education. And some helped with the union's successful get-out-the-vote drive during the April 16, 1996, election for union recognition. Graduate students in some departments, however, reported being called into advisors' offices and warned against backing the union campaign.

The administration has remained largely in the background, hoping to pit graduate students against one another. When responding directly, they continue to raise the issue of "collegiality," charging that a structure of collective bargaining will destroy an atmosphere of mutual decision making. Graduate students are all too well aware, however, that their role in the university community has been advisory, at best. Collective bargaining gives graduate students a real voice and negotiating power in discussions with their employer, while also enhancing the intellectual life of the academy.

Changes underway even before COGS had been certified as the bargaining agent attest to the effectiveness and need for a union. Union organizing has focused graduate student grievances and united people from all academic disciplines, as well as strengthened ties between international and U.S. students—feats often aspired to but rarely accomplished in the university. Since COGS' initial organizing efforts, the university has begun to increase health care subsidies and raise salaries for graduate students. But much remains to be done.

We encourage the OAH to continue the effort begun with this forum, for many of the issues raised by graduate employees are central to the goal of attaining a more democratic university and profession. Colleges' and universities' increasing reliance upon temporary instructors, for instance, not only dims future prospects for graduate students but also threatens the stability and quality of higher education. How might the profession respond to a recent job ad announcing that "the University of California at San Diego is establishing a pool of temporary lecturers in history"? (*Perspectives*, April 1996) Will we tolerate such set-



138 graduate students, professors, and Yale employees were arrested in front of Yale Hall of Graduate Studies in early January 1996 to protest the disciplinary hearings convened for three striking graduate teachers. (Photo Ken Suzuki)

backs in the profession and the university?

Given the constraints and turbulence of academia in the late 1990s, graduate education no longer can be viewed as a mystical rite of passage. Graduate students learn their craft from mentors, engage with colleagues in seminars, hone their skills as teachers, and undertake the rigors of original research. But graduate students are graduate employees as well. They are underappreciated and undercompensated for the vital work they perform. COGS and other graduate student unions have begun to address these problems in graduate education and the university. □

Leslie Taylor is a graduate student in American studies and David Colman and Eric Fure-Slocum are graduate students in history at the University of Iowa.

Comments on Graduate Student Organizing

Colleen O'Neill

I have experienced, first hand, how organizing can significantly improve the climate of graduate education. Working toward my Ph.D. in history has taken me from one institution where administrators defeated graduate student organizing efforts, to another where teaching, research and graduate assistants are represented by the faculty union.

At Temple University, where I started my Ph.D. program, I joined with other graduate students in a campaign to establish our rights to bargain collectively over the terms and conditions of our employment. Inspired by the success of graduate students at the University of California, Berkeley, SUNY, and the University of Wisconsin-Madison, we hoped for manageable workloads, health benefits and livable wages. We met with deans, the provost and other administrators who flatly refused to discuss our employment issues. One vice president informed me that graduate students were not considered employees, therefore we did not have legal rights to bargain collectively. Unfortunately, judicial precedent favored the administration's position, leaving us with only one rather risky alternative—to strike for recognition. We geared up for an action to coincide with a faculty strike. In the fall of 1991, however, before the graduate students could mobilize picket lines, the courts passed an injunction and broke the faculty strike. With the faculty union enjoined from striking, we had to abandon our drive for recognition as well.

The climate for graduate student employees at Rut-

gers is much better than at Temple because teaching, research, and graduate assistants belong to a faculty union, the American Association of University Professors. We have a forum to address our concerns, a recognized grievance procedure, contractual limits on workloads, and health benefits. More importantly, the union validates our professionalism, and recognizes our work as teachers, researchers, and assistants. While we still may battle with departmental committees over job descriptions and funding policies, union representation creates a more democratic academic environment, and fosters a more cooperative relationship between faculty and students. Our union membership helps to insure our academic freedom, protecting us from the type of reprisals that some Yale faculty and administrators enforced against graduate student activists in recent months.

Organizing graduate student employees, however, is only an effective short term solution for a problem that requires systematic reform. The deteriorating conditions faced by graduate students are symptoms of the larger crisis in higher education. The limited federal support for graduate students in the humanities has nearly disappeared, and state budgets for higher education are being slashed. In many ways graduate students bear a disproportionate share of the burden in the restructuring of the academy. With resources shrinking, many of us are forced into a brutal cycle of adjuncting, and piecing together one-year replacement jobs, options that administrators are promoting as solutions to budget crises. That system impedes our progress toward finishing our degrees, depriving both graduate and undergraduate students of a quality education.

Organizing a collective voice to protect the immediate interests of graduate students is only one part of a wider strategy that is needed to bring about more substantial structural solutions. We must be involved in shaping administrative responses to the economic climate, insisting on solutions that protect the integrity of teaching, learning and scholarship. Organizations like OAH can offer leadership in the academic community by encouraging its members to support graduate student's organizing efforts. The OAH can join with the American Historical Association, which has established a new task force on graduate student issues. We need to find ways where together, faculty and graduate students can craft solutions to the problems that undermine the profession as a whole.

We have become the next wave of contract workers for the academy. And like the auto workers who recently mobilized against "outsourcing," graduate students need to challenge the "downsizing" strategies employed by universities that are becoming increasingly dependent on our cheap labor to cut costs. If we do not, job announcements like one that appeared in last month's *Perspectives*, announcing the creation of a "pool of temporary lecturers in History" will continue to be a sad reminder of what many of us have to look forward to. □

Colleen O'Neill is a graduate student in American history at Rutgers University.

A Broader Perspective Elizabeth Faue

One recurrent debate in U.S. labor history is whether labor unions should be used to protect the interests of members or to participate in social change. Recent efforts to mobilize graduate students through employee organizations are a case in point. In the wake of a strike by teaching assistants at Yale and a work stoppage at the University of Michigan, faculty and graduate students need to explore what are the available options for improving graduate education given the crisis in higher education and changes in the labor force as a whole. Immediate demands for increased wages and control of workloads must go hand-in-hand with long-term efforts to address

the real problems behind intensified workloads, rising job markets, rising costs, and the reorganization of academic employment. We must consider how one organization to improve the future prospects of graduate students and the academic and non-academic labor force.

Union activism among graduate students coincides with two major trends in higher education—successful organizing campaigns among university employees and the restructuring of education. Declines in the job market are mirrored by university policies that downsize, subcontract, or outsource clerical, technical, and service work. Grievances of graduate teaching assistants are only partially about their exploitation as temporary workers. Graduate education, which relies on apprenticeship for future employment in teaching and research, is threatened by tighter academic labor markets and budget cuts.

We have some basic choices. For the foreseeable future, we could maintain our current situation and rely solely on the promise of professional advancement, a model which fits the situation of most graduate students. They are a temporary work force; they are deeply divided by discipline, rank and institution; and they embody the individualistic ethic of a meritocratic culture. Moreover, collective bargaining successes, when they do occur, tend to be confined to a specific cohort of students. Graduate students protests rarely establish long-standing active organizations. Faculty, some might argue, are better positioned to make the necessary changes. To paraphrase historian Helen Marot, graduate students make good strikers but poor unionists.

Current graduate organizations, however, use an alternative model for collective action—the trade union. Historically, the trade union has provided for the protection of specific job rights in ways that mirror professional associations but go beyond them. Skilled unions have sought to control the conditions and compensation for employment by restricting the number of apprenticeships and union cards. At the same time, unlike professions which exhibit little concern for democratic access, trade unions have a public commitment to extending union solidarity to those who qualify.

Strategically limiting action to even this trade union model has become increasingly untenable in the face of restructuring in the private and public sectors. Efforts to halt its destructive impact are as relevant to professors and professors-in-the-making as to automobile assembly-line workers. It is not just a question of political ideology or preference. New conditions—such as downsizing academic institutions, the use of adjunct teaching positions, and public concern about university workloads—mean that it is no longer possible to protect jobs in the sense we did a few years ago. The assault of public education and the public sector calls for a broader strategy.

The model of collective action that will work is one in which the ethos of solidarity crosses occupational

and organizational lines to reach out to clerical, service, and professional workers in the educational sector and beyond. Graduate students have participated in coalitional efforts with labor movements in Michigan, Wisconsin, and Massachusetts and now at Yale. These alliances encourage habits of solidarity among competitive graduate students and bring them into roles of leadership and public education on labor issues. By raising student awareness in new Student Labor Action Coalitions (SLACS), such alliances shift the grounds of contestation from the individualistic, then collective, premises of trade unionism into transformative models of solidarity.

The only viable long-term solution for the crisis in higher education is to reclaim the postwar passion for public investment in education and redemocratize our educational institutions. The decline of the professorate has been underway since before World War I, only the postwar expansion of college education under the G.I. Bill and the National Education Defense Act slowed this trend. If we are to address graduate students concerns and our own, we have to reverse the losses in financial aid and state educational contributions and win the crucial battle for public opinion. To do that, we must lift the barriers to education and not simply as a way of retooling the labor force. We have been on the defense too long. A broad-based strategy of solidarity among faculty, students, and the public will provide the only sure way of addressing our problems as professionals and workers. Graduate student organizing is only part of the picture. □

Elizabeth Faue is associate professor of history Wayne State University.

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News for the Profession

Polish Publish U.S. History

When the project was conceived ten years ago, the communist government of Poland flatly opposed the idea. The Polish Academic Publishing House in Warsaw, five editors, and more than 30 contributors on both sides of the Atlantic continued their work, however, and in January 1996 announced the publication of a five-volume *History of the United States*. Its editors consider this the first enterprise of its kind in the post-communist world. The Poles' strong interest in American history has already pushed the publication into its third edition.

Designed to appeal both to historians and general readers, the work consists of 58 articles in which authors give their own original interpretations. "The project is likely to remain a standard guide to America for many years to come," said Donald T. Critchlow, chairman of the history department at Saint Louis University. "Attempts are being made to make it available to other countries in the post-communist world."

Critchlow and Professor Andrzej Bartnicki from Warsaw University served as general editors. Professors Michal Rozbicki from Saint Louis University, Bernard Sheehan from Indiana University, and Walter Nugent from the University of Notre Dame served as volume editors. This international project was made possible by cooperation between Warsaw University, Saint Louis University, University of Notre Dame, Indiana University, and by financial support from the U.S. Information Agency and Poland's Ministry of Education. □

History Threatened in New Jersey

Governor Christine Todd Whitman's state budget, released on January 30, calls for the elimination of the New Jersey Historical Commission, a 25 percent reduction in funding for the State Archives, a large cut to the

state parks system eliminating some 36 jobs at historic sites, and cuts in funding for the State Museum and the State Agricultural Museum. On February 13 OAH wrote a letter to Governor Whitman urging a reversal of these budgetary decisions, noting that "for a state with a history so fascinating and significant not to have a publicly-supported historical commission seems an anomaly."

Efforts to rally historians to change Governor Whitman's decision appear to be having some success, generating petitions, many letters of support, and a number of favorable editorials. A rally is planned for May 8, the day the state legislature will begin considering the budget. There is real hope that funding for the commission will be restored. New Jersey, however, is a state in which the governor has a line item veto, and so far Governor Whitman has not reversed her position.

New Jersey historians are urged to contact their state legislators to register an opinion on this matter. □

▼ CURTI / FROM 1

ist Charles Homer Haskins, and the American literature specialist Bliss Perry. When Turner retired in 1924, Curti submitted a vast thesis on "the development of American self-consciousness" to Turner's successor Arthur M. Schlesinger Sr., who promptly rejected it. Choosing a more manageable topic (one reflecting the prevailing revulsion against the war hysteria of 1917-18), Curti wrote a second dissertation on the antebellum peace movement, published in 1929 as *The American Peace Crusade, 1815-1860*.

After a year at Beloit College (1921-22), Curti taught at Smith College (1925-37); Teacher's College of Columbia University (1937-42); and, from 1942 until his retirement in 1968, the University of Wisconsin-Madison, where in 1947 he was named the Frederick Jackson Turner professor of history.

Curti's most radical phase came in the 1930s as he read Marx and, in the tradition of Norman Thomas and John Dewey, espoused democratic socialism. In *The Social Ideas of American Educators* (1935) he showed how the nation's educational system, in ideology and practice, had often served the interests of a capitalist elite. *Peace or War: The American Struggle, 1636-1936* (1936) criticized pacifists who ignored imperialism, social injustice, and class exploitation.

The Growth of American Thought, the book that made Curti's reputation, evolved from the aborted first dissertation of 20 years earlier. Unapologetically presenting his opus as a broad-brush overview, he rejected Arthur O. Lovejoy's hermetic history-of-ideas approach for its lack of social context. From today's perspective, this prize-winning volume is perhaps of most value as a primary source, revealing the perspective and limitations of an erudite, liberal, and humane scholar of the early 1940s. One looks in vain for Lester Ward, W.E.B. DuBois, or Charlotte Perkins Gilman; Elizabeth Cady Stanton, Frederick Douglass, Randolph Bourne, or Thorstein Veblen receive only passing notice. But the book remains a notable work of synthesis, introducing suggestive themes and insights upon which later historians would build. The brilliant final chapter on the intellectual history of the 1930s, a decade whose social thought Curti had helped shape, still repays a close reading after half a century.

Curti's scholarly output is all the more astonishing when one realizes that he was also a dedicated teacher who poured enormous time and energy into his popular undergraduate lecture courses in U.S. intellectual and cultural history and into a full range of graduate teaching—including directing an astounding 86 doctoral dissertations at Wisconsin! "No teacher," E. David Cronon has observed, "could more deftly ask just the right question in such a way as to open a new vista before a discouraged or unimaginative student while at the same time leading him to believe that he was somehow instructing and enlightening the master."

This exemplar of humanistic scholarship was also an early champion of social science methodology. *Theory and Practice in Historical Study* (1936), the report of a Social Science Research Council (SSRC) committee chaired by

Curti, called for more methodological rigor and more attention to the theoretical underpinnings of historical knowledge. As a member of the AHA's program committee in 1939, and chair of the 1940 program committee, he pushed for more sessions on theory, on social science method, and on neglected topics ranging from women's history to folklore and photography. With kindred spirits like Caroline Ware and Thomas C. Cochran, he helped lay the groundwork for the transformation the profession would undergo in the 1960s and beyond.

Curti was president of the Mississippi Valley Historical Association (forerunner of the OAH) in 1951-52 and the American Historical Association in 1953-54. Active in the SSRC, he also helped found the American Studies Association—further evidence of his bridging of the belletristic and social science approaches to history.

Curti treasured friendship and savored good conversation. Despite his many honors (including a Guggenheim fellowship; eleven honorary degrees; and visiting appointments at prestigious universities in the United States, India, Japan, and Australia), he lacked any hint of social pretense and always directed the conversation away from himself, invariably inquiring about one's family. His holiday greetings struck a warmly personal note, sometimes embellished with a hand-written passage from his favorite poet, Emily Dickinson. (In his final weeks, when his once vast library had dwindled to a few books, a volume of Dickinson remained near his bedside.)

Merle Curti would invariably ask visitors "What have you been reading?" and proceed to offer astute assessments of his own current reading. He wrote a friend in 1993 that "one of the problems in having lived so long is the sense of isolation from all the ongoing activity in our profession"—but, in point of fact, few historians of any age kept up with recent scholarship (as well as public issues) as avidly as he did. His friendships knew no boundaries of age. At 95 he organized a 100th-birthday dinner for a resident of his retirement center, while at the same time offering encouragement and helpful advice to a young history dissertator who had sought him out.

Merle Curti was a living link to the American past and to legendary figures of our profession. As a Harvard undergraduate he caught the eye of Samuel Eliot Morison, who one Sunday took him for a walk around Walden Pond and then to tea with the two unmarried daughters of Ralph Waldo Emerson at their Concord home. Whether the conversation turned to Willa Cather, John Dewey, Emma Goldman, Frederick Jackson Turner, Charles A. Beard, Mary Beard, or Mahatma Gandhi, he could often add a firsthand anecdote or report on a personal conversation.

Curti was passionately committed to pluralism, to intellectual freedom, and to social justice. He combatted racism before the full-scale civil rights movement emerged, in 1952 persuading a bitterly divided MVHA Executive Board to shift its convention to Chicago from racially segregated New Orleans. He helped end racial discrimination at the University of Wisconsin faculty club

and the anti-semitic policies of the Madison Club, to which he belonged. His unfailing courtesy and gentle demeanor led some to underestimate not only his razor-sharp intellect but also the intensity of his commitments. Though never ostentatiously, he always made his values clear, and acted upon them.

Merle Curti brought intellectual distinction, moral clarity, and largeness of spirit to the institutions where he taught and to the profession as a whole. Fortunately, his memory will live on. The OAH awards an annual Curti Prize for the best book in American intellectual or social history. His papers at the State Historical Society of Wisconsin are a treasure trove for researchers. The Wisconsin history department sponsors the annual Curti lectures and the Merle Curti professorship, and awards Curti fellowships to advanced graduate students to design and teach their own course. (Drawing upon royalties from his popular high-school textbook *Rise of the American Nation*, Curti himself generously supported all these endeavors.)

Curti in 1925 married Margaret Wooster, a psychologist whose intellectual influence he generously acknowledged. Widowed in 1961, he married Frances Bennett Becker in 1968; she died in 1978. He is survived by his daughter Martha (Mother Felicitas Curti, O.S.B.), three grandsons, and a great-granddaughter. His daughter Nancy Alice Holub died in 1994. In 1981, presenting Curti with the OAH's Distinguished Service Award, John Higham perceptively pointed out how his life and career, from its Nebraska beginnings onward, paralleled that of the OAH itself and how much he had done to broaden our discipline and influence our professional organization for the better. Concluded Higham:

Our scholarly attention has spread from an early preoccupation with certain preferred segments of the population and certain kinds of behavior until it now reaches into every level and every dimension of our common life. Merle Curti shows us the astonishing meaning that growth has had for America and its historians. In presenting to him this testimonial of our esteem, we are honoring what has been most vital and most characteristic in ourselves.

Merle Curti himself, with characteristic modesty, summed up his career in a recent letter: "By and large I have thought of my work ... as reflecting and possibly giving support to my hope and (wavering) conviction of the human potential for more decency and empathy in collective behavior. In the same vein, he quoted a passage from Camus: "I do not want to lead. I do not want to follow. I just want to walk by your side." □

Paul Boyer is Merle Curti Professor of History, University of Wisconsin, Madison.

Obituaries

Armstead Louis Robinson

Armstead Robinson died at the University of Virginia hospital on August 29, 1995, of complications from a brain aneurysm. He was only 48. Born in New Orleans in 1947, reared there and in Memphis, he received the B.A. from Yale and a Ph.D. from Rochester. He taught at SUNY-Stony Brook, SUNY-Brockport, and UCLA before joining the University of Virginia faculty in 1980. He was the principal architect of the Woodson Institute for Afro-American and African Studies, which he directed from the start. Under his leadership, the institute attracted young scholars from every part of the country and abroad, helped to give new definition and stature to black studies, and became a major force in shaping the university's commitment to an open and just society.

As a Yale undergraduate, where he was a Scholar of the House, Robinson co-edited a seminal book on "Black Studies in the University" that became a model for some of the best programs in the country. He published numerous articles on the Civil War and Reconstruction, lectured and consulted widely on the burgeoning field of black studies, and was one of the university's most highly valued citizens.

Five hundred people attended a memorial service for him at the university on September 29. It was perhaps the largest interracial audience ever assembled there, a visible statement of his influence and significance. Among the visitors were more than a dozen former Woodson fellows and many distinguished scholars, among them Eugene Genovese, Robinson's dissertation director, and John Hope Franklin, the dean of Afro-American history. Speakers emphasized the brilliance of his published works, his nurturing influence on a generation of young scholars, and the remarkable personal qualities that drew so many people to him as friend and mentor.

At the time of his death he was polishing his *magnum opus*, a projected three-volume Civil War history.

Colleagues who have read the manuscript praise it as a work of great power and originality. As a memorial to him, the history department is assisting his widow, Professor Mildred Robinson of the University of Virginia Law School, in seeing the manuscript through to publication.

—Paul M. Gaston
University of Virginia

William D. Miller

William D. Miller biographer of Dorothy Day, died at Lloyd, Florida, on December 11, 1995, at the age of 79. A native of Jacksonville, Miller graduated from the University of Florida and received his M.A. in history from Duke University. After taking his Ph.D. from the University of North Carolina, where he studied with Howard K. Beale and J. Carlisle Sitterson, Miller began a long and distinguished teaching career at Memphis State University. He had two tenures at Marquette University, between which he was at Florida State University, where he helped to found and then direct the American Studies program.

Author of six books and scores of articles and essays, Miller's early career focused on the Progressive Era in the South. *Memphis During the Progressive Era, 1900-1917* (1957) and *Mr. Crump of Memphis* (1964) were recognized for their scholarship and established Miller as a writer of grace and eloquence. His mature writings reflected his growing interest in social and intellectual history, and his commitment to Catholic social thought. A convert to Catholicism, Miller befriended Dorothy Day, co-founder of the Catholic Worker Movement, and this led to his writing *A Harsh and Dreadful Love: Dorothy Day and the Catholic Worker Movement* (1973) which was translated into Italian and published in Italy in 1975. He followed this with *Dorothy Day: A Biography* (1982), now recognized as the definitive biography of Dorothy Day, and *All is Grace: The Spirituality of Dorothy Day* (1987).

Miller continued to write and publish after retiring and produced what many of his students see as the book most representative of his teaching, his philosophy of history, and his interest and fascination with Henry Adams: *Pretty Bubbles in the Air: America in 1919* (1992). At the time of his death he was working on a personal memoir to be titled, *Growing Up in Jacksonville*.

William Miller was a teacher of extraordinary dimensions, an inspiration and guide to many who knew him beyond the classroom, and a human being of unlimited goodness and unqualified generosity. A Southerner by birth and a Catholic by choice, William Miller was an intellectual in the finest sense of the word. Thoughtful, reflective, and devoted to the life of the mind, he viewed history as an art form seeking an understanding of the human condition as a basis for authentic community.

He was dismayed by the tendency in contemporary works of history to accept "process" and work within its confines, and talked always of the need for the historian to get outside of time. It was in this view that the ideas of Henry Adams, Dorothy Day, and Peter Mauren most obviously affected his view and practice of history.

Miller was able to combine in his own life the qualities of teacher and historian, the philosophy of the Catholic Worker Movement, and the teachings of the Catholic Church. He was passionately committed to the dignity of other human beings. He attracted a large and eclectic following by the force of his personality, and some members of the following became his graduate students and today seek to follow his example in university teaching.

He is survived by his wife Rhea Bond Miller, 7 of their 8 children, and 13 grandchildren.

—Dennis Downey
Millersville University

—Richard C. Crepeau
University of Central Florida

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

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FOREIGN-LANGUAGE ARTICLE PRIZE COMMITTEE

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FOREIGN-LANGUAGE BOOK PRIZE COMMITTEE

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News of the Organization

Annual Report of the Executive Director

Arnita A. Jones



For U.S. historians, whether they work in education or public history institutions, the past several years have been a time of transition—and often conflict as well. Since the mid-1980s conservative authors such as William Bennett (*To Reclaim a Legacy*, 1984), Allan Bloom (*Closing of the American Mind*, 1987), Charles Sykes (*Profscam*, 1988), Roger Kimball

(*Tenured Radicals*, 1989), Dinesh D'Souza (*Illiberal Education*, 1991) and Lynne Cheney (*Telling the Truth*, 1995) have kept up a steady barrage of criticism of higher education that has captured both the attention and the imagination of taxpaying citizens. It should come as no surprise then that a recent American Association of University Professors study reports increasing intervention by state legislators, governors, and private trustees in the internal affairs of colleges and universities, even while financial support for them is declining.

Teachers at the precollegiate level find themselves whipsawed between increasing demands for higher standards and criticism of new curricula for being politically correct or not inclusive enough. And we have only to remember the media circus generated by the *Enola Gay* and "The West As America" exhibits to recognize that historians wishing to present their scholarship to mature public audiences have not found an easy berth.

But the changes we are facing are not all negative. New technologies such as distance learning or online publication threaten older systems of teaching and scholarly communication, but they also offer the promise of providing unprecedented access to research materials both for students and scholars. That the history curriculum in the schools has maintained a prominent position on the national agenda can be viewed as an opportunity to educate parents, school administrators and specialists as well as children in the value of historical scholarship. And those audiences who have become so passionately engaged with historical exhibits and other public presentations of historical work afford us a teaching opportunity only yet dimly realized.

As the primary professional association for American historians, the OAH is the place where problems, opportunities and issues affecting them should be debated and discussed. And so it has been this past year. We were a major participant in a conference last June that brought together educators from many humanities disciplines to discuss the role of "advocacy" in the classroom, and we look forward to the publication of papers from the conference this spring. With financial support from the Rockefeller Foundation and our own Fund for American History we have been able to provide seed money for some 30 conferences this spring, bringing together higher education faculty with teachers and others concerned about the U.S. history standards developed by UCLA's National Center for History in the Schools.

With generous support from the Bernardin/Haskell Fund of the University of Missouri, Kansas City, OAH was a co-sponsor of the first McKinzie Symposium (named for the late Richard McKinzie, a long-time OAH member) which offered both public sessions and teacher workshops on the theme, "History, Art, Culture, and Politics in American Society." Also with support from the Rockefeller Foundation, we have been the convener of a major task force bringing together representatives of the American Association of Museums, the American Asso-

ciation for State and Local History, the American Historical Association, the National Council on Public History, and the Society for History in the Federal Government to consider and make recommendations on the role of historians in curating museum exhibits. We also have begun a joint effort with the AHA and the Society of American Archivists to consider issues facing the Presidential Libraries as they prepare for the 21st century.

We have had to be especially concerned about advocacy issues during the last year, both because of the threats to key agencies—NEH in particular—central to the mission of the OAH and owing to changes in the regulatory context of lobbying nationally. This has primarily affected the National Coordinating Committee for the Promotion of History, which has had to organize itself as a separate and nonprofit legal entity and file as a 501(c)4 or lobbying organization. We have analyzed carefully the advocacy activities conducted by OAH as well as our relationship to NCC and other advocacy consortia, particularly the National Humanities Alliance. On advice of legal counsel we have concluded that we need elect no change in our legal status at this time, but we will monitor our activities more carefully than we have in the past.

The OAH remains secure and healthy. We had projected a deficit for the short transitional fiscal year in the first half of 1995, but it was substantially less than anticipated, and we expect balanced budgets for the current and next fiscal years. Our three endowment funds made substantial gains during 1995, as those who follow the market would expect. We are particularly pleased that during the last year we were able to combine most of our prize endowments into one investment pool, affording for them better investment management. And we are pleased to announce the newest of our prizes: The Ellis Hawley Prize for politics, political, economy or institutions, to be inaugurated in 1997. Our total membership levels remained stable over the last several years but they mask some trends which we have to examine: declining numbers of students (perhaps to be expected in view of the constricted job market) and modest but steady decrease in the number of institutional members. (See figures for precise data.) Nor have we made the gains we would like among precollegiate and community college teachers. To that end we have created a new OAH Membership Steering Committee and will work with them during the coming year to devise specific ways of listening to members and other American historians on their priorities for OAH services and activities, pursuant to a long-range planning effort that the executive board will take up next fall.

While we must consider the shape and needs of American history in the future, we also have to maintain core services in the present. The *Magazine of History* continues to serve the needs of precollegiate teachers, a growing segment of our membership. Recent issues during the last year have focused on "History Standards," "Native Americans," the *Magazine's* tenth anniversary, and "Latinos in the U.S."

The expanded format of the *OAH Newsletter* allows us to include better coverage of news and issues of interest to our members, as well as *Connections*, a forum of international exchange for scholars of American history and culture. Our relationships remain strong with sister organizations and consortia—the National Coordinating Committee, the National Humanities Alliance, the American Council of Learned Societies, the National History Education Network/History Teaching Alliance, National History Day and the several organizations with whom we cooperate on international efforts.

The Organization of American Historians could not routinely do the work it does without the work of many dedicated members. Officers are a particularly hard-working lot, and 1995-96 President Michael Kammen was certainly no exception. Our board members are integrated into the work of our 14 standing and *ad hoc* committees and other special efforts. We are grateful to the 63 members who serve on our prize and service committees, the dozens of historians each year who write articles and prepare lesson plans for the *Magazine* and the *Newsletter*, the hundred of authors and reviewers who write for the *Journal of American History*, as well as the particularly hard-working program committees and the hundreds who present their work at our annual meetings. We also are grateful to the 345 friends and members who have contributed to one of the organization's prize or endowment funds this year and the 23 scholars who donated their time to the lectureship program. The staff in Bloomington continue to do a first-rate job and stretch modest resources.

Finally I would like to offer a special thanks to one dedicated staff member who will be leaving us shortly to relocate to North Carolina: Sharon Caughill. Those who have served on the executive board, for which she had primary responsibility, will, I am sure, join me in their admiration for her work during nearly ten years with the OAH. Not an historian, she has taken to heart the welfare of this organization, its officers and members, and has given unstintingly of her energies to help make it all work. We will miss her. □

Figure 1.
1995 Individual Membership

Category	Count	%
Under \$20,000	1269	13.87
\$20,000-29,999	773	8.45
\$30,000-39,999	1028	11.24
\$40,000-49,999	902	9.86
\$50,000-59,999	602	6.58
\$60,000-69,999	391	4.27
\$70,000-79,999	177	1.93
\$80,000-89,999	118	1.29
Over \$90,000	163	1.78
Contrib. Member	35	.38
Associate	874	9.55
Dual	91	.99
Student	1430	15.63
Life 595	6.50	
Patron	3	
History Educator	559	6.11
Complimentary	79	.86
Emeritus/Retired	55	
Foreign Scholar	2	
Inst. - 10% discount	2	
TOTAL:	9148	

Figure 2.
1995 Membership by
Principal Employment

	Count	% *
Self Employed	300	
Business or Industry	115	
Junior College	318	4.67
Four-Year College	899	13.20
University	2731	40.09
Elem., Mid., Sec. Sch.	635	9.32
Historical Organization	70	
Non-Profit Organization	86	
Government-Non-US	9	
US Government	180	
State Government	73	
Local Government	34	
Trade/Prof. Assoc.	6	
Private Foundation	11	
Museum	108	
Res. Cntr., Lib., Arch.	139	
Other	680	
Retired	419	
TOTAL RESPONDING:	6813	
* percentages relate to respondents only (2335 did not respond)		

Figure 3.
1995 Length of Membership

Years	Count	%
1 - 4	2698	29.50
5 - 9	1943	21.24
10 - 14	1193	13.04
15 - 19	702	7.67
20 - 24	576	6.30
25 - 29	606	6.62
30 - 34	543	5.94
35 - 39	266	2.91
40 - 44	185	2.02
45 - 49	233	2.55
50 - 54	110	1.20
55 - 59	41	.45
60 +	52	.57
TOTAL MEMBERSHIP:	9148	

Action Items of the Organization

Executive Board Action Items

March 28, 1996

Chicago, Illinois

At the 1996 OAH Annual Meeting, the OAH Executive Board:

- Voted** to continue the joint OAH-Indiana University Minority Fellowship Competition for a third year. (Note: the 1996-97 competition will be announced in the August *Newsletter*.)
- Voted** to dissolve the following committees whose work has been completed or will be continued in another form:
 - *Ad Hoc* Committee on Access to Lawyers' Files
 - *Ad Hoc* Committee on the National Endowment for the Humanities
 - Joint Committee on Historians and Archivists
 - Joint OAH/AHA *Ad Hoc* Committee on the National Historical Publications and Records Commission
- Voted** to establish a special membership category for individuals who have been a member of the organization for more than 50 years. (Note: The new category was subsequently adopted at the March 30 business meeting; it will be submitted to a mail ballot of the entire membership later this year.)
- Voted** to approve a memorandum of agreement with the National Center for History in the Schools at UCLA to develop ten teaching units, which will be jointly published by both organizations.
- Approved** a resolution of support for the National Endowment for the Humanities. (Note: The resolution was subsequently adopted at the March 30 business meeting; the full text is reprinted here.)
- Approved** a resolution on reauthorization and funding for the National Historical Publications and Records Commission. (Note: The resolution was subsequently adopted at the March 30 business meeting; the full text is reprinted here.)

Business Meeting Action Items

March 30, 1996

Chicago, Illinois

At the 1996 OAH Annual Meeting, members attending the Business Meeting:

- Approved** the following changes in the by-laws previously passed by the OAH Executive Board:
 1. Changed the name of the OAH Convention Publicity Committee to the Convention Special Events and Publicity Committee. The committee's function has been to assist the executive director in providing publicity for the annual meeting. Its new duties officially will include developing tours and special events to enhance the annual meeting, as directed by the president.
 2. Abolished the Joint Committee on Historians and Archivists. In 1968, the Society of American Archivists (SAA), the American Historical Association (AHA), and the Organization of American Historians (OAH) formed an *ad hoc* committee with two representatives from each organization to investigate and report on the status of the National Archives with particular attention to the question of whether it should become an independent agency. Partly as a result of this successful joint venture, the three organizations formally organized the Joint Committee on Historians and Archives in 1973 to explore all

aspects of problems and policies that affect both historians and archivists as they relate to the custody and research of manuscripts and archives collections. The committee has in recent years been meeting twice a year in the spring and fall. It is important for the two professions to keep abreast of each others activities and to share mutual concerns, however, the cost of the two meetings a year for a group without a clear mission was a key issue.

Approved resolutions of support for the National Endowment for the Humanities and the National Historical Publications and Records Commission previously passed by the Executive Board.

Approved a motion express to the Head of the United States Information Agency the OAH's opposition to elimination of that agency's Branch for the Study of the United States Abroad.

OAH RESOLUTION OF SUPPORT FOR THE NEH

Whereas, the President has urged continued commitment to the arts and humanities endowments and vetoed the FY'96 Interior Appropriations Bill, stating: "It cuts funding of the National Endowments of the Arts and Humanities so deeply as to jeopardize their capacity to provide the cultural, educational, and artistic programs that enrich America's communities, large and small."

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

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

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

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

Whereas, the National Endowment for the Humanities State Councils supplement, strengthen, and extend

local resources and talent by providing public programs and by promoting partnerships among libraries, museums, universities, schools, and historical societies; and

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

Therefore, the Organization of American Historians urges the Congress to pass with necessary speed reauthorization legislation for the National Endowment for the Humanities and to provide adequate appropriations for sustaining its important task of supporting the humanities, a vital ingredient in strengthening our unique heritage.

Passed by the Executive Board of the Organization of American Historians, March 28, 1996 and by the members present at the Annual Business Meeting, March 30, 1996.

OAH RESOLUTION ON REAUTHORIZATION AND FUNDING FOR THE NHPRC

Whereas, the strength of our nation and the quality of our civic life are rooted in an understanding of the history of our country; and

Whereas, the National Historical Publications and Records Commission works to assure all Americans that the history of our nation will be documented and that vital historical records will be preserved and made readily available to the American people; and

Whereas, the National Historical Publications and Records Commission is the primary federal agency which provides coordinated leadership across that nation for the identification and preservation of valuable non-federal historical records; and

Whereas, through grants to universities and historical societies, the National Historical Publications and Records Commission has made historical documents available in book and microform editions to scholars and the public; and

Whereas, the National Historical Publications and Records Commission has provided the "seed money" for the development of many of the key components of modern archival programs and principles; and

Whereas, the National Historical Publications and Records Commission has developed a plan for assuring that Americans have the documentary evidence they need to understand their history; and

Whereas, the annual budget for the competitive grants of the National Historical Publications and Records Commission has generally remained at the \$4 to \$5 million level for the last 17 years, with insufficient increases to offset inflation, and inadequate resources for protecting the nation's documentary heritage; therefore

Resolved, that the Organization of American Historians supports reauthorization by the United States Congress of the National Historical Publications and Records Commission; and

Resolved, that the Organization of American Historians urges the Congress to pass S.1577, a bill to authorize appropriations for the National Historical Publications and Records Commission at the funding level of \$10 million for fiscal years 1998, 1999, 2000, and 2001 to enable it to carry out its mission of identifying and preserving valuable historical records.

Passed by the Executive Board of the Organization of American Historians, March 28, 1996 and by the members present at the Annual Business Meeting, March 30, 1996.

THANK YOU!

OAH appreciates the generosity of Cornell University, Alfred A. Knopf, Inc., Bedford Books, and Oxford University Press for their support of the presidential reception following the presidential address at the 1996 annual meeting.

OAH also would like to thank the University of Oklahoma Press for sponsoring refreshments in the exhibit hall during the annual meeting.

News of the Organization

Annual Report of the Committee on Research and Access to Historical Documentation

During 1995, the OAH Committee on Research and Access to Historical Documentation was involved in the following activities:

- Continuing to represent OAH on the Joint Committee on Archivists and Historians (composed of OAH, American Historical Association, and Society of American Archivists).

- Working with OAH's *Ad Hoc* Committee on Access to Lawyers' Files.

- Soliciting articles about research topics for the *OAH Newsletter*. During 1995, the *Newsletter* published an article about state archives. For 1996, the committee identified at least one article about Freedom of Information coming out of a session at the 1995 annual meeting. (See article by Malcom Byrne in this issue of the *Newsletter*.)

- Developing program sessions for the annual meeting. At the 1995 meeting, the committee sponsored a session on electronic records. At the 1996 meeting, the committee sponsored a session on privacy rights and public records.

The committee is concerned about several emerging issues in which, it believes, the OAH must become more involved over the next few years. Copyright in the digital environment is one such issue, encompassing everything from the Internet to desktop scanners. The preservation of electronic records is another area where an historical voice should be a regular addition to the national debates. Finally, Freedom of Information is an issue that will only grow in importance as we near the end of the century.

This is a broad range of concerns for any committee. It is important that future appointees to the committee bring an ability to advance the discourse in one or more of these areas. It is also important that the Executive Board think of the committee as a source of expertise in these and similar areas. □

—Gregory S. Hunter, Chair

Annual Report of the Committee on Public History

It was relatively easy for the committee to assist in developing public history sessions at the 1996 annual meeting since the one in 1995 was a joint meeting with the National Council on Public History. The committee did sponsor one session, a roundtable on Native Americans, cultural resources, and repatriation. The roundtable participants were Clara Sue Kidwell, National Museum of the American Indian; Kenny Frost, Ute Indian Liaison, White River National Forest; Bill Willingham, United States Army Corps of Engineers; and Andrew Gulliford, Middle Tennessee State University. Anne Marie Geffel of the Great Lakes, St. Lawrence River Valley History Project, chaired the roundtable, and Jann Warren-Findley, Arizona State University, organized it.

There was no designated Public History Committee session at this year's annual meeting, although there were sessions that could be viewed as encompassing public history. There was, however, a general lack of public history sessions on this particular program. I think this points to the need for the chair of the committee to be much more active and in direct contact with the OAH Program Committee on these issues.

At the 1995 Washington annual meeting the public history committee spent most of its time discussing the American Historical Association's statement on "Redefining Historical Scholarship." This discussion emerged as a result of the action of the committee chair of last year in sending the statement to the OAH Executive Committee, and the executive committee referring it back to us. After a rather long correspondence and some discussion, a consensus was reached; the committee would note that

it had discussed the statement but did not feel that it was necessary for us to do more.

The major activity of the chair of the committee was work done with the executive director of the OAH in developing programs with the National Park Service—in particular, the program celebrating the life and legacy of Ulysses S. Grant held in New York April 26, 1996. The chair of the committee also served as a member of the OAH National Park Service Committee.

In retrospect, I do not think the committee was very active this year. Part of that is due to individual commitments and limited time, but part must be ascribed to the amount of time we spent debating issues of the AHA statement, and the failure of the chair of the committee to develop initiatives that would engage members of the committee. □

—Ronald J. Grele, Chair

Focus on University-School Collaborations

Rita G. Koman

This is the fifth and final column in a series stemming from the 1994 OAH Annual Meeting's Focus on Teaching Day, the theme of which was university-school collaboration in history. Rita G. Koman was a teaching day panel participant and later agreed to compile this series for the OAH Committee on Teaching. This installment highlights a program called the History Academy for Ohio Teachers. It was submitted by Arthur Zilvermit, the Academy's Director and the Distinguished Service Professor at Lake Forest College.

The History Academy for Ohio Teachers, funded by a grant from the United States Office of Education, exemplified important ways to promote cooperation between school teachers and academic historians. Classroom teachers were directly involved in planning the program from its very inception. The original proposal was drafted by the executive secretary and staff of the National Council for History Education—Elaine Wisely Reed (a former elementary school teacher), Joseph Ribar (a former high school teacher), and Paul Gagnon (a university-based historian). Classroom teachers also played an important role in several planning meetings at which the curriculum for the four-week summer session and procedures for the year of follow-up activities were developed.

An important aspect of the program that provides a model for collaboration was the inclusion of "mentor teachers" as full members of the academy faculty. These were respected elementary and high school teachers, chosen because they could model good history teaching. Working in collaboration with college and university historians, they were responsible for an important part of the instruction during the summer session. They demonstrated successful presentations, led group discussions on issues of historical interpretation and teaching, and counselled individual participants about their independent research projects.

This collaboration model also addressed the separation between elementary school teachers, high school teachers, and professional historians. Participants created the Ohio History Network to link professional historians, who volunteered their time, with teachers. Teacher participants were asked to contact one of these professional historians and to begin developing an independent study project before the summer phase of the academy. They were encouraged to continue working with "their" historian during a follow-up year in which they developed teaching units based on their summer independent study project. Some of these relationships continued on after the end of the formal program; some teachers still consult with their academic historians and are incorporating primary source material into units suitable for their classrooms. □

Correspondence

To the Editor:

We are pleased that you have allowed us, indeed invited us, to correct many of the mistakes which appear in the *OAH Newsletter*, February 1996, about the doctoral program in history at the University of Cincinnati.

There was never a moment's hesitation, after the state made a financial decision based more on politics than on sound educational policy, that U.C. would continue its small quality doctoral program with special strengths in economic, social, urban, and women's history. President Joseph Steger wrote Elaine Hairston, chancellor of the Ohio Board of Regents, on November 17, 1996, that:

the more I think about the positive review of the History Department and the productivity of its faculty the more dismayed I am that you have chosen not to continue its funding for the Ph.D. program.

By the way of this letter, I am informing you that we shall continue our Ph.D. program in History with our own resources.

We intend to remain a comprehensive Research I institution and to support programs that are excellent and productive. I can find no criteria under which our History Ph.D. program should be unfunded.

Steger's letter echoes the conclusions of all the historians who participated in the lengthy review process. We prepared a self-study which the university reviewed with the assistance of Kenneth T. Jackson of Columbia University and Jacquelyn Hall of the University of North Carolina at Chapel Hill. Both commended our program and approved proposals to add four faculty positions by replacing retirees on a two-for-one basis and gradually to expand modestly the number of doctoral students. The dean, graduate office, provost, and president approved of this plan and sent it to the Board of Regents' history panel, which consisted of the five distinguished historians you named in your article. This panel specifically stated its confidence in the validity of our Ph.D. program and not only approved our expansion program but urged the Board of Regents to revisit us in three years to make sure that the university lived up to its commitment to the expansion. The regents rejected this advice. Nonetheless, the university's administrators have reiterated their support for the expansion and this year funded the hiring of an historian for our Russian program and augmented the university's financial support of doctoral students by increasing the number and amount of graduate student assistantships.

We hope this helps to clarify the unprecedented and unsound educational policy of the Ohio Board of Regents, which by its action removed state financial assistance from all comprehensive history doctoral programs in Ohio, except for Ohio State University. No state the size of Ohio supports just one public doctoral program in history.

When we protested your article, which apparently derived primarily from the press release of the Board of Regents, Michael Kammen, president of the OAH, wrote us the following: "Yours is a strong department with a distinctive program and a clear determination to carry on in the face of adversity. The support that you are receiving from the central administration is commendable."

We are grateful to Professor Kammen for allowing us to rectify an incomplete and consequently misleading impression of the status of the doctoral program in history at the University of Cincinnati.

Sincerely,

Gene D. Lewis, Professor and Head
Zane L. Miller, Professor

Roger Daniels, Charles Phelps Taft Professor of History
Barbara N. Ramusack, Professor
Thomas Sakmyster, Walter C. Langsam Professor of History

To the editor:

This summer may be your last chance to visit our nation's best preserved gold mining town. The historic site comprised of Virginia City and Nevada City, Mon-

tana, is at risk of being sold piecemeal to private investors, possibly destroying a valuable piece of our past. The Natural Trust for Historic Sites listed Virginia City and Nevada City as the most endangered site three years in a row.

Virginia City is an especially valuable historic site. It is the best preserved 1860s placer mining town in the American West and it played an important role in western expansion. Virginia City sits right alongside Alder Gulch where gold was discovered in 1863 and became a center of commerce and government. Montana's first newspaper, *Montana Post*, was published in Virginia City in 1864. The Dance and Stuart store was the site of the first Montana Historical Society meeting in 1865. Montana's first telegraph, started in 1867, connected Virginia City with Salt Lake City, Utah. The Virginia City Players are the longest continually operating summer stock theater west of the Mississippi. Virginia City contains a nationally significant collection of 19th-century historic buildings, artifacts, natural and scenic places.

Nevada City was the major residential suburb of Virginia City in the 1860s. The first hanging, that of George Ives in Nevada City in December of 1863, led to the formation of the Vigilantes. By 1876, Nevada City had dwindled to near ghost town status. Only twelve of Nevada City's original buildings remained by 1959. During this time, Charles and Sue Bovey moved a small historic collection of Montana buildings from Old Town in Great Falls to Nevada City for the sole purpose of preservation. Continuing through the years, Nevada City has become a haven for endangered buildings which escaped the ravages of time and progress. Nevada City is now comprised of over 50 structures completely furnished with an irreplaceable collection of Montana artifacts depicting everyday life in the late 1800s.

Virginia City and Nevada City serve as a destination point where live historical reenactments expose visitors to a disappearing heritage including mining; the Vigilantes and Road Agents feud; Indian, Chinese, and other ethnic groups; and post-Civil War era politics and commerce. These stories play an important role in the preservation of our history so that we may understand where we have come from and chart the best path into the future.

Ford Bovey, who inherited the property from Charles and Sue Bovey, has recently agreed to allow visitors to tour the site again this summer, but without your support, this could be the last time. During its past session the Montana State Legislature recognized the importance of saving this site, but failed at last because of a dispute about how to fund it. We would like to encourage the Montana State Legislature to work out a solution that best suits the needs of Virginia City and Nevada City and preserves our national history for all of us. There are several ways you can voice your support. Feel free to contact Thomas Cook, Development Director, Montana Historical Society Foundation, P.O. Box 863, Helena, MT 59624; (406) 449-3770. Additional information is available on website address: <http://161.7.104.170>.

Sincerely,
Lillian Elizabeth Duck

Secretary, Beta Lambda Chapter of Phi Alpha Theta
San Jose State University
San Jose, California



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

PAPERS OF PAGE SMITH WANTED

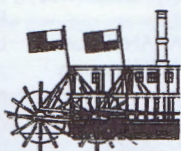
The family of the late historian Page Smith would appreciate copies of any of his correspondence that you may have received and kept. To contribute to this archival effort, please send copies to his daughter, Anne Easley, at 604 Graham Hill Rd., Santa Cruz, CA 95060; (408) 429-8963; fax (408) 475-1206.

OAH Placement Service

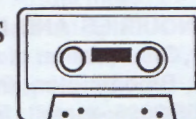
<http://www.indiana.edu/~oah/jobs.html>

The OAH officially began its online job placement service in August 1995. Using the immediate access afforded by the World Wide Web, we can now provide a year-round placement service for members and a direct connection with institutions offering new positions. Please use the address above to check current and previous position listings. We would like to encourage you to share your comments with us regarding this new format. E-mail us at oah@oah.indiana.edu.

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CONNECTIONS

AMERICAN HISTORY AND CULTURE IN AN INTERNATIONAL PERSPECTIVE

VOLUME 2, ISSUE 2

MAY/JUNE 1996

ISSN 1074-8202

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ALL INQUIRIES AND POSTINGS should be sent to: David Fisher, Organization of American Historians, 112 North Bryan Street, Bloomington, Indiana 47408; tel 812-855-7311; fax: 812-855-0696; e-mail: fisher@oah.indiana.edu OR Deborah L. Owen, American Studies Association, 1120 19th Street, NW, Suite 301, Washington, DC 20036; tel: 202-467-4783 fax: 202-467-4786; e-mail: yamstud@aol.com

With this issue we bid a fond farewell to editor Michael Schreiner. Without Michael's vision, dedication, and many long hours of hard work *Connections* would never have become the success that it is. We wish him well in his new endeavors. Replacing Michael as editor is David Fisher. David is a graduate student at Indiana University studying Russian and American history. Associate editor, Deborah Owen, will be missed as well when her term comes to an end May 15th.

I. CONVERSATIONS, COLLABORATIVE RESEARCH

AMERICAN ENVIRONMENTAL POLITICS: I am working on a dissertation examining the conflation of American environmentalism (from its mainstream to its radical fringe) with a distinct kind

of populist politics of race and nation that is sweeping across America. My study is concerned with the manner in which the environmental crisis is used as an index of the disintegration of the social order, as a sign that the "American way of life" is coming apart at the seams. It strives to examine why and how the themes of "race" and "nation" — condensed into the concept of environmen-

talism — come to serve as articulators of this national crisis. It is about how these themes function as a mechanism for the construction of an authoritarian racialized consensus, all justified as consistent with the egalitarian spirit of the 1960's civil rights movement in order to achieve a more correct, stable, polite, and moral nation. I would like to exchange ideas, information, and resource materials with scholars who have an interest in this topic. Contact: Sanjay Kharod, Department of Geography, Rutgers University, New Brunswick, NJ 08903 USA; tel. 908-932-4101 x688; kharod@rci.rutgers.edu.

NEW ORLEANS-YUCATAN RELATIONS: I am a scholar of 19th century Yucatecan History, researching the role played by the United States and Spain in the first decade of the War of the Castes (1847-1857). I am searching for a scholar whose research deals with mid-19th century New Orleans and the political, economic, social and cultural relations between this city and Cuba, Belize, and Yucatan; also, a scholar who has knowledge of New Orleans City Archives and other repositories which would have documents pertaining to New Orleans-Yucatan relations. Contact: Lorena Careaga, Universidad de Quintana Roo, Apartado Postal No. 145, Chetumal, Quintana Roo, Mexico 77000. Tel: 52 (983) 2-57-11; Fax: 52 (983) 2-56-86; lorcareaga@balam-cuc.uqroo.mx

1920s WOMEN'S CONSERVATIVE MOVEMENT: I am presently working on the women's conservative movement in the 1920s. In particular, how this movement seems to be a backlash against the

direction that feminists were moving women and society in this period. My focus is on women in Oklahoma. The political spectrum in Oklahoma ran from a small group of socialists to over 50 women of the Ku Klux Klan organizations throughout the state. In between these extreme ends are women's organizations that held conservative ideals. I am interested in any information that helps to bring into focus the conservative women's movement of the 1920s. Contact: Sue Schrems, 2242 Ravenwood, Norman, Oklahoma 73071 nschrems@aardvark.ucs.uoknor.edu

FEMINIST MOVEMENT IN THE UNITED STATES: I am an Algerian post-graduate student working on the feminist movement in the US (women's liberation movement). My interest is mainly in the success of the movement starting from the 1960s and on. I would appreciate any assistance from people who are working on this subject. Contact: Emil Yasmina, 17th October St., No. 23, Ahhaba 23000, Algeria.

UNITED STATES OFFICIAL CULTURE OF PEACE: The Associacao Brasil-America invites an exchange of views on what can be learned about the U.S. official culture of peace from a careful, critical reading of speeches by contemporary American politicians and government officials. What kind of world view underlies presidential statements? Possible themes for discussion of presidential statements include: insights texts provide on the author's systems of beliefs and values; how political discourse encapsulates supreme values; texts as a major source for rhetorical, communicative biographies; vocabulary used in

prepared speeches, especially of the human-dignifying and edifying uses of lexical items. Contact: Francisco Gomes de Matos, ABA President, Rue Maria Carolina 581, Boa Viagem Recife, PE, Brasil; CEP: 51020-220; Tel: (55) (81) 326-2866; Fax: (55) (81) 326-8670; 17fcm@npd.ufpe.br

CROSS-CULTURAL STUDIES CLASS IN JAPAN SEEKS INTERNET PARTNERS: We are seeking to set up an e-mail exchange (and more!) with college-level students of another country interested in doing joint research with students of Cross-Cultural Studies in Japan. Institution: Chuo University, Faculty of Policy Studies, Tokyo, Japan; Course: "Researching with the Internet"; Age: Juniors and Seniors (age 20 to 23); Number: 15 to 25 students; Language: English; Countries we wish to contact: USA, Australia, Hong Kong, China, Taiwan, Korea, Asia, Russia. Projects: Home page creation; World War II History Textbooks: Japan, US and Asia; the future of Hong Kong, China and Taiwan. Together, students will conduct research, compile data and create a joint home page presenting the results of their research on the Internet. Contact: Jon M. Brokering, Chuo University. jon@fps.chuo-u.ac.jp

WORLD WAR I RESEARCH: I am researching the social and cultural ways in which Great War experience has been remembered and commemorated in memorials and other 'sites of memory' (both public and private). I would like to exchange ideas and information on the comparative dimensions of 1914-18 remembrance (USA, Canada, and white settler Dominions in the British Empire)

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Associate Editor: Deborah L. Owen, American Studies Association

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with any scholars who have an interest in this field. Contact Bill Nasson, Department of History, University of Cape Town, South Africa. Fax: 021 650 4038. billn@beattie.uct.ac.za

LABOR CULTURE in RUSSIA and the UNITED STATES: I am conducting post-doctoral research on comparative Russian and American labor culture, work related values, business ethics and would like to exchange ideas, information, and resource materials with scholars who share an interest in this field. My research objectives are to clarify the impact of history, politics, class, ethnicity, race, gender and other factors on labor activity. Specifically, I am interested in the labor history of Russian immigrants to the US and their social and professional incorporation into American society. Contact: Prof. Vera Gouchtchina. Dept. of Cultural Studies, Voronezh State University, Universitetskaya pl. 1, Voronezh, 394693, Russia. hc@vucnit-voronezh.su

FRENCH-AMERICAN DIALOG: I am a Parisian high school history and geography teacher. I would be interested in an internet exchange during 1996-97 with French speaking American students on themes of geography or history. A few possible themes include: family history, ethnic diversity, suburbs, urban problems. I am open to suggestions. French and American students have common problems and dreams. Using the net for an exchange can help them to understand better the country where they live and to build a place for themselves. Contact: Francois Jarraud, Lycée Le Rebour, 44-46 Bd. Blanqui, 75013 Paris, France. fjarraud@geonet.fdn.fr

PSYCHOLOGICAL STRATEGY BOARD: I am working on a paper to be presented at the 1996 SMH Conference on the Psychological Strategy Board. I would be interested in talking to anyone who is familiar with this group and its role in American Cold War Policy during the years 1951 through 1953. I am also looking for clarification on what became known as the 10/5 Panel. Specifically, did the 10/5 Panel replace the 10/2 Panel, did its membership remain the same, and what relationship did this panel have to the PSB? Contact: Sarah-Jane Corke, University of New Brunswick, 46 William Street, Fredericton, New Brunswick Canada, E3A 4V6. i93h@unb.ca

1970s BACK TO THE LAND MOVEMENT: I am currently doing research on the 1970s back to the land movement and am interested in sources on the migration of professionals from eastern cities to rural New England. I would also like to contact other scholars interested in this topic. Contact: Tsuyoshi Ishida, Visiting Scholar at Bowdoin College until July 1996 <tishida@polar.bowdoin.edu>. I will return to my home university in August 1996: Hiroshima Shudo University, Hiroshima, Japan. ishida@shudo-u.ac.jp

NUCLEAR WEAPONS FREE ZONE: I am looking for any information, bibliography, articles, research papers, seminar papers etc. on Nuclear Weapons Free Zone. I would also love to exchange opinions with experts of this subject all over the world. Contact: Yone Sugita, Osaka University of Foreign Studies. sugita@post01.osaka-gaidai.ac.jp

CHINESE PROTESTANT HISTORY PROJECT: I will begin an oral-video history project in the summer of 1996 which seeks to document the voices and im-

ages of Chinese Protestants (mainline and evangelical) in the U.S./Canada since World War II. Though I will concentrate on the West Coast cities (Los Angeles, San Francisco Bay Area, Seattle-Vancouver) during the summer, I plan to conduct interviews and videotape in the East in the fall of 1996. I would also like to interview/video-tape white Protestant missionaries who worked in North American Chinese missions and congregations during this period. I welcome any pointers, suggestions, or advice about this project. Volunteers, contacts, and/or information about personal papers or collections are also appreciated. Contact: Timothy Tseng, Assistant Professor of Church History, Denver Seminary, P.O. Box 10,000, Denver, Colorado 80250-0100 USA. Tel: (303) 761-2482, ext. 228; Fax: (303) 761-8060; Ttseng@aol.com

CHINESE AMERICAN FAMILY HISTORY: I am embarking on dissertation research that concerns the history of the Chinese American family from the 1890s through to the 1950s or 60s. I will draw on concepts of the family developed not only within the sub-field of family history, but also from within immigration history, labor history, and Chinese history. I anticipate finding the Chinese American family, despite its strained beginnings in the U.S., to be a source of tremendous community strength, cultural persistence, and social and individual identity, though not necessarily a place for political or cultural conservatism within the ethnic community. I read and speak Chinese, and will bring Chinese community newspapers and other Chinese language resources into the investigation. I am interested in contacting other scholars with similar interests and would appreciate whatever help or advice might be offered in terms of potential primary resources, or critical bibliography, etc. Contact: Rick McKinney, 1321 Montclair Ct., Appleton, WI 54915 USA. Tel: 414-830-2226. mcki0023@gold.tc.umn.edu or mcki0023@dataex.com

VERMIN EXTERMINATION: I am researching the bounty system of vermin extermination in the Cape Colony, South Africa, 1889-1910 and am most anxious to acquire comparative historical perspectives on policies and practices in the United States, Canada and Australia. Contact: L. van Sittert, Dept. of History, University of Cape Town, Rondebosch, 7700, Cape Town, South Africa, Fax: (021) 650-4038; cdude@beattie.uct.ac.za

RUSSIAN ASSOCIATION FOR AMERICAN STUDIES: The RAAS is a recently formed independent and interdisciplinary organization devoted to increasing the study and understanding of the United States. The Board of RAAS is interested in any information concerning the activities of like institutions in other countries. Specific needs concern the following: acquiring periodicals and other publications; acquiring course descriptions on America; developing cooperative research projects; receiving visiting scholars to give lectures; receiving information on research grants for foreign scholars; organizing a joint summer institute for American Studies in Russia; developing a database of primary sources and other documents that have been converted to an electronic format. Contact: Russian Association for American Studies, Dept. of History, Moscow State University, Vorobyovi Gori, Moscow, 119899, Russian Federation. Tel: 7 (095) 939-3288; Fax: 7 (095) 939-5201. yuri@amstud.hist.msu.su

NORTH-OSSETIAN STATE UNIVERSITY: The International Programs Office of NOSU is actively developing new international opportunities for staff and students. We are interested in receiving information on programs of international cooperation: conferences, special courses, research grant programs, professional development, study abroad programs. Contact: Alexander Tatrov, Vautin Str. 46, Vladikavkaz, North Ossetia-Alania, 362025, Russia, International Information Analysis Department of the North Ossetian State University. Tel: 7 (867-22) 4-31-91; Fax: 7 (867-22) 4-05-79. indep@nosu.vladikavkaz.su

E-MAIL FOLKLORE: For an article on Donald Knuth, a pioneering computer programmer who stopped accepting e-mail in 1990 (because he was finding he had time to do little else than respond to his messages!), Lingua Franca seeks folklore on people swamped by the task of returning e-mail. Please send anecdotes by e-mail (of course) to EDIT@NETCOM.COM or by post to Rick Perlstein, associate editor, Lingua Franca, 22 West 38th Street, New York, NY 10018. Fax: (212) 302-0847.

ROADSIGN: A General Update and News List for the American Studies Crossroads Project (<http://www.georgetown.edu/crossroads>). ROADSIGN is a general information list for the American Studies Crossroads Project, (director, Randy Bass) an international curriculum and technology project sponsored by the American Studies Association and funded by major grants from the US Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE) and the Annenberg/CPB Project, as well as by the American Studies program at Georgetown University. ROADSIGN is a moderated list; its main purpose is to distribute information about the Crossroads Project and to serve as a listening-post for suggestions and feedback about the Project's many activities. The list is open to everyone; to join, send a message to LISTSERV@LISTSERV.GEORGETOWN.EDU, leave your subject line empty, and include as your message this text: SUB ROADSIGN firstname lastname (where firstname lastname = your own first and last name). Membership is open to everyone with an email account.

II. TRAVELLING SCHOLARS

Robert Michael, Professor of European History and co-editor of H-Net discussion lists on anti-semitism, the Holocaust, and Western Civilization will be traveling in Central and Eastern Europe from about July 4-25, 1996 and would like to make contacts in Vienna, Bratislava, Budapest, and Prague. Contact: Robert Michael Professor of European History, Univ. of Massachusetts Dartmouth, N. Dartmouth, MA 02747. rmichael@umassd.edu; or cyberbob@ici.net; <http://www.umassd.edu/cybered/theholocaust.html>

Gidon Elad will be visiting Prague in September 1996. Areas of interest: Liberal Judaism; Passover Haggadot; Reconstructing Jewish life in the Czech Republic (involvement of Israeli and American Jewish). I am also interested in advice on accommodations for myself and wife; possibly a reasonable hotel in the middle of the town. Contact: Gidon Elad, Kibbutz Chatzerim, Negev, Israel, 85420. Tel: 972-7-473536; Fax: 972-7-473199. gelad@bgumail.bgu.ac.il

Regina Lark is a doctoral student who will be in the Washington, D.C./Maryland area during June 1996 conducting research at the National Archives, Archives II in search of information regarding SCAP policies on marriage between Japanese women and American men during the period of the Allied occupation of Japan. I am interested in meeting and talking with anyone who is doing work on gender and war, Japanese women's culture and family during the pre- and post-WWII years, and anyone doing research on the 1952 McCarran-Walter Immigration Act. Contact: Regina Lark, 20841 Stephanie Drive, Canoga Park, CA 91306. lark@scf.usc.edu

American historian looking for contacts with scholars interested in American history in Thailand, Indonesia, and Singapore. Am especially interested in environmental history. Please contact Mart Stewart, Department of History/MS-9056, Western Washington University, Bellingham, WA 98225 USA. Fax: (360)650-4837; Smar4@henson.cc.wvu.edu

III. RESEARCH MATERIAL REQUESTS

RED GUARD GENERAL, AN WENJIANG, MEMOIRS: Available from the *Connections* editor is an informal translation by Xiao Jun of An Wen-Jiang's memoirs. Xiao Jun is presently writing a book on the Chinese student movement during the 1960s (The Red Guard Movement) and has further material to share with colleagues. Contact: Xiao Jun, History Institute, Nankai University, Tianjin, PR China.

19TH CENTURY WOMEN'S HISTORY: I am teaching a course in 19th century women's history, Europe and the US. I am looking for a primary in-print text to teach concerning colonialism, imperialism or immigration (to the US or Europe) and about women's experiences. I have thought of teaching "1,000 Pieces of Gold" but would rather focus on colonialism. I welcome suggestions of any good books on this subject. Contact Morag Martin. moragm@ea.oac.uci.edu

AMERICAN CIVIL WAR POETRY: I am working on a project which is addressing themes, 'topoi,' of poetry written about the Civil War (either during or after). I would appreciate any references to primary or secondary sources; i.e. poetry and commentary. Contact Susan Karen Hedahl, Associate Professor of Rhetoric / Homiletics, Gettysburg Lutheran Seminary, Gettysburg, PA 17325. Susan.Hedahl@cc.gettysburg.edu

CODE OF CONDUCT AND THE UN: I am doing research on the Code of Conduct program and I came across an interesting fact. In 1955 the United States Department of Defense sent copies of the Code to 22 UN countries in the hopes that they would each adopt a similar policy. Apparently the DOD kept records of the international responses. I am interested in information on locating these responses. Contact: Lori Bogle, OM 405, History Department, University of Arkansas, Fayetteville, Arkansas, USA 72701; Tel: 501-575-5893; lbogle@comp.uark.edu

TURKISH-U.S. RELATIONS: I am working on a project on Turkey's Foreign Relations 1923-1939. Since the U.S. did not recognize the Turkish Republic officially until 1927, I would like to collect information about Turkish-US relations

from 1923 on. I am interested in any data available from personal, missionary, business or journalistic experiences of American citizens in Turkey during that time, please contact Dr. Nur Bilge Criss. Bilkent University, Department of International Relations, 06533, Ankara, Turkey. Fax: 09-312-2664960. criss@bilkent.edu.tr

LABOR HISTORY and the BRAZILIAN AUTO INDUSTRY: I am interested in gaining access to archives of the Ford Motor Company and the Kaiser-Frazer Auto Company for my research on workers history in Brazil. Willys Overland was an American car company of Kaiser Industries (also owner of Kaiser-Frazer auto company) that came to Brazil at the same time it left the USA. It was the largest auto firm of the country between 1956 and 1962 and was bought by Ford in 1967. I would like to locate written documentation about Willys do Brasil, particularly references to its labor policies. Were Willys records sent to Kaiser Industries and if so are they available for research? Does Ford keeps its documentation on Willys in the USA and is it available? Did the Ford Company express its opinion on Willys labor policies? Contact: Antonio Negro, Unicamp, Brasil. Negro@Turing.Unicamp.Br

DIVORCE RATES: I hold a Ph.D. in Psychology and am currently doing post-doctoral research on divorce rates in India. I am interested in any and all information about similar research on divorce rates in the United States—factors responsible for increases, and so on. Please contact: Padmaja Mallik, Legal Aid Services—West Bengal, 5, Kiron Sankar Roy Road, Calcutta, 700 001.

AFRICAN-AMERICAN VOTING RIGHTS: I am writing an MA thesis and need information and advice concerning the struggle of African-Americans for their voting rights with particular emphasis on the modern period. I want to analyze voting behavior, voting strength, and elected African-Americans. Contact: Mr. Samir Zerfa, Dept. of English, I.L.E. Annaba University, B.P. No. 12, Elhadjar 23200, Annaba, Algeria.

CAPITALISM AND GAY MALE DESIRE: I am beginning preliminary dissertation research concerning the nexuses between capitalism and gay male desire in late nineteenth-century America and have found an exiguous amount of information regarding male prostitution. I am interested in recommendations for texts. While I am familiar with Chauncey's *Gay New York* and find it valuable in my studies, I am looking for something with a little more cultural and historical specificity (e.g., texts which have marshaled or discuss historical and legal documents concerning male-male prostitution at the turn—something akin to Jon Katz's *Gay American History*). Contact: Geoffrey S. Saunders Schramm, 2105 Susquehanna Hall Dept. of English University of Maryland, College Park, MD 20742 USA. gschramm@wam.umd.edu

HISTORY OF AIDS: The AIDS History Group of the American Association for the History of Medicine is seeking information on research projects both in the United States and internationally relating to writing on and documenting the history of the AIDS epidemic and the scientific, moral, political, and cultural response to the disease. The aim is to develop a database if such projects and their sources of funding. Please send information to either of the group's co-chairs: Dr. Victoria A. Harden, National

Institutes of Health, 31 Center Dr. MSC 2092, Bethesda, MD 20892-2092; fax: 301-402-1434; vharden@helix.nih.gov; or Dr. Caroline Hannaway at the same mailing address; channa@helix.nih.gov

JAPANESE-AMERICAN MIDWIVES: I am interested in suggestions for my research project on the history of Japanese-American midwives, especially in Washington state and Hawaii. Related to this project, I am also investigating the history of health workers and the provision of health care within the American internment camps of World War II for people of Japanese descent. Contact Susan L. Smith, Assistant Professor of History and Women's Studies, University of Alberta, Department of History and Classics, 2-28 Tory Bldg., Edmonton, AB T6G 2H4, Canada. Susan.L.Smith@ualberta.ca

ITALY and the SPANISH-AMERICAN WAR: I am interested in any information on Italian Asian policy 1894-1905, including especially Italo-American relations in 1898. Literature in any language will be appreciated. Contact: Mr. Scott A. MacKenzie, c/o Department of History, 401 Fletcher Argue Bldg., 28 Trueman Walk, The University of Manitoba, Winnipeg, Manitoba, R3T 5V5, Canada. mandison@mts.net.

IV. TEACHING, SYLLABI

Lingua Franca: The Review of Academic Life, a bimonthly American magazine covering the culture and politics of university scholarship, seeks syllabi of non-American professors who teach American history and literature abroad. Please send them to Rick Perlstein, associate editor, *Lingua Franca*, 22 West 38th Street, New York, NY 10018. Fax: (212) 302-0847. edit@netcom.com

V. BOOKS, JOURNALS, MATERIALS, FELLOWSHIPS

FREE VOLUMES. HISTORY OF THE U.S. SENATE: The U.S. Senate Historical Office has a limited supply of three recent publications for complimentary distribution to any subscriber who sends a self-addressed mailing label to Senate Historical Office, Washington, DC 20510-7108. Send one label for each volume you would like to receive and specify which one(s) you would like. They are: *Guide to Research Collections of Former U.S. Senators, 1789-1995* (743 pages); *Sensors of the United States: A Historical Bibliography, 1789-1995* (356 pages) and *Senate Election, Expulsion and Censure Cases, 1793-1990* (486 p). Also available is a reprint edition of Roy Swanson's *The United States Senate, 1787-1801* (1961, 325 pages).

U.S. HISTORY BOOKS NEEDED: The Delta Teachers Academy of The National Faculty, a non-profit bringing K-12 teachers and university faculty together for content-based professional development, asks for your review, desk, or simply spare copies of recent books in any field of US History. The fellows of the Delta Teachers Academy often work in rural, under-developed areas, and finding resources for curriculum development is a frequent challenge. DTA fellows attend two-week institutes in the summer, and we'd like to organize a free "book shop" at least one institute. We'll reimburse you (within reason) for your shipping expenses. Contact: Martha Boonin-Vail, Program Of-

ficer, The National Faculty, Southern Region, 200 Carondelet St., Suite 1700, New Orleans, LA 70130-2900 USA. Tel: (504) 524-7644, ext. 110; (800) 524-6672. Fax: (504) 524-7592. mboonin@wave.tcs.tulane.edu.

AMERICAN STUDIES MATERIALS NEEDED: Voronezh State University needs books and other teaching and resource materials. In response to great student demand a new course in American culture has been developed but we badly lack resources. Any form of assistance will be greatly appreciated, especially books by landmark American thinkers and public figures of the past and present; and any advice on new teaching approaches, curricula development, syllabus preparation. Contact: Prof. Vera Gouchtchina. Dept. of Cultural Studies, Voronezh State University, Universitetskaya pl. 1, Voronezh, 394693, Russia. hc@vucnit.voronezh.su

TRANSLATED AMERICAN HISTORY TEXTS: I am looking for information on standard college level texts on American history that have been translated from English into other languages. I am also interested in finding translations of monographs that are typically used as required readings in introductory American history classes. Any suggestions (and comments about the merits of the translations) will be appreciated. This information is being compiled for the H-Net discussion list H-USA. Contact Brad Burke. burke@umbc2.umbc.edu

PEACE HISTORY SOCIETY (formerly the Council on Peace Research in History) seeks new members. Members receive quarterly copies of the journal *Peace & Change* (now published by Blackwell) as well as the organization's Newsletter. The journal's goal is to transcend national, disciplinary, and other arbitrary boundaries while building bridges between peace research, education, and activism. We welcome articles on a wide variety of topics related to peace activists and movements, conflict resolution, nonviolence, internationalism, race and gender issues affecting peacemaking, cross-cultural and transnational studies, economic development, the imprint of imperialism on societies, and post-cold war upheaval. For information, contact Sina Dubovoj, Secretary-Treasurer, PHS P.O. Box 5874 Bethesda, MD 20824 USA; tel: 301-530-5646

"MISSIONARY IMPULSE" RESEARCH GRANTS: The Institute for the Study of American Evangelicals (ISAE) at Wheaton College has received a three-year grant from the Pew Charitable Trusts to fund a study of the "Missionary Impulse in North American History." Grants of \$2,500 each will be awarded to support several article-length studies. Deadline is May 15, 1996. Contact Larry Eskridge, ISAE, Wheaton College, Wheaton, IL 60187; (708) 752-5437; isae@ david.wheaton.edu

LONGFELLOW INSTITUTE FELLOWSHIPS: The Institute announces its ongoing seminar on "Languages of What is Now the United States" with short-term and long-term fellowships. The fellowships include a) one full-time residential postdoctoral position; b) grants for dissertation-writing; c) research support; d) travel grants for scholars from abroad. Applications are reviewed periodically. Forms and information about deadlines are available upon request from The Longfellow Institute, Dept. of English and American Literature and Language, Harvard University, Warren House, 11 Prescott Street, Cambridge, MA 02138;

tel: 617/496-9400; fax: 617/496-8737; lowinus@fas.harvard.edu.

UNIVERSITY OF MELBOURNE announces fellowships in American Studies. The Faculty of Arts wishes to appoint visitors for short-term periods of approximately three weeks. The visitors will be expected to contribute to our undergraduate teaching program in American Studies. The three week visit can be arranged so that it takes place at a convenient time during our teaching semesters in 1997 (4 March to June 9 and 22 July - 27 October). The University of Melbourne will assist with travel expenses and an honorarium up to Aus \$3,600 (\$150 per day) will be paid. Assistance will also be provided to find suitable accommodation. The closing date for applicants is July 30, 1996. Further information regarding the Faculty of Arts and more details relating to application procedure and conditions of appointment are available from David Tucker. Applications (providing a curriculum vitae, including the names and facsimile numbers of three referees, and stating date preference) or requests for further information should be sent to: David Tucker, Political Science, University of Melbourne, Parkville, Victoria 3052, Australia; Fax 61-3-9344 7906; D.F.B._Tucker.Politics@pc.unimelb.edu.au

THE CENTER FOR THE HISTORY OF BUSINESS, TECHNOLOGY, AND SOCIETY offers fellowships and grant support for scholars from the humanities and related social sciences. The Hagley Museum and Library is one of the nation's foremost independent research libraries. Its collections are especially strong in the areas of American business and economic history, the history of science and technology, and the history of industrialization in its social contexts. Scholars working in labor history, social history, arts and industries, as well as business and technology are encouraged to apply. The library is also strong in French history of the Revolutionary period. **HENRY BELIN du PONT FELLOWSHIP:** Supports advanced research at Hagley. Sponsored by the H. B. du Pont Memorial Fund, these fellowships offer a maximum stipend of \$1500 per month. Applicants must be from out-of-state; degree candidates and persons seeking support for degree last from two to six months. Application deadlines for the year are March 31, June 30, and October 31. **GRANTS-IN-AID:** Short term grants-in-aid support visits to Hagley for research in the imprint, manuscript, pictorial, and artifact collections. They are designed to assist researchers with travel and living expenses while using the collections. Stipends are for a minimum of two weeks and a maximum of eight weeks at no more than \$1000 per month. Application deadlines: March 31, June 30, and October 31. For further information on these or other fellowship programs and an application packet, please write to Dr. Philip Scranton, Director, Center for the History of Business Technology, and Society, Hagley Museum and Library, PO Box 3630, Wilmington, DE 19807 USA. Tel: 302-658-2400; Fax: 302-655-3188; crl@strauss.udel.edu.

AMERICAN STUDIES RESEARCH CENTRE: OPPORTUNITIES FOR RESEARCH. Twice a year the Centre considers applications on a competitive basis for a limited number of grants to member teachers and scholars for resident study and research. Awards fall into six categories: Teacher Research Grants, Teacher Study Grants, Middle Awards, Scholar-in-Residence, Visiting Fellow Awards, Grants-in-Aid. Deadlines for

applications are 15 January for summer grants and 15 July for winter grants. For an application form and conditions of the award write to: The Director, ASRC, Osmania University Campus, Hyderabad 500007, India.

SUPREME COURT HISTORICAL SOCIETY STUDENT ESSAY PRIZE: The Supreme Court Historical Society invites submissions for the 1996 Hughes-Gosssett Award. The prize carries a cash stipend and publication in the *Journal of Supreme Court History*. The paper must be on some aspect of the Supreme Court's history, and this includes institutional matters as well as biographical studies of individual justices. Because the *Journal* is concerned primarily with historical questions, papers focusing mainly on doctrinal matters will not be eligible. Authors must be students at the time they write the paper, and may be either undergraduate or graduate students or attending law school. Papers should be submitted on plain paper, with appropriate annotation; if accepted, a diskette will be necessary. Papers should be submitted no later than July 1, 1996 to Clare Cushman, Managing Editor, *Journal of Supreme Court History*, Supreme Court Historical Society, 111 Second Street, N.E., Washington, D.C. 20002.

MICHIGAN HISTORICAL REVIEW STUDENT ESSAY PRIZE: The Review announces competition for the Student Essay Prize on Michigan history or on themes in American, Canadian, and Midwestern history that explore issues related to Michigan's past. The winning essay will be published in the Spring 1997 issue of the Review and will be awarded a cash prize of \$500. Manuscripts should not exceed 7000 words and should be double spaced, including endnotes, and must be received by 15 July 1996. This competition is open to graduate and senior undergraduate students. Contact: Carol Green-Devens, Editor, Michigan Historical Review, Clarke Historical Library, Central Michigan University, Mt. Pleasant, MI 48859 (517) 774-6567. mihisrev@cmich.edu

SPANISH CIVIL WAR STUDENT ESSAY PRIZE: The Abraham Lincoln Brigade Archives (ALBA) announces the establishment of the ALBA George Watt Memorial prizes for the best college student essays about the Spanish Civil War, the anti-fascist struggles of the 1930s, or the lifetime histories of the Americans who fought in Spain from 1937-1938. Two prizes of \$500 each will be awarded each year—one to the best undergraduate paper and one to the best graduate student paper. Papers must incorporate use of both primary sources and secondary commentary by scholars. The paper must have been written to fulfill an undergraduate or graduate course or degree requirement. For more information contact: Peter Carroll, ALBA Chair, Abraham Lincoln Brigade Archives, Box LII, Brandeis University, Waltham, MA 02254.

VI. CALLS FOR PAPERS, CONFERENCES, PUBLISHING OPPORTUNITIES

CHINA INTERNATIONAL CONFERENCE: August 1-10, 1996 in Beijing. 3 travel days; 1 day free; 3 meeting days. Popular Culture Studies/American Culture Studies are interpreted broadly and deeply. Participants in all areas of the arts, humanities, social sciences, and physical sciences are invited to attend. Papers are solicited on all subjects. People interested in participating in the

meeting are urged to write immediately. Deadline is May 1, 1996. Early registration preferred; late registration possible. Full details by faxed flyer. Please ask. Contact: Peter C. Rollins, Popular Culture Center, Rt.3, Box 80, Cleveland, OH 74078. (918) 243-7637; Fax: (918) 243-5995. Rollins@osuunx.ucc.okstate.edu

POPULAR CULTURE/AMERICAN CULTURE ASSOCIATIONS NATIONAL AND REGIONAL MEETINGS: Popular Culture Studies/American Culture Studies are interpreted broadly and deeply. Participants in all areas of the arts, humanities, social sciences, and physical sciences are invited to attend. Papers are solicited on all subjects. People interested in participating in the meeting are urged to write immediately. **NATIONAL:** March 26-29, 1997, Marriott Rivercenter Hotel, San Antonio, Texas. Contact: Ray Browne, Popular Press, BGSU, Bowling Green, OH 43403. Tel: (419) 372-7867; Fax: (419) 372-8095. RBrowne@andy.bgsu.edu (NB: Easter Sunday is March 30, Good Friday is March 28. Passover is April 22-29.) **REGIONALS:** PCA/ACA OF THE GREAT PLAINS, Oct. 3-5, 1996, Billings, Montana. Contact: Gary Acton, Dept. of English, Montana State U-Billings, Billings, MT. 59101. (406)657-2946 and fax 2187 or engl_acton@vesper.emcm.edu Deadline, June 7. PCA/ACA OF THE SOUTH, October 17-20, 1996, Savannah, GA. Contact: Dennis Hall, Dept. of English, U of Louisville, Louisville, KY 40292. (502)852-6896 or fax 4182 or drhall01@ulkyvm.louisville.edu PCA/ACA OF THE NORTH EAST, Nov. 1-2, 1996, Quinnipiac Col Campus (north of New Haven). Contact: David Cole, Dept. of English, Quinnipiac College, Hamden, CT 06518. (203)281-8308 and fax 8709. Deadline, June 1. PCA/ACA OF THE MID-ATLANTIC Nov. 1-3, 1996, Philadelphia. Contact: John Matviko, Dept. of Communications, WLSC, West Liberty, WV 26074. (304)336-8089 or j2325@aol.com PCA/ACA OF THE MIDWEST, November 15-16, 1996, Bowling Green, Ohio. Contact: Cassie Carter, Dept. of English, BGSU, Bowling Green, OH 43403-0215 or (419)372-6864 or fax 0333 or ccarter@bgsu.bgsu.edu Deadline: July 1. PCA/ACA OF THE PACIFIC, Jan. 9-11, 1997, Laie, Hawaii. Contact: Gale Ward or Margaret Baker, PO Box 1904, Brigham Young University, HI 96762. (808)293-3602 or fax 3662 PCA/ACA OF THE FAR WEST, Jan.31-Feb. 2, 1997, Imperial Palace Hotel, Las Vegas. Contact: Felicia Campbell, Dept. of English, UNLV, 89154. Phone: (702)895-3457 or fax 4801 or Raksha@nevada.edu PCA/ACA OF THE SW-TEXAS, March 26-29, 1997, with the national meeting in San Antonio. Contact: Michael Schoenecke, English, Texas Tech University, Lubbock, TX 79409 (806)742-2501 and fax 0989 or cbmks@ttacs.ttu.edu **SPECIAL MEETINGS:** BRITISH INTERNATIONAL CONFERENCE July 27-August 2, 1997 at University College of York Ripon/York St. John. A special flyer will go out to all members of PCA/ACA in Spring of 1997. Contact: Pat Browne (419)372-7861 or fax 8095 or ABrowne@bgsu.bgsu.edu **LATIN AMERICAN CONGRESS OF PCA/ACA.** February 27-March 1, 1997. Program suggestions to Ray Browne (see national meeting address) (419)372-7861 fax 8095 or RBrowne@bgsu.andy.edu

SCREENING CULTURE: CONSTRUCTING IMAGE AND IDENTITY: Call for papers/presentations. Screening Culture hopes to promote discussion of issues central to the understanding of indigenous cultural identity, encounter and representation on film. It will help to

challenge stereotypical perceptions and expose the mythic Indianness constructed by other cultural processes including mainstream cinema. This inter-disciplinary conference should be of interest to anyone with general Canadian cultural interests or an involvement in studying, teaching and research on aboriginal-related issues; aboriginal academics, educators; indigenous/non-indigenous professionals working in related areas; museums personnel; film archivists and historians; tourism and heritage interpreters and people interested in contemporary film/video production, distribution and interpretation. Deadline for proposals: Friday, July 5, 1996. Conference registration deadline: September 6, 1996. Conference to be held in York, England, date: October 26, 1996. Contact: Heather Norris Nicholson, Aboriginal Studies Circle, University College of Ripon and York St John, Lord Mayor's Walk, York, UK. Tel: 01904 616755 Fax: 01904 616685.

NORTH AMERICAN SCIENTIFIC EXPLORATION TO 1900: Call for Papers. The American Philosophical Society Library holds this meeting with two basic purposes: to examine and illuminate new historical approaches to scientific expeditions and surveys; and to stimulate discussion and intellectual interchange between the new generation and the older generations of scholars. We invite participation of historians, art historians, historical geographers, anthropologists, archaeologists, historical botanists and others in a format that features formal 25-30 minute papers, sessions comprised of 10-minute work in progress reports, and Roundtable discussions. While the focus will be mainly on the continental United States, we would welcome topics on Canadian, Mexican, Polar, and oceanic scientific expeditions. Papers and sessions that compare such enterprises as the U.S. Pacific Railroad Surveys and those of Canada (scientific, diplomatic, and political aspects) are encouraged. The range of scientific exploration would include federal, state, corporate, educational (museums, collegiate, etc.), and individual efforts. Proposal deadline: October 1, 1996. Contact: North American Exploration Conference, American Philosophical Society Library, 105 South Fifth Street, Philadelphia, PA 19106-3386. Fax: (215) 440-8579. ecarter@mail.sas.upenn.edu

COMMUNAL STUDIES ASSOCIATION: The Communal Studies Association will hold its annual conference in the Amana Colonies, Iowa, from October 10 to October 12, 1996. The seven villages that make up the Amana settlement were founded by the radical Pietist Community of True Inspiration in 1855. One of the longest lived and largest of the nineteenth century communal groups, the Amana Colonies retain a rich architectural and cultural heritage. Conference attendees will include university faculty, staff of historical communal sites and museums, members of intentional communities, students, and others with a general interest in communal societies. The conference will be hosted by the Amana Heritage Society. In addition to formal paper sessions, the conference offers informal social gatherings and tours of the Amana villages. For information regarding proposed papers and sessions, contact Dr. Jonathan Andelson, Department of Anthropology, Grinnell College, Grinnell, IA 50112. For information regarding conference registration, contact Mr Lanny Haldy, Amana Heritage Society, P. O. Box 81, Amana, IA 52203.

FREEDOM IN AMERICAN HISTORY: The Graduate Student Conference on Freedom in American History (October 11-12, 1996; Columbia University) hopes to map the multiple and contested meanings of freedom from the colonial era to the present. How has freedom been produced and reproduced by institutions, social groups, and individuals? How have different ideas of freedom been constructed, challenged, violated, and transformed? We invite papers from graduate students in a variety of disciplines (African-American Studies, American Studies, History, Literature, Music, Political Theory, Religion, Women's Studies, and other areas of the Humanities). Paper titles and abstracts of no more than 250 words must be submitted by July 1, 1996. Please send submissions to: Timothy P. McCarthy, Institute for Research in African-American Studies, 758 Schermerhorn Extension, Columbia University, New York, New York 10027. Tel: (212) 854-4935. Email inquiries to: Alana.J.Erickson@ajc4@columbia.edu

NEW ENGLAND HISTORICAL ASSOCIATION: NEHA, an affiliate of the AHA, holds its Fall conference at Rogers Williams University in Bristol, Rhode Island, October 19, 1996. Papers or panels on any historical topic, time or place may be submitted by June 30. Contact James P. Hanlan, NEHA Executive Secretary, Worcester Polytechnic Institute, 100 Institute Road, Worcester, MA 01609. jphanlan@wpi.edu

ANTEBELLUM PRESS, the CIVIL WAR, and FREE EXPRESSION: The symposium steering committee solicits papers dealing with U. S. mass media of the 19th century. Selected papers will be presented during a three day symposium in Chattanooga, Tennessee November 7-9 1996. The purpose of the conference is to share current research and to develop a series of monographs on antebellum press, the Civil War and the press, and 19th century concepts of free expression. Papers should be able to be presented within 20 minutes-about 15 to 20 pages in length. Four copies of your paper and a 300 word abstract are required by August 21, 1996. The conference headquarters will be Chattanooga's historic downtown Read House hotel four blocks from the University of Tennessee at Chattanooga campus. No registration fee will be charged. Sponsored by the George R. West, Jr. Chair of Excellence in Communication and Public Affairs and the UT-Chattanooga Department of Communication. A brief review of the November 1995 conference is available on the web at <http://www.utc.edu/commdept/AntebellumConf.html>. Contact: Dr. S. Kittrell Rushing, Communication Department, 311 Frist Hall, The University of Tennessee at Chattanooga, Chattanooga, TN 37403-2598 USA. Tel: (423) 755-4400; Fax: (423) 755-4695. krushing@cecasun.utc.edu <<http://www.utc.edu/commdept>>

TRANS-NATIONAL, NATIONAL, and REGIONAL CULTURES IN AN INTERNATIONAL AGE: The annual conference of the Great Lakes American Studies Association invites proposals for individual papers, panels, presentations, and performances that shed light on the shifting meanings of trans-nationalism, nationalism, and regionalism through time and across space. The committee welcomes proposals from scholars in all fields of American Studies and strongly encourages the participation of graduate students and Americanists working outside of the United States. Deadline for proposals is October 15, 1996. The conference will take place March 7-8, 1997

at Indiana University - Bloomington, Indiana. For more information on possible topics and proposal requirements contact: Professor Sherry Linkon, Coordinator American Studies Program, Youngstown State University, Youngstown, OH 44555-3415 USA. Tel: (330) 742-1951; Fax: (330) 742-2304. sjlinkon@cc.ysu.edu; or Professor Casey Blake, Director, American Studies Program, Indiana University, Ballantine Hall 521, Bloomington, IN 47405-6601 USA. Fax: (812) 855-0001. blake@indiana.edu. You can visit the GLASA web site at: <http://omni.cc.purdue.edu/~rjcs/glasa/>

BEYOND BOUNDARIES: STEINBECK AND THE WORLD: The Fourth International Steinbeck Congress will be held March 19 - 22, 1997 at San Jose State University, California. Co-sponsored by the Steinbeck Research Center, San Jose State, and the Steinbeck Society of Japan, the symposium will examine Steinbeck's enduring and worldwide impact. Teaching workshops will be held throughout the three-day symposium. Submit abstracts of papers by September 30, 1996 to: Susan Shillinglaw,

Steinbeck Research Center, San Jose State University, San Jose, CA 95192.

AMERICANS REMEMBER THE CIVIL WAR: The Forrest E. Pogue Public History Institute at Murray State University will host a conference entitled, "Americans Remember the Civil War: Scholarship, Preservation, and Public Memory," on April 4-5, 1997, in Murray, Kentucky. Individual proposals related to the themes of the Civil War homefront, gender and the war, race and the war, and interpretation and preservation of Civil War sites are encouraged. Proposals that relate to the Civil War in Kentucky are especially welcome. Please submit paper proposals (including a one-to-two page abstract and brief curriculum vitae) by July 1, 1996, to William H. Mulligan, Jr., or Lesley J. Gordon, Murray State University, Department of History, P. O. Box 9, Murray, Kentucky 42071. Tel: (502) 762-2231; Fax: (502) 762-6587. LJGordon@msumusic.mursuky.edu.

SECULAR and RELIGIOUS REFORM MOVEMENTS IN AMERICAN HISTORY is the theme of the Third Middelburg Conference of European Historians of the

United States, to be held 23-25 April 1997 at the Roosevelt Study Center, Middelburg, Netherlands. Historians interested to present a paper at this conference with plenary sessions are invited to send a one-page proposal before 15 September 1996 to the two conference organizers: Prof. David K. Adams, David Bruce Centre for American Studies, Keele University, Keele, Staffordshire ST5 5BG, United Kingdom. Fax (44) 1782-583460; and Dr. Cornelis A. van Minnen, Roosevelt Study Center, PO Box 6001, 4330 LA, Middelburg, Netherlands. Fax (31) 118-631593.

KLONDIKE! To mark the centenary, the Centre of Canadian Studies at the University of Edinburgh will host an international conference on the Klondike Gold Rush, May 2-4, 1997. Proposals for papers are invited from all disciplinary backgrounds on the theme of the Klondike Gold Rush. Presentations on topics which relate broadly to the theme are also strongly encouraged: for instance, the Canadian North in literature and in history, aboriginal peoples in the North, the challenges of "boom and bust" economies, comparative studies of other

Questionnaire/Order Form

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2. **Print Subscriptions** (\$5.00/year for four issues). Return this order form with a \$5.00 (U.S.) check or charge to your credit card. Please provide the following information (PLEASE PRINT CLEARLY!):

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5. I would like the following post to appear in the next issue. (Attach separate sheet, if necessary.)

Gold Rushes, and so on. Proposals, in English or French, should be submitted by Monday, 4 November 1996 (on a single sheet of paper, accompanied by a one-page curriculum vitae) to: Dr. Colin Coates, KLONDIKE, Centre of Canadian Studies, 21 George Square, Edinburgh, Scotland EH8 9LD. Tel: 0131-650-8428; Fax: 44-011-131-662-1118 (from North America) 0131-662-1118 (from the U.K.); CCOATES@ed.ac.uk

WILLIAM GRANT STILL AND HIS WORLD: Performances, papers, and presentations of all kinds are sought for a Conference on William Grant Still and his world, to be held at Northern Arizona University, Flagstaff, June 7-11, 1997. In addition to papers on William Grant Still (1895-1978) and performances of his music, presentations that link Still to his varied cultural surroundings are also solicited. These might, to name only a few examples, deal with Still and the Harlem Renaissance, the Hollywood film community, or poets and librettists such as Langston Hughes, Zora Neale Hurston, and Katherine Garrison Chapin. They may address his connections with musicians (both commercial and "classical") and non-musicians. Presenters from fields of study other than music are especially encouraged. To participate in the conference, please send a one-page abstract (four copies), a tape if appropriate, and a one-page vita before December 1, 1996 to: Catherine Parsons Smith, Program Chair, Department of Music, University of Nevada, Reno, NV 89557-0049; fax: 702/784-6986; smithcp@scs.unr.edu

GEORGE WASHINGTON: LIFE, TIMES, AND LEGACY: A Multidisciplinary conference sponsored by Louisiana State University, Shreveport, Sept. 17-19, 1998. Proposals for papers and panels on all aspects and approaches to America's founding experiment in self-government as related to the life, era, and legacy of George Washington are encouraged. For details contact Bill Pederson, History and Social Sciences, LSUS, One University Place, 439 BH, Shreveport, LA 71115; fax: 318/ 797-5358.

WRITING LIVES: AMERICAN BIOGRAPHY AND AUTOBIOGRAPHY. The Netherlands American Studies Association (NASA) is sponsoring a conference, June 5-7, 1996, at the Roosevelt Study Center, Middelburg, the Netherlands. The conference aims to explore the theory and practice of "writing lives" of the self and of others from a truly interdisciplinary perspective. Among the speakers are biographers of Humphrey Bogart, Jimmy Carter, Bill Clinton, Jack Kerouac, H. L. Mencken, and Harriet Beecher Stowe. The conference deals with themes such as: the history of (auto)biography, the ethnic autobiography, a feminist perspective on biography, the problems of native American autobiography, autobiographical films, gay biography, ethical implications of biography, psychological dimensions of writing a biography. Costs: Dfl 90 for the entire conference; or Dfl 45 per day. Location: Roosevelt Study Center, Abdij 9, 4331 BK Middelburg, the Netherlands. Tel: (0) 118-631590; Fax: (0) 118-631593.

GENDER AND COLONIALISM: A Special Meeting at the Berkshire Conference of Women's Historians (Univ. of N. Carolina at Chapel Hill, June 7-9, 1996). Luncheon meeting for scholars interested in gender & colonialism, hosted by Dolores Janiewski and Dorothy Helly,

on Friday, 7 June, at lunch, in the Cutting Board, Lenoir Cafeteria, UNC, Chapel Hill, NC. If you can't make the meeting, but are interested in joint activities, please Contact: Dr. Dolores E. Janiewski, Senior Lecturer, History, Victoria University of Wellington/Te Whare Wananga o te Upoko o te Ika a Maui, P O Box 600, Wellington New Zealand. Tel: 64-4-471-5344 or 64-4-472-1000, both, ext. 7042. 64-4-478-2691 (home). Fax: 64-4-495-5261. Dolores.Janiewski@vuw.ac.nz

GENDER IN INTERNATIONAL PERSPECTIVE: Cross Cultural Approaches to Research and Teaching. The University at Albany, SUNY, June 12, 1996. The conference is open to the public and is intended for faculty, students and others interested in Women's Studies, Area Studies, and Ethnic Studies. 30 participants from Africa, Eastern Europe, Latin America and the Caribbean, and the United States will discuss comparative and cross-cultural approaches to the study of women. Conference themes will include: Feminisms around the world: theory, research, and practice; Curricular issues in the USA and abroad; Women's Place in an increasingly interdependent world: democracy, development and technology. For further information contact: Francine Frank, Co-Director "Internationalizing Women's Studies," c/o Women's Studies Department, SS 341, University at Albany, SUNY, Albany, NY 12222. Tel: (518) 442-4034; Fax: (518) 442-4188; fwf@cns.vax.albany.edu

THE AMERICAN AND SIBERIAN FRONTIER: An international conference to be held October 4-6, 1996, Tomsk, Russian Federation; organized by the Russian Federation State Committee on Higher Education, Tomsk State University, Siberian Association of American Studies, American Information Resource Center. Themes for the conference include: ways and forms of settlement on new territories; people of the frontier-myth and reality; the religious factor in the settlement of the new historical space; aboriginal peoples and national minorities. Operating languages of the conference: Russian and English. Registration deadline: June 30, 1996. The registration fee for foreign participants is 400 USD and covers the cost of hotel, meals, local transportation and other expenses. Payment may be made upon arrival. Contact: Russia, 634050, Tomsk, Prospect Lenina 36, Tomsk State University, Department of Contemporary History, Prof. Michael Pelipas. Fax: 7 (3822) 22-50-94; 7 (3822) 22-61-62; or 7 (3822) 22-44-46. dir@dir.tsu.tomsk.su, egz@amcenter.tsu.tomsk.su

SIGNIFICANT CONTEMPORARY FEMINISTS: A BIOCRITICAL SOURCEBOOK: Editor seeking contributors to write biographical/bibliographical essays, averaging 3000 words, on significant contemporary feminists. This work, under contract with Greenwood Press, will explore the lives and work of a diverse group of women involved with the feminist movement during and since the Second Wave. The work will include fifty essays. All contributors will receive a copy of the text as payment. To indicate interest in writing on a particular person, or in having a person assigned to you, please send a vita and area of interest or expertise to: Jennifer Scanlon, Director of Women's Studies, SUNY, Plattsburgh, NY 12901. scanlojr@splava.cc.plattsburgh.edu

WORLD WAR II VOLUME: Garland Publishing is soliciting contributors for

its World War II in the Pacific volume of its *Encyclopedia of the Wars of the United States*. Potential contributors, please contact Stanley Sandler, U.S. Army Center of Military History, 1099 14th St. N.W., Apt. 847, Washington, DC 20004; Tel: (202) 761-5366. Sandler@cmh-smtp.army.mil

ESSAYS ON THE USE OF TECHNOLOGY IN TEACHING AMERICAN STUDIES. The American Studies Crossroads Project is soliciting responses from teachers throughout the international American Studies Community who are working with interactive technologies of any kind to enhance their teaching of American culture and history courses. Specifically we are looking for teachers who are interested in: Developing a case study or course portfolio of pedagogical materials on courses using interactive technologies; Writing a short reflective essay (1000-1500 words) on their use of information technologies in teaching, how it served their pedagogical and intellectual goals of the course, lessons learned, etc. The materials will be for electronic publication as part of the American Studies Electronic Crossroads Web Site and perhaps for inclusion in the first Crossroads handbook, *So, What Can I Do With It? A Practical Guide for Using Technology to Teach American Studies*. The guide is being produced as a Crossroads Project publication. For information contact: Randy Bass (Project Director) or Jeff Finlay (Project Administrator). 202-687-4535; cepacs@guvax-georgetown.edu

LANGUAGES OF WHAT IS NOW THE UNITED STATES: Call for papers for a planned collection sponsored by the European Association for American Studies. Soliciting essays on 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. Looking for contributions on works written or published in the United States in any language other than English. Especially welcome is the presentation of exemplary non-anglophone texts that may force a questioning of past generalizations about "literature of the United States." Essays on the history of language transmission, suppression, and loss in the United States will also be considered. Please use footnote references. Send essays in hard copy by September 15, 1996 to: Werner Sollors, Longfellow Institute, Dept. of English, Harvard University, Warren House, 11 Prescott Street, Cambridge, MA 02138 USA. Fax: (617) 496-8737; sollors@husc.harvard.edu

HISTORY OF HIGHER EDUCATION ANNUAL: The Editorial Board welcomes manuscript submissions for consideration for publication in future volumes. It seeks scholarly articles on the history of American higher education as well as comparative studies and those focusing on higher education in other countries. Please send inquiries and submissions (in triplicate, typed double-spaced) to the Editor, Dr. Roger Geiger, *History of Higher Education Annual*, The Pennsylvania State University, 403 South Allen St., Suite 115, University Park, PA 16801-5205 USA.

FILM AND HISTORY: The most recent issue of *Film & History* focuses on "the Social Construction of Taste in America" with respect to the art film. Reviews and announcements focus on upcoming events of interest to humanists who study film or use in their classrooms. Future issues are being constructed as we speak.

Please send three copies of your article to the following—whose deadlines are in the order listed: For *Film and WWII*, Robert Matson, Social Sciences, U of Pittsburgh, Johnstown, PA 15904. Tel: (914) 269-2990. For *Oliver Stone as Historian*, Rob Toplin, Dept. of History, U of North Carolina, Wilmington, NC 28403. RToplin@aol.com. For *Film and Cuba*, Richard Bartone, Dept. of Communication, William Paterson College, Wayne, NJ 07470. CBartone@pipeline.com. For *Film and the Medieval Era*, Tamsin Hekala, PO Box 1876, Ferndale, WA 98248.72673.521@compuserve.com. For book reviews, contact Robert Fyne, Dept. of English, Kean College, Union, NJ 07083. RJFyne@aol.com. For film reviews, contact M.K. Schoenecke, Dept. of English, Texas Tech U, Lubbock, TX 79409.cbmks@ttacs.ttu.edu. For subscription information, contact Peter Rollins, Popular Culture Center, RR3, Box 80, Cleveland, OK 74020. Rollins@osuunx.ucc.okstate.edu. Film & History has a gopher space at gopher.nevada.edu. Once at the gopher, ask for #4, "Other..." and then #2, "Film & History..."

VII. HOUSING ACCOMMODATIONS

FOR EXCHANGE, PARIS-MANHATTAN: Comfortable, well-located 5 room apartment in Paris (Montparnasse) to exchange for equivalent (to accommodate four people) in Manhattan, the Village, or Brooklyn. August 1996. Contact: M. Christin, 251 Boulevard Raspail, 75014 Paris, France. Tel: (1) 43-35-1722 (ans. machine); Fax: (1) 43-22-7099.

FOR EXCHANGE or RENT in COLUMBUS OHIO: 3 bedroom house located four miles from Ohio State University. Furnished on good-sized lot in pleasant neighborhood with an office, family room and recently renovated kitchen. Just off bus line to campus. Available August 1, 1996-June 30, 1997. Will rent or exchange for a house near the Huntington Library in Pasadena, CA. Non-smoker please. Contact: Carla Pestana, OSU Dept. of History, 230 W. 17th Avenue, Columbus OH 43210-1367, USA. Tel: (614) 261-0004. Pestana.1@osu.edu

FOR SUBLET in AVIGNON FRANCE: Sunny, 1st floor, 3 bedroom apartment; kitchen, dining room, bath, balcony. Just across from Avignon, in Villeneuve-lez-Avignon, 5 min. bus ride. A quiet location, view on the Ventoux and hillside; near swimming pool, the Charreux, post-office, cafe. Available anytime from May to mid-August (festival: 7 July - 7 Aug). 2,000 to 3,000 frs/week, depending on duration. Contact: Ms. Delanoe, 75 rue Quincampoux, 75003 Paris, France. Tel: (1) 42-78-73-64. nelcya.delanoe@u-paris10.fr

FOR SUBLET in BOLOGNA, EMILIA ROMAGNA ITALY: Two-story house, 170 sq. meters, vast living room, 2 bedrooms, 2 baths, study, large well-equipped kitchen with terrace; dishwasher, TV, phone; sleeps 6-8; available June 1 - August 30, 1996. Situated on one of the hills of Bologna with garden, woods and superb view. One hour to Adriatic, to Florence; two hours to Venice. Weekly or monthly rent. Contact: Catherine Lejeune, Université Paris 7, Institut d'anglais Charles V, 10 rue Charles V, 75004 Paris, France. Tel: (1) 43-21-47-16; Fax: (1) 44-78-34-73.

FOR SUBLET in BERKELEY, CALIFORNIA: Small studio with private entrance and private bathroom, fully furnished,

located in Berkeley Hills ten minute walk to U.C. Berkeley library. No car needed. Fridge, and microwave, but no stove cooking. Television and VCR. \$300 a month. Minimum of two months. For visiting scholars. Contact: Ruth Rosen, Professor of History, Department of History, U.C. Davis, Davis, California 95616. Tel. & Fax: (510) 841-7779. rosen@ucdavis.edu

FOR SUBLET in EVANSTON, ILLINOIS (CHICAGO SUBURB): Sublet a charming, furnished quiet 1BR apt. in Evanston with garage, a short bus ride from Northwestern University, 30 minutes by train to Chicago (train one block away). One block to great shopping. Available late August-December, 1996. Rent under \$1,000/month. Contact: Lucy Knight, 2006 Harrison Street, Evanston, IL 60201. lwnknight@aol.com

FOR SUBLET in WASHINGTON, D.C.: Researchers working at the National Archives II, Library of Congress, or the Washington Historical Society might be interested in a sublet apartment in Alexandria conveniently located across the street from 495 and within walking distance to the Metro. The apartment is furnished with a/c, pool, on-site gym, and parking. It is available in July and/or August. \$500. Contact: Laura A. Belmonte. lab2g@fermi.clas.virginia.edu

FOR SUBLET in WASHINGTON, D.C.: Charming furnished home available mid-June to mid-September in secure, quiet Palisades area. Air-conditioned. Near jogging-biking trail, shopping, transportation. \$1,600 per month. Includes maid, gardener. Contact: Mr. H. B. Ryan. Tel: (202) 362-1716.

ACCOMMODATION NEEDED IN WASHINGTON, DC: I am looking for a hotel or B&B in Washington DC for a few days in July, probably from the 15th-20th or during the last week. No preference for any particular part of the city. Contact: Andre C. Muraire, 5 Rue des Oliviers, 06110 Le Cannet France. muraire@hermes.unice.fr

ACCOMMODATION NEEDED IN WASHINGTON, DC: Historian who will do research in D.C. area in July and August seeks sublet, preferably in the district. Contact: Mart Stewart, Tanner Humanities Center, 201 Carlson Hall, University of Utah, Salt Lake City, UT 84112; Mart.Stewart@m.cc.utah.edu

ACCOMMODATION NEEDED IN KINGSTON, ONTARIO: I am a doctoral student in the Dept. of History and Philosophy of Education at the Ontario Institute for Studies in Education. I need to do a significant amount of research at the Queen's University Archives in Kingston, Ontario, this summer and I'm looking to housesit/petsit in exchange for accommodation. Contact: Alyson King, The Ontario Institute for Studies in Education, History and Philosophy, 8th floor, 252 Bloor St. W., Toronto, ON M5S 1V6. aking@oise.on.ca

ACCOMMODATION NEEDED IN SUSSEX, ENGLAND. Professor and spouse expect to be in the area of the University of Sussex, near Brighton, England, from approximately September 1, 1996 through December. Would like to secure housing, preferably with easy rail access to the University and to London. Please contact M. Les Benedict, Department of History, The Ohio State University, Columbus, OH 43210. Phone: (614) 481-4282. Fax: (614) 481-3087. benedict.3@osu.edu.

Announcements

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

Professional Opportunities

Columbia University

Oral Historian/Historian of Philanthropy: Pending receipt of funding, the Columbia University Oral History Research Office seeks to fill a two-year position researching and conducting a series of oral history interviews in the field of the history of philanthropy. Applicants should have a proven interest in the philanthropy field and some experience in oral history fieldwork. Ph.D. preferred, ABD considered. Experience with filmed or video interviewing desirable. Salary commensurate with experience, excellent benefits. Send cover letter, c.v., and names, addresses and phone numbers of three references, to: Jane Hunt, Human Resources Office, Box 35, Butler Library, 535 West 114th Street, New York, NY 10027. For inquiries, contact Ronald J. Grele; (212) 854-2273; rjg5@columbia.edu. Deadline for applications is September 1, 1996. An affirmative action/equal opportunity employer.

Activities of Members

Rima D. Apple, University of Wisconsin-Madison, is a recipient of a Rockefeller Archive Center 1996 Grants-in-Aid award.

John Baick, New York University, is a recipient of a Rockefeller Archive Center 1996 Grants-in-Aid award.

Marc Blackburn, military historian, will lead a tour this fall of the routes of the liberation of Europe, visiting various historical sites in London, the Normandy beaches and Paris. The trip will also reflect upon how historians have recorded these events. For more information, contact Dr. Blackburn at (202) 850-1136; mblackb498@aol.com.

Carol K. Bleser, Clemson University, is the 1995 recipient of the National Historical Publications and Records Commission's Award for Distinguished Service in Documentary Preservation and Publication.

Laura Briggs, Brown University and Visiting Scholar at the University of Arizona, is a recipient of a Rockefeller Archive Center 1996 Grants-in-Aid award.

Steven C. Bullock, Worcester Polytechnic Institute, was awarded the W. B. H. Dowse Fellowship from the Center for the Study of New England History.

Susan Cahn, SUNY Buffalo, is a recipient of a Rockefeller Archive Center 1996 Grants-in-Aid award.

John Carson, Cornell University, was awarded the Forum for History of Human Science's first annual dissertation prize.

Daniel A. Cohen, Florida International University, was awarded the Benjamin F. Stevens Fellowship from the Center for the Study of New England History.

Paul Jerome Croce, Stetson University, received a National Endowment for the Humanities Fellowship for College Teachers.

Jeffrey J. Crow has been named the permanent director of the North Carolina Division of Archives and History, effective November 1, 1995.

Cornelia Hughes Dayton, University of California, Irvine, is the winner of the 1996 Douglass Adair Memorial Prize for the best article published in the *William and Mary Quarterly* during the period 1990-1995.

David Herbert Donald is the 1996 Lincoln Prize Recipient. Gettysburg College awarded the prize for Donald's biography *Lincoln*.

Sara Errington, Brown University, was awarded the Andrew W. Mellon Fellowship

from the Center for the Study of New England History.

David M. Fitzsimons, University of Michigan, received the 1996 Stuart L. Bernath Scholarly Article Prize from the Society for Historians of American Foreign Relations.

Dianne Glave, Loyola Marymount University, is a recipient of a Rockefeller Archive Center 1996 Grants-in-Aid.

Clifton Hood, Hobart and William Smith Colleges, is a recipient of a Rockefeller Archive Center 1996 Grants-in-Aid award.

Anthony A. Iaccarino, University of California, Los Angeles, was awarded the Andrew W. Mellon Fellowship from the Center for the Study of New England History.

Meg Jacobs, University of Virginia and Pre-doctoral Fellow at the Smithsonian Institution, is a recipient of a Rockefeller Archive Center 1996 Grants-in-Aid award.

Gretchen E. Knapp, Visiting Assistant Professor in History, Eastern Illinois University, was awarded a Public Policy Research Grant from the New York State Archives Partnership Trust.

Kathleen C. Kean, Nicolet High School, was awarded a Merit Award from the Milwaukee County Historical Society in recognition of her contributions as an educator in the history field and for her active participation in historical organizations.

Edwin A. Lyon's *A New Deal for Southeastern Archaeology* was chosen for the 1995 Anne B. And James B. McMillan Prize from the University of Alabama Press for the best manuscript signed by the Press in 1994 in Southern history, literature, and culture.

Nancy MacLean, Northwestern University, received the 1995 Hans Rosenhaupt Memorial Book Award from the Woodrow Wilson National Fellowship Foundation.

Ben Mutschler, Columbia University, was awarded the Andrew W. Mellon Fellowship from the Center for the Study of New England History.

James M. Pearson, UCLA, was awarded a Public Policy Research Grant from the New York State Partnership Trust.

Monty Noam Penkower, Touro College, has been appointed Victor J. Selmanowitz Professor of Modern Jewish History.

Rebecca Plant, The John Hopkins University, is a recipient of a Rockefeller Archive Center 1996 Grants-in-Aid.

Martin H. Quitt, Professor of History and Dean of Graduate Studies at the University of Massachusetts, Boston, is the recipient of the prize for the best article published in the *William and Mary Quarterly* in 1995.

Jonathan Rees, University of Wisconsin-Madison, is a recipient of a Rockefeller Archive Center 1996 Grants-in-Aid award.

Howard P. Segal has been named Bird and Bird Professor of History at the University of Maine.

Carl Smith, Northwestern University, was awarded an Andrew W. Mellon Fellowship from the Center for the Study of New England History.

Peter Way, University of Sussex, England, was awarded an Andrew W. Mellon Fellowship from the Center for the Study of New England History.

Rachel Wheeler, Yale University, was awarded an Andrew W. Mellon Fellowship from the Center for the Study of New England History.

Awards, Grants, and Fellowships

The Eisenhower Center for American Studies announces two \$1,500 book awards: the Stephen E. Ambrose American Biography Award, for the best biography on an American historical figure published in the preceding year, and the Forrest C. Pogue Prize in World War II History, for the best book on the history of the U.S. Army published in the preceding year. Send submissions to Douglas Brinkley, Director, Eisenhower Center, University of New Orleans, New Orleans, LA 70148. Deadline is June 1, 1996.

Washington (DC) Map Society announces the Ristow Prize for cartographic history and map librarianship. The winner receives \$500, WMS membership, and publication of the paper in the society's journal. Deadline is June 1, 1996. Contact Hubert Johnson, 2101 Huntington Avenue, Alexandria, VA 22303; (703) 960-7815.

The Center for Louisiana Studies of the Uni-

versity of Southwestern Louisiana invites nominations for the James William Rivers Prize in Louisiana Studies (\$1,000 and other acknowledgments), to be awarded in November of 1996. Deadline is June 1, 1996. Contact the James William Rivers Prize Committee, Center for Louisiana Studies, P.O. Box 40831, University of Southwestern Louisiana, Lafayette, LA 70504-0831; fax (318) 482-6028.

Western History Association announces the Caughey Western History Association Book Award Prize (\$2,500) given annually for the most distinguished book on the history of the American West. Deadline is June 1, 1996. Contact Paul L. Hedren, Fort Union Trading Post, National Historic Site, Buford Route, Williston, ND 58801; or the WHA at (505) 277-5234.

Western History Association awards the Robert G. Athearn Book Award (\$500 to the author and \$500 to the press) biennially for a published book on the 20th century American West. Deadline is June 1, 1996. Contact Peggy Pascoe (committee chair), 835 University Avenue, Palo Alto, CA 94301; or the WHA at (505) 277-5234.

Wolfsonian Research Center will provide several fellowships for its academic term of February 1997 to July 1997. Deadline for Senior Fellowships and Visiting Scholars has been extended to June 14, 1996. Applications for Associate Fellowships may be submitted by either June 14 or November 15, 1996. Contact Joel Hoffman, Program Officer, Wolfsonian Research Center, 1001 Washington Avenue, Miami Beach, FL 33139; (305) 535-2650; fax (305) 531-2133.

Southern Jewish Historical Society will award \$500 for the best paper dealing with Southern Jewry by a current graduate student and \$250 for the best paper by an undergraduate. Submissions should focus on a subject related to Jewish history, use primary sources, and appropriate documentation. Deadline is June 15, 1996. Contact Samuel Proctor, Chair, Student Prize Committee, SJHS, P.O. Box 115215, University of Florida, FL 32611-5252.

The Forum for History of Human Science announces its third annual competition for best recent dissertation in the history of the human sciences. To be eligible for the prize (\$100), the dissertation must have been defended between January 1994 and June 15, 1996. It cannot have been accepted for publication. Send a copy of the dissertation and an abstract to John I. Brooks III, Editor, FHHS Newsletter, Teikyo Loretto Heights University, 3001 S. Federal Blvd., Denver, CO 80236. Deadline is June 15, 1996.

Western History Association announces competition for the biennial Dwight L. Smith (ABC-CLIO) Award for the author/editor and the publisher of a significant bibliographic or research tool, book, or other bibliographic/research tool publication on the American West. Deadline is June 30, 1996. Contact Patricia Etter (committee chair), Arizona State University, Box 871006, University Libraries, Tempe, AZ 85287-1006; or the WHA at (505) 277-5234.

The William T. Grant Foundation announces awards for five investigators whose research contributes to understanding the development and well-being of children, adolescents, and youth. Awards are for five years, totaling \$250,000, including indirect costs. Applicants should be junior or pre-tenure, not established investigators, in tenure-track positions. Deadline is July 1, 1996. Contact the Faculty Scholars Program, William T. Grant Foundation, 515 Madison Avenue, New York, NY 10022-5403.

Western History Association announces the Sara Jackson Award for M.A. or Ph.D. research in the field of western history. An annual award of \$500 will be given. Preference will be given to African-American or other minority students. Deadline is July 1, 1996. Contact Richard N. Ellis, Committee Chair, Center for Southwestern Studies, Durango, CO 81301; or the WHA at (505) 277-5234.

Western History Association announces the Walter Rundell Award (\$1,000) for travel to archives for dissertation research in Western history. Deadline is July 31, 1996. Contact James A. Sandos (committee chair), Department of History, University of Redlands, Redlands, CA 92373-0999; or the WHA at (505) 277-5234.

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, 1996. Nominations may be made only by the editors of the participating publications. Deadline is July 31, 1996. Contact Harwood P. Hinton (committee

chair), 4007 Rockledge Drive, Austin, TX 78731-2943; or the WHA at (505)-277-5234.

Western History Association offers the Bolton-Kinnaird Award (\$300) in Borderlands History for the best article on any phase of the history of the Borderlands. Articles must have been published in 1995. Deadline is July 31, 1996. Contact Ramon A. Gutiérrez, Department of Ethnic Studies, University of California, San Diego, La Jolla, CA 92093-0414; or the WHA at (505) 277-5234.

Southern Jewish Historical Society announces its Annual Grants (up to \$2,500) competition for 1996, which are intended to facilitate the completion of projects relevant to Southern Jewish history. Deadline is August 1, 1996. Contact Beryl H. Weiner, Esquire, Chair, SJHS Grants Committee, 2100 RiverEdge Parkway, Suite 1010, Atlanta, GA 30328-4654; lilyyan@ix.netcom.com.

American Italian Historical Association offers a scholarship of \$500 to a graduate student, in any discipline, whose work focuses on the Italian American experience. Contact Philip V. Cannistrano, Department of History, Queens College, CUNY, 200 Powdermaker Hall, 65-30 Kissena Boulevard, Flushing, NY 11367. Deadline is September 1, 1996.

Division of Public Programs announces the next application deadline for all public humanities programs: September 16, 1996. New guidelines for all public programs, contained in one application booklet, are currently being developed. In the meantime, potential applicants should use current guidelines for individual programs (Media, Museums, Libraries, and Special Projects). Contact the Division of Public Programs at (202) 606-8267; publicpgms@neh.fed.us.

Woodrow Wilson International Center for Scholars announces 35 residential fellowships for advanced research in the humanities and social sciences. Fellowships are normally for an academic year, awarding stipends of no gain/no loss in terms of a Fellow's previous year's salary. Applicants must hold a doctorate or have equivalent professional accomplishments. Deadline is October 1, 1996. Contact Fellowships Office, Woodrow Wilson Center, 1000 Jefferson Drive S.W., SI MRC 022, Washington DC 20560; (202) 357-2841; fax (202) 357-4439; wcfellow@si.edu.

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. The winning essay is published in the *American Baptist Quarterly*, and the author receives \$200. Deadline is October 1, 1996. Send manuscripts not exceeding 25 double-spaced pages to Beverly Carlson, American Baptist Historical Society, Box 851, Valley Forge, PA 19482.

Air Force Historical Research Agency announces research grants to encourage scholars to study the history of air power through the use of the USAF historical document collection at the Agency. Awards range from \$250 to \$2500. Deadline is October 1, 1996. For further details about the application process, contact Commander, AFHRA, 600 Chennault Circle, Maxwell AFB AL, 36112-6424.

National Endowment for the Humanities will be awarding summer stipends of \$4000 to support two months of full-time work on projects that will make a significant contribution to the humanities. Deadline is October 1, 1996. Tenure must cover two full and uninterrupted months and will normally be held between May 1 and September 30, 1997. For more information, call (202) 606-8551; stipends@neh.fed.us.

James J. Hill Reference Library announces a number of grants up to \$2,000 to support research in the James J. Hill and Louis W. Hill papers, a rich source for the study of the railroad industry, tourism and Glacier National Park, and political, economic, and other developments in the Upper Midwest, Pacific Northwest, and Western Canada. Deadline is November 1, 1996. Contact W. Thomas White, Curator, James J. Hill Reference Library, 80 West Fourth Street, Saint Paul, MN 55102; fax (612) 222-4139; twwhite@jjhill.org.

Louisville Institute will award up to ten Summer Stipend Fellowships in 1997 to support postdoctoral research projects on American Religion. Fellowships include a stipend of \$8,000 plus expense reimbursement up to \$1,000. Deadline is November 1, 1996. Contact the Louisville Institute, 1044 Alta Vista Road, Louisville, KY 40205-1798; (502) 895-3411; fax (894-2286;

jwlewi@ulkyvm.louisville.edu.

Studies in Landscape Architecture at Dumbarton Oaks offers residential fellowships for the academic year 1997-98 to scholars who are completing, or have already completed, terminal degrees in a wide range of disciplines. Applications are eligible which concern any aspect of the history of landscape architecture. Deadline is November 1, 1996. Contact SLA, Dumbarton Oaks, 1703 32nd Street, NW, Washington, DC 20007; (202) 339-6460; fax (202) 339-6419.

Rockefeller Archive Center will award up to ten new grants to support research on topics related to the continent of Africa, in addition to its regular program of Grants for Travel and Research at the Rockefeller Archive Center. This new grant program will use the same application form and follow the same guidelines as the general program. Deadline is November 30, 1996. Contact Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Avenue, North Tarrytown, NY 10591-1598; (914) 631-4505.

Hagley Museum and Library announces the Hagley-Winterthur Fellowships in Arts and Industries, awarded jointly by the museum and the Winterthur Museum, Library and Gardens, for scholars interested in the historical and cultural relationships between economic life and the arts. Deadline is December 1, 1996. Contact the Center for the History of Business, Technology, and Society, Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19807; (302) 658-2400; fax (302) 655-3188; crl@straus.udel.edu.

Calls for Papers

Midwest American Society for Eighteenth-Century Studies invites paper proposals pertaining to material culture or any topic related to the long eighteenth century (1660-1815) for its annual meeting, October 17-19, 1996, in Indianapolis. Deadline is May 1, 1996. Contact the 1996 MWASECS Program Committee, c/o Ron Rarick, Art Department, Ball State University, IN 47306-0405; (317) 285-5838; fax (317) 285-5275.

The 1996 Mid-America Conference on History seeks proposals for presentations, papers, and sessions on all fields and periods of history as well as proposals that deal with teaching history. The meeting will take place September 12-14, 1996, at the Center for Historical Studies, Kansas State Historical Society, Topeka, Kansas. Deadline is May 15, 1996. Send a paragraph about the content of each paper and a one-page vita to Bill Cecil-Fronsmann, History Department, Washburn University, Topeka, KS 66621; (913) 231-1010 ext. 1317; fax (913) 231-1084; zzceci@acc.wuacc.edu.

Institute for the Study of American Evangelicals (ISAE) at Wheaton College has received a three-year grant from the Pew Charitable Trusts to fund a study of the "Missionary Impulse in North American History." Grants of \$2,500 each will be awarded to support several article-length studies. Deadline is May 15, 1996. Contact Larry Eskridge, ISAE, Wheaton College, Wheaton, IL 60187; (708) 752-5437; isae@david.wheaton.edu.

The Illinois History Symposium Committee invites proposals for its symposium in Springfield on December 6-7, 1996. Papers on any aspect of the state's history, or in related fields, as well as in cognate subjects such as archives, historic sites, and museums in Illinois. Deadline is May 31, 1996. Send proposal (including a summary of the topic), and a one-page resume to: Thomas F. Schwartz, Illinois State Historian, Illinois Historic Preservation Agency, 1 Old State Capitol Plaza, Springfield, IL 62701-1507; (217) 782-2118; fax (217) 785-7937.

West Virginia University's twenty-first annual Colloquium on "Modern Literature and Film: The Uses of History in Fiction and Film," October 17-19, 1996, requests paper proposals. Deadline is June 1, 1996. Contact Armand E. Singer, Director, Department of Foreign Languages, West Virginia University, P.O. Box 6298, Morgantown, WV 26506-6298.

American Conference for Irish Studies (AMIS) invites papers or proposals on the non-exclusionary theme, "Ireland and Western Civilization," for their Fall Conference to be held at Providence College, Providence, Rhode Island, on October 11-12, 1996. The theme is meant to foster explorations of the many connections between Ireland and the larger world

of western civilization understood in both its European and global dimensions. Deadline for submission is June 1, 1996. Contact Charles F. Duffy, Department of English, or Paul O. Malley, Department of History, Providence College, Providence, RI 02918-2730.

The Sacred Landmarks Initiative of Cleveland State University's Levin College of Urban Affairs invites presentation proposals related to its conference theme, "The Church and the City," to be held November 15-16, 1996. Deadline is June 1, 1996. Contact Patricia Burgess, The Urban Center, Levin College of Urban Affairs, Cleveland State University, 1737 Euclid Avenue, Cleveland, OH 44115; (216) 751-1699. Alternative contact: Michael Wells (216) 687-6944.

"Herbert Hoover and the West" is the theme of Hoover Symposia XI and XII at George Fox College, scheduled for October, 1997, and October, 1999. Expenses and stipends are provided, and publication of the ten papers is expected. Proposals, with abstract and vita, are due June 1, 1996. Contact Lee Nash, Department of History, George Fox College, Newberg, OR 97132.

New York University Press will publish a volume on the history of sex and love across racial boundaries in American history. Submissions may cover a range of historical explorations, including all racial categories and categories of sexual orientation, any period of American history, and any geographical region of the United States. Deadline is July 1, 1996. Send an article abstract or a draft, with a c.v. to Martha Hodes, Department of History, New York University, 19 University Place, 5th floor, New York, NY 10003; (212) 995-8612; fax (212) 995-4017; hodes@is.nyu.edu.

In recognition of the 150th anniversary of Thomas A. Edison's birth in 1847, the National Park Service, Edison National Historic Site, and the OAH will co-sponsor an international conference, "Interpreting Edison," to be held June 25-27, 1997, in Newark, New Jersey, and at Edison NHS in West Orange, New Jersey. Submit proposals for individual papers or panels on any related historical themes, accompanied by a brief c.v., by July 31, 1996. Contact Superintendent, Edison National Historic Site, Main Street and Lakeside Avenue, West Orange, NJ 07052; (201) 736-0550, ext. 22; edis_curatorial@nps.gov.

The Western History Association requests paper proposals for its 37th annual conference on October 15-18, 1996, in St. Paul, Minnesota. Especially welcome are panels and papers that give voice to the varied cultural experiences and differing perceptions of the West through time, across race, class, and gender boundaries and in the context of social and intellectual as well as geographic landscapes. Deadline is September 1, 1996. Send a brief two-page summary of prospective papers, with a short paragraph on each presenter to Committee Co-Chair Anne M. Butler, Department of History, Utah State University, Logan, UT 84322-0710; (801) 797-1301; fax (801) 797-3899.

The American Association for the History of Medicine invites paper proposals for its 1997 Annual Meeting to be held on April 3-6. Any subject in the history of medicine is suitable for presentation, but the paper must represent original work not already published or in press. Deadline is September 15, 1996. Send an abstract (one original and seven copies) to Todd L. Savitt, Department of Medical Humanities, East Carolina University School of Medicine, Greenville, NC 27858-4354.

The Southeastern American Studies Association is seeking panels and papers on any aspect of community in America. Its biennial meeting will be held on February 27-March 2, 1997, in Seaside, Florida. Deadline is September 15, 1996. Contact Lynne Adrian, Department of American Studies, Box 870214, University of Alabama, Tuscaloosa, AL 35487-0214.

The Policy History Program at Bowling Green State University will host a national policy history conference, June 5-8, 1997. The conference's theme is the unintended consequences of policy decisions. Papers and panels by historians, political scientists, sociologists, economists, and others on issues of domestic or foreign policy, whether in the U.S., Europe, Latin America, Asia, or Africa, are invited. Deadline is October 1, 1996. Contact Donald G. Nieman, Department of History, Bowling Green State University, Bowling Green, OH 43403-0220; (419) 372-2030; dnieman@bgsu.edu.

The Center for the History of Business, Technology, and Society at the Hagley Museum and

Library invites research papers for a conference on the future of business history to be held April 4-5, 1997. The Center welcomes papers which employ fresh conceptualizations or methodologies on topics concerning business and American life, as well as essays which reflect on the future of the field of business history. Deadline is November 1, 1996. Contact Roger Horowitz, Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19807; (302) 658-2400; fax (302) 655-3188; rh@udel.edu.

Siena College invites paper proposals for its conference, "World War II: A Dual Perspective," to be held May 29-30, 1997. The foci for this conference are 1947, World War II-The Aftermath of 1937, World War II-Beginnings. Deadline is December 1, 1996. Send a brief (1-3 page) outline or abstract, documentation of source materials, and a c.v. to Thomas O. Kelly, II, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (518) 783-2595; fax (518) 783-4293.

The Center for the History of Print Culture in Modern America (CHPCMA) invites papers for their conference "Defining Print Culture for Youth: Children and Reading Since 1876," to be held in Madison, Wisconsin, on May 9-10, 1997. Studies dealing with class, gender, immigrants, racial and sexual minorities, and radicals are especially welcome. Deadline is December 1, 1996. Send a 250-word abstract and a one-page c.v. to James P. Danky, Conference Coordinator, CHPCMA, State Historical Society of Wisconsin, 816 State Street, Madison, WI 53706; (608) 264-6532; fax (608) 264-6520; james.danky@ccmail.adp.wisc.edu.

The Instituto de Historia de Cuba and the Workers' Cuban Confederation (CTC) invite participation in the Second Scientific Workshop on May Day, which will be held in Havana, Cuba, April 28-30, 1997. Reflection on and debate about workers, their past, and their present challenges is the theme of this year's meeting. Completed, double-spaced papers should be delivered by January 1997, and should be accompanied by a one-page abstract and indication of any audio visual aid requirements for paper presentation. The abstract should include title, author, institutional affiliation, institution's address, and a brief characterization of the paper. Registration is \$50. For visa arrangements, participants should send the following information: name, nationality, birthdate, passport number, and date of arrival. Contact Dr. Luis Hipólito Serrano Pérez, Instituto de Historia de Cuba, fax (537) 635019 or fax (537) 333079; telephone (537) 63-5019.

The Institute of Early American History and Culture and the American Studies Program at the University of Haifa invite paper proposals for their conference at the University of Haifa in 1998. Values and ideas of enslaved Africans and their descendants during the period of forced dispersion of Africans that began in the mid-sixteenth century is the theme. Deadline is February 1, 1997. Send submissions (10 to 12 pages in length) and c.v. to Ronald Hoffman, Director, Institute of Early American History and Culture, P.O. Box 8781, Williamsburg, VA 23187-8781; (804) 221-1133; fax (804) 221-1047; IEAHC1@facstaff.wm.edu.

The program committee of the North American Labor History Conference invites proposals for panels and single papers on the theme, "Workers and the City," for the meeting to be held October 23-25, 1997, at Wayne State University in Detroit, Michigan. Comparative and interdisciplinary panels are particularly welcome. Deadline is March 1, 1997. Send a one-to-two page abstract and a c.v. to Elizabeth Faue, Coordinator, North American Labor History Conference, Department of History, 3094 Faculty Administration Building, Wayne State University, Detroit, MI 48202; (313) 577-2525.

The Social Science/History Department of Luzerne County Community College requests presentation proposals for its annual conference on "The History of Northeastern Pennsylvania: The Last 100 Years," at the College Conference Center on October 4, 1996. Contact Robert Mittrick, Conference Coordinator, Luzerne Community College, 1333 South Prospect Street, Nanticoke, PA 18634-3899; (717) 821-1512.

ABC-CLIO seeks scholars interested in contributing assigned essays for inclusion in its planned *Historical Encyclopedia of World Slavery*. This two-volume reference work, targeted for publication in early 1998, will offer a comprehensive assessment of the complex institution of slavery across cultures and throughout time. For further information, send a letter of inquiry and a c.v. to Junius P. Rodriguez, General Editor, Historical Encyclopedia of

World Slavery, Eureka College, 300 East College Avenue, Eureka, IL 62530; fax (309) 467-6386; jrodrig@eureka.edu.

Proposals for individual papers and panels on all aspects of the history of Washington, D.C., are invited for the 23rd annual Washington, D.C., Historical Studies Conference to be held October 18-19, 1996. Submit one-page proposals to Barbara Franco, The Historical Society of Washington, D.C., 1307 New Hampshire Avenue, Washington, DC, 20036; (202) 785-2068; fax (202) 887-5785.

Encyclopedia of African American Associations is seeking scholars interested in contributing assigned entries. This single-volume reference work will include associations established by African Americans and interracial groups working in the interest of African Americans. Contact Nina Mjagkij, History Department, Ball State University, Muncie, IN 47306; OOnOmjagkij@bsuvc.bsu.edu.

Meetings and Conferences

The Canadian Historical Association will hold its 75th Annual Conference from May 30 to June 2, 1996, in conjunction with the Learned Societies of Canada at Brock University in St. Catharines, Ontario. Five themes are designated for the conference: Amerindian history, Transportation and Communication, Cultural Identity/Political Identity, Borderlands, and Gender and Power. Contact CHA, 395 Wellington St., Ottawa, ON, Canada, K1A 0N3; (613) 233-7885; cha96@spartan.ac.brocku.ca.

The Ohio Civil War Association will hold its Second Annual Civil War Conference, "Controversies of the Civil War-Part I," on June 7-9, 1996, at the Ohio History Center in Columbus, Ohio. Contact Karel Lea Briggs, Secretary, Ohio Civil War Association, 106 Haig Street, Celina, OH 45822; (419) 586-5294; fax (419) 586-6763; Biggs@aol.com.

The Civil War Institute at Gettysburg College will host a conference, "The Valley Campaign, 1864," on June 23-29, 1996. A non-refundable \$50 deposit accompanies the application, which is due by June 1, 1996. Contact the Civil War Institute, Gettysburg College, Box 435, Gettysburg, PA 17325; (717) 337-6590; (717) 337-6596.

The Association for Gravestone Studies will hold its 19th Annual Conference from June 27-30, 1996, at the Gorham Campus of the University of Southern Maine. Contact Dr. Barbara Rotundo, 48 Plummer Hill Rd, Unit #4, Belmont, NH 03220; (603) 524-1092; or contact the following conference co-chairs: Catherine Goodwin, 10 Longview Drive, Chelmsford, MA 01824; (508) 256-6340; or Fred Oakley, 19 Hadley Place, Hadley, MA 01035; (413) 584-1756.

"A Woman's Place is...in the Curriculum" is the focus of the National Women's History Project's annual training on multicultural approaches to incorporating women's history into all areas of the K-12 curriculum, to be held from July 14-18, 1996, in Rohnert Park, California. Continuing education credit can be arranged. Registration closes June 14. Contact the NWHP, 7738 Bell Road, Dept. P, Windsor, CA 95492; (707) 838-6000; fax (707) 838-0478.

The American Battlefield Protection Program will host the Third National Battlefield Protection Conference from September 18-21, 1996, at the Radisson Read House Hotel and Suites in Chattanooga, Tennessee. The theme of this conference will focus on the implementation of land use planning and highlight successful partnerships that have preserved threatened Civil War battlefields. Deadline for reservations is August 18, 1996. Contact Hampton Tucker, ABPP, P.O. Box 37127, Suite 250, Washington, DC 20013-7127; (202) 343-3580; hampton_tucker@nps.gov.

The Center for Recent United States History will host a conference on the legacies and meaning of women's suffrage in twentieth-century America, September 27-28, 1996, at the University of Iowa, Iowa City, Iowa. Contact the Center for Conferences and Institutes, Iowa Memorial Union, Iowa City, IA 52242; (319) 335-3231.

A national conference on Jonathan Edwards and modern theology is scheduled to take place in Philadelphia, Pennsylvania, on October 3-5, 1996, at The Arch Street Friends Meeting House. The meetings are co-sponsored by The Works of Jonathan Edwards, Princeton Theological Seminary, Eastern College, Westminster Theological Seminary, the Presbyterian Historical Society, and the Philadelphia

Center for Early American Studies. Contact The Works of Jonathan Edwards, Yale Divinity School, 409 Prospect Street, New Haven, CT 06511; (203) 432-5430.

Hagley Museum and Library announces a symposium, "Conceptualizing Gender in American Business Today," to be held November 8, 1996, at the Soda House in Wilmington, Delaware. Contact the Center for the History of Business, Technology, and Society at the Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19807; (302) 658-2400; fax (302) 655-3188; crh@udel.edu.

The Popular Culture Association in the South and the American Culture Association in the South will celebrate their 25th anniversary in their meeting at the Hyatt Regency, Savannah, Georgia, on October 17-20, 1996. Contact Dennis Hall, PCAS/ACAS Program Chair, Department of English, University of Louisville, Louisville, KY 40292; (502) 852-6896; fax (502) 852-4182; drhall01@ulkyvm.louisville.edu.

The 1996 Eisenhower Seminar, "Mamie Doud Eisenhower: Her Impact and Influence on Her Time," will be held November 9 at the Gettysburg Cyclorama Center, Gettysburg, Pennsylvania. Sponsored jointly this year by Eisenhower National Historic Site and Gettysburg College, the program commemorates the centennial of Mamie Eisenhower's birth. Contact Park Ranger John Joyce, Eisenhower National Historic Site, 97 Taneytown Road, Gettysburg, PA 17325; (717) 338-9114.

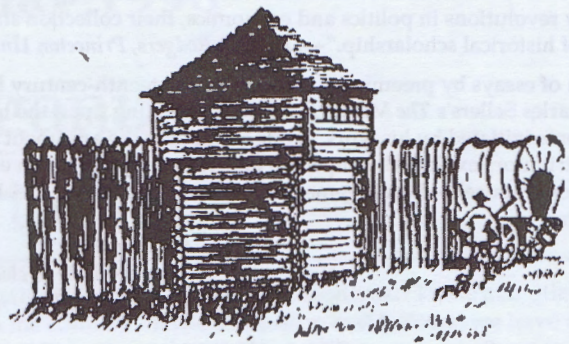
The Pioneer America Society will hold its 28th Annual Conference on November 7-9, 1996, at the Radisson Hotel on Town Lake, in

Austin, Texas. The conference committee is soliciting proposals for papers, films, and sessions examining material culture topics that embrace the lives of the average individual in North America. Deadline for submissions (200-word abstract or proposal) is September 1, 1996. For complete conference information, contact Terry G. Jordan or Jennifer Helzer, Department of Geography, University of Texas at Austin, Austin, TX 78712-1098; (512) 471-0748; fax (512) 471-5049; tgjordan@mail.utexas.edu.

The United States Airforce Academy in Colorado Springs will host the Seventeenth Military History Symposium, "Rites of Passage: Educating and Training Junior Officers in the Twentieth Century," from November 20-22, 1996. Contact Major Tony Kern, HQ USAFA/DFH, 2354 Fairchild Drive, Suite 6F37, USAF Academy, CO 80840-6246; (719) 472-4727; fax (719) 472-2970; kernttt.scs@usafa.af.mil.

The Women's Studies Program and the Graduate Program in Public History at Arizona State University regretfully announce that the Second National Women and Historical Preservation Conference originally scheduled for May 15-18, 1996, has been postponed to March 13-16, 1997. All accepted conference papers will be welcome at this new time. There is no need for reapplication. However, a call for additional papers will be issued this summer. Anyone interested in acting as a chair or commentator for a session is also encouraged to apply. For further information on these changes, contact Mary Rothschild; ifmrx@asu.edu; or Jannelle Warren-Findley; atjwf@asu.edu; (602) 965-5264.

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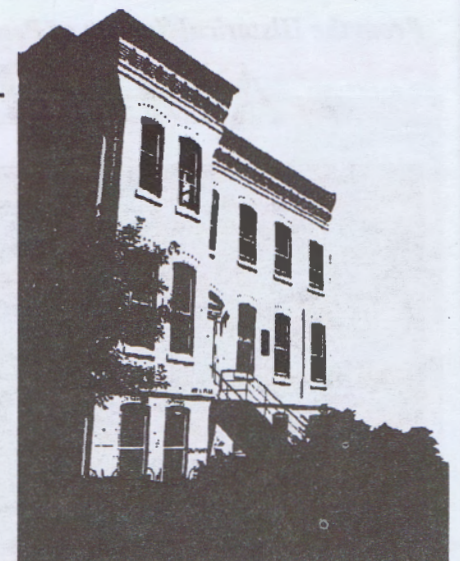
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