



Newsletter

Volume 30, Number 3 • August 2002

Talking History Update

Bryan Le Beau

We have received several inquiries about using **Talking History** in the classroom. Not only is this fine with us, but many secondary and college level teachers are already doing it. Some use the entire thirty-minute program. Others focus on their favorite sections including: "This Week in History," "History in the News," "Interview," "Commentary," "Site of the Week," or "Coming Attractions." Each segment is brief—not exceeding three minutes—except for the interview which lasts about fifteen minutes. For a schedule of upcoming programs visit the **Talking History** website at <http://talkinghistory.oah.org/>.

Talking History offers teachers the opportunity to bring the voices of the world's best historians into the classroom. Oftentimes, these scholars discuss their latest research or provide valuable historical perspectives on recent news events. The content of the show—in terms of the degree of difficulty—is most appropriate for good high school students and above. In order to help teachers make use of **Talking History**,



the *OAH Magazine of History* will initiate a column this fall on how to incorporate the show in the classroom.

Of course, we would like to see

Talking History aired on your local public radio stations, and we hope you will encourage those stations to pick us up. Local programming provides the opportunity to use **Talking History** as soon as it airs, often on anniversary dates, following quickly on the publication of new books, or in response to world or national events. An alternative is to go to the **Talking History** website and use the streaming audio opportunities available at member stations. A third possibility is to use any of the four-years of programs already archived on the website. Whichever method you choose, you and your students will find **Talking History** a valuable and effective teaching tool.

Upcoming shows will focus on histories of the Hatfields and the McCoys, air conditioning, Mother Jones, caffeine, the West in advertising, the West in film, and sex in the heartland.

We welcome your comments and questions anytime. Just send them to: **Talking History**, c/o Department of History, University of Missouri-Kansas City, 5100 Rockhill Road, Kansas City, Missouri 64110, talkinghistory@umkc.edu. □

Bryan Le Beau is the host of Talking History and is the dean of the School of Arts and Sciences at the University of Missouri-Kansas City.

Historians as Expert Witnesses: The View from the Bench

John A. Neuenschwander

In the May 2002 *OAH Newsletter*, Brian Martin provides an insider's view of various roles historians play when working for lawyers either as testifying experts or consultants. Martin, who serves as the vice president for litigation research for History Associates Incorporated, argues that, "the legal system provides incentives for both attorneys and historians to preserve the expert's objectivity" (1). In this regard, he notes that lawyers do not like surprises in court. Since each side usually has its own expert, it is essential that historical research be complete, rigorous, and accurate. If it is not, opposing counsel will certainly alert the judge and/or jury to any inadequacies or omissions. In a similar vein, historians who appear in court must often weather cross-examination and defend their conclusions against those of opposing experts. Martin assumes that because of the adversarial nature of the legal system, historians can serve as paid or volunteer experts or consultants and still maintain the integrity of their craft.

While this position may be either unacceptable or unconvincing to some, it is definitely worthy of deeper examination. In an effort to understand the extent and nature of the historian's role in court, I conducted a survey of cases on Westlaw and LexusNexus in which historians appeared as testifying experts. While this examination includes only cases which resulted in a published decision from a state or federal court, it provides a reasonable sample size from which to draw some preliminary conclusions

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How Has Studying History Affected Your Life?

Anne Firor Scott

Editor's Note: At the OAH 2002 Annual Meeting, three pioneers, Anne Firor Scott, John Hope Franklin, and Gerda Lerner were given Lifetime Distinguished Service Awards by the organization. Due to a long standing commitment, Anne Scott was regretfully unable to attend the awards ceremony. When we heard her describe that commitment, we asked for more detail.

The whole thing began almost by accident. Duke University has consolidated all reunions into one large gathering in April, and people all over campus organize events, which they hope will lure alumni to their particular domains. In April 2000 the Women's Studies Program announced that a handful of faculty, of whom I was one, would be on hand to greet former students. Eight of my former students attended, and lingered long after the appointed hour. They spoke so enthusiastically about this chance to bring me up to date on their doings that in 2001 I let the Alumni Office know that I would be in a certain room on Saturday afternoon of the reunion for a conversation with former students. A single sentence in the fat program included this information. That time forty-nine people showed up. This caught the attention of the organizers who asked me to do it again in 2002 and offered an elegant venue—the Rare Book Room in the Library—and prime time. I thought it might be a good idea to provide a topic for the discussion and came up with "How has the study of history affected your later life?"

The response was overwhelming—ninety people attended. The group varied markedly in age, ranging from a member of the class of 1937 to a couple of students who graduated in 1992. Husbands and wives came—some even bringing their teenage children—and all sorts of careers were represented including doctors, lawyers, social workers, teachers, and volunteer leaders. Only a few professional historians attended.

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Inside: 2004 OAH Call for Papers • More on Plagiarism

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Opinion

The Plagiarism Problem

Richard Jensen

Unremitting attacks in the media have alleged plagiarism against Stephen Ambrose. He is indeed a popular writer, as well as a recognized scholar. His multivolume biographies of Eisenhower and Nixon rank among the best scholarship. He shows a solid command of primary sources.

What is the meaning of "plagiarism?" It is defined in the American Historical Association Statement: "The expropriation of another author's text, and the presentation of it as one's own, constitutes



Jensen

plagiarism....The clearest abuse is the use of another's language without quotation marks and citation." The AHA's statement on plagiarism is available at: http://www.theaha.org/standard_02.htm. Northwestern University defines plagiarism as "submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source....What we call originality is actually the innovative combining, amending, or extending of material from that pool [of pre-existing texts, ideas, and findings]." Northwestern University's statement is available at <http://www.northwestern.edu/uacc/plagiar.html>. The *Chicago Manual of Style* section 10.3 advises: "Whenever authors paraphrase or quote from

sources directly, they should give credit to words and ideas taken from others. In most instances a note ... is sufficient acknowledgment."

Careful definitions of plagiarism focus on deceit. The issue here is not the undergraduate term paper; it is what the standards should be for narrative storytelling history, and who should set them. Somehow we have reached a point where non-historians in the mass media have concocted a new rule, one that drops the deception requirement and instead searches for quotation marks around strings of identical alphanumeric characters. Journalist Timothy Noah on the *News-Hour with Jim Lehrer* asserted flatly: "The quotation marks are the key thing that defines plagiarism" (see http://www.pbs.org/newshour/bb/law/jan-june02/history_1-28.html). This definition, originally designed by programmers for computerized text searches, does not fit scholarship.

Forbes magazine has been leading the pack in sustained attacks on Ambrose's "plagiarism." I have looked at all their allegations, and not one meets the AHA test. In no case has Ambrose ever tried to deceive the audience

or falsify evidence. Scholarship involves a chain of researchers stretching from the original documents, through editors of letterpress editions, to many fellow scholars. Every historian relies on this chain; any deceit or manufacturing of bogus sources is an egregious sin. Ambrose used the chain correctly. *Forbes's* assertion that "college students are forbidden to do what Ambrose does" is a

canard (see <http://www.forbes.com/2002/01/29/0129ambrose.html>).

How well does *Forbes* understand scholarship? It posted a long story alleging that Ambrose misused Cornelius Ryan's work. False; indeed, Ambrose did not use a single word of Ryan's. Repeatedly *Forbes* charged plagiarism

when Ambrose used autobiographies, memoirs, and letters to report the actual words of one of his characters, such as George McGovern. According to *Forbes*, Ambrose also supposedly plagiarized Jay Monaghan's description of Custer's arrival at West Point. Both Ambrose and Monaghan used the same words taken from the same primary source. Whenever Ambrose used words that were in

I think the goal of the professional historian is to get as close as possible to words and thoughts of the original actors; their exact language is vital. This fidelity to the past is what distinguishes our scholarship.

See Jensen / 4 ►

I am, as Richard Jensen points out, a mere journalist and not a professional historian. But if his use of my *Forbes.com* articles is typical of the way he handles primary sources, I'm not sure Jensen is the best person to instruct me in the ways of scholarly attribution.

He condemns an article I wrote about the charges Cornelius Ryan hurled at Stephen Ambrose in 1970, when Ambrose's *The Supreme Commander* was published. Jensen labels this article "false" because Ambrose "did not use a single word of Ryan's." But I make no such assertion. I simply cite Ryan's accusation that Ambrose quotes two British officers without attributing the quotations to their source, an earlier Ryan book. Ambrose, I write, "is not accused of presenting Ryan's words as his own, but of denying Ryan proper attribution." To support this, I post the text of Ryan's letter to Ambrose's publisher—and also Ambrose's contrite reply, conceding the error and apologizing. All of which seems fairly straightforward to me, but then I am only a journalist.

In another story, I note that Ambrose in *Crazy Horse and Custer* appears to have copied several phrases from Jay Monaghan's earlier Custer biography without using quo-



Lewis

A Reply to Richard Jensen

Mark Lewis

tation marks. Jensen pounces, saying Ambrose did not borrow from Monaghan because "Ambrose and Monaghan used the same words taken from the same primary source." This is a bizarre claim, given that Ambrose in his endnotes cites only Monaghan for the passage in question. Monaghan cites the original source, J.M. Wright, whose name appears nowhere in Ambrose's bibliography. And Monaghan paraphrases Wright, for example by rewording "ungainly walk" into "gangly walk." Ambrose does little paraphrasing; he scoops up Monaghan's version, "gangly walk" and all. Moreover, Monaghan makes an apparent error by attributing the Custer description to Wright's roommate rather than to Wright himself. Ambrose, following Monaghan, repeats the mistake. Jensen concludes that I "allege theft without tracing where the words actually came from," but he seems not to have traced them himself.

Not that there is anything wrong with Ambrose relying on secondary sources. Jensen claims I challenge "the very act of retelling an old story." Not so. Retelling old stories is the es-

When the accused is a best-selling author celebrated for his ability to craft compelling narratives, it rises to the level of news.

sence of narrative history. The problem is that Ambrose does not always retell the stories by recasting them in his own words. Sometimes, without using quotation marks, he just tells the stories pretty much as they already have been told by his sources. Ambrose always cites the source in his endnotes, but that is not good enough. Readers don't check the notes to see who wrote which parts of a book. They assume all of it was written by the person whose name is on the cover. So when Ambrose copies other writers' words without using quotation marks, his readers are indeed deceived.

How often does Ambrose do this? A spot check of randomly selected citations in seven Ambrose books and his Ph.D. thesis turned up a high percentage of problematic passages, suggesting a career-long pattern of, shall we say, inadequate paraphrasing. That hardly invalidates his body of work, but it does leave him open to legitimate criticism. Ambrose enjoys a reputation for turning dry historical material into sparkling prose. When some of that prose turns out to be copied from his supposedly dull sources, it tends to raise eyebrows.

Despite what Jensen implies, no one accuses Ambrose of plagiarizing massive chunks of text, or of stealing the fruits of another historian's scholarship without giving credit. If those are felony offenses, then perhaps what Ambrose is accused of doing is more of a misdemeanor. But it is an ethical lapse nonetheless. It may not be plagiarism as defined by the American Historical Association, and it may not rise to the level of copyright

See Lewis / 4 ►

▼ Jensen / From 3

both a primary source and in a secondary source, *Forbes* alleged theft without tracing where the words actually came from. Even when no secondary source was involved *Forbes* charged Ambrose with plagiarism when he used and footnoted words from a primary source. *Forbes* repeatedly challenged the very act of retelling an old story—only new stories are allowed—and Ambrose has retold thousands of stories.

Who should set the standards? How competent is *Forbes* magazine for defining ethical historiography? I looked at the current issue: *Forbes* has many editors who generate tens of thousands of factoids and idealets, even some purported history. They have no use for footnotes, endnotes, text references, citations, acknowledgments, or bibliographies. Is not *Forbes* a rather unpromising seminary for the training of scholarly exegetes and ethicists? *Forbes* also publishes *American Heritage* magazine—that must be its graduate school. They use boilerplate academic prohibitions designed for undergraduates to grade the performance of scholars. Using their artificial definition they decree that academic “plagiarism” is a mortal sin, but that it can be absolved by a sprinkling of some quotation marks and repeating “Ibid. Ibid. Ibid.” This is an unacceptable standard for adult scholarship. Mark Twain once advised, never argue with someone who buys ink by the barrel. So instead of suing *Forbes*, Ambrose should ship them a barrel of quotation marks, and a thousand gross of Ibids.

Getting the facts right is what scholarship is all about. Piling up quotation marks inside of more marks is not our sacred duty; it is a disservice to the reader who cannot tell which quoted words came from a primary source and which were added somewhere along the chain. How can a scholar write narrative history? Must we physically examine every original document before we can use it, or should we be able to trust our colleagues along the chain? I think the goal of the professional historian is to get as close as possible to words and thoughts of the original actors; their exact language is vital. This fidelity to the past is what distinguishes our scholarship. Ambrose has done a very good job of that, and that’s what makes his books realistic, convincing, and popular.

Let me make a stab at identifying the implicit rules that historians actually follow:

- Deceit is never allowed; the writer cannot invent or distort sources, facts, or quotes. Footnotes are a device to mark the chain of scholarship. They are required in freshman papers to stop cheating, in graduate seminars and dissertations to demonstrate research skills (such as comprehensive grasp of the literature), and in monographs to help fellow scholars relate this work to the sources and to existing scholarship in the field. In many historical genres, including narrative, biography, autobiography, textbooks, book reviews, and newsletters, footnotes are usually dispensed with because they fit none of these needs. Our finest historians routinely publish books with no footnotes at all.

- Quotation marks are a rhetorical device to emphasize to the reader that the quoted material is both important and is taken unchanged from a primary document. Statements from other historians are quoted only when they are themselves a primary source in terms of historiography. And finally, historians stress exactness rather than originality. The facts we report have already happened; the words we analyze have already been uttered. Novelists are allowed to invent new facts and words; we are not.

The *Forbes* allegations have been widely repeated in the media and have done massive damage to the reputation of the entire history profession. Those charges are based on falsehoods, vast exaggerations, incompetent research, and a profound misunderstanding of historiography. We cannot allow celebrity-bashers capable of such errors to dictate the standards of the history profession.

Richard Jensen is Professor of History at University of Illinois, Chicago.

▼ Lewis / From 3

infringement, but when the accused is a best-selling author celebrated for his ability to craft compelling narratives, it rises to the level of news.

Jensen surely is correct that it is up to the academy, not the media, to set professional standards for historians. But Ambrose is also a writer in the more general sense, whose books target a mass audience, so he may be held to other standards besides those of the academy. Journalists, for instance, are not allowed to copy other people’s prose, so we tend to apply the same ethical rule to nonfiction authors.

As Jensen notes, magazines such as *Forbes* do not use footnotes. But I do not write for *Forbes*; I write for *Forbes.com*, a web site where I can go beyond footnotes and post all the passages I mention in my stories. OAH members can visit the site, examine the evidence and make up their own minds as to whether “falsehoods,” “vast exaggerations” and “incompetent research” are labels best applied to my stories or to Jensen’s hyperbolic critique. □

Mark Lewis is a journalist with *Forbes.com* magazine.

Richard Jensen Responds

Mr. Lewis posted nine attacks with headlines like: “Did Ambrose Write *Wild Blue*, Or Just Edit It?” I examined his charges and discovered no plagiarism. Lewis now offers a new instance. A letter mentioned Custer’s “ungainly walk”; Monaghan called it a “gangly” walk; Ambrose followed suit, and footnoted Monaghan. Gotcha! One copied word, “gangly” on which rests this entire media assault. The damage is done—in *The Wall Street Journal* (22 January 2002) Lewis charged Ambrose “presented others’ words as his own. That is plagiarism.” Lewis cited anonymous “critics” who supposedly agreed with his inviolable rules about quote marks. I always advise undergraduates that anonymous sources are not worth much. Lewis finally invokes consumer sovereignty: readers “assume” every word is original. On the contrary, to judge by the reviews, readers mostly prize Ambrose’s verisimilitude. Do these readers expect a wordsmith as innovative as Shakespeare? Actually, the Bard of Avon copied a great deal of his material and was lucky there was no *Forbes.com* to hoot him off the stage. We are not so lucky. *Forbes.com* boasts it is the “Home Page for the World’s Business Leaders” and peddles flattering reports on corporate CEOs. Lewis writes for its Celebrity Page, which features “100 Top Celebrities” and “Best Paid CEOs”; it polls its readers not on historiography but rather, “With which celebrity would you most like to have dinner?” Regarding the Cornelius Ryan case, in 1970 Ambrose slipped by misattributing one short quote to the wrong general. Lewis found this ancient episode newsworthy enough for an entire column. Ambrose behaved correctly, yet on 9 July, *Forbes.com* included this exposé in its roundup of the Enron, Tyco, Martha Stewart, and WorldCom scandals. Muckraking is in demand this year; *Forbes.com* has to attack somebody, so it turns its guns on historians. □

▼ Scott / From 1

The discussion was a bit like the best class one had ever taught: everyone wanted to talk about an amazing variety of things. They wanted to report on the books that they had read, ask for other people’s views, and make speeches. Some even wanted to argue.

But when it came to the announced question, there were surprises. I don’t quite know now what I expected. I suppose without too much reflection I had assumed that somehow the study of history would tend to make people wiser, more reflective, less dogmatic than their contemporaries who had little knowledge of the past. At the end of the discussion I realized that no generalization is justified.

All the participants seemed to think that their historical studies had been and still were important to their lives—exactly how these studies were important, however, was not so clear. The libertarian, for example, insisted that studying history would show anybody that the American people had been hoodwinked into accepting the sixteenth amendment. (Murmur around the room: “What was the sixteenth amendment?”) Others had equally firm convictions—not necessarily related to what they had been taught—about the significance of the past. Many people testified to an ongoing desire to read well-written, popular history. Some attendees wanted my opinion about the recent plagiarism scandals. (I tried to be judicious, which might translate as timid.)

One interesting moment came when I asked my students if they remembered our long and intense discussions about the Great Crash of 1929 and its aftermath. Indeed, they did—and demonstrated the fact. I then asked if that knowledge affected their decisions about investments in the past three years? There was a sudden silence and a good deal of embarrassed head shaking accompanied by murmurs of “Well, I should have remembered.” Nobody, however, testified to having recognized a speculative bubble when it was before their eyes.

What did I learn from this experience?

- The “uses of history” are not at all clear cut. People take from the past what they are prepared to understand, and not what some teacher thinks they should understand. Some summon their perception of the past to support whatever they want to do now. Others search for parallels and seek explanations for what is happening at the moment.

- Good teachers are remembered long after the fact. Names of a few of my colleagues came up over and over. “As Professor X said . . .” was a recurrent phrase.

- The attendees enjoyed challenging each other and me—they clearly would rather be challenged than entertained.

As I pondered this experience, I was reminded of an earlier encounter. Last fall the library celebrated my eightieth birthday and invited two former students to speak. One of the speakers, an engineering graduate, had taken several social history courses with me. He was, I should probably note, a top notch student; the best in his class. He told me that the primary sources he had read in my class two decades prior—which dealt with the lives of ordinary people in the rapidly changing society of the early twentieth century—profoundly affected his own life. He works for a major engineering firm in a major American city and has a disabled child. His resources and training are such that he has been able to become a major advocate for such children with his local school board. “Because of what I learned in that course,” he said, “I was able to recognize the number of families with children like mine, who had no voice and no way of making their needs clear to the powers in our town. So I have tried to represent them as well as myself.”

Although this is only one story it is enough to make any teacher forget all the blue books, all the neglectful or cocky students, all the hard work and occasional frustration. Think well—a few stories like this make it all seem worthwhile. □

Anne Firor Scott is professor emerita of history at Duke University, and past president of the OAH (1983).

Where Do We Go From Here?

Ralph E. Luker

Our critics tell us that Martin Luther King Jr.'s question, asking directions which depend, in part, on where one is, has lately become an important one for historians.

I had not meant to write a word on the subject until I read a headline, "The Cowards of Academe," in the *Weekly Standard*. Four days prior, a similar attack on the integrity of our profession was published in the *Wall Street Journal* (1). Undoubtedly, academe has its cowards. I've known several and may have been one myself at one time or other. It is a form in which our humanity appears. Yet, the journalists' attack on the Bancroft Prize committee, the American Historical Association, the Newberry Library, and Emory University over Michael Bellesiles's *Arming America* seemed to me well off-target. I wrote a short essay, "Journalists Are Rushing to Judgment about Michael Bellesiles," for George Mason University's *History News Network* (2). My argument was a self-evident defense of academic practice and due process, I thought. Yet, Rick Shenkman's title for the piece won the gun lobby's attention and, like Mr. Jefferson, I learned that not everyone saw my truths as self-evident.

The result astonishes me yet. In two weeks of entrenched warfare, I met charge after charge from my critics. Sometimes the tactics were personal—as in the heading of a new thread which read: "Academic Misconduct and Ralph Luker." It was an old canard about timing the release of the King Project's findings of plagiarism in King's dissertation, as if I had been responsible for controlling it. Repeatedly, I tried to call a cease-fire, at my best with humor. The essay on the *Weekly Standard*'s and the *Wall Street Journal*'s criticism of academe, said Shenkman's "History Grapevine," produced more replies "than any other article on the website, indeed, maybe more than had been made to all the other articles on the website combined." They "actually stretch across the page like ocean waves caught at high tide on a stormy night."

In the end, we shook hands and laughed at the trenches we had dug. Early on, I told friends that the quality of the debate was not high, ranging somewhere between a dreary faculty meeting and the Jerry Springer Show. Yet, in its course, my critics won my respect with spirited, often well-informed argument. They held Bellesiles, other professional historians, and me firmly in their gun sights and fired very pointedly: "your peer review process has failed repeatedly for years and we don't trust your due process." I thought I owed it to new friends in the gun lobby to report back to old friends in the history profession. The battle was, after all, just a skirmish in a larger encounter. We have all read about Joseph Ellis, Stephen Ambrose, Doris Kearns Goodwin, and Michael Bellesiles. The cases of Paul Buhle and Edward A. Pearson have had less public attention (3).

I addressed an open e-mail to two dozen American historians, most of them prominent in the field, asking what, if anything, could be learned from these cases. The list of historians was deliberately ecumenical, including some people who have not spoken to each other in years. I speak to several of them and they to me only episodically. The issues seemed too important to be addressed by political preference or shunned by personal pique. Some of my colleagues communicated privately rather than to the whole group. The small sample of results limits the significance of generalizations, but given the option of anonymity the larger pattern was interesting. In general, political stance and personal differences were of no consequence. Generation was everything.

Historians of my generation really saw no problem at all. These cases were, in their eyes, exceptional involving either "celebrity historians" who are unlike the rest of us, or breaches of trust—functions of carelessness or some singular personality quirk. Contrarily, one was a celebrity historian who we should defend because he had

for years been doing successfully what all of us should be doing. Given the limitations of time and dispersed archives, our peer review processes and our due processes work exceedingly well and our book exhibits display our enormous productivity. I was uncomfortable with those conclusions and their internal tensions. Were the celebrities our celebrities or not? Had the celebrities been doing what we should be doing? Oh, really? And don't those book exhibits democratically display deeply flawed and immaculate texts without distinction? Shouldn't they? Who knows which is which? Why don't we know? If we did, so what?

I was more encouraged by candid responses from a younger, yet already prominent group of historians. These cases did have some lessons to teach us, they thought, even as they disagreed about exactly what those lessons were. These historians also took seriously a parallel question about the cases' implications for teaching an even younger group of historians and students. I liked the flair and candor of a young Ivy League historian's first point: Historians should not tell "big, whopping lies." She followed with several suggestions: the OAH should formulate guidelines regarding the use of research assistants, outline the uses of evidence (which could be disseminated to graduate students), and develop guidelines on research. She also suggested that, recognizing that even the most conscientious effort is occasionally flawed, known errors in print should be corrected as quickly as possible.

Further discussion suggested that two current influences require rethinking our professional ethics and practice. First, how do we appropriate and limit post-modernism's insight that all evidence is socially constructed? It surely means that it can be construed in a variety of ways. It does not mean it can be fabricated. How do we teach that without denying a legitimate role to the historical imagination? The other factor is the technology. To put it bluntly, our peer review processes waved *Arming America* on to a Bancroft Prize and, with breathtaking speed, a lawyer/sociologist used CD-ROMS and secondary literature, which peer review ignored, to force us to recognize that "there's a problem here." Given my professional biases, what greater humiliation can there be than to be told that by a lawyer/sociologist? In the short run, this problem may be of greater concern to the quantifiers among us, but my generation is comfortable with the notion of dispersed archives and

the future sweeps us into its presence. Our students know or can readily claim that their computers and CD-ROMS reach into archives in many parts of the country, if not yet the world.

"Trust, but verify" is good advice, even if Ronald Reagan did say it. There is reassurance in these results. Our current place is embarrassing for some of our colleagues, but there are younger historians among us who are discussing "where do we go from here?" □

Endnotes

1. David Skinner, "The Cowards of Academe," *Weekly Standard*, 10 June 2002; and Kimberly A. Strassel, "Academic Accountability," *Wall Street Journal*, 6 June 2002.
2. Luker, "Journalists Are Rushing to Judgment about Michael Bellesiles," *History News Network*, 14 June 2002.
3. On Buhle, see: Harvey Klehr and John Earl Haynes, "Radical History," *New Criterion*, 20 (June 2002). In addition to its January 2002 symposium on Bellesiles's *Arming America*, the *William and Mary Quarterly* published a two part symposium on the Denmark Vesey case in 2001-2002 which led the University of North Carolina Press to withdraw Pearson's *Designs Against Charleston* from publication.

Ralph E. Luker is co-editor of the first two volumes of the *Martin Luther King Papers*.

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▼ Witnesses / From 1

about the types of cases involving historians and, more importantly, illustrates how judges evaluate the testimony of expert historians. While judges are hardly outsiders, they can offer a less biased view of historians as expert witnesses, since they must initially decide if an expert is qualified, establish the boundaries for his or her testimony, and ultimately, decide how much weight should be given to that testimony.

It should be noted that while more historians are serving as testifying experts in recent years, they represent only a tiny fraction of the total pool of experts in the courtroom. There are at least 7,600 different types of expert witnesses with the vast majority coming from the fields of medicine, science, engineering, and economics (2). Despite this minimal presence, historians are regularly used in certain types of cases. Four, in particular, are worthy of mention:

- *Native American Rights.*

Over the past thirty years Native Americans have used both state and federal courts aggressively to present claims regarding treaties and land rights. Historians are used to explain the history of a particular treaty or tribe, interpret documents, or introduce a tribal oral history.

- *Voting Rights.* Beginning in the early 1980s historians began appearing as testifying experts in cases brought by the NAACP and other groups under the Voting Rights Act of 1965. More often than not, these cases involved challenges to at-large voting systems for county and city legislative bodies and school boards. In addition to their testimony on race relations and legislative history, historians were relied upon to determine whether advertisements and newspaper reports contemporaneous to the challenged legislation contained evidence of discriminatory intent.

- *Deportation and Denaturalization.* In most of these cases historians of World War II and military history were used by the I.N.S. to prove that a particular individual—or his unit—was either responsible for rounding up Jews or actually served as a camp guard at one of the Holocaust sites. In *Naujalis v. I.N.S.* (2001), for instance, the government's expert historian testified that the defendant commanded a Lithuanian Army unit that was active in the roundup and execution of suspected Jews and Communists (3).

- *State of the Art.* One of issues that frequently arises in tobacco, asbestos, and toxic tort cases is what the corporation and the general public knew about the dangers and risks associated with the product or its byproducts. Most often this issue is not a contemporaneous one but rather goes back to the first encounters that a plaintiff had with the product. In recent years both sides have called historians to testify about the public's knowledge of the dangers of smoking or the risks of exposure to asbestos in the 1950s and 1960s. Historians review the relevant popular and scientific literature of the period and report on what was known at the time about the potential dangers of the product.

In many of the cases surveyed, only cryptic mention is made of the historian or historians as expert witnesses and the credibility and impact of their testimony was not directly addressed. In a few cases, however, where the testimony of historians was particularly crit-

ical to the outcome of a case, judges have offered their assessment of the expertise and credibility of a particular expert. Three of these cases are worthy of special attention. The first, *U. S. v. State of Michigan* (1979) involved the ability of Michigan to restrict the fishing rights of the Bay Mills Tribe on the Great Lakes (4). Lawyers for the state presented as their expert a historian who specialized in American economic and social history. In supporting the defense's position, the historian examined the historical documents, including treaties, that defined the tribe's rights and offered his assessment to the court. Ruling in favor of the Bay Mills Tribe, the judge noted in his decision that the state's expert was "not by either training or experience thoroughly familiar with the culture of the upper Great Lakes Indians." Furthermore, the judge argued, the defense's expert had only been exposed to a limited amount of research on the topic, most of which came after being retained by the defendants. The judge ultimately concluded that because of these limitations, the historian was unable to enlighten "the court as to the total circumstances of the treaties" (5).

The second case, *Aldasoro v. Kennerson* (1995), involved a constitutional challenge by Hispanic plaintiffs to the at-large election system of the El Centro Elementary School Board of Trustees. Essentially, the plaintiffs alleged that the at-large election method violated the Voting Rights Act by both diluting the "ability of Hispanic voters to elect candidates of their choice," and impaired "their ability to 'influence' elections" (6). In making their case, the plaintiffs employed a histo-

rian who specialized in voter discrimination. In the eyes of the court, the historian's testimony, while somewhat helpful, suffered from three serious omissions. First, although he specialized in voting-related discrimination in California generally and the Imperial Valley specifically, his area of expertise involved events that occurred before 1970. Furthermore, the court concluded that the expert failed to consider the sharp increase in the local Hispanic population over the past twenty years or the laws passed during this period which were intended to enhance minority voting opportunities.

The final case, *Cayuga Indian Nation of New York v. Pataki*, (2001), addressed the sole issue of how much pre-judgment interest was owed by New York for its illegal taking of a 64,000 acre reservation in 1795 and 1807 (7). Most of the testimony came from three expert historians who represented the Cayuga, the state of New York and the United States respectively. After listening to extensive expert testimony from each expert and poring over their reports, Judge Neal McCurn incorporated a 57-page historical account into his decision on the relationship between the Cayuga and New York beginning in the 1760s and extending through 1807. The court prefaced this portion of the decision by admitting that its account was "an amalgam of each of the differing viewpoints of these expert witnesses" (8).

Judge McCurn also recognized that there is an inherent subjectivity in all historical study. In the case before him, for example, lawyers attempted at every turn to expose the methodological shortcomings of opposing experts as well as their alleged ideological biases. While McCurn was able to draw from all three experts in making his own findings, he also offered his assessment of each expert. He found the Cayuga's expert historian to

be well versed in the field but questioned his report and testimony "because it contained many broad, rhetorical statements, not all of which find support in the historical record" (9). Judge McCurn also found the expert historian for the United States to have excellent credentials, but most of his work had been with western land disputes as opposed to the eastern land claim at issue. Also, this expert "had a tendency to place a modern construct on these century-old events, and to portray the U.S. as the 'good guy' and the state as the 'bad guy'" (10). The expert historian for the State was saddled with the unenviable task of proving what was obviously the minority historical view.

It would seem—at least from these three cases—that judges are quite capable of evaluating the credibility and reliability of historians who serve as expert witnesses. In *U.S. v. Michigan*, the court concluded that the historian lacked the specialized training necessary to present persuasive testimony. In *Aldasoro v. Kennerson*, persuasive testimony was also an issue as was the expert's inability to address recent population changes and legislation. Finally in *Cayuga v. Pataki*, Judge McCurn acknowledged that historians can never be completely objective. The three historians who appeared before him were "colored by their experiences both personally and professionally, and by the task which they were asked to perform" (13). Knowing this, he viewed them not as reporters of history but as scholars who possessed both strengths and weaknesses both in their expertise as well as in their interpretation of relevant documentary materials.

Brian Martin's faith in the ability of the legal system to keep historians from straying away from sound methodology and fully-supportable conclusions does not appear to be misplaced. Historians who testify are often presented by their lawyers as paragons of objectivity, however, judges like Neal McCurn seem to realize that there is no such thing as true objectivity. Ultimately, the bench looks for the same qualities that are required of all experts: appropriate specialization, thorough research, and conclusions that are well supported by the record. □

Endnotes

1. Brian W. Martin "Working With Lawyers: A Historian's Perspective," *OAH Newsletter*, 30 (May 2002): 4.
2. Cynthia H. Cwik, "Guarding the Gate: Expert Evidence Admissibility," *Litigation*, 25 (Summer, 1999): 6.
3. 240 F. 3d 642 (7th Cir. 2001).
4. 471 F. Supp. 192 (W.D. Mich. 1979)
5. 471 F. Supp. at 219.
6. 922 F. Supp. 339 (S.D. Cal. 1995)
7. 165 F. Supp. 2d 266 (N.D.N.Y. 2001)
8. 165 F. Supp. 2d at 300.
9. 165 F. Supp. 2d at 301.
10. *Ibid.*
11. 165 F. Supp. 2d at 303.

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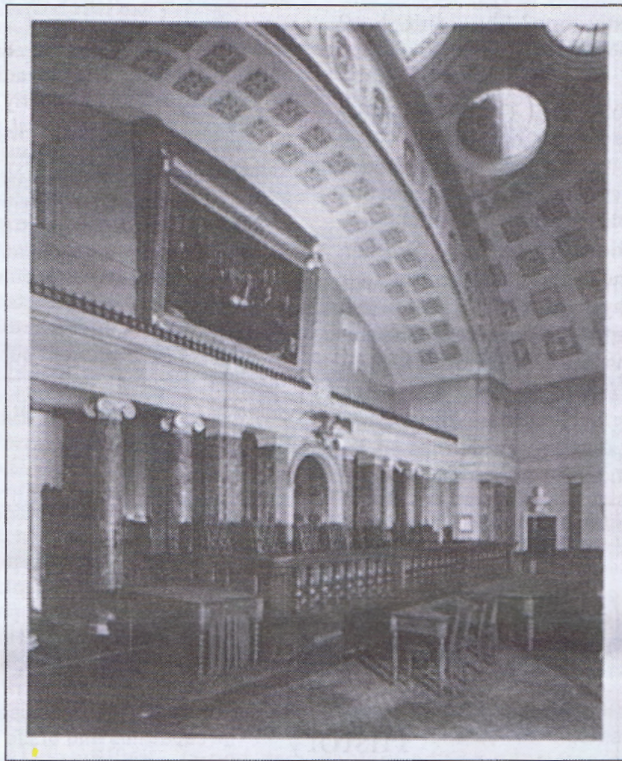
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The Historian as Artist, Activist, and Amateur

Vincent DiGirolamo



DiGirolamo

Last year I was flattered by an invitation to take part in a panel discussion on "Careers In and Out of the Academy" at the OAH annual meeting in Los Angeles. I accepted immediately, but suffered a fleeting identity crisis when the chair, Spencer Crew of the Smithsonian Institution, e-mailed me asking for biographical information for his introduction. Providing such information is usually a

perfunctory matter, but the request made me pause because it raised a question that was at the heart of the panel: What exactly is it that makes me a historian?

Is it my degrees? Surely, having the proper credentials is necessary to making a legitimate claim to a profession. Yet, I was "doing" history years before I entered graduate school. I had published articles based on archival sources, oral history interviews, and documents obtained under the Freedom of Information Act. I had produced a historical documentary that examined the backlash against Vietnamese refugee fishermen in my hometown of Monterey, California, in light of the violence and racism experienced by earlier Chinese and Japanese American fishermen. I used to joke that I was caught practicing history without a license and sent to graduate school. So, no, it is not my Ph.D. that makes me a historian.

Is it my job? Is it the fact that I have taught history at several universities? Perhaps, but I was then teaching writing at Colgate University, a gorgeous liberal arts college in New York state, and was seriously considering quitting my job. My wife had just accepted a tenure-track position in history in the New York City area and we didn't fancy living six hours apart with two teenagers in high school. Was it my turn to be the trailing spouse? ("The question is," one of my colleagues asked, "what do you want to jeopardize, your marriage or your career?") I worried that if I quit I might never get another tenure-track job. I might be leaving academia forever, and maybe stop being a historian. So I asked myself again, what is it that makes me a historian?

Ultimately, being a historian is *not* a matter of degrees or jobs or what departments or professional organizations we belong to. It all comes down to the words we put on the page. My work makes me a historian, no matter where I produce it. It is what I write, not whether I am employed. It is my compulsion to look to the past to understand the present and for the pure antiquarian pleasure of it.

This may sound like the declaration of a scholar on the verge of career suicide. But I am not offering anyone career advice. I am fairly clueless about how to build a career in or out of the academy. On this point I take heart from the artist John Sloan, a member of the "Ash Can" school of urban impressionism in New York City in the early 1900s. Sloan, who taught for some thirty years at the Art Students League, used to tell his students at the outset that if anyone in the room was interested in career counseling, art-market strategies, or commercial art techniques, he or she should leave now and register with another, more appropriate teacher. "I cannot teach you how to make a living at art," he said. "There are no formulas, no little secrets and short cuts to making art. There is no one right way to do it." Sloan urged his students to think of art not as a career but as a calling, and to think of themselves as people who were not in competition with other artists but answerable only to themselves. Eliminate any

thoughts about whether you are making "works of art," he told his class; create paintings that interest you, that show some "consciousness of life" and the rest will follow (1).

I think those sentiments make just as much sense if we replace the word art with history, if we think about history—both the teaching and writing of it—more as a calling than a career. Sloan's advice invites us to rethink the whole concept of a career and to challenge the very idea that academia is something we are either in or out of. Instead, I suggest that we think about three alternative ways of being a historian: as artist, as activist, and as amateur.

First, the historian as artist. We all know people—painters, musicians, novelists, independent film makers—who live their lives in order to do their art. Some survive on a shoestring budget. Others earn enough to buy homes and send their kids to college. These artists usually have a partner who brings in a more reliable income. Together they agree that this is what they will do for their art. That's what I did in the 1980s when I produced my video documentary and wrote a young-adult novel. I had a part-time job and a working mate, but no professional affiliation to speak of. I didn't get a national air date for the documentary until after it was done. I didn't get an agent for the novel until after it was written. It was all a big gamble, yet I did not give anyone the power to say, okay, you can be a film-maker or you can be a novelist. I didn't think of my work as a job or a career; they were just projects I had to finish.

If we think of history as our art rather than our profession, then such gambles and sacrifices are not humiliating signs of failure or marginalization. If history is our art rather than our profession, then no search committee or promotion and tenure committee can ever stop us from pursuing it.

A friend of mine has been on the academic job market for three years; he's had several adjunct positions and got very close to landing a tenure-track job last year. He went to an on-campus interview and came in a close second. Afterwards he e-mailed his friends saying that he was leaving the profession and would explore other career options. His other friends supported that decision, but not me. I think it is a tragedy of the first order to let anyone stop us from doing history, from doing our art.

Another friend from graduate school had trouble landing a teaching job and now works for a professional organization. On the first day of the OAH meeting he said to me, "I see you're on a panel for people who can't be real historians." It was a jab from a classmate who, contrary to Sloan's advice, has always thought he was in competition with other historians. We all know people like that. He can't help but think of history as a hierarchical profession; there are the winners who teach at top-notch research institutions, the less fortunate who work at lesser institutions, and the losers who make do on the fringes of the profession. Such thinking is an unfortunate consequence of seeing history as a profession rather than as an art form or calling.

This brings me to the historian as activist. Teaching and writing history are profoundly political acts. They are important forms of consciousness raising, of getting people to think differently about themselves and their world, and, perhaps, to act differently. I agree with the last line of Karl Marx's "Theses on Feuerbach": "Philosophers have only interpreted the world in various ways, the point however is to *change* it" (2). If you ever visit Marx's grave in London's Highgate Cemetery you will find that motto chiseled on the marker.

This idea of history as a form of activism is not just advocated by radicals. The American pragmatist John Dewey put forward a similar idea in his 1929 book, *Experience*

and *Nature*. Dewey asked if the scholar's special knowledge, when related to ordinary life experiences, "render them significant and more luminous, and make our dealings with them more fruitful? Or does it terminate in rendering the things of ordinary experience more opaque?" (3). Dewey's ideal scholar was an activist. He urged scholars to look around themselves for interesting objects of inquiry and repair. Inquiry and *repair*! What needs fixing? What misconceptions need correcting? What historical processes need illuminating?

As we think about our careers and navigate through the shoals of the academic job market, I think it is important to remind ourselves why we went into history. Was it to get a tenure-track job? I for one didn't know what a tenure-track job was when I entered graduate school. I didn't know the difference between an adjunct and an emeritus professor. I am confessing my ignorance because it reminds me why I went back to school: to read rigorously and systematically, to learn what historians knew about research that I hadn't yet learned as a journalist, and to get the credentials I needed to teach courses from time to time. Above all, I went to graduate school so that I could help people understand and change their lives for the better. I still believe in the benefits of social history, of documenting the lives of ordinary people and analyzing their contribution to the making of America. My writing, documentary work, and teaching are all a kind of social activism.

Last year as a research fellow at the American Antiquarian Society in Worcester, Massachusetts, my housemate was Dennis Brutus, a South African poet who organized the Olympic ban on South Africa and Rhodesia in the 1960s. He took a bullet for his troubles and served eighteen months hard labor on Robbin Island. Still agitating for social justice in his late seventies, he took part in the World Trade Organization protest in Seattle in 1999. Now there is a life-long activist! Getting to know Dennis made me wonder

why the curriculum vitae of most academics does not include a section listing our arrests for acts of conscience or poems written in jail while being processed through the system. Why are those kinds of accomplishments unthinkable in a section on "Professional Activities?" One reason may be that historians have accepted all too readily conventional notions of what it means to be a professional.

Hence the need for the historian as amateur. By amateur I mean someone who is motivated by a love of the subject, but won't necessarily work for peanuts and letterhead. The historian as amateur is self-consciously anti-professional; he or she does not get wrapped up in the trappings and status of academia. The amateur is that friend, partner, or colleague who talks a little too animatedly about history at the dinner table, who shows excessive passion or delight in their subject. University faculties contain fewer and fewer of these embarrassments.

There are many tangible benefits to being a college professor, such as getting money to do research and attend conferences like the OAH annual meeting. These are no small perks. But ultimately professionalism is death. I had a nice office with a window. I had a secretary, business cards, and a travel budget. I have enjoyed marching in convocations and feeling a part of a guild. (I still have my cap and gown.) But it's easy to think that those things make us historians when they can actually prevent us from taking a true measure of our lives and our work. The robe, the office, the business cards, the travel account don't

Above all, I went to graduate school so that I could help people understand and change their lives for the better.

make anyone a historian. It is what we put in the mail—the articles and books we write, the films and exhibitions we create, the collections and journals we edit—that make us historians.

It is also the students we teach, the lectures we present, the material we assign, and the questions we ask. But teaching history is not the only way to be a historian. My first history department chair told me he thought teaching was a “marginally satisfying” profession. From my fresh-faced perspective teaching history seemed like a dream job, but to him, with twenty years experience, it was not. Teachers at every level can be heard *kvetching* about their “dim bulb” students and “dead wood” colleagues (terms I learned in graduate school). In fact, the best thing many teachers can say about teaching is that they don’t have to do it all the time, that they get long breaks and summers off.

Teaching can be discouraging, but how else will young people get the history they need and in some cases want? The university is still the center of intellectual life in this country. It is a privileged place to work and study. But it is clearly not the only place to do those things. The historian Thomas Bender noted that research and advocacy groups are undermining the university’s presumed monopoly on knowledge. More authoritative knowledge is being developed outside of universities in opportunistic, interdisciplinary settings with different intellectual styles of making and disseminating history. This is an inevitable and essentially positive reaction to academics having made themselves irrelevant to their local communities. Beware, says Bender, if we cannot explain our work or its potential benefits to our non-academic friends and relatives (4).

One antidote to this problem, besides speaking plainly and writing in accessible and involving ways, is to collaborate and interact with non-academic talent—with scientists and lawyers, poets, and longshoremen, to bring them into the academy and to venture out ourselves. There is a reciprocal benefit. Ideally, such contact can strengthen and sharpen the historical work of non-academics and enrich our own efforts to make sense of the past.

In sum, it’s time we begin to think differently about what it means to have a career in history—and to explode the notion that academia is something we are either in or out of. Not only is it possible to have a satisfying, engaged, and productive life as a historian on the margins of academia, but in so doing we can help to redefine and revitalize the historical profession. □

Endnotes

1. John Loughery, *John Sloan: Painter and Rebel* (New York: Henry Holt, 1995), 293.
 2. Karl Marx, “Theses on Feuerbach,” in Eugene Kamenka, ed., *The Portable Marx* (Harmondsworth: Penguin, 1983), 158.
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- Thomas Bender, “Locality and Worldliness,” *American Council of Learned Societies Occasional Paper No. 40*, “The Transformation of Humanistic Studies in the Twenty-first Century: Opportunities and Perils,” (1997). <<http://www.acls.org/op40ben.htm>>.

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- ✦ Brian Schoen, University of Virginia, “Southern Freetraders vs. Pennsylvania Protectionists: The Print Battle for National Political Economic Policy, 1819-1846”
- ✦ Andrew Schocket, Bowling Green State University, “Consolidating Power: Inventing the Corporate Sphere in Philadelphia, 1780-1840”

Awards for outstanding journal publications in the field of early American economic history:

- ✦ Simon Middleton, University of East Anglia, “‘How it came that the bakers bake no bread’: A Struggle for Trade Privileges in Seventeenth-Century New Amsterdam,” in the *William and Mary Quarterly*, April 2001
- ✦ Ann M. Carlos and Frank D. Lewis, “Trade, Consumption, and the Native Economy: Lessons from York Factory, Hudson Bay,” in the *Journal of Economic History*, December 2001

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Cathy Matson, PEAES Director

National History Project

Richard Bennett

Last year's dramatic intervention by Senator Robert Byrd promises to profoundly alter history education, provided historians seize the opportunity. In 2001, at the senator's initiative, the Department of Education awarded grants totaling \$50 million over three years to local education agencies to promote the teaching of American history in the nation's schools. In 2002, that sum rose to \$100 million—a figure not far below the entire annual budget of the National Endowment for the Humanities. While the Teaching American History program has a clear K-12 focus, it nonetheless requires participation from the higher education community—many members of the Organization of American Historians are engaged in partnerships funded through the program. In other words, the program is beginning to take the shape of a K-16 initiative, an educational alignment that is increasingly fitting for a time when more and more students are enrolling in postsecondary institutions. With some careful thought and planning, this new injection of federal funding could lay the groundwork for long-term effective collaboration among history faculty from secondary and postsecondary education to the benefit of the nation's students and citizens.

The rapid genesis of this new program illustrates the need for the history community to develop the means to play a more active role in the educational policy arena. Had such an infrastructure existed at the moment the Teaching American History program were bruited, it would have been much easier for historians to speak from an informed and unified position about needs, effective practices, and implementation strategies. As it was, various organizations and individuals did provide valuable ad hoc assistance to the Department of Education as it formulated the program. And when proposals were invited, colleges and universities, historical organizations and societies, archives and museums all scrambled to assist school districts to assemble strong and credible proposals to meet the deadline. New federal investment aimed at strengthening history education is certainly welcome, but the history community itself ought to be in a position to provide the initiative for thoughtful, effective and sustainable reforms. This can only happen once the appropriate capacity has been developed.

A new national initiative aims to encourage development of an infrastructure that will enable the history community to engage more effectively in important matters of educational policy. The National History Project is consciously situated within the K-16 alignment, with a particular focus on strengthening the school-college learning continuum. In the first instance, the creation of the NHP National Steering Committee, a group of distinguished historians co-chaired by Suzanne Lebsock of the University of Washington and Stanley N. Katz of Princeton University, provides a national forum for historians to engage matters of educational significance. The steering committee has strong links to the OAH and the AHA, and will instigate discussions and publications focused on important policy issues.

Motivated by the challenge to bring school and college faculty in history together to address current and future educational needs, the NHP has established a number of specific goals. First among these goals is strengthening the school-college continuum in history education so that institutional separation does not result in educational disjunction. A second important goal is making historical inquiry and research a core learning experience for all students in high school and college. In other words, the NHP believes that "doing history" should lie at the heart of effective teaching and learning in the discipline. The intended result of these efforts is the fostering of a genuine professional community in the discipline of history that enables high school and college faculty to develop a common intellectual identity and to address issues of common concern. The fourth goal is to promote historical literacy as a private and public good.

In order to achieve these goals action will be required both in classrooms and in the policy arena that demand the engagement of historians and organizations committed to the discipline of history. To make progress in the classroom, the National History Project has launched a pilot process, involving sites in Illinois, New Jersey, and Ohio. Pilot sites will begin with summer institutes that bring together teachers of history from high schools, community colleges, and four-year colleges.

Substantively, the activities of the summer institutes will be based upon the shared school-college experience of teaching introductory U.S. history courses. In these institutes, high school and college faculty will share their insights into introducing students to a life-long engagement with history. They will also consider how to manage the recurrent tension between the goal of encouraging students to think historically and the "forced march" that survey courses often represent. Out of these discussions they will develop strategies to make historical thinking and historical inquiry active and meaningful for students.

NHP sites will use rich local historical resources—including archives, libraries, historical societies, museums, public records—to enable and encourage research that will inspire students to make connections between their local experience and the history of the United States. Placing a strong emphasis on working with primary sources, sites will instill an appreciation of the wide variety of historical sources, as well as those resources that are continually becoming available through new technologies.

By identifying and nurturing a cadre of leaders, NHP sites will provide a platform for year-round activities within local schools and school districts, regionally and nationally. With a new and growing leadership base, history faculty will develop a network that will facilitate exchange on ongoing historical research and teaching. These activities will encourage high school faculty to become an important part of the professional intellectual community of historians.

Since much decision-making about education policy takes place at the state level, the pilot process has adopted a state-oriented approach. Three sites in Illinois—The Newberry Library, Illinois State University, and Northern Illinois University—are working together to form an Illinois History Project, while Rutgers University, Newark College, and Kenyon College are establishing the foundations for statewide projects in New Jersey and Ohio respectively. With the future proliferation of local sites engaged in professional development activities in history, these budding state networks will play an increasingly important role in sustaining good work.

In addition to the important work that pilot sites are performing at the state level, the National History Project will also draw from the rich pool of almost three hundred alumni of the six Woodrow Wilson National

Fellowship Foundation History Institutes that were held between 1989 and 1994. These history educators, drawn from middle and high schools across the nation, worked with colleagues from higher education to develop curriculum modules that brought primary documents and new scholarship into the schools. Participants have become national leaders in history education, and offer enormous collective experience in curriculum and instruction. Discussions that have taken place under the aegis of the National History Project reveal an increasing desire among historians to articulate to a wider public the importance of investing in the historical education of new generations of citizens.

Among the issues history educators identify as pressing are state standards in history and social studies; high stakes testing; the recruitment, education, and retention of high quality history teachers; articulation between high school and college history courses; the role of public history institutions; and the internationalization of the American history curriculum. The NHP intends to engage these issues and others both in the work of the pilot site network, and in wider discussions and publications. In so doing we will work to provide a locus of informed discussion and consultation, as well as a network for strengthening K-16 history education across the United States. □

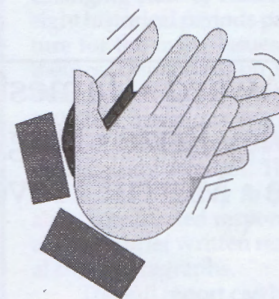
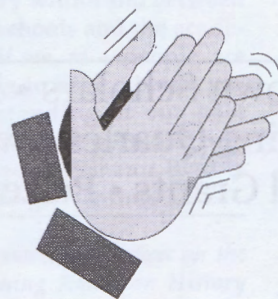
Richard Bennett is a program officer at the Woodrow Wilson National Fellowship Foundation.

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From the Archivist of the United States

Developing a New National Archives Experience

John W. Carlin



Carlin

I want to take this opportunity to update you on one of our most exciting initiatives here at the National Archives and Records Administration—The National Archives Experience.

As you may know, we are in the midst of a major renovation at the National Archives Building in Washington, D.C., and the Charters of Freedom are undergoing some necessary conservation work. When this work is done, visitors to the National Archives will not only be able to see the Declaration of Independence, the Constitution, and the Bill of Rights in new, more accessible encasements, but they will also discover for themselves the role that records play in the history of our country and the lives of Americans. I also hope that visitors will come to realize that the records we safeguard are theirs to use and contain valuable information about their families, communities, and government. It is this experience—this discovery that records matter both to individuals and to the society in which they live—that will be the core of the National Archives Experience which debuts on 4 July 2004.

The National Archives Experience is, in essence, both a journey through time and a journey through American struggles and triumphs. It will have several components, beginning with a visit to the Charters of Freedom in the Rotunda, where visitors will feel the presence of the people who successfully conducted the American experiment

the Public Vaults—exhibition spaces that will convey the feeling of going beyond the wall of the Rotunda into the stacks and vaults of the National Archives. Located in the central corridor of the Public Vaults will be the Record of America, a journey through time and technology that will explore the transformation of records, from our earliest Native American treaties all the way to Presidential emails. The Record of America will immerse visitors in the world of not only ink and paper evidence, but also photos, films, sound recordings, and databases. Four vaults—built around the themes of Families, Democracy, Exploration, and Military—will bring the documents to life through interactive experiences and connections to popular culture. Visitors might help an elderly widow establish her identity as an American citizen, listen to the Oval Office conversations of five presidents, follow the trail of Zebulon Pike using a touch-screen map, or become a filmmaker using records to create a moment of film on D-Day.

Another major component of the National Archives Experience is a new 275-seat theater. By day, it will show a dramatic film illustrating the relationship of records and democracy through the lives of real people. By night, the theater will feature a documentary film, and also serve as a forum for lectures, seminars, and debates.

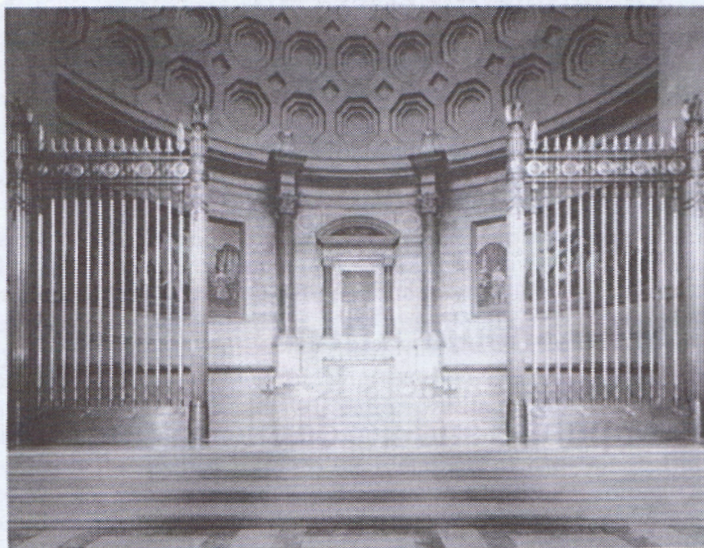
The National Archives Experience also will include a Special Exhibition Gallery devoted to document-based exhibits on newsworthy and timely topics, or visiting exhibitions from Presidential Libraries and other sources. NARA has won critical acclaim for exhibits such as "American Originals," "Picturing the Century," and "Designs for Democracy." These exhibitions move audiences with their content as well as their form.

The last physical component of the National Archives Experience is a Learning Center designed to reach America's youth and the professionals and parents who teach them, and to incorporate our current education programs with new and exciting educational opportunities both on-site and through distance learning. The Learning Center, which has four major components—the Learning Lab, the Resource Room, the Digital Classroom II, and the National Teacher's Program—will leverage the documentary resources of the

National Archives to engage and inspire children to connect to the past.

Finally, the Internet will play an integral part in the National Archives Experience, both for those who cannot visit us in person and those who wish to learn more about the Archives and our records on their own. It will be a gateway to everything I have talked about—the Charters, the Public Vaults and Exhibits, the Theater and Learning Center, and even the Archives Store—while also providing access to the records themselves.

It is our intent that visitors leave the National Archives Experience with a new appreciation for the role that records play in our society. They will see how records can help us to accurately understand our past, and how records enable us, as citizens, to hold our government accountable for its actions and claim the rights, entitlements and liberties of a democratic society. Through the National Archives Experience, visitors will examine the past and envision their own future and the future of our country. And, I believe the public will come to see what we already know: that records matter—for us, for our future, and for the future of our democracy. □



National Archives Exhibition Hall (Library of Congress)

in democracy that became our nation. For the first time, beginning in September 2003, millions of people will be able to view all four pages of the Constitution simultaneously. New cases will make the Charters more accessible for younger visitors and those using wheelchairs. The fading murals of the signers of the Charters will be restored to their original glory, and a new multi-language audio tool will especially allow international visitors and children to have a more meaningful experience.

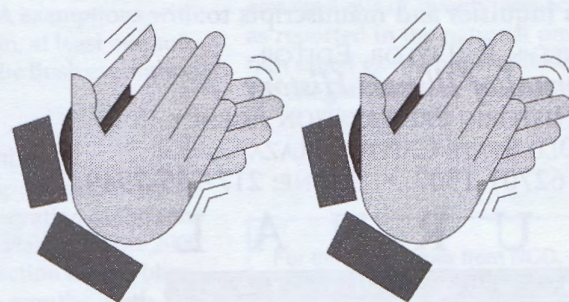
The National Archives Experience will continue in

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Institute - Andrew W. Mellon Postdoctoral Research Fellowship 2003-2004

The Omohundro Institute of Early American History and Culture invites applications for a one-year Andrew W. Mellon Postdoctoral Research Fellowship in any area of early American studies, to begin July 1, 2003. The award carries a year's support to revise the applicant's first book manuscript and the Institute's commitment to publish the resulting study. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

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

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

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

Further information and application forms may be obtained from the Andrew W. Mellon Postdoctoral Research Fellowship, OIEAHC, Box 8781, Williamsburg, VA 23187-8781. E-mail: IEAHC1@wm.edu. Website: <http://www.wm.edu/oieahc/fello.html>.

Application deadline is November 1, 2002.



INSTITUTE POSTDOCTORAL NEH FELLOWSHIP 2003-2005

The Omohundro Institute of Early American History and Culture offers a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 2003. A principal criterion for selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute holds first claim on publishing the appointed fellow's completed manuscript. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

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

For the calendar year 2004 the fellow will be supported principally by the National Endowment for the Humanities through its program of fellowships at Independent Research Institutions. During that year he or she will be designated both an NEH and an Institute fellow.

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

Further information and application forms may be obtained by writing to Institute-NEH Fellowship, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. E-mail: IEAHC1@wm.edu. Website: <http://www.wm.edu/oieahc/fello.html>.

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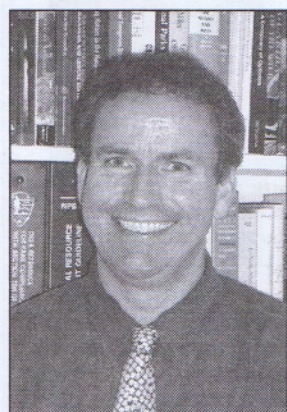
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News from the NCC

Capitol Commentary

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



Craig

Presidential Records Lawsuit Update

On 28 November 2001, Public Citizen—a Washington, D.C., based nonprofit consumer advocacy organization—filed suit in a federal court in Washington, D.C., on behalf of the Organization of American Historians, the American Historical Association, the National Security Archive, the Reporters Committee for Freedom of the Press, Public Citizen, and emi-

nent presidential historians Stanley Kutler and the late Hugh Graham. The plaintiffs seek to overturn an executive order issued by President Bush (E.O. 13233) that limits access to the records of former presidents. The plaintiffs maintain in their filing that the executive order violates the Presidential Records Act which opens most presidential records to public access twelve years after a president leaves office.

On 8 February 2002, Public Citizen filed its "Motion for Summary Judgement" stating that President Bush's recent Executive Order 13233, "Further Implementation of the Presidential Records Act," violates the law and should not be effected (see <<http://www.citizen.org/litigation/briefs/FOIAGovtSec/articles.cfm?ID=7116>>.) The motion explained that because the order violated the 1978 Presidential Records Act and has no constitutional basis, the court should instruct the Archivist of the United States and his agency, the National Archives and Records Administration (NARA), not to put the order into effect. The motion also seeks a permanent injunction against the implementation of the order and calls for the prompt release of Reagan and Bush presidential and vice-presidential records.

The same day, Justice Department lawyers filed the government's "Motion to Dismiss" which claimed "whether viewed as a problem of standing, ripeness, or mootness (or some combination of the three), Plaintiffs' claims are not justiciable. Most importantly, the only 'injury' Plaintiffs allege is neither traceable to the Bush Order provisions they challenge, nor redressable against the Defendants." In anticipation of filing their motion, government lawyers apparently rushed to review and subsequently released the remaining 59,850 papers of the Reagan presidency P-5 papers (reflecting "confidential advice" to the president) called for by the Public Citizen suit. With the papers' release, part of the suit becomes moot. The suit is expected to be heard in federal court in the fall.

Reagan Presidential and Bush Vice-Presidential Materials Released

On 15 March 2002 after months of delay, the Bush White House cleared for release a total of 59,850 pages of Reagan presidential records. Approximately 155 pages technically remain "under review" by administration officials; those papers contain "deliberations about potential appointees to public office." In addition there are some 1,654 pages of new Reagan-Era P-5 papers now under review by the White House. Three months later, on 17

June 2002, the White House authorized the release of some 844 pages of the records of President Bush's father when he was vice-president during the 1980s. Still under review at the Bush Presidential library are some forty pages pertaining to federal office appointments.

The National Coordinating Committee for the Promotion of History (NCC) secured an 11-page White House summary of the 155 pages of unreleased Reagan records. Virtually the entire collection reflects "confidential advice" given to the former president by his top advisors on a wide variety of political and judicial nominations including several Supreme Court nominees. A rather large assortment of memos and folders are included in these documents that relate to the controversial nomination of Robert Bork. The White House has not indicated whether these memos will ever be released.

History Office Authorization Proposed in Homeland Security Department Bill

In a 24 June letter to House and Senate leaders, the NCC urged members of Congress to authorize the creation of an Office of History in the marked-up version of President Bush's proposed legislation to create a Department of Homeland Security. According to sources inside the House Committee on Government Reform the establishment of such an office in the office of the secretary was "embraced enthusiastically." Reportedly, language suggested by the NCC has been incorporated in at least one subcommittee markup of the bill.

In the letter to Congressman Dan Burton (R-IN), Henry Waxman (D-CA), Senator Joseph I. Lieberman (D-Conn), Fred Thompson (R-TN), and others, the NCC noted that "If there ever was a need for a history office in a government agency, it is in the Homeland Defense Department. The attack on the World Trade Center and Pentagon on September 11 demonstrated the need to better understand our past both in terms of U.S.-Arab/Muslim relations and previous U.S. responses to terrorism." The letter noted that, "without exception, every one of the other national defense, intelligence, and homeland-defense related departments benefit from the professional advice provided by a departmental or agency historical office . . . to this end, we envision that staff historians would produce (or cause to produce by coordinating with other government agencies, with universities and think tanks) a range of reference, policy and historical background papers that would benefit both present and future Secretaries."

The Homeland Security legislation advanced to the Congress by the Bush Administration also proposed exempting the new department from the requirements of the Federal Advisory Committee Act and a broad variety of businesses and others from disclosure provisions of the Freedom of Information Act. The NCC raised concerns on both the proposed FACA and FOIA exemptions with responsible committee staff. Here again, at least one subcommittee mark-up bill has dropped the Bush exemption proposals from the committee marks.

Future of Florida Ballots Still In Limbo

The NCC has long been tracking developments in the state of Florida regarding the preservation of the contested Florida ballots and related materials from the 2000 election. Florida law mandates that election ballots be retained for a minimum of twenty-two months. With less than three months left until that deadline, action by the

Florida Division of Library and Information Services has now extended that disposition deadline to July 2003. The ultimate decision regarding the preservation of the ballots, however, rests with the Florida legislature.

When we last reported on this issue, the Florida Elections Supervision Association had created a special committee to survey the record types and formats of the information, analyze the documentary record, and make recommendations for disposition and retention of the ballots. Because the committee—which included several state archivists and historians—did not complete its charge, the Florida State Archives stepped in to help facilitate decision-making.

According to State Archivist Jim Berberich, Florida's public records law and other statutes mandate that the state's public records cannot be disposed of without the specific approval of the Division of Library and Information Services. Rules of retention are binding on all agencies and officers.

To insure the preservation of the election records, the Florida state archives sent a position statement to the state Elections Supervisor which noted, "In considering the ultimate disposition of the ballots and related records from the 2000 election in Florida, the Division of Library and Information Services has determined that the proper decision requires a balance between the potential historical significance of these ballots and the cost of their preservation that only the Florida legislature can strike effectively." This extension, the statement continued, "will permit the Florida legislature to pass the necessary legislation to effectuate its wishes regarding the preservation of these ballots beyond July 1, 2003." In addition to the statement, a directive will be forwarded to all sixty-seven county Elections Supervisors ordering them to continue to retain the election records.

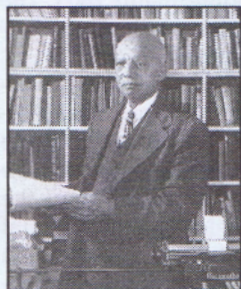
According to Berberich, the costs associated with preservation of the ballots may be considerable. It involves moving the materials from sixty-seven counties to one central location, hiring staff to facilitate public access and otherwise providing for the records' long-term preservation and security. While the ballots will not be scheduled for destruction until at least July 2003, once the Division of Library and Information Services mails its directive to the sixty-seven county Elections Supervisors the future of these historical records rests with the Florida legislature. The division also intends to submit a report on the issue to the state legislature by November. According to Berberich, it will then "be up to the House and Senate leadership to determine its legislative course." At this point it is unclear what action, if any, the Florida legislature is prepared to take to preserve the historical record.

The ballots continue to be the focus of media attention. Most recently, the Department of Justice detailed numerous voting rights complaints (some five lawsuits emerged out of twenty-one active investigations), but—as reported in the national press—the Bush Administration opted not to pursue these complaints asserting that the allegations were "false or cannot be prosecuted." □

For the latest news from NCC, point your web browser to
<<http://h-net.msu.edu/~ncc/>>.

Saving a National Treasure: The Home of Dr. Carter G. Woodson Felix L. Armfield

The National Trust for Historic Preservation has placed the home of Carter G. Woodson (1875-1950) on its list of most endangered sites and Congress recently passed legislation to "authorize the Secretary of the Interior to study the suitability and feasibility of designating the Carter G. Woodson Home in the District of Columbia as a National Historic Site." The OAH Executive Board has also endorsed the effort to help save this national treasure.



Dr. Carter G. Woodson

In 1912, Woodson the son of former slaves and a native of Virginia, became the second African American to earn a Ph.D. in history from Harvard University. In 1915, he founded the Association for the Study of Negro Life and History—now the Association for the Study of African American Life and History (ASALH)—which he used as his scholarly vehicle to promote both the study and the legitimacy of African American history. In 1916, Woodson created *The Journal of Negro History* (which later became the *Journal of African American History*). Woodson also established Negro History Week, which became Black History Month in 1976.

Given the rapid rise of Jim Crow segregation in the larger white historical profession, the ASALH provided a regular venue for African Americans to gather and discuss their largely ignored past.

From 1915 until his death in 1950, Woodson operated both the ASALH and the journal from his Victorian-style row house in the historic Shaw neighborhood in Washington, D.C. Unfortunately, the Woodson house has been vacant for several years and is urgently in need of substantial repairs. In an effort to save the home of the "father of black history", the ASALH has launched a massive campaign fund drive. It was from this house, which was built in the 1880s, that Woodson penned some of his greatest works, such as *The Mis-Education of the Negro* (1933), and inspired and trained nearly two generations of African American scholars.

Over the next three years, ASALH wants to restore the house to its original splendor, relocate ASALH's office to the Woodson site and acquire adjacent property for the purpose of creating an education and resource center that includes a Visitor Center and interpretive exhibits.

For further information about the effort to save the home of Dr. Carter G. Woodson, visit <<http://www.asalh.com/woodsonhouse.htm>>. Contributions may be sent to ASALH Woodson House Fund, c/o Morgan Stanley, 410 Severn Ave. Bld B., Suite #211, Annapolis, MD 21403. □



Main facade, Carter G. Woodson House, 1538 Ninth St., N.W., Washington, D.C. (Historic American Buildings Survey, Library of Congress.)

OAH Supports National Park Service Study Interpreting the Reconstruction Era

Page Putnam Miller

The OAH Executive Board voted in April to support legislation that directs the Secretary of the Interior to study certain sites in Beaufort County, South Carolina, relating to the Reconstruction Era and to assess the suitability and feasibility of designating the study area as a unit of the National Park System.

The impetus for this initiative evolved from a visit to the Beaufort area in December 2000 by then Secretary of Interior, Bruce Babbitt, who was accompanied by the distinguished Reconstruction scholar Eric Foner, National Park Service staff, and state historical leaders. After visiting a number of historic places in the area, Babbitt challenged community leaders to work together to provide opportunities for the public to learn more about the Reconstruction sites. Noting that he would be leaving office in less than two months, Secretary Babbitt was unable to assure National Park Service financial support but did provide the needed spark to get the initiative moving.

In January 2001, the Reconstruction History Partnership—composed of the Penn Center, University of South Carolina Beaufort, the City of Beaufort, the Town of Hilton Head Island, and Beaufort County—began to explore various strategies for preserving and interpreting the area's cultural resources associated with Reconstruction. These include

- the Penn School for former slaves founded in 1862 and located on St. Helena Island

- the Old Fort Plantation on the Beaufort River where the first African Americans assembled on 1 January 1863 to hear the reading of Abraham Lincoln's Emancipation Proclamation

- the Freedmen's Bureau housed in the recently restored Beaufort College

- the Beaufort Arsenal where free slaves in Beaufort voted for the first time

- the first Freedmen's Village of Mitchellville on Hilton Head Island

- many other noteworthy historic buildings and archeological sites associated with the Civil War hero and Reconstruction leader Robert Smalls

Over the ensuing months the partnership in consultation with national, regional, and local leaders—and with assistance of a grant from the South Carolina Humanities Council—began to build local support for the initiative and to study the possible sites and the themes for interpretation. This effort led to the decision to seek Congressional support for a study on the possible creation in Beaufort County of a new unit of the National Park Service to focus on Reconstruction. Although there are many units of the National Park Service that deal with the Civil War, there are none that have as their primary mission the interpretation of Reconstruction.

On 30 April Senator Ernest Hollings introduced S. 2388, legislation that directs the Secretary of the In-

terior to study certain sites in the area of Beaufort, South Carolina, relating to the Reconstruction Era to assess the suitability and feasibility of designating the study area as a unit of the National Park System.

Representative Joe Wilson, who represents the Beaufort area in the House, introduced H.R. 4747, a parallel bill on 15 May.

On 20 June, the Senate Energy and Natural Resource's Subcommittee on Public Lands held a hearing on nine bills, one of which was S. 2388. Because of the number of bills, there was no outside witness for the Reconstruction bill. However, there were three written statements presented for the record. One was from the local partnership which stressed the national significance of historic resources in and around Beaufort and emphasized a strong level of local interest. A second was a joint statement of the Organ-

ization of American Historians, the American Historical Association, and the National Coordinating Committee for the Promotion of History which emphasized the unique historical sites in the Beaufort area and made a case for why some of the other sites associated with Reconstruction do not match the range of innovative ideas that kept Beaufort at the forefront of national attention. The third statement was written by Eric Foner, who explained why the Beaufort area is the most appropriate site for a Reconstruction unit of the



Penn School Historic District, Brick Church, St. Helena Island, Beaufort County, SC (Historic American Buildings Survey/Historic American Engineering Record, Library of Congress.)



Beaufort Volunteer Artillery, 713 Craven St., Beaufort, Beaufort County, SC. View of courtyard, looking southwest, showing entry portal (left). (Historic American Buildings Survey/Historic American Engineering Record, Library of Congress.)

National Park Service.

Brenda Barrett, National Coordinator for Heritage Areas of the National Park Service, was the witness for the National Park Service. She summarized the National Park Service position on all nine bills. On S. 2388 she said that the Department of Interior supported the legislation but with some recommended amendments and she noted that the Department has not requested any funds in Fiscal Year 2003 for this study.

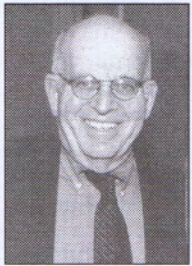
While some of the bills considered at the 20 June hearing had obvious opposition and were controversial, S. 2388 seemed to have a broad base of support. Although there are still many hurdles to get through before a study would be authorized and funded, there is a strong foundation on which to build. □

Page Putnam Miller is a Distinguished Visiting Lecturer University of South Carolina, Columbia, and a member of the OAH Executive Board.

From the President

Teaching American History Grants Program

Ira Berlin



Berlin

In May, the federal government released the history section of the National Assessment of Educational Progress (NAEP). Touted as "the Nation's Report Card," NAEP claims to measure the academic proficiency of primary and secondary school students. As usual, the results were not the sort gladly brought home to mother. (See sidebar.) The NAEP report runs into the hundreds of pages, but sadly it only confirms other recent appraisals of the state of historical literacy. They reveal—among other things—that the graduates of some of our most selective universities confuse the American commander at Yorktown with Ulysses S. Grant, believe the United States was aligned with Germany and Japan during World War II, and cannot identify the Gulf of Tonkin Resolution. While the recent NAEP results find some areas of improvement, the long-term trends are clear.

The implications of this lack of historical knowledge are so frightening, in fact, that Senator Robert C. Byrd of West Virginia, a practicing historian as well as a man with a deep interest in his nation's past, introduced legislation in 2001 authorizing the expenditure of fifty million dollars for history education. Since then, the Teaching American History Grants Program initiative has been refunded to the tune of one hundred million dollars for the current fiscal year, and the program received authorization for another five years, indicating there is a good chance of the initiative continuing. Needless to say, American historians owe a large debt of gratitude to Senator Byrd.

Of course others share the Senator's concern. The National Endowment for the Humanities, the Gilder Lehrman Institute of American History, and the Woodrow Wilson Foundation—along with more than a dozen other governmental agencies and private foundations—have been generous with their support of projects to improve the quality of history teaching. Numerous universities, colleges, schools at all levels, as well as the national and state departments of education and school districts, are in the process of rethinking the teaching of history and the teaching of teachers of his-

tory. The National Council on History Education, the National Center for History in the Schools, the National History Project—like the OAH and AHA—are mobilizing to address what is generally recognized as a deep crisis in history education. The results of these efforts are substantial. They range from the tens of thousands of students who participate in National History Day to thoughtful reconsideration of curricula and education policy, so that the pedagogical world is abuzz with conferences, seminars, and position papers on the teaching of history. The OAH, for instance, has joined with the AHA and NCSS in organizing "Innovations in Collaboration: A School-University Model To Enhance History Teaching, K-16," a conference to be held in Alexandria, Virginia, in June 2003.

There is much to be done in strengthening the school-to-college connection in history education, creating a K-16 university professional community, and making history central to the curriculum. But it goes without saying that the "Byrd grants"—if not already—will most certainly be the single largest public investment in history education. If expenditures continue at the present rate, one can easily imagine that by the end of the decade close to a billion dollars will be spent on history education. While this is far short of the money needed to float an aircraft carrier, it speaks to an extraordinary opportunity. Or to put the case in the negative, if at the end of the decade there is not a significant difference in the historical literacy of the American people it will be a failure of enormous proportions. For this reason, as well as many others, the Teaching American History Grants Program should be of concern to all members of the Organization of American Historians.

Many of you are already deeply concerned and deeply involved. OAH members are part of the teams that have received the first grants awarded by the Department of Education. I have reviewed the online summaries of these projects. They are innovative and exciting, infused with the revolutionary changes that have transformed historical understanding in the past several decades. They speak to new literature, technologies, and approaches to the study of history. They also suggest new forms of cooperation between schools, museums, parks, and the academy. For the

most part, however, they speak to classroom pedagogy. Since this is where most history is taught, there can be no quarrel with that emphasis. But it is also evident from recent studies that important structural changes are necessary within and between the schools and the academy if we, as a people, are going to have a better understanding of our past and if the opportunity presented by Senator Byrd is not to go wanting. □

For more information on the Teaching American History Grants program, please visit: <http://www.oah.org/teaching/>

NAEP Issues The Nation's Report Card in U.S. History

On 9 May 2002 the National Center for Education Statistics released its assessment of what the nation's fourth, eighth, and twelfth-graders know about American history. The report is the only nationally representative and continuing assessment of what American students know and can do in various academic subjects. The report shows that average history scores of fourth and eighth grade students have improved while the average scores of twelfth grade students have not changed significantly since the last test was administered in 1994. More than a third of the fourth graders, nearly 40 percent of eighth graders, and more than half of high schools seniors did not demonstrate even a "Basic" understanding of the subject.

The assessment provides data on a nationally representative sample of nearly 30,000 students at over 1100 public and private schools. Student performance is reported in two different ways—by scale scores and by percentages of students who attained the NAEP U.S. history achievement levels of Basic, Proficient, and Advanced. The NAEP U.S. history scale runs from 0 to 500, with scores for all three grade levels placed on the same scale. The report shows that at grade four, the percentage of students performing at or above the Basic level increased while there were no changes in the percentages of students performing at or above Proficient and at Advanced. At grade eight, there were increases in all performance levels. For grade twelve, the percentages were static and not statistically different from 1994. The report showed that the average fourth and eighth grader is still at the Basic level while the average twelfth grader is below the Basic level.

The data reveal interesting findings with respect to gender, race, and ethnicity. At grade four, both male and female students had higher average scores than in 1994; at grade eight only males showed a significant statistical gain and at grade twelve there was no significant difference between the performance of males and females. The study also showed a reduction in the racial/ethnic gap between students. At grade four, both white and black students had higher average scores; at all three grade levels, white students had higher average scores than their black, Hispanic and American Indian peers; Asian/Pacific Islander students, in general, had higher average scores than their black and Hispanic counterparts.

The type of school that students attend, the use of computers, and the employment of different types of instructional tools also impacted student performance. In 2001, students attending public schools scored higher than they did in 1994, but not as high as students attending private schools (the report notes, however, that "socioeconomic and sociological factors... may affect student performance"). Interestingly, while only one-quarter to one-third of the students at all grade levels stated that they used computers while studying history, in all three grade levels students who reported daily general use had lower average scores than did those who reported less frequent general use of computers. Students who used computers "for specific history related activities" however, scored higher on average than those who did so to a lesser extent. Daily use of a history textbook was associated with higher scores by fourth grade students while use of primary historical documents at the higher grade levels resulted in higher scores than students who did not make use of such instructional materials.

During testing, students were asked a series of questions based on four historical themes: "Change and Continuity in American Democracy," "The Gathering and Interactions of Peoples, Cultures, and Ideas," "Economic and Technological Changes," and "The Changing Role of America in the World." A total of eight historical periods provided a chronological structure for the many issues included in the four central themes. Depending on the grade level being tested, exam questions numbered from just under 100 to over 150. Test questions were selected to emphasize the ways of thinking and the kinds of knowledge that historical study requires. This year students were asked to respond not only to multiple-choice questions but also "constructed response" questions, which require at least a brief written response and sometimes several short paragraphs.

The full report can be accessed at the NCES website at: <http://nces.ed.gov/nationsreportcard/>. □

2003 Hackman Research Residency Awards at the New York State Archives

DEADLINE: JANUARY 31, 2003

Generally ranging from \$100-\$4,500 for advanced research in New York history, government, or public policy. Applicants from a variety of backgrounds are encouraged to apply. Previous Residents have included academic and public historians, graduate students, independent researchers and writers, and teachers.

Further information: NYS ARCHIVES PARTNERSHIP TRUST, Cultural Education Center, Suite 9C49, Albany, NY 12230; 518-473-7091; aptrust@mail.nysed.gov; or www.nysarchives.org.

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<http://www.oah.org/about/cmte/cmte.html>

If you are interested in becoming involved with OAH committees, please contact the Committee Coordinator via e-mail: committees@oah.org

From the Deputy Director

The Evolving Annual Meeting

John Dichtl



Dichtl

With the Washington conference four months past and Memphis upon us in only eight, the OAH office is undertaking a new effort to assess annual meetings. In addition to ensuring a fair representation of subfields in American history and involvement by historians inside and outside the academy, we hope to make the annual conference more affordable for more members.

Our goal is to ensure that the annual meeting is as inclusive of and useful to as many historians as possible.

During the past few decades, the OAH Annual Meeting has grown rapidly in size and complexity as it has accommodated an increasingly diverse membership. Since the early 1970s—as the profession opened up to new demographic groups, new subfields emerged, and history grew beyond the walls of the university—the overall number of events on the annual meeting program expanded by 236 percent. (Our Washington meeting was especially large because it was held in conjunction with the National Council on Public History, but upcoming meetings in Memphis and beyond are likely to be just as large.) Meanwhile the total number of members has remained about the same.

Growth of the OAH Annual Meeting

Year	City	Sessions	Other Events	Total Events	Attendees
1972	Washington	50	8	58	2,530
1982	Philadelphia	90	20	110	1,990
1992	Chicago	129	28	157	2,140
2002	Washington	157	38	195	2,550

Is the evolving conference fulfilling the expectations of OAH members? Conference attendees this spring received a brief email survey upon their return home from Washington, designed to explore that question. A few thousand other OAH members who had not come to Washington got a revised email questionnaire in June. More than 550 individuals in all responded.

When asked about the factors affecting their decision to attend an annual meeting, most members chose “topics of sessions and quality of scholarship presented” as the key influence. For those who had been to the Washington meeting, the “appeal of the meeting site city” ranked next, followed by their desire to see “friends and colleagues.” The “overall cost of the meeting” was a re-

mote fourth. Respondents who had not attended and were referring to OAH annual meetings in general ranked both the “overall cost” involved and the “appeal of the meeting site city” second, with “time of year the meeting is held” and “friends and colleagues” tied for a somewhat distant third. The major difference between the two pools of responses was that for those who had gone to the 2002 meeting in Washington—who had already proven themselves able and willing to pay the expenses involved—the presence of “friends and colleagues” was a stronger factor in their decision to attend. For those who had not been to Washington, “cost” was more significant. For both groups the “appeal of the meeting site city” was one of the more important reasons to attend.

For both groups the usefulness of the specific sessions and papers—the overall scholarly quality of the conference—was the key factor in their choice to come to the annual meeting. Nearly three-quarters of those who had been to the 2002 Washington meeting rated the “general quality of sessions” as “good” to “very good,” 9 percent said it was “fair,” and a surprising 15 percent told us they had not attended any sessions. More than half of those responding to the post-Washington questionnaire were kind enough to provide written comments. These ranged widely, but slight patterns emerged. Eleven percent of the respondents elaborated their thoughts on the positive (6 percent) and negative (5 percent) aspects of sessions. The few detailed criticisms offered were concerned with the lack of “prominent historians” and “political history” or “foreign policy” on the program.

Program committees and the OAH office hear these complaints about lack of representation each year and have attempted various remedies. We will continue to build these parts of the annual meeting program, but the truth is that too few paper or session proposals in these areas are ever submitted. Looking through our recent session and paper proposals records, I can only find four on foreign relations in 2001, two in 2002, and three in 2003. In the prolific field of colonial history there were only two session or paper proposals in 2001, five in 2002, and two in 2003. Program committees have worked hard to solicit and otherwise create sessions in these and other under represented subfields, but the surest remedy is to receive more proposals.

It might be startling for some to hear that we could use more session and paper proposals—of all kinds. Program committees begin with the raw pool of responses to the Call for Papers, which, on average, brings in about

75-100 complete session proposals and 60-80 individual, often wildly divergent, papers. These numbers have held steady for the past decade. About 85 percent of sessions submitted are accepted. The percentage of single papers accepted is much lower and varies according to the committee’s capacity to match papers and build sessions.

Of course, to make the meeting program more inclusive, the cost of attending must be kept down. Survey respondents confirmed that “overall cost” was an important consideration in their deciding whether or not to attend. For at least twenty-five years we have relied on larger convention hotels, both to keep the conference sessions in one locale and because only big hotels have sufficient space for the book exhibits. Along with the use of large convention hotels comes a price for the use of their vast meeting spaces. OAH members pay this price by filling up the block of sleeping rooms that OAH guarantees the hotel it will fill. Meeting space in convention centers can be even more expensive, but smaller cities like Memphis are willing to negotiate to bring a meeting like OAH’s to town. OAH Convention Manager Amy Stark is working to keep the cost of guest rooms down, and, for example, we switched plans for San Diego in 2005 to San Francisco just last month after negotiating a contract with the San Francisco Hilton that beat their southern competitor’s room price by \$30. Also, we have reserved a block of rooms for graduate students at a 40 percent discount. We are negotiating a multi-year contract that may secure rooms for the very reasonable price of \$185 in New York City—in 2008.

Both of the surveys we sent out queried respondents about other ways to keep the overall annual meeting costs down. Asked if they would prefer to see OAH meetings in smaller, less expensive cities, two-thirds told us to “alternate between” “larger” (Chicago, New York, Washington) and “smaller” (Memphis, Providence, Richmond) cities. One-quarter said to go with “smaller cities.” Asked if they would attend the conference during a different, less expensive time of year, about half said they would and half preferred not to change. We will continue to explore the options.

Annual meetings serve many purposes, and members choose to attend for a variety of reasons, but in general we all want the same thing. Historians need to come together periodically to discover fresh scholarship and teaching ideas, expand their networks, and be inspired by the example and ideas of their colleagues. The challenge will be to expand the annual meeting to fit the needs of a diverse membership while maintaining a communal feel, at a reasonable price. □

Remembering the OAH

Bequests are a growing source of long-term support for nonprofits around the country, and they present a significant opportunity for the Organization of American Historians to expand its capacity to accomplish its mission, and to serve as the authoritative organizational voice of historians of the United States. Promoting teaching and scholarship, while encouraging the broadest possible access to historical resources and the most inclusive discussion of history have been our goals since the organization was founded in 1907. As we approach our one-hundredth anniversary in 2007, we encourage you to reserve a place in your estate plans to support ongoing efforts of the OAH to deepen and broaden the reach of professional historians.

General bequests of cash or specific bequests of other assets, such as securities or real estate, are very welcome contributions. In making out your will you may want to provide for a residuary bequest in which you give the residue—the part of your estate which remains after all specific gifts have been made—or a portion of the residue, to the OAH. Your bequests can be unrestricted or restricted. An unrestricted bequest allows OAH to determine how best to use your gift, while a restricted bequest allows you to specify the ways in which OAH puts your support to use. Any bequest can be given in “honor of” or “memory of” someone. We also welcome bequests directed toward the OAH General Endowment, Prize Fund, or Fund for American History, or restricted to programs of the OAH, such as the *Journal of American History*.

For more information on remembering the OAH and its many initiatives in your estate plans, please call (812) 855-7311 or e-mail <development@oah.org>. □

OAH Mission Statement

The OAH is an association of historians dedicated to the promotion of teaching and scholarship about the history of the United States, both before and after its formation as a nation-state. The Organization pursues these goals by:

- Encouraging and supporting excellence in historical research, interpretation, and publication;
- Advancing the teaching and practice of American history at all levels and in all settings;
- Promoting the widest possible access to historical sources and scholarship, and the widest possible discussion of historical questions and controversies, including advocacy for professional scholarly standards where appropriate;
- Generating support for the preservation, dissemination, and exhibition of sources dealing with the history of the United States; and
- Encouraging respectful and equitable treatment for all practitioners of history.

2004 OAH Annual Meeting

Call for Papers

Boston Marriot Copley Place
25-28 March 2004

The 2004 Organization of American Historians convention program will be organized around the theme of American Revolutions. That choice is informed both by the location of the meeting in Boston, the epicenter of the movement for American independence; and by its occurrence on the fiftieth anniversary of the Supreme Court's decision in *Brown v. Board of Education of Topeka*. The use of the plural "Revolutions" in the conference theme is intentional. The incoming president, Jacquelyn Dowd Hall, and the program coauthors expect the program to explore a wide variety of political, social, cultural, intellectual, economic, diplomatic, military, technological, and environmental transformations in American history—as well as movements that sought and failed to bring about such transformations. We also expect the program to examine counterrevolutions and antiradical backlash and to include sessions and papers that emphasize continuity, challenging the "revolutionary" character of particular moments, movements, or trends in American history. Finally, we welcome sessions that explore the relationship of the United States to various sorts of revolutions in the rest of the world, as well as those that examine revolutions in the interpretation of American history. In this spirit, the committee invites proposals for panels, workshops, roundtables, and performances, onsite and offsite.

In addition to proposals that explore the conference theme, we welcome submissions that explore other issues and themes in American history.

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

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

The committee likewise will work to follow the OAH policy and guidelines of having the program as a whole, and individual sessions to the extent possible, represent the full diversity of OAH membership. We urge proposers of sessions to include as presenters, wherever possible, members of ethnic and racial minorities, independent scholars, public historians, and American historians from outside the U.S. We also encourage panels that include a mix of junior scholars, senior academics, and graduate students; as well as a mix of teachers at 4-year institutions, community college instructors, K-12 teachers, and independent scholars. The OAH executive board has set aside a small sum of money to subsidize travel to the annual meeting for minority graduate students appearing on the program.

Complete session proposals must include a chair, participants, and, if applicable, one or two commentators. All proposals must include five collated copies of the following information: (1) a cover sheet, including a complete mailing address, email, phone number, and affiliation for each participant; (2) an abstract of no more than 500 words for the session as a whole; (3) a prospectus of no more than 250 words for each paper or presentation; and (4) a single-page vita for each participant. Proposals sent with fewer than five collated copies will be returned. No e-mail or faxed proposals will be accepted.

We also welcome volunteers to act as chairs or commentators to be assigned by the program committee.

All proposals must be postmarked no later than 15 January 2003 and sent to:

2004 Program Committee
Organization of American Historians
112 North Bryan Avenue
Bloomington, IN 47408-4199

Participation in Consecutive Annual Meetings

The Program Committee discourages participation as a paper presenter in consecutive annual meetings. The Program Committee will try to avoid placing a presenter from the 2003 Annual Meeting program as a presenter on the 2004 program. A person may serve as a chair or commentator in one year and a presenter in the other.

Membership Requirements

All participants must register for the meeting. Participants who specialize in American history and support themselves as American historians are also required to be members of the OAH (by 12 October 2003). Participants representing other disciplines do not have to be members.

2004 Program Committee

Peter Coclanis, University of North Carolina, Chapel Hill
Adrienne Davis, University of North Carolina School of Law
John D'Emilio, University of Illinois, Chicago
Sarah Deutsch, University of Arizona (cochair)
Matt Garcia, University of Oregon

Julie Greene, University of Colorado
Nadine Hata, El Camino Community College
Reeve Huston, University of Arizona (cochair)
Marla Miller, University of Massachusetts, Amherst

Call for Papers

Focus on Teaching Sessions

OAH Annual Meeting • Boston

The Committee on Teaching of the Organization of American Historians invites proposals for Focus on Teaching sessions at the 2004 OAH Annual Meeting in Boston, 25-28 March. The committee prefers to receive proposals for complete sessions but will consider individual proposals as well. Sessions may deal with any pedagogical issue or technique relevant to teaching American history at any level, from K-12 through postsecondary (community college, college and university) institutions. We especially invite sessions which explore a wide variety of political, social, cultural, intellectual, economic, diplomatic, military, technological, and environmental transformations in American history—as well as movements that sought and failed to bring about such transformations. In concert with the meeting's theme, we would like proposals that examine counterrevolutions and antiradical backlash and those that emphasize continuity, challenging the "revolutionary" character of particular moments, movements, or trends in American history. Of particular interest to the committee are session proposals centered around technology and instruction; National or State History Standards; and the main theme of the annual meeting, "American Revolutions." Proposals exploring other issues and themes in American history are welcome.

Focus on Teaching presentations often involve the audience as active participants. Proposals for poster sessions are welcome. In selecting proposals the committee normally discourages participation as a presenter in consecutive annual meetings.

All proposals for presentations/sessions must specify participants and include single-page vita, an abstract no more than 500 words in length, and a brief prospectus of each paper/presentation proposed. Please send completed proposal via e-mail by 15 January 2003 to <teach2004@oah.org>.

Sunday Morning Chat Rooms

Each year we hear from members that they appreciate the many opportunities at the annual meeting for impromptu conversations, discussions of professional issues, and new contacts and plans. On Sunday, 6 April 2003, 9:00-11:00 a.m., session rooms will be available to registrants who would like a place to host informal discussions at the Annual Meeting. We invite you to suggest a topic—some burning issue; new goal; interesting perspective; future project; ideas for future conferences, workshops, or symposia—for you and other colleagues to address.

Samples of previous Chat Rooms included:

- **Teaching "Hot" Topics.** How to teach about religion, sexuality, and other historical issues that have contemporary political significance and which can elicit deep emotional reactions from students.
- **The Future of Labor History.** How the journal, *Labor History*, can help to reinvigorate the field, tap the talents of a wider labor constituency, and how labor historians should expand the thematic boundaries of the field.
- **Is the Internet a Diservice to Historical Research?** Does it change researchers' expectations and cut face-to-face dialogue with curators and archivists?

1. Proposers should tell us by email what their topic of discussion will be. Proposers are the point persons who agree to be responsible for finding the room assigned, greeting the other discussants, and beginning the conversation. Chat room proposals should be no more than 150 words in length and should speak to the purpose and potential audience of the planned discussion. (Chat Rooms are public and open to anyone who registers for the 2003 Annual Meeting.)

2. Chat room proposals that arrive and are accepted by 1 September 2002 will appear in the Annual Meeting Program, on the OAH web site, and in the *Onsite Program*, which is distributed to registrants at the annual meeting. Proposals that arrive and are accepted by 1 February 2003 will be posted on the OAH web site and listed in the *Onsite Program*. Rooms will be filled on a first-come, first-served basis.

3. Send proposals and inquiries to <chat@oah.org>.

News of the Organization

OAH Co-Sponsors Survey of Precollegiate History Education

In order to improve history education by mobilizing historians at the state and local level, the Organization of American Historians (OAH), American Historical Association (AHA), and the National Council on the Social Studies (NCSS), have hired Sarah Drake, a graduate student in the Indiana University School of Education, to survey the status of precollegiate history instruction in the fifty states. The study will collect information about certification requirements for history teachers, history education standards for the K-12 curriculum, state assessment tests in history, and high school graduation requirements in history. The study also will compile and disseminate statewide resources for teachers and provide contact information for state social study/history specialists and state history associations.

The information will be made available to the public in a variety of ways. Drake will present preliminary findings and seek feedback at the annual meetings of NCSS in Phoenix (November 2002) and the AHA in Chicago (January 2003). The final report will be delivered at the OAH Annual Meeting in Memphis (April 2003) and at the joint OAH-AHA-NCSS conference, "Innovations in Collaboration: A School-University Model To Enhance History Teaching, K-16" in Washington, D.C. (June 2003). Data from the project will be distributed online and through the publications of OAH, AHA, NCSS, and the ERIC Clearinghouse.

The study will begin by looking at some of the largest states and will work cooperatively with other regional, state, and local organizations and agencies gathering related history education information. □

Briefs Filed in Eldred Case

On 20 May 2002 several *amici curiae* briefs were filed on behalf of the Organization of American Historians and dozens of other groups in support of Eric Eldred, an online publisher who is challenging the constitutionality of the 1998 Sonny Bono Copyright Term Extension Act. The case, *Eldred v. Ashcroft* is to be heard by the U.S. Supreme Court this fall. The briefs will be used by the Court to help determine whether the new copyright act that grants protection of existing copyrights by an additional twenty years (to seventy years after a creator's death) is constitutional. Eldred contends that Article I, Section 8 of the Constitution which provides that the purpose of copyright is to "promote the progress of science and useful arts" is undermined by the new law. In filing their briefs, intellectual property scholars, professors, as well as historical, archival and library groups assert that old books, songs and movies should flow continuously into the public domain and that the present law prevents that. In fact, the existing copyright law effectively prohibits non-copy-right owners—mainly librarians, curators, archivists, historians and scholars—from republishing and disseminating older works, even though they may have no significant commercial value but may have strong historical interest or artistic merit.

The case is perhaps the most important copyright matter the Court has taken up in decades in part due to the ramifications that the decision will have on the distribution of creative and historical works in the digital age. The Court's decision may have broad implications for historians and archivists as it could result in thousands of classic films, books, and music that first appeared in the 1920s and 1930s becoming freely available on the Internet and elsewhere.

To date, Congress's right to extend the copyright law has been upheld in rulings by both a federal district and an appellate court. Most recently, in a two to one decision, the U.S. Court of Appeals for the District of Columbia Circuit found that Congress indeed had the authority to extend copyright protection and found that the law actually gave copyright holders "an incentive to preserve older works." That court held that retroactive term extensions clearly are within congressional authority under the copyright clause and that the twenty-year term extension did not violate the First Amendment. When the

Supreme Court agreed to hear the case, many legal scholars were taken by surprise and some predict that now there may well be a different outcome.

Court insiders believe the Justices will decide the case by focusing narrowly on the question of whether Congress exceeded its authority when it passed the most recent copyright extension. Oral arguments before the Supreme Court are expected to take place in the fall.

For all the briefs and other background material, visit <http://eon.law.harvard.edu/openlaw/eldredvashcroft/legal.html> □

Military Historians: OAH Wants YOU!

The Organization of American Historians is seeking military historians who are OAH members for a series of upcoming projects. Specialists in the American Revolution, Military-Indian conflicts, the Civil War, and nineteenth- and early-twentieth-century military history are needed. All work carries a stipend. If you are interested in being considered for these projects, please send a curriculum vita to Susan Ferentinos, Public History Coordinator, Organization of American Historians, 112 N. Bryan Ave., Bloomington IN 47408-4199, <nps@oah.org>; fax: (812) 855-0696. □

In Memoriam

Frank L. Byrne

Frank L. Byrne, Professor Emeritus of History at Kent State University, died on 21 April 2002. Frank was born on 12 May 1928 in Hackensack, New Jersey. He received his B.A. from Trenton State College and went on to complete both an M.A. and Ph.D. from the University of Wisconsin under the direction of William B. Hesseltine. After service in the U.S. Army, he taught at Louisiana State University from 1957-1958 and Creighton University from 1958-1966. He joined the Kent State history faculty in 1966 and retired in 1995. He was the Project Editor of the Robert A. Taft Papers (Kent State University Press), the editor of a series of Civil War memoirs for the University of Tennessee Press, and the author of four books and over fifty articles.

While at Kent State, Frank directed twenty-one M.A. theses and nineteen doctoral dissertations. He was a mentor and friend to his graduate students and they admired him as a masterful teacher. One of his students noted that "they knew him to be a serious scholar, yet he endeared himself to all because of his sense of humor, a memorable laugh, and a treasury of stories about the profession." Another spoke of "his encyclopedic knowledge of American history. His lectures were thorough, clear, stimulating and his command of historiography was truly amazing. He always challenged his graduate students and was always supportive of them. Any success I enjoy in the profession I owe to Dr. Byrne."

He was a member of the Southern Historical Association and the American Historical Association. On 12 April 2002 he was honored as a fifty year member of the Organization of American Historians at its annual meeting in Washington D.C. After the meeting he and his wife Marilyn visited Colonial Williamsburg. Perhaps it is only fitting that his life ended as he was returning home from a scholarly conference and a side visit to a historical site. Frank is survived by his wife Marilyn; daughter Anne Boyles and grandsons Ian, Sean, and Alec of Kent; son Frank, assistant professor of history, SUNY Oswego; sisters Catherine Mitchell of Ledgewood, NJ and Grace Byrne of Bloomingburg, NY; and many nieces and nephews. He also leaves a host of admiring friends and colleagues. □

John T. Hubbell

Director Emeritus

The Kent State University Press

OAH/JAAS Short-Term Japan Residencies, Summer and Fall 2003



Current participants and alumni of the OAH/JAAS exchange program gather at the OAH Annual Meeting in Washington, D.C., in April 2002, during the International Reception. (OAH Staff photo by Ray Lohne.)

With generous support from the Japan-United States Friendship Commission, each year the Organization of American Historians (OAH) and the Japanese Association for American Studies (JAAS) send three American scholars of U.S. history to Japanese universities for two-week residencies. There in English, the selected scholars give lectures and seminars in their specialty and provide individual consultation to Japanese scholars, graduate students and sometimes undergraduates studying American history and culture. Visitors also participate in the collegial life of their host institutions. The aim of the program is to contribute to the expansion of personal scholarly networks between the two countries. We are pleased to announce (pending funding) the seventh year of the competition.

The award covers round-trip airfare to Japan as well as housing, and modest daily expenses for the two-week residency. Selectees are also encouraged to explore Japan before or after their two-week residency at their own expense. Applicants must be members of the OAH, have a Ph.D., and be scholars of American history or culture. The committee invites applicants from previous competitions as well as new applicants to apply for this valuable and exciting program. Winners of the competition are expected to attend the 2003 OAH Annual Meeting in Memphis, Tennessee, so that they can receive their awards and meet with visiting Japanese scholars and graduate students as well as the OAH-JAAS Historians' Collaborative Committee. Prospective applicants with questions are encouraged to contact alumni of this exchange program, listed at <http://www.oah.org/activities/awards/japan/alumni.html>.

Host institutions in Japan for 2003 will be:

- **Hiroshima University.** Fields of Interest: Environmental History; Feminism; Native Americans; the West. **When:** First Two weeks of November, 2003.
- **Chiba University.** Fields of Interest: Social, Economic, or Political History of the 20th century. **When:** Late June, 2003.
- **Doshisha University.** Field of Interest: Cultural History. **When:** Late October through early November, 2003.

Application Procedures are online at:
<http://www.oah.org/activities/awards/japan/2003/>

Applications must be postmarked by **2 December 2002** and sent to: OAH-JAAS Selection Committee, 112 N. Bryan Avenue, Bloomington, IN 47408-4199. Application materials may be sent in the body of an electronic mail message before midnight 2 December 2002, to japan@oah.org. □

Applicants must be current members of the OAH.

Announcements

Professional Opportunities

"Professional Opportunity" announcements should represent an equal opportunity employer. Charges are \$80 for fewer than 101 words; \$120 for 101-150 words; over 150 words will be edited. Application closing dates should be after the end of the month in which the announcement appears. Send announcements to Advertising Director <advertise@oah.org>. Deadlines for receipt of professional opportunity announcements are: 1 January for the February issue; 1 April for May; 1 July for August; and 1 October for November. Announcements will not be accepted after the deadlines. Positions appearing here will also be listed on the OAH web page: <http://www.oah.org/>

American Baptist Historical Society

The American Baptist Historical Society is seeking applicants for the position of Director of the American Baptist—Samuel Colgate Historical Library, located on the campus of the Colgate Rochester Crozer Divinity School, Rochester, NY. The Director of the Library is responsible for the care, preservation, and development of the research collection. He or she assists researchers, and supervises library staff, volunteers, and operations. The Director of the Library reports to the Executive Director. Candidate will have an advanced degree in History, Library Science, and/or Archives (Ph.D. in historical studies preferred); coursework in historical studies and work experience in library/archives; knowledge of Baptist history, experience with the Believer's Church movement and knowledge of ABC/USA; the ability to work without on-site supervision and to represent the American Baptist Historical Society effectively. Send letter, resume and three letters of professional reference by **15 October 2002** to Wendy Rothenberger, HRD, ABC/USA, BOX 851, VALLEY FORGE, PA 19482. Fax: 610-768-2150. Email: jobs@abc-usa.org website: www.abc-usa.org.

California State University, Sacramento

U.S. 19th Century Political History. The History Department at California State University, Sacramento invites applications for a probationary tenure-track position at the assistant professor/associate professor level with a specialization in U.S. 19th Century Political History to begin Fall 2003. The successful candidate will teach survey courses in U.S. history, undergraduate and graduate courses in 19th Century political history, and undergraduate and graduate seminars. Experience and/or strong interest in K-12 education preferred. Experience as a teaching assistant or university instructor preferred. Ph.D. in history must be completed by 1 August 2003. **Review of applications will begin on 15 October 2002**; position open until filled. Send vita, transcripts, three (3) letters of recommendation, statement of interest in teaching and research, sample syllabi and teaching evaluations (if available) to: Chair, 19th Century Search Committee, Department of History, CSUS, Sacramento, CA 95819-6059.

Harvard University

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

other universities as well as those immediately out of graduate school. Successful candidates will teach a required first-year MBA course on the economic and political environment of business. The school is particularly interested in applicants with interdisciplinary interests and strong records of or potential for excellence in teaching. The new positions will be effective for the academic year 2003-2004. Starting salaries will be highly competitive. Applications must be received no later than **2 December 2002**, and should include: a curriculum vitae and transcripts, a description of research-in-progress, a brief writing sample (paper or chapter), statements of teaching interests and, if applicable, teaching experience. Candidates with formal teaching evaluations should include copies in their applications. In addition, the school would like to receive two letters of recommendation, which should be sent directly to the school by the referees. All materials should be addressed to Jennifer Badowski, Business, Government, and International Economy Search Committee, Morgan 290, Harvard Business School, Soldiers Field, Boston, MA 02163. EOE/AA

National Archives and Records Administration

The National Archives and Records Administration (NARA) invites applications for the position of Executive Director of the National Historical Publications and Records Commission (NHPRC). The NHPRC promotes the preservation and publication of American historical records by non-Federal public and private institutions through its grants and educational programs. This statutory commission includes representatives of the legislative, executive, and judicial branches of the Federal Government as well as representatives of national professional associations of historians, archivists, and documentary editors. Candidates for the position must possess extensive knowledge of American history, professional research practices, and current trends in historical research and records usage; archival, records management, electronic records management, and documentary editing principles and methods; and Federal and non-Federal grant programs which support archival activity or historical research and education efforts. Candidates also must have supervisory experience and excellent oral and written communication skills. The salary range for this position is \$92,000 to \$119,000 pa. For a copy of the complete vacancy announcement (#N 02-186B) visit the NARA web site at <www.archives.gov/careers/employment/how_to_apply.html> or call 1-800-827-4898. Completed applications must be postmarked by **3 September 2002**. EOE

Towson University

Entry-level, tenure-track assistant professorship beginning August 2003, with a specialty in early 19th century American history. Applicants who also have backgrounds in aspects of comparative history, such as comparative slavery, comparative patterns of immigration, or the Atlantic world, are encouraged. Applicants are expected to teach U.S. history survey. A Ph.D. in American history is required. Please send letter of application, c.v., an article-length writing sample, sample syllabi, and three letters of recommendation postmarked by **15 December 2002**, to Professor Mark Whitman, Chair, Search Committee, Department of History, Towson University, Towson, MD 21252-0001. AA/EOE

University of San Francisco

The history department at the University of San Francisco invites applications for a tenure-track assistant professorship in African history that will begin in fall 2003. Research focus can be in any area of Africa. The ability to teach a pan African survey (including sub-Saharan Africa) is required. Classes to be taught will include a survey of African history, upper division regional or thematic courses, and an undergraduate seminar. The successful candidate will have university

teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned Ph.D. by fall 2003, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the university. The candidate will be expected to develop an independent and ongoing research program and to work with colleagues in other departments to develop the African Studies program. Applicants should submit a letter of application; curriculum vitae; graduate transcripts; a writing sample of article or chapter length; statement of teaching philosophy; evidence of teaching ability, including copies of syllabi for three or four courses you are prepared to teach; teaching evaluations (preferably with objective summaries); and three letters of recommendation to African History Search Committee, c/o Prof. Elliot Neaman, Department of History, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080. Applications must be received by **15 October 2002** in order to ensure full consideration. The University of San Francisco is a private, Catholic, and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. AA/EOE

University of Southern California

The Department of History is seeking a distinguished senior historian of the United States or colonial America, any specialization, any chronological period. The successful candidate will have a record of substantial publication and will have contributed to the historiographical development of the profession. The University of Southern California has made a series of appointments in history in recent years. The position we are now seeking to fill will continue that pattern of growth. Recent additions to the department (tenured appointments) are Lisa Bitel, Richard Wightman Fox, Peter Mancall, George Sanchez, Vanessa Schwartz, and Carole Shammas. While the position will remain open until filled, the Search Committee will begin considering candidates in July 2002. Please send letters of nomination or self-nomination (including curriculum vitae and names of three references) to Professor Richard Wightman Fox, Department of History, SOS 254, University of Southern California, Los Angeles, CA 90089-0034, with copy to <rfox@usc.edu>. EOE

Activities of Members

Catherine Allgor, University of California at Riverside, has been named a Radcliffe Institute Fellow for 2002-03.

Gail Bederman, University of Notre Dame, has been awarded a fellowship from the Stanford Humanities Center for 2002-2003.

Brandi C. Brimmer, UCLA, received an Archie K. Davis Fellowship for 2002-03 from the North Caroliniana Society.

David C. Brown, Northampton University was awarded an Archie K. Davis Fellowship for 2002-03 from the North Caroliniana Society.

John J. Bukowczyk, Wayne State University, attended the White House State Dinner in July honoring Polish President Aleksander Kwasniewski.

Richard Butsch, Rider University, has received two awards for his book, *The Making of American Audiences*; the Cawelti Prize for 2001 from the American Culture Association and the ICA Best Book for 2002 from the International Communication Association.

Al Camarillo, Stanford University, received an internal fellowship from the Stanford Humanities Center for 2002-2003.

Charles H. Capper, Boston University,

received a fellowship for 2002-03 from the National Humanities Center for: *Romantic Intellect and America's Dramatic Awakening*.

Marisela R. Chavez, Stanford University, has been awarded a Woodrow Wilson Grant in Women's Studies for her proposed dissertation, *Gender and the Emergence of Chicana Feminisms, 1967-1981*.

David Courtwright, University North Florida, received the 2002 Media Award from the College on Problems of Drug Dependence.

Elizabeth A. De Wolfe, University of New England, has published *Shaking the Faith: Women, Family, and Mary Marshall Dyer's Anti-Shaker Campaign, 1815-1867*.

Gregory P. Downs, Northwestern University, received a North Caroliniana Society Archie K. Davis Fellowship for 2002-03.

Bridget Ford, University of California, has been named Mellon Post-Dissertation Fellow for her work *American Heartland: The Sentimentalization of Religion and Race Relations in Cincinnati and Louisville, 1810-1870*.

J. Michael Gaddis, Syracuse University, has received a Syracuse University 2002 Teaching Recognition Award.

Nathan Godfried, University of Maine, has won the annual Covert Award from the History Division of the Association for Education in Journalism and Mass Communication for the article "Struggling over Politics and Culture: Organized Labor and Radio Station WEVD during the 1930's."

Robert A. Gross, College of William and Mary, was awarded a Mellon Distinguished Scholar-in-Residence scholarship.

Karen Guenther, Mansfield University, was appointed to the Pennsylvania Historical & Museum Commission's Scholars in Residence Program for 2002-2003.

Joshua Guthman, University of North Carolina at Chapel Hill, was awarded an Archie K. Davis Fellowship for 2002-03 by the North Caroliniana Society.

Grace Elizabeth Hale, University of Virginia, was awarded a fellowship for 2002-03 from the National Humanities Center for: *Rebel, Rebel: Outsiders in America, 1945-2000*.

E. Haven Hawley, Georgia Institute of Technology, was awarded the Reese Fellowship.

Janet A. Headley, Loyola College, has been named the AAS "Drawn to Art" Fellow.

Douglas Helms, National Resources Conservation Service, received an Archie K. Davis Fellowship for 2002-03 from the North Caroliniana Society.

John Howe, University of Minnesota, has been named an AAS-American Society for Eighteenth-Century Studies Fellow.

Richard R. John, University of Illinois, was awarded the Harold F. Williamson Prize in Business History.

Michael Kammen, Cornell University, was honored with a day-long symposium to his work presented by the Center for North American Studies.

Stephen Kantrowitz, University of Wisconsin, Madison, has been named a Radcliffe Institute Fellow for 2002-03.

Linda K. Kerber, University of Iowa, has been named a Radcliffe Institute Fellow for 2002-03.

Angel Kwolek-Folland, University of Florida, received the Harold F. Williamson Prize in Business History.

Benjamin W. Labaree won a 1998 John Lyman Book Award for co-authoring *America and the Sea: A Maritime History*.

Alan K. Lamm, Mt. Olive College, was awarded an Archie K. Davis Fellowship for 2002-03 by the North Caroliniana Society.

Rachel Chernos Lin, Brown University, has been named a Kate B. and Hall J. Peterson Fellow.

Maura Mackowski, Arizona State University, has completed her Ph.D. in history. Her dissertation is *Human Factors: Aerospace Medicine and the Origins of*

Manned Space Flight in the United States.

Joseph P. McKerns, Ohio State University, was appointed to the Pennsylvania Historical & Museum Commission's Scholars in Residence Program for 2002-2003.

Rafael Medoff was named Associate Editor of the *Journal American Jewish History*. His latest book, *Baksheesh Diplomacy: Secret Negotiations Between American Jewish Leaders and Arab Officials on the Eve of World War II*, was recently published by Lexington Books/Rowman & Littlefield.

Martin Melosi, University of Houston, has won the Excellence in Research and Scholarship Award for full professor at the University of Houston.

Lisa Norling won the 2000 John Lyman Book Award for *Captain Ahab Had a Wife: New England Women and the Whaleshery, 1720-1870*.

Monica Perales received a Geballe Dissertation Fellowship from the Stanford Humanities Center for 2002-2003 to complete research for *Smeltertown: A Biography of a Mexican American Community, 1880-1972*.

Linda Przybyszewski, University of Cincinnati, has received a fellowship from the Program in Law and Public Affairs at Princeton University for her work on the role of religious faith in American legal thought.

Susan M. Reverby, Wellesley College, has been named a Radcliffe Institute Fellow for 2002-03.

Richard C. Rohrs, Oklahoma State University, received an Archie K. Davis Fellowship for 2002-03 from the North Caroliniana Society.

John H. Schroeder received a 2001 John Lyman Book Award for *Matthew Calbraith Perry: Antebellum Sailor and Diplomat*.

Martha Swain, Texas Woman's University, was given the 2002 Dunbar Rowland Award by the Mississippi Historical Society for lifetime contributions to the advancement of Mississippi History.

Alan S. Taylor, University of California at Davis, received the 2002 UC Davis Prize for Undergraduate Teaching and Scholarly Achievement.

Joseph E. Taylor, Iowa State University, received a fellowship for 2002-03 from the National Humanities Center for "*Pilgrims of Vertical": Yosemite Rock Climbing and Modern Environmental Culture*."

Margie Towery was awarded the 2002 Award for Excellence in Indexing for her index to *The Letters of Matthew Arnold*, published by the University Press of Virginia.

Michael Vorenberg, Brown University, has been named a Kate B. and Hall J. Peterson Fellow for his work *Reconstructing the People: The Invention of Citizenship During the Civil War*.

Anders Walker, Yale University, was awarded an Archie K. Davis Fellowship for 2002-03 by the North Caroliniana Society.

Nancy Beck Young, McKendree College, has won the D.B. Hardeman Prize for her biography of Wright Patman.

Awards, Grants and Fellowships

The **Fulbright Scholar Program** is offering lecturing/research awards in some 140 countries for the 2003-04 academic year. Opportunities are available not only for college and university faculty and administrators, but also for professionals from business and government, as well as artists, journalists, scientists, lawyers, independent scholars and many others. **Deadline: varies from 1 May - 1 November 2002.** Contact: Council for International Exchange of Scholars, 3007 Tilden Street, NW, Suite 5L, Washington, DC 20008-3009; (202) 686-7877; Visit: <<http://www.cies.org>>.

The **Western History Association** offers an impressive variety of awards, prizes and scholarships. Included are prizes in various aspects of Western history, book awards, and conference awards. Eligibility varies. **Deadlines vary from June to August**. For full information and instructions visit <<http://www.unm.edu/~wha/>>; <wha@unm.edu>.

Franklin and Eleanor Roosevelt Institute Grants-in-Aid offers small grants-in-aid, not to exceed \$2500, in support of research at the Franklin D. Roosevelt Presidential Library. Research must explore the Roosevelt era or clearly related subjects. Grants are awarded each spring and fall. **Deadlines: 15 February and 15 September**. Funds are awarded to defray cost of living and travel. Contact: Chairman, Grants Committee, FERL, 4079 Albany Post Road, Hyde Park, NY 12538; <<http://www.fdrlibrary.marist.edu>>.

The **Abe Fellowship Program** announces its annual fellowship to be awarded to a scholar or research professional who can demonstrate strong and serious long-term affiliations with research committees in the U.S. or Japan. The fellowships are awarded for research projects in the social sciences or humanities that will inform the environment in which policy is made on issues of pressing global concern to industrialized and industrializing societies across the globe. Applicants must hold a Ph.D. or the terminal degree in their field, or have attained an equivalent level of professional experience. **Deadline: 1 September 2002.** Contact: Ellen Perecman, Program Director, Abe Fellowship Program, Social Science and Research Council, 810 Seventh Avenue 31st Floor, New York, NY 10019; (212) 377-2700; fax (212) 377-2727; <<http://www.ssrc.org>>.

The **Louisville Institute** announces six specialized grant programs designed to address different issues and assist different groups of institutions and individuals: The **Sabbatical Grants for Pastoral Leaders** program provides pastors and other religious leaders with periods of reflective engagement with their life and work and issues related to contemporary religious leadership. **Deadline: 16 September 2002.** The **Summer Stipends** program supports faculty summer research projects in the area of American Christianity. **Deadline: 1 November 2002.** The **Christian Faith and Life Sabbatical Grants** program supports faculty research projects designed to make more accessible to religious believers the themes of Christian faith in relation to the realities of their contemporary lives. **Deadline: 1 December 2002.** The **Religious Institutions Sabbatical Grants** program supports faculty research projects designed to encourage reflection on the nature of and the challenges to religious institutions in the contemporary world. **Deadline: 15 December 2002.** The **Dissertation Fellowship** program supports the final year of Ph.D. or Th.D. dissertation writing for students engaged in research on American religion. **Deadline: 31 January 2003.** The **First Book Grant Program for Minority Scholars** seeks to assist junior, non-tenured religion scholars of color to complete a major research and book project, focusing on some aspect of Christianity in the North. **Deadline: 1 February 2003.** Contact: Louisville Institute, 1044 Alta Vista Road, Louisville, KY 40205; <info@louisville-institute.org>; visit <<http://www.louisville-institute.org/>>.

The **American College of Obstetricians and Gynecologists** invites applicants for the 2003 ACOG/Ortho-McNeil Fellowship in the History of American Obstetrics and Gynecology. **Deadline 1 October 2002**. Contact: Debra Scarborough, History Librarian/Archivist, ACOG, 409 12th St. SW, Washington, DC 20024; (202) 863-2578; fax (202) 484-1595; <history@acog.org>.

The **Woodrow Wilson International Center for Scholars** will award fellowships to scholars and practitioners with outstanding proposals in the social sciences and humanities that relate to public policy. Fellows receive a stipend, which includes round-trip transportation. Must be able to come to Washington for the U.S. academic year (September 2003

through May 2004). Applicants may be of any nationality but must have a very good command of English. **Deadline: 1 October 2002**. Applications may be downloaded at <<http://www.wilsoncenter.org>> or contact: Scholar Selection and Services, Woodrow Wilson International Center for Scholars, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, DC 20004-3027; phone: (202) 691-4170; fax: (202) 691-4001; <fellowships@wwic.si.edu>.

The **National Endowment for the Humanities** announces its summer stipends program. It supports two months of full-time research and writing. **Deadline: 1 October 2002.** For further information and instructions visit: <www.neh.gov/grants/guidelines/stipends.html>.

American Antiquarian Society (AAS) announces its 2003-04 research fellowship program. In order to encourage imaginative and productive research in its library collections of American history and culture through 1876, AAS will award to qualified scholars a number of short- and long-term visiting research fellowships during the year 1 June 2003 to 31 May 2004. **Deadline: varies from 15 October 2002 to 15 January 2003.** A brochure containing full details about the AAS fellowship program and applications may be obtained by contacting: John B. Hench, Vice President for Academic and Public Programs, Room A, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609; phone: (508) 755-5221; <CSloat@mwa.org>.

The **Society of Fellows in the Humanities** at Columbia University announces its postdoctoral fellowship competition for the 2002-04 academic year. **Deadline: 15 October 2002.** For more information visit: <<http://www.columbia.edu/cu/societyoffellows>>.

The **National Humanities Center** offers forty residential fellowships for advanced study for 2003-04. Applicants must hold doc-

torate or have equivalent and must have a publication record. Fellowships are for the academic year (September through May). Scholars from any nation and humanistically inclined individuals from the natural and social sciences, the arts, the professions and public life, as well as from all fields of the humanities, are eligible. Applications and letters of recommendation must be postmarked by **15 October 2002**. For information and instructions contact: Fellowship Program, National Humanities Center, P.O. Box 12256, Research Triangle Park, NC 27709-2256 or visit <<http://www.nhc.rtp.nc.us>>.

The **TransCoop Program 2003** announces the Transatlantic Cooperation in the Humanities, Social Sciences, Law, and Economics. Through the TransCoop Program, the Alexander von Humboldt Foundation provides funds for research collaboration between German, U.S. and/or Canadian scholars in the humanities, social sciences, law, and economics. Scholars from universities and research institutions in Germany, the USA, and Canada may apply. **Deadline: 31 October 2002**. Contact: Alexander von Humboldt Foundation, U.S. Liaison Office, 1012 14th Street NW, Suite 301, Washington, DC 20005; (202) 783-1907; fax (202) 783-1908; <avh@bellatlantic.net>.

The **John Nicholas Brown Center** is accepting applications for its Research Fellowship for scholars working with Rhode Island materials or requiring access to New England resources. Advanced graduate students, faculty, and independent scholars are invited to apply. **Deadline: 1 November for January-June.** Contact: Joyce M. Botelho, John Nicholas Center, Box 1880, Brown University, Providence, RI 02912; e-mail: <Joyce_Botelho@Brown.edu>.

Heritage Preservation announces the **Conservation Assessment Program (CAP)** grants. CAP provides funds for small to mid-sized museums to hire a professional conser-



Jamestown Scholars Dissertation Fellowships

In preparation for Jamestown's 400th anniversary in 2007, OAH and the National Park Service are pleased to announce the Jamestown Scholars dissertation fellowship program. The fellowship award is \$5,000 and can be used for dissertation related expenses.

Applicants must be U.S. graduate students in history, American studies, and related fields. Proposals will be judged on potential scholarly contribution to our understanding of the history of seventeenth-century Jamestown, use of documentary evidence, and likelihood of successful completion by 2006.

To apply, send four (4) copies of your c.v., a two-page abstract of the dissertation project, and a letter of recommendation from your advisor to:

OAH-NPS Jamestown Scholars
Organization of American Historians
112 North Bryan Ave
Bloomington IN 47408-4199
Deadline: 15 December 2002

Application materials may be sent in the body of an electronic mail message before midnight 15 December 2002 to <jamestown@oah.org>. Please refer questions to Dr. Heather Huyck, National Park Service, at <heather_huyck@nps.gov>.

vator for a short visit. The assessor will write a report recommending priorities for improving the care of the collections. Deadline: **1 December 2002**. Contact: Rory House, Conservation Assessment Program, Heritage Preservation, 1730 K Street, NW, Suite 566, Washington, D.C. 20006; <rhouse@heritagepreservation.org>.

The **Princeton University Shelby Cullom Davis Center for Historical Studies** is pleased to announce a number of research fellowships for one or two semesters designed for highly recommended younger scholars who have finished their dissertations by the application deadline. Senior scholars with established reputations are also encouraged to apply. Fellows are expected to live in Princeton in order to take an active part in the intellectual interchange with other members of the seminar. Deadline: **2 December 2002**. Contact: Manager, Shelby Cullom Davis Center for Historical Studies, Department of History, 129 Dickinson Hall, Princeton University, Princeton, NJ 08544-1017.

The **Council of American Overseas Research Centers (CAORC)** announces a fellowship program that supports advanced regional research. The program is open to U.S. doctoral candidates and scholars who have already earned their Ph.D. in fields in the humanities, social sciences, or allied natural sciences and wish to conduct research in more than one country, at least one of which hosts a participating American overseas research center. Doctoral candidates who have completed all Ph.D. requirements with the exception of the dissertation and established post-doctoral scholars are eligible to apply as individuals or as teams. Applicants must be U.S. citizens. Deadline: **31 December 2002**. Contact: Jane Mitchell, CAORC, 10th St. & Constitution Avenue, NW, NHB CE-123, MRC 178, Washington, DC 20560-0178.

An interdisciplinary **Program in Agrarian Studies, Yale University**, will be offering four to six Postdoctoral Fellowships tenurable from September 2003-May 2004. Fellowships include a stipend of \$40,000 per academic year. Fellows must have finished their dissertation before taking up the fellowship. Applications from knowledgeable "activists" and "public intellectuals" whose work on rural life transcends the academy are also encouraged. Deadline: **3 January 2003**. Contact: James C. Scott, Program in Agrarian Studies, Yale University, Box 208300, New Haven, CT 06520-8300; fax (203) 432-5036; <http://www.yale.edu/agrarianstudies/>.

The **John Carter Brown Library** will award approximately twenty-five short- and long-term Research Fellowships for the year 1 June 2003-31 July 2004. Short-term fellowships are open to graduate students at dissertation stage. Long-term fellowship recipients may not be graduate students. All fellows are expected to relocate to Providence and to be in continuous residence at the Library for the entire term of the fellowship. Several short-term fellowships have thematic restrictions. The deadline is **15 January 2003**. For further information or application forms contact: John Carter Brown Library, Box 1894, Providence, RI 02912; phone: (401) 863-2725; fax: (401) 863-3477; e-mail: <JCBL_Fellowships@brown.edu>; visit: <http://www.JCB.org>.

Applications are being accepted for **The Five College Fellowship Program for Minority Scholars** which provides a year's support for minority doctoral candidates who are in the final stages of completing their degree. During the fellowship year, Fellows reside within an academic department at the hosting campus, which also provides them with a stipend and benefits, office space, and housing assistance. Review of applications begins **15 January 2003**. Contact: Five Colleges, Incorporated, 97 Spring Street, Amherst, MA 01002; phone: (413) 256-8316; e-mail: <neckert@fivecolleges.edu>.

Winterthur Museum, Garden, and Library invites applications for its 2003-04 Research Fellowship Program for scholars pursuing independent work in the Winterthur library or museum collections. Deadline: **15 January 2003**.

Contact: Gretchen Buggeln, Director, Research Fellowship Program, Winterthur Museum, Winterthur, DE 19735; phone: (302) 888-4640; <academicprograms@winterthur.org>; visit: <http://www.winterthur.org>.

The **New York State Archives** and the **Archives Partnership Trust** are offering grants through the **Larry J. Hackman Research Residency Program**. Residency grants support advanced work in New York State history, government, or public policy and must draw, at least in part, on the holdings of the New York State Archives. Deadline: **31 January 2003**. Contact: Archives Partnership Trust, Cultural Education Center, Suite 9C49, Albany, NY 12230; phone: 473-7091; visit: <http://www.nysarchives.org>.

Applications are being accepted for the **2003 Paul L. Murphy Prize**. The Murphy Prize, an annual award of \$1000, is intended to assist the research and publication of scholars new to the field of U.S. constitutional history or the history of American civil right/liberties. For information on eligibility and application requirements, <rkaczorowski@law.fordham.edu>. Deadline: **1 February 2003**. Contact: Professor Robert J. Kaczorowski, Fordham University School of Law, 140 W. 62nd St., New York, NY 10023.

To promote the interpretation of Virginia history and access to its collections, the **Virginia Historical Society** offers fellowships of up to four weeks a year. Awards include the Andrew W. Mellon Research Fellowships, the Betty Sams Christian Fellowships in business history, the Frances Lewis Fellowships in women's studies, and the Reese Fellowships in American Bibliography and the History of the Book in the Americas. We make awards on the basis of the applicants' scholarly qualifications, the merits of their proposals, and the appropriateness of their topics, as demonstrated by citation to specific sources in our collections. We expect recipients to work on a regular basis in our reading room during the period of their award. We welcome applications from doctoral candidates. Undergraduates, master's students, and graduate students not yet admitted to Ph.D. candidacy are not eligible. Applicants should send an original and three copies of the following: a cover letter, c.v., two letters of recommendation (sent separately), and a description of their research project not longer than two double-spaced pages that also states the length of the award requested. The deadline for applications is **1 February 2003**; awards will be announced by 15 March 2003. Send applications to: Dr. Nelson D. Lankford, Chairman, Research Fellowship Committee, Virginia Historical Society, 428 N. Boulevard, Richmond, VA 23220; telephone 804-342-9672; fax 804-355-2399; <nlanford@vahistorical.org>; <http://www.vahistorical.org>.

The **Economic History Association** announces that a number of travel grants may be awarded to attend the Cliometrics Society meetings. Application is by faculty nomination. The nomination letter should be sent to each member of the committee by e-mail and include a statement of the graduate student's interest in economic history and a current copy of the student's c.v. Deadline: **15 March 2003**. E-mail: Avner Greif <avner@leland.stanford.edu>; Robert A. Margo <robert.a.margo@vanderbilt.edu>; David Weiman <dhw5@columbia.edu>.

The Committee on Honors and Awards of the **Modern Language Association** invites editors to compete for the fifth MLA Prize for a Distinguished Scholarly Edition, awarded for important collections of letters published in 2001-02. The editor need not be a member of the MLA. Deadline: **1 May 2003**. Contact: MLA Prize for a Distinguished Scholarly Edition, MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; (646) 576-5141; <awards@mla.org>.

The Committee on Honors and Awards of the **Modern Language Association** invites editors to compete for the seventh Morton N. Cohen Award for a Distinguished Edition of Letters. The winning collection must be published between 2001-02 and provide readers with a clear, accurate, and readable text; necessary background information; and succinct and eloquent introductory material

and annotations. Deadline: **1 May 2003**. Contact: Morton N. Cohen Award, MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; (646) 576-5141; <awards@mla.org>.

The new **Fulbright Senior Specialists Program** offers short-term grants of two to six weeks for U.S. faculty and professionals. Contact: 3007 Tilden Street, N.W., Suite 5L, Washington, D.C. 20008; phone: (202) 686-4026; e-mail: fulspec@cies.iie.org. Visit: <http://www.cies.org>.

The **American Philosophical Society** offers several fellowships and grants for research. Deadlines vary. Contact: Committee on Research, American Philosophical Society, 104 S. 5th St., Philadelphia, PA 19106; <eroach@amphilsoc.org>. Visit <http://www.amphilsoc.org>.

The **Center for the History of Business, Technology, and Society** invites scholars to make use of Hagley Museum and Library's research collections and fellowship programs. For full information on fellowships, visit: <www.hagley.lib.de.us/center.html>. Deadlines: **vary**. Contact: The Center for the History of Business, Technology, and Society, Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19807; e-mail: <cri@udel.edu>; phone: (302) 658-2400; fax: (302) 655-3188.

The **Library of Congress** offers a number of competitive grant programs to support research in the Library's collections. Deadlines: **vary**. For more information, visit: <http://www.loc.gov/kluge>.

Calls for Papers

The **Southern Association for Women Historians** invites proposals for the Sixth Southern Conference on Women's History, to be held at the University of Georgia, in Athens, 5-7 June 2003. The program seeks to reflect the diversity of women's experiences in the U.S. and elsewhere and to feature the history of women from a wide range of racial, class, and ethnic backgrounds. Deadline: **15 August 2002**. Contact: Laura Edwards, SAWH Program Committee Chair, History Department, 226 Carr Building, Duke University, Durham, NC 27708; <ledwards@duke.edu>; visit: <http://www.uga.edu/swch>.

The **American West(s) in Film, Television, and History** takes place from 7-10 November 2002 in Kansas City Marriott. This conference is sponsored by The Film and History League, Film and History, the journal, and by The Historians Film Committee of the American Historical Association. Send proposals by **15 August 2002** to Area Chairs who are listed on the web site: <http://www.filmandhistory.org>.

The **Film and History League** is pleased to announce its Conference on the West(s) in Film, Television, and History to be held **7-10 November 2002** in Kansas City, Kansas. Deadline: **15 August 2002**. Contact: Peter C. Rollins, Editor, Film & History: An Interdisciplinary Journal of Film and Television Studies; <RollinsPC@aol.com>.

The Western History Association welcomes papers for their **43rd Annual Conference of the Western History Association** to be held in Fort Worth, Texas from 7-11 October 2003. The theme is "The Boundless West: Imagery and Popular Culture of the American West." The committee solicits papers from Westerners, academic and public historians, and the interested public. Deadline: **31 August 2002**. Contact: Shirley A. Leckie, 2003 WHA Program Committee, Department of History, University of Florida, 554 Colbourn Hall, Orlando FL 32816-1350; e-mail: <sleekie@pegasus.cc.ucf.edu>.

"The State of Black Studies: Methodology, Pedagogy, and Research," a conference to be held at the Schomburg Center for Research in Black Culture in New York City, invites brief proposals and panels. Deadline:

31 August 2002. Contact: Colin Palmer, The Schomburg Center for Research in Black Culture, 515 Malcolm X Blvd, New York, NY 10037; fax: (212) 491-6760.

The **American Society for Environmental History** announces its conference "Frontiers in Environmental History: Mainstreaming the Marginal" to be held in Providence, RI, 23-26 March 2003. Proposals may address any field of environmental history. Deadline: **1 September 2002**. Contact: Colin Duncan, <cduncan@leacock.lan.mcgill.ca>; Nancy Jacobs <Nancy_Jacobs@Brown.edu>; Byron Pearson <bpearson@mail.wtamu>; Stephanie Pincetl <pincetl@rcf.usc.edu>; Ravi Rajan <rrajan@cats.ucsc.edu>; Sylvia Washington <s-washington@northwestern.edu>.

The **Center for Research on American History** announces its conference entitled "Federalism and Federations of the Americas: Utopias, Praxis, Limits," to be held in June 2003 at the Universities of Paris 7, Paris 10, Paris 12. Deadline: **1 September 2002**. Contact: Elise Marienstras, 29 rue de la Rochefoucauld, 75009 Paris. <marienstr@club-internet.fr>.

The **Mennonite Church USA Historical Committee** announces its conference "Philadelphia Stories: Embracing Urban Diversity," to be held 4-6 April 2003 in Philadelphia. Papers, workshops, artistic expressions, storytelling, and panels that address the stated objectives are welcome. Deadline: **1 September 2002**. Contact: John E. Sharp, Mennonite Church USA Historical Committee, 1700 South Main Street, Goshen, IN 46526; (574) 535-7477; fax (574) 535-7756; <johnes@goshen.edu>.

"Transformations in Politics, Culture and Society" will take place in Brussels, Belgium on 6-7 December 2002. Papers will be considered on any related theme, writer, book or film. Abstracts of 300 words should be submitted by **6 September 2002**. Full draft deadline: **15 November 2002**. Contact: Dr. Rob Fisher, <rf@inter-disciplinary.net> or visit <http://www.inter-disciplinary.net/tpcs1.htm>.

The **American Association for the History of Medicine** will meet in Boston on 1-4 May 2003. Papers are invited on any topic in the history of medicine. Deadline: **15 September 2002**. Contact: Professor John Eyler, Program in the History of Medicine, 511 Diehl Hall, University of Minnesota, Minneapolis, MN 55455.

The **Business History Conference and European Business History Association** will hold their annual meetings together around the theme "Regions, Nations, and Globalization." The conference is centrally concerned with firms and other economic actors, in a long-term perspective, as the builders of globalization, especially their strategies, their economic results, and their social and cultural impact. Attention will be paid to the role of national economic systems in terms of regulations and political economy. Graduate students may apply for inclusion in designated dissertation-in-progress sessions. Dissertations completed in 2000-02 are eligible for the conference's dissertation session and the Herman E. Krooss Prize which includes a \$500 award. Deadline: **27 September 2002**. Contact: Roger Horowitz, Secretary-Treasurer, Business History Conference, P.O. Box 3630, Wilmington DE 19807, USA; phone: (302) 658-2400; fax: (302) 655-3188; e-mail: <rh@udel.edu>.

The **Society of Military History** will hold its 70th Annual Meeting at the University of Tennessee, Knoxville, 1-4 May 2003. The conference theme is "The Military and Society During Domestic Crisis." The Program Committee especially invites proposals for papers and panels that address the role of professional military forces, citizen-soldiers, and civilians during domestic disturbances and national crises. Proposals should include a one-page abstract for each paper, outlining topic, thesis, and sources, and a brief c.v. for all participants. Deadline: **1 October 2002**. Contact: Dr. Kurt Piehler, Center for the Study of War and Society, 220 Hoskins Library, Knoxville, TN 37996-0411; phone: (865) 974-7094; e-mail: <gpiehler@utk.edu>.

The **Roosevelt Study Center** in Middelburg, The Netherlands, will host the sixth bi-

ennial conference of Europeans historians of the United States, entitled "Frontiers and Boundaries in U.S. History," on 23-25 April. The conference aims to address issues connected with all kinds of historically and geographically discernible and significant boundaries, contact, and conflict from colonial times to the present. Deadline: **15 October 2002**. Contact: Cornelius A. van Minnen and Sylvia L. Hilton, Roosevelt Study Center, P.O. Box 6001, 4330 LA Middelburg, The Netherlands; <rsc@zeeland.nl>.

Southeastern American Society for Eighteenth-Century Studies meets in Columbia, 28 February - 1 March 2003 at the University of South Carolina. The conference theme is: "Saints and Sinners: Subversion and Submission in the Eighteenth Century." There will be a graduate student prize for best essay. Deadline: **15 October 2002**. Contact: Zeynep Tenger and Paul Trolander, English Department, Berry College, Mount Berry, GA 30149; e-mail: <ztenger@berry.edu>; phone: (770) 223-4074; fax (706) 368-6951 or visit: <http://www.berry.edu/seasecs2003>.

The **46th Annual Missouri Valley History Conference** (MVHC) invites proposals, consisting of abstract(s) and a one-page vitae. Deadline: **15 October 2002**. The conference is 6-8 March 2003. Contact: Tom Buchanan, Missouri Valley History Conference, Department of History, University of Nebraska at Omaha, Omaha, NE 68182; <mvhc@unomaha.edu>.

The **Society for Military History** will sponsor several sessions at the 2003 MVHC. Please send proposals for these sessions directly to Dr. Kevin K. Carroll, Department of History, P.O. 872501, Arizona State University, Tempe, AZ 85287-2501; e-mail: <kcarroll@asu.edu>.

The **Michigan Historical Review** invites paper proposals for "Motives for Mapping: Michigan and the Great Lakes Region," to be held 10-12 June 2004. Papers selected from the conference will appear in a special issue and in a book published by Michigan State University Press. Proposals concerning political, commercial, cultural, and scientific mapping in the 19th and 20th centuries are especially welcome. Please send a 250-word abstract by **1 November 2002**. Contact: David Macleod, ed., Michigan Historical Review, Clarke Historical Library, Central Michigan University, Mt. Pleasant, MI 48859; (989) 774-6567; <MIHISREV@cmich.edu>.

The **Peace History Society** will be sponsoring its third international conference, "Peace Work: The Labor of Peace Activism, Past, Present, and Future," 25-27 April 2003 at Central Michigan University in Mt. Pleasant, Michigan. Proposals for individual papers or complete panels are welcome. Sessions should feature two to three papers and a moderator. Deadline: **1 November 2002**. Please send proposals and inquiries to both Program Committee co-chairs: Professor Robbie Lieberman, Department of History, Southern Illinois University, Carbondale, IL 62901-4519; <robl@siu.edu> and Ian Lekus, Duke University, Department of History, Box 90710, Durham, NC 27708-0719; <lekus@duke.edu>.

The **Fifth Annual Women's History Month Conference** welcomes papers, panels, workshops, and performances with themes that explore the issue of women in the Civil Rights Movement. Deadline: **8 November 2002**. Contact: Tara James, Associate Director, Women's History Graduate Program, Sarah Lawrence College, Bronxville, NY 10708; phone: (914) 395-2405; fax: (914) 395-2663; <tjames@mail.slc.edu>.

Siena College announces a call for papers for its eighteenth annual, international, multidisciplinary conference, "The 60th Anniversary of WWII," to be held on 5-6 June 2003. The focus of the conference will be 1943, but papers dealing with the other war years are welcomed. Inquiries from those wishing to chair and/or comment are also invited. Deadline: **15 November 2002**. Contact: Prof. Thomas O. Kelly, II, Dept. of History, Siena College, 515 Loudon Rd., Loudonville, NY 12211-1462; (518) 783-2512; fax (518) 786-5052; e-mail: <legendziewic@siena.edu>.

The **Ste. Genevieve Conference on French Settlements and Culture in North America and the Caribbean** invites papers on any aspect of the French presence in North America and the Caribbean, from Acadia through the Mississippi Valley to the Caribbean. A volume of edited papers from the conference will be published. Papers will be presented on Friday afternoon **15 November** and all day on Saturday **16 November**. Contact: Dr. Elizabeth M. Scott, P.O. Box 285, St. Mary, MO 63673 or e-mail: <emscott@brick.net>.

The twenty-fifth annual meeting of the **Society for Historians of the Early American Republic** will take place at Ohio State University in Columbus, Ohio 17-20 July 2003. The program committee invites proposals for sessions and papers in all areas of research on the history and culture of the Early American Republic. Proposal deadline: **1 December 2002**. Contact: Professor Jeffrey Pasley, SHEAR Program Chair, History Department, 101 Read Hall University of Missouri, Columbia, MO 65211; phone: (573) 884-5151; e-mail: <PasleyJ@missouri.edu>.

The **Filson Institute for the Advanced Study of the Ohio Valley and the Upper South** invites proposals for a two-day conference, "Constructing and Reconstructing a Region: 21st Century Approaches to the Ohio Valley's History." The program welcomes proposals from graduate students, junior, and senior scholars examining this theme. Deadline: **1 December 2002**. Send three copies of a two- to five-page outline to The Filson Institute Conference, The Filson Historical Society, 1310 S. Third St., Louisville, Kentucky 40208. For further information e-mail: <markweth@filsonhistorical.org>.

The **Thirty Fifth Annual Meeting of Cheiron, The International Society for the History of Behavioral and Social Studies** will take place at the University of New Hampshire in Durham, New Hampshire from 19-23 June 2003. Papers, posters, symposia, or workshops may deal with any aspect of the history of the behavioral and social sciences or with related issues. Deadline: **13 January 2003**. Contact: Homer Staveland, Cheiron Program Chair, Psychology Department, Mailstop 3400, Keene State College, Keene, NH 03435; email: <tstaveland@keene.edu>; phone: (603) 358-2327.

The **Economic Business Historical Society** announces a call for papers for its annual conference, to be held in Memphis, TN, 24-26 April 2003. Proposals for sessions are also welcome. Deadline: **15 January 2003**. Contact: Dr. John Paul Rossi, PSU-Erie Behrend College, Div. of Humanities/Social Sciences, Station Road, Erie, PA, 16563-1501; <jpr2@psu.edu>; or submit an on-line proposal at <http://www.ebhsoc.org>.

The program committee of the **North American Labor History Conference** invites proposals for panels and papers on the theme "Labor, War, and Imperialism" for its twenty-fifth annual meeting to be held 16-18 October 2003 at Wayne State University in Detroit. For panel and paper proposals include a one- to two-page abstract and brief c.v.'s or bios for all participants. Deadline: **1 March 2003**. Contact: Elizabeth Faue, Coordinator, North American Labor History Conference, Department of History, 3094 Faculty Administration Building, Wayne State University, Detroit, MI 48202; phone: (313) 577-2525; e-mail: <ad5247@wayne.edu>.

White House History features articles on the historic White House related to the building itself, its uses, and life as lived through the years. The editorial board is accepting abstracts of proposed articles for a variety of themes. For more information e-mail: <vanessa_piccorossi@hotmail.com>. The substance of proposed articles should not have been published elsewhere. Send a 500 word and a one page CV to Publications Department, White House Historical Association by e-mail: <manderson@whha.org> or fax: (202) 789-0440.

The **International Lincoln Center** announces its sixth international and multidisciplinary conference entitled, "Thomas Jefferson: Life, Times, and Legacy," to be held 16-18 October

2003 on the campus of Louisiana State University in Shreveport, LA. Deadline: **rolling submission, early submissions encouraged**. Contact: Dr. William Pederson, American Studies Chair, International Lincoln Center, LSU in Shreveport, One University Place, Shreveport, LA 71115-2301; (318) 797-5349; fax (318) 795-4203; <wpederso@pilot.lsu.edu>.

The **Fifth World Archaeological Congress** (WAC-5), Washington D.C. from 21-26 June 2003, in partnership with Smithsonian Institution's National Museum of Natural History and National Museum of the American Indian and in collaboration with the Getty Conservation Institute announces a call for proposals. WAC-5 will be organized into themes and sessions. Both themes and sessions should emphasize international participation and global perspectives. Deadlines: **vary**. For more information visit <http://www.american.edu/wac5>. Contact: Program Committee, c/o Dr. Joan M. Gero, Academic Secretary WAC-5, Department of Anthropology, American University, Washington, D.C. 20016, <WAC5@american.edu>; fax: 1 (202) 885-1837.

Meetings and Conferences

The **Georgia Political Science Association** will assemble for its 2003 conference at the Mulberry Inn in historic Savannah, Georgia, on **30 January-1 February 2003**. The general focus of the conference is "Speaking Truth to Power." Participants from all disciplines worldwide are welcome. Deadline: **13 September 2002**. Contact: <hcline@mgc.peachnet.edu>.

The **American Association for State and Local History** (AASLH) hosts its annual meeting in Portland, Oregon from **25-28 September 2002**. The meeting will bring together colleagues to examine the theme, "The Many Faces of History." Contact by phone: (615) 320-3203, e-mail: <norris@aaslh.org> or visit: <http://www.aaslh.org>.

Communal Studies Association Annual Conference (26-28 September 2002) will be held at the site of the historic Oneida community, a perfectionist community that practiced their beliefs between 1848-1880 under the leadership of John Humphrey Noyes. The conference will be attended by academics, museum and historic site staff, members of intentional communities and others with interest in communal societies. Visit: <http://www.ic.org/csa>.

Emory University announces the 2002 Conference, Lynching and Racial Violence in America: Histories and Legacies, 3-6 October 2002, Atlanta, GA. This international conference will focus scholarly attention on lynching and racial violence both within and beyond the United States. Contact: Jennifer L. Freeman, Conference Coordinator, Emory University, 315 Robert W. Woodruff Library, Atlanta, GA 30322; phone: (404) 712-8768; e-mail: <jlffreem@emory.edu>; visit: <http://www.emory.edu/WithoutSanctuaryExhibit/conference.html>.

The **Library Company of Philadelphia** announces the second conference of the **Program in Early American Economy and Society**, "Risk and Reputation: Insecurity in the Early American Economy." To be held on **4 October 2002**, the conference is free and open to anyone. Presenters and commentators will explore areas of the early American economy where entrepreneurs, planters, and manufacturers took especially high risks on a regular basis and created hedges to protect their way of life. Contact: Cathy Matson, Library Company of Philadelphia, 1314 Locust St., Philadelphia, PA 19107; <cmatson@librarycompany.org>. Visit: <http://www.librarycompany.org>.

The **Technology Fix** is the theme of a conference **4-5 October 2002** sponsored by the **Center for the History of Business,**

Technology, and Society at the Hagley Museum and Library in Wilmington, DE. Fourteen papers will explore subjects such as artificial hearts and cloud seeding to produce rain. For information contact Carol Ressler Lockman, Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19807; (302) 658-2400; e-mail: <crl@udel.edu>.

In recognition of the the fiftieth anniversary of Dwight Eisenhower's election to the presidency, **Gettysburg College** and the **Eisenhower National Historic Site** announce "Mandate for Change: Eisenhower, the Election of 1952, and the Presidency," an examination of the critical 1952 election and the Eisenhower legacy in domestic and foreign affairs. The meeting will take place from **25-27 October 2002**. Visit: <http://www.nps.gov/eise/confer.htm>.

The **2002 NSSA Fall Professional Development Conference** will be held **13-15 November 2002** in New Orleans, LA. Technology sessions, papers, workshops and discussions in all social science disciplines will be featured. A certificate of completion will be given to all participants. Send via mail, fax or e-mail your proposal along with a twenty-five-word abstract to NSSA, 2020 Hills Lake Dr., El Cajon, CA 92020-1018; phone: (619) 448-4709; fax: (619) 448-4709; e-mail: <natsocsci@aol.com>.

Pennsylvania State University announces "Lewis and Clark: The Unheard Voices," an examination of the contexts, outcomes, and multiple meanings of the Lewis and Clark expedition to be held **14-16 November 2002**. For more information or to register for this event, visit: <http://LewisAndClark.outreach.psu.edu>.

The **Lincoln Forum** announces its **Seventh Annual Symposium**, which will examine "Abraham Lincoln, Commander-in-chief, Communicator-in-chief." The symposium will be held from **16-18 November 2002** at Gettysburg. To register contact Annette Westerby by phone: (303) 721-6681; fax: (303) 721-6682 or <anetwest@earthlink.net>; visit <http://www.thelincolnforum.org>.

The **Citadel** is pleased to announce its conference on the history of the Civil Rights Movement in South Carolina from 1890 to the present, to be held **6-7 March 2003** at the campus of The Citadel in Charleston, SC. Contact: The Citadel Conference on The Civil Rights Movement in South Carolina, C/O Bob Moore, The Citadel, Department of History, Charleston, SC 29409.

The **Afro-American Studies Department of the University of Wisconsin-Madison**, announces "W. E. B. Du Bois: The Souls of Black Folk Centennial Symposium" to be held **10-12 April 2003**. Scholars will engage Du Bois' full body of work to evaluate his influence on American and African American thought. Contact: Nellie McKay, (608) 263-2472, <nymckay@facstaff.wisc.edu> or David LaCroix, (608) 263-0805; <ddlacroix@wisc.edu>; visit: <http://polyglot.lss.wisc.edu/aas/>.

The **Society for Military History** announces its 2003 annual meeting to be held at the University of Tennessee in Knoxville **1-4 May 2003**.

The **Center for Humanities and the Arts** is holding a year-long faculty and graduate student seminar in 2002 devoted to the theme, "Cultural Memory and Sites of Tradition." In addition, numerous distinguished lectures and performances, as well as a colloquium, will be held. Contact: Jeffrey N. Cox, Director, Center for Humanities and the Arts, 280 UCB, Boulder, CO 80309-0280; (303) 492-1423; <jcoffrey@colorado.edu>. Visit: <http://www.colorado.edu/ArtsSciences/CHA/>

History and September II

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