



NEWSLETTER

Some legal ramifications of the failure to ratify ERA



First published sketch of Franklin D. Roosevelt,
January 19, 1911, in the New York Herald

National history day

**Job-sharing: a new and growing
phenomenon**

An American scholar abroad

Why was ERA defeated?

Nonacademic employment
opportunities

Our times:

the sixties and seventies through film

ORGANIZATION OF AMERICAN HISTORIANS

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The editorial staff asks for suggestions and comments regarding the Newsletter's format and content. We appreciate your opinions.



Richard B. Morris on History Over the Years

Jane DeHart Mathews & Donald Mathews on the cultural ramifications of the defeat of ERA

Allan Kulikoff on the Frederick Jackson Turner Thesis

Sarah Harder on Advocacy networks: new strength for the women's movement

John Neville on America's 400th anniversary celebration

PLUS: A review of Catton's "Blue and Gray," timely essays, the latest legislative developments, and more

ORGANIZATION OF AMERICAN HISTORIANS

NEWSLETTER

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COVER: January 30, 1982 commemorated the 100th anniversary of the birth of Franklin Delano Roosevelt. Beginning with this issue and continuing through the next three, the OAH Newsletter will highlight aspects of Roosevelt's career with different cover illustrations. This issue's cover sketch, by J. Norman Lynd, was the first of many depictions of Roosevelt. It was published in 1911 while he was State Senator in New York at the beginning of his long political career.



The ERA defeat: an historian's perspective

Elizabeth Pleck

THE EQUAL RIGHTS Amendment has passed from the current scene into the history texts where it fits well in the chapter on the new conservatism of the 1970s. Perhaps the rise of a conservative backlash after an era of war, turmoil, and social reform is as much as one has to say to explain the defeat of the ERA. Equality of the sexes is an idea that fares badly in hard times and even worse when combined with a resurgence of evangelical religion which serves to revitalize traditional religious arguments about the woman's place. The fear of impending economic rather than religious doom appears to have been more salient among the public, for whom the major objection to the ERA, confessed to pollsters, was that ratification would lead to increased competition between men and women for jobs. But the times were not so hostile as one might suppose, since the amendment came quite close to victory, carrying thirty-five out of the thirty-eight states necessary for ratification. In the midst of the national conservative mood, popular support for ERA was strong. In fact, support for ERA even increased from fifty-eight percent in 1980 to sixty-three percent in 1981, according to polls, largely because of growth in support from women, who previously had been somewhat less likely than men to favor the amendment.

ERA was decided upon by state legislators, most of whom were men, and all of whom were politicians aware of the same public opinion polls. Some indifferent legislators even voted in favor of ERA because they feared the wrath of ERA supporters in upcoming elections. But if ERA was growing ever more popular with the public, and was

The popularity of ERA lulled its proponents into complacency

even perceived by state legislators as politically expedient to favor, why did it lose?

The popularity of ERA lulled its proponents into complacency. Beginning in 1970, effective lobbying efforts of women's organizations overcame a series of disabling amendments in Congress. Opposition to the amendment from its long-standing opponents, organized labor and women's groups concerned about the removal of protective labor

law, was vanquished. Virtually every establishment organization in the country from the Girl Scouts to the American Bar Association favored passage of the amendment. Sentiment in favor of equal rights for women had never been greater. Two recent constitutional amendments, one abolishing the poll tax and another enfranchising eighteen-year-olds, had swept through state legislatures without generating an active opposition. Lopsided early victories for ERA in small and Northern industrial states eager to jump on the bandwagon of equal rights appeared to confirm that the victory would come without a fight. Women's groups were so assured after ratification by Congress that they failed to establish a national headquarters to coordinate strategy in the states or develop and adequately fund state coalitions. In fact, there was no ratification strategy at all in 1972. Only after Phyllis Schlafly's "STOP ERA" began to score victories in 1973 was one developed and a headquarters established. Only after ERA had carried what would prove its last state did NOW unleash its major new tactic, an economic boycott of unratified states.

As opponents of the amendment flooded legislators with letters (many of which were subsequently shown to have emanated from

Opponents of ERA transformed it into a subject of great emotion and partisanship

nonexistent constituents) and ministers bused their women members to committee hearings and final votes, the ratification effort slowed to a halt. By 1975 two out of the thirty-four states that had ratified the amendment voted to rescind. State referenda that year were defeated in the liberal states of New York and New Jersey.

The opponents of ERA were not only able to appear more numerous than they were, but also able to transform ERA from a nonpartisan, somewhat technical question of constitutional law into a subject of great emotion and partisanship. When an issue becomes controversial, fair weather friends (such as organized labor) begin to disappear, legislative sponsors back away, and party leaders become unwilling to compel their members to vote as the party dictates. Legislators dislike the disruption of normal routine

that controversy brings. Many of them came to view the campaign as a contest between two opposing groups, equal in size and moral legitimacy, a view that neutralized the political respectability of ERA supporters and the popularity of the amendment. Votes ran along party lines in several states (with the Republicans often opposed), or ERA became enmeshed in partisan politics and personal feuds.

The longer the fight dragged on, the more doubts and fears surfaced about the amendment. ERA seemed to be more popular the less people knew about it, which helps to explain why it fared so well at first in states which did not hold hearings or debates on it. As an issue, ERA had the great disadvantage of touching on so many topics in the law -- crime, labor, family support, inheritance, and property rights -- and so many areas of public policy, such as the military and education. The opposition could assemble a diverse coalition of "antis" by shifting from one of these topics to another. They could also disassociate ERA from equal rights, which everyone favors, to the women's movement, which many dislike. Opponents did not have to prove anything about ERA: they merely had to generate doubts about it in the minds of legislators.

For women against ERA, the amendment became a symbol of secular and sexual change that was threatening to undermine the traditional family and devalue the role of the housewife. This desire to preserve the traditional family, an almost exact repetition of the argument of the opponents to woman's suffrage, was only one of several objections to ERA. For many hawkish state legislators, fear of drafting women and sending them into combat aroused protective feelings toward these women soldiers and concern about the viability of the nation's defenses. Other opponents, again conservative legislators, were against unnecessary intervention of the federal government and the U.S. judiciary in the rights of the states. Some of these arguments were simply copied from the debates about busing and civil rights legislation, while others were more original and diverse concerns about unwieldy government bureaucracy and excessive invasion of privacy.

The urgency of ERA was also undermined by the superficial appearance of equality created by the passage of so much

federal legislation in the 1960s and 1970s. Women had already been granted equal rights, the "antis" claimed. But ERA was necessary not so much to legislate women's rights as to undergird these recent statutes, making their repeal more difficult and their interpretation less ambiguous. One saw quite a few yawns in the audience by the time proponents came to explain the difference between the "strict scrutiny test" sometimes applied by the courts in cases of sex discrimination and the more rigid "suspect classification test" used in deciding cases of discrimination based on race or religion. Since the constitutional experts often disagreed as to whether women's rights were protected under the Fourteenth Amendment, it was easy for the public and the legislators to become confused.

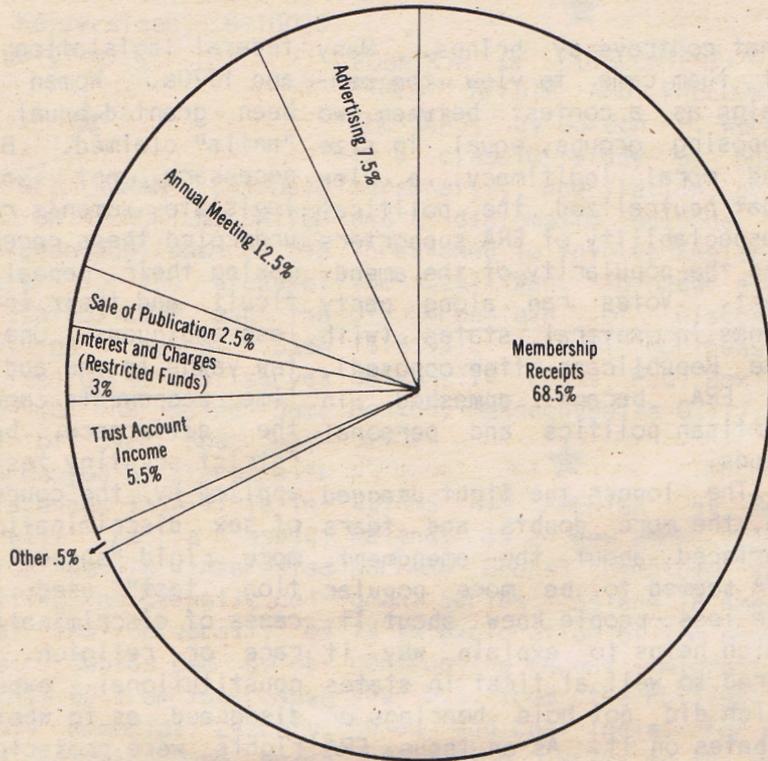
ERA won the popularity contest, but it lost the necessary votes to be ratified. Understanding the defeat of the ERA will involve state-by-state research as arduous as the campaign itself. Some of this research has already been published, although some important questions have not yet been answered. The funding of the opposition has still not been adequately documented, although there have been repeated claims of vast sums donated by insurance companies, manufacturer's associations, and conservative foundations. Although ERA appears to be an issue that won easily at first, or else lost time and again, there were occasions between 1973 and 1977 when the amendment was ratified even after one or several unsuccessful attempts or when the effort to rescind was beaten back. To know fully how defeat was snatched from apparent victory one must also know how success was salvaged from apparent defeat.

The history of ERA in the last decade will probably have its most dramatic ramifications for scholarship through increasing the esteem in which the woman's suffrage movement is held, and the regard for the leadership of Carrie Chapman Catt and Alice Paul. The ratification of woman's suffrage, it appears now, resulted from effective leadership, strong state and national organization, innovative tactics, highly emotional and sometimes specious arguments, and political acumen wise enough to grasp that one always counts the votes and never underestimates the opposition.

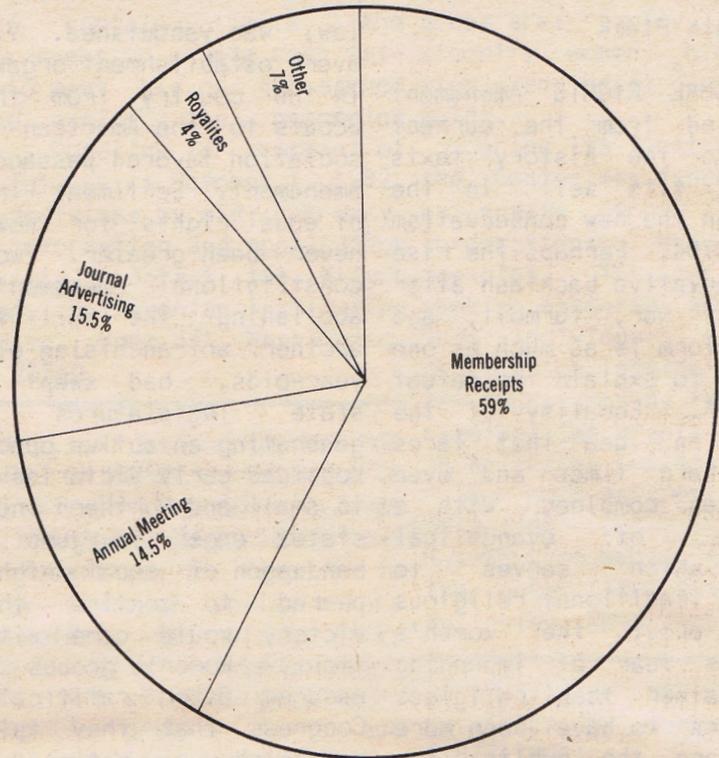
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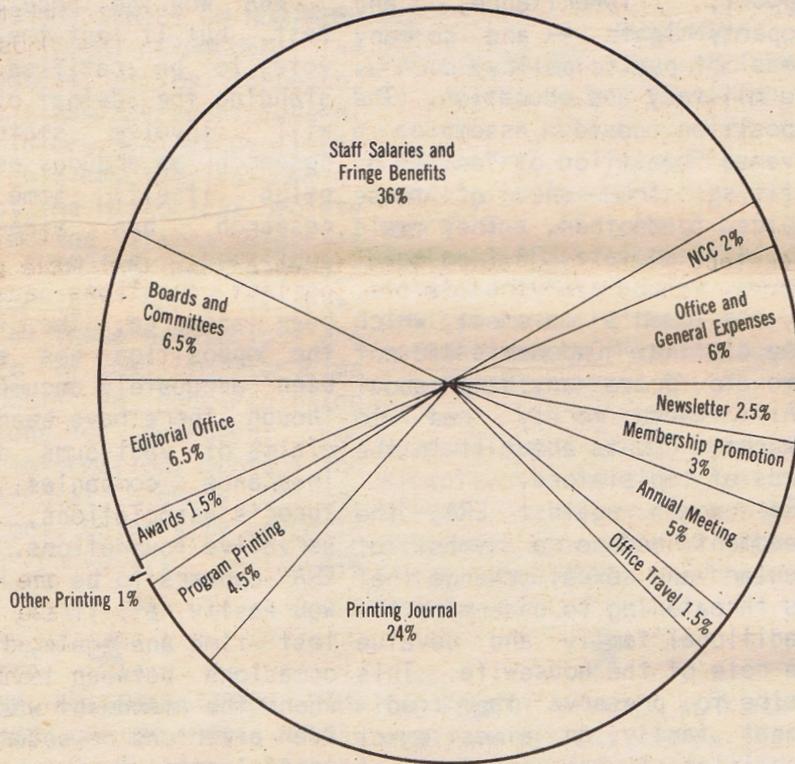
OAH fiscal comparison



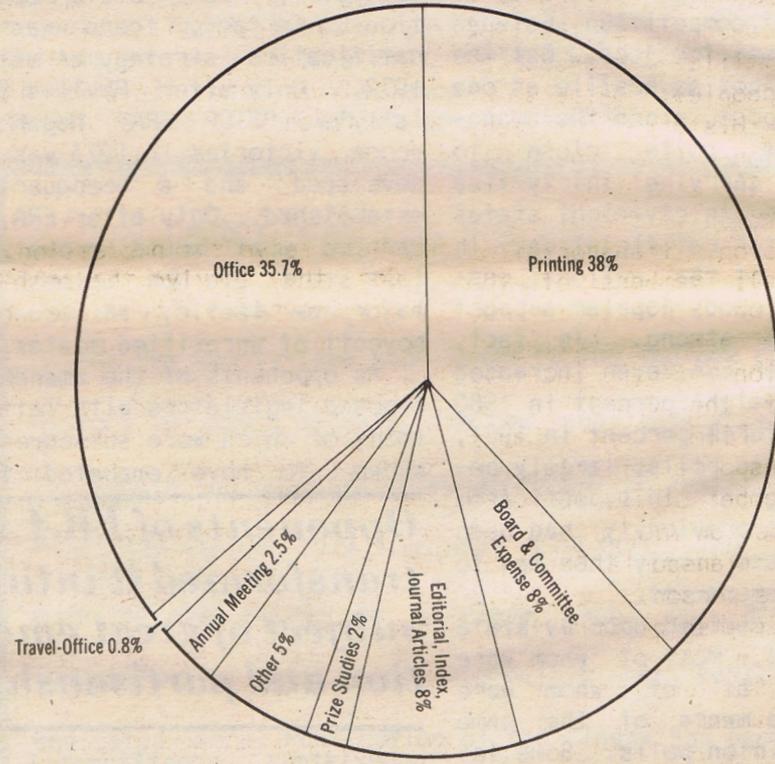
Total Receipts for 1981 - \$383,200.20



Total Receipts for 1971 - \$185,255.65



Total Disbursements for 1981 - \$370,659.00



Total Disbursements for 1971 - \$206,811.19

IN RECENT MONTHS the office of the Executive Secretary has heard from several OAH members on a range of issues. Some of these communications have been positive, such as complimenting the OAH on the Journal and the annual Program. Other correspondents, however, have expressed either concern or dissatisfaction with current OAH policies. Some historians have complained of what they see as the growing political nature of the Organization at the expense of scholarship and professional standards. The main objective has become, one historian writes, no longer to elect "the best scholars to the offices, but to seek some kind of political balance." One former

member stated that he had dropped his membership because he felt the OAH had become "a left-wing pressure group." Still others, though, have criticized the OAH for "a lack of clearly defined goals." Members have complained about the cost of the annual meeting and have been critical of OAH expenditures, contending that the Organization is inefficient and wasteful. One particular target for such criticism has been OAH committees and their expenses. Many members apparently think that the OAH committee structure has grown too large. They have condemned the practice of paying committee expenses to the annual meeting and have argued that all committee

and Executive Board members should pay their own way to this gathering. During the past decade the OAH's total receipts have risen from \$185,255.65 in 1971 to \$383,200.20 in 1981, an increase of slightly less than eight percent per year. As the Organization has grown it has expanded its committee activity. Interestingly, the percentage of disbursements for boards and committees from the total budget has actually dropped from eight percent in 1971 to six and one-half percent in 1981. Office travel during this period has increased from .8 percent in 1971 to one and one-half percent in 1981, not a terribly large increase when one considers in-

flation and higher transportation costs. If the OAH is to have effective leadership it seems necessary that it be able to bring into its operation younger members who frequently have fresh perspectives and members from all geographical regions. Yet today it is often difficult, if not impossible, for young Ph.D.'s -- say at the assistant and associate professor level -- to afford the entire cost of attending the annual meeting. Moreover, for scholars in areas not centrally located the cost of attending the annual meeting may well be prohibitive. For example, a professor at the University of Oregon, or some other institu-



tion which has been unusually hurt by the current recession, would have found making the trip to this year's convention in Philadelphia an enormous burden and the costs of which might have outweighed any benefits of attending. It seems desirable that the OAH assist such people if at all possible.

The OAH has tried to be sensitive to this issue. For instance, at its November 1980 meeting, the Executive Board voted to pay only transportation costs for board members. Previously, members had also had their hotel and meal expenses paid. Moreover, board and committee members have been urged to tap other resources, such as their home institutions, whenever possible.

For the Philadelphia meeting the OAH agreed to pay the following committee expenses: all members of the Nominating Board, transportation (seven people); all members of the 1983 Program Committee, transportation and one day's expenses (seven people); the co-chairs of the 1984 Program Committee, transportation (two people); members of the Public History Committee, transportation (six people); members of the Committee on the Status of Women in the Historical Profession, transportation (five people); members of the Committee on History in the Schools and Colleges, transportation (four people); members of the Committee on Television, Film, and Radio Media, transportation (six people); OAH member of the AHA-OAH-SAA Committee on Historians and Archivists, transportation plus expenses (one person); co-chairs of the Membership Committee, transportation (two people); members of the Committee on Access to Documents and Open Information, transportation (six people) (payment made on a prorated basis and taken from the \$1,000 allotted to this committee).

The Newsletter is printing a breakdown of OAH receipts and disbursements for 1971 and 1981. Because bookkeeping categories have changed somewhat over the past decade it was not possible to offer charts from the two periods that were exactly the same. Nevertheless, the charts do provide a rough comparison between current expenditures and those of a decade ago.

The OAH has derived great strength from its diversity in recent years. Its dues structure, when compared with comparable associations, is low. It is important that any serious student of American history consider the Organization to be both open and attractive. The office of the Executive Secretary encourages

members to share their thoughts about matters discussed in this column or any other issue regarding OAH policies. For example, should the OAH be spending more, less, or the same money on its committees? Should more money be spent for advocacy in Washington? Should we spend more or less on teaching? What current policies of the Organization do you think are good and should be continued? Are there other issues not addressed here that you believe the OAH should be considering? Please write; we would appreciate hearing your views.

Personal Perspective

(This is a copy of a letter which has been sent to the Presidents of the American Historical Association and the Organization of American Historians.)

ALL OF US enjoy the benefits offered by the American Historical Association and The Organization of American Historians. They have a long and honorable history. The time has now come to ask serious questions about the future of the associations and how they may best serve the profession.

Can they survive the contemporary scene? These are the realities -- inflation, ever higher costs of publishing, the decline of the real income of scholars, the ever increasing costs of travel and hotel rooms. Does the ever tighter budgets of colleges and universities and the nationwide move to drastically cut travel budgets indicate that the time has come to take a fresh look and to give careful thought to ways that will assure the future of our professional organizations?

The annual report of the American Historical Association informs us that travel alone added up to a cost of \$94,000. Other expense items have mounted in the same manner. The high cost is clearly not a result of squandering resources. We have simply gone on in the same old way without being bold enough to ask how long can the associations survive without a fundamental reexamination of their programs.

This is a question of survival and not of simply reducing membership fees. Memberships are already as high as fifty dollars a year. The cost of attending meetings at luxury hotels with prices geared to business representatives with expense accounts is clearly out of keeping with the modest living styles of professors futilely seeking to match declining real income against

higher grocery bills, higher mortgage payments, and severely high prices for the books they must have.

We do not have the answers but we are deeply concerned about the future. The time has clearly come for a brave rethinking of our professional associations.

Questions will occur to many of us and they should be examined. Should we rely more on regional meetings held on campuses where costs more nearly fit our pocketbooks? Should we give thought to a more limited journal? Should the two major historical associations merge? Should we recognize that in recent years a network of affiliated organizations devoted to particular areas of historical inquiry have now reached a stage where they serve the needs of special interest groups better than does the more conglomerate society which we have known? Is the role of the American Historical Association today more properly akin to that of a holding company that speaks with one voice for the disparate interests that have emerged?

Time is running out and procrastination is no longer a viable strategy. Of all professional people historians best understand the inevitability of change. Can we apply this before the crisis is upon us?

We believe that the time has come for the establishment of a planning committee of the two major organizations.

Sincerely,

Robert Ferrell
Indiana University

Gary Hess

Bowling Green State University

Lawrence Kaplan

Kent State University

Sandra Taylor

University of Utah

Betty M. Unterberger

Texas A&M University

Paul A. Varg

Michigan State University

Integrating women's history topic of Bryn Mawr conference

THE FIRST OAH/Lilly Foundation Conference on Integrating Women's History into survey classes took place at Bryn Mawr College June 2-5. Approximately fifty participants attended two plenary and seven workshop sessions, which focused on teaching women's history by using the latest pedagogical methods and interpretive themes. Seven other conferences will be held across the country beginning next fall and extending into the spring of 1983.

Mary Johnson, East Tennessee State University, conducted a particularly interesting workshop on "Material Culture, Domesticity, and the History of Women." She convincingly demonstrated how the use of local and regional artifacts can be used to stimulate interest not only in women's history, but in American history survey classes.

Susan Stuard, State University of New York at Brockport, and Elizabeth Pleck, Wellesley Center for the Study of Women, addressed the closing plenary session with presentations, which reviewed general trends in the writing of European and American women's history, respectively. Stuard suggested a comprehensive way to analyze the problematic question about whether the position and status of European women rose or fell from the eleventh through the sixteenth centuries. Pleck insightfully reviewed the relationship between the latest school of women's history and its origins in the 1960s.

Allan Kulikoff, Bryn Mawr College, coordinated this OAH/Lilly conference. The OAH is now preparing teaching guides, which will first be distributed at the other scheduled conferences and then made generally available. These guides represent a collection of material and classroom techniques gathered under an OAH/FIPSE grant over the past several years.

Below is a list of the locations and coordinators of the remaining OAH/Lilly conferences. If you reside in one of the regions served by these institutions and are interested in conducting a workshop, contact the appropriate coordinator.

Univ. of Illinois, Chic. Cir.
Fall 1982

Sue Davenport (Univ. of Ill.)

Peg Strobel (Chicago Circle)

San Francisco State University
March 1983

Frances Richardson Keller

835 Juniper Serra Blvd.

San Francisco, CA 94127

Smith College

Spring 1983

Robert Bezuka (Amherst College)

John Faragher (Mt. Holyoke)

University of North Carolina

Spring 1983

John Nelson (Univ. of N.C.)

University of Kansas, Lawrence

Spring 1983

Ann Scofield (Univ. of Kansas)

Joseph Hawes (Kansas St. Univ.)

Texas Women's University

Spring 1983

Martha Swain (Texas Women's U.)

SUNY System

Spring 1983

Deborah Hertz (SUNY, Binghamton)

★★★★



Our times: the sixties and seventies through film

This is part of a continuing series of Newsletter articles that explore applications of documentary and dramatic films to classroom teaching. Earlier reports concerned films about Colonial America, labor, women, and the Great Depression. To obtain information or make recommendations concerning the series, contact Robert Brent Toplin, Editor, Department of History, University of North Carolina at Wilmington, Wilmington, North Carolina 28406.

Robert Brent Toplin

WE ARE ALL growing old quickly as is evidenced by our continued amazement at the youth of our students. Frequently we voice this feeling by noting that most of our students were born after the Cuban Missile Crisis and view Watergate as an event from the distant past that summons a few confused childhood memories. There is nothing unusual about our sense of surprise over the way current events swiftly pass into history. Surely, before long, we will complain that the latest batch of freshmen does not remember the recession of 1982. Nevertheless, our reactions are significant, because they reveal that the familiar experiences of our own lifetime often seem as remote to our students as the events of the American Revolution or the Age of Jackson. Hence, it is as important to employ films in the classroom study of recent history as it is in the study of topics from the more distant past.

As in the teaching of most themes in American history, films are more useful for raising questions and eliciting discussion than for conveying information. Few films display enough grounding in historical research or sensitivity to the great controversies in historiography to provide substitutes for textbook chapters or collateral readings. When used to supplement print materials, explore dimensions of interpretation, and raise questions about bias, however, films can prove valuable aids for exciting student curiosity about the past. The difficult question in considering films about recent American history is, of course, which films to use. The available stock is immense because of advances in film and television technology. I will suggest here just a few of the many films that are likely to provoke lively discussions about some of the principal subjects from recent American history.

A particularly useful place

to begin is the brief but stirring film entitled The Sixties. Composed from the footage of CBS news shows, this collection of images from the decade creates an impressive montage.

Most highlights of the period are presented, including the Kennedy-Nixon debates, the twist, the civil rights demonstrations, the Beatles, the Tet Offensive, and the lunar landing. The perspectives speed so quickly past the audience that a detailed introduction is essential. Students who were walked in strollers when many of the events in the film occurred need a scorecard to recognize the players. Incidentally, the buildup of violent scenes towards the end and the final focus on a moving speech by Robert Kennedy leave audiences with a strong emotional sense of what a troubled time the Sixties had become.

Hollywood productions can also prove helpful in addressing issues of the Cold War. Dr. Strangelove remains a favorite for raising questions about Soviet-American paranoia, militarism, and the nuclear arms race. Stanley Kubrick's farce contains some hilarious portrayals of exaggerated cold warriors played by Peter Sellers, Sterling Hayden, and George C. Scott. The film's appearance in 1964 and its subsequent box office success throw light on the way the "eyeball" confrontation over missiles in Cuba (just two years before) had aroused public concern about trends in the nuclear arms race. For an examination of the Kennedy administration's handling of the Cuban Missile Crisis, the ABC docu-drama, The Missiles of October, works effectively, especially as a dramatic provocation to further study. Based heavily on Robert Kennedy's book, Thirteen Days, and Elie Abel's study, The Missile Crisis, the three-hour film treats the Kennedy brothers as heroes of the hour and considers Krushchev sympathetically. Discussion of the domestic Cold War mentality of the Sixties is aided by consideration of the humorous Hollywood production, The Russians Are Coming, The Russians Are Coming (1966), which shows America's modern-day Minutemen rushing into combat readiness when some benign Russian sailors stumble on New England soil seeking a way to free their submarine from a reef. Despite the film's apparent emphasis on American-Soviet hostility, its humor reveals a weakening of the Cold War mentality. Americans were

better able to laugh at their phobias when the Cold War began to thaw in the mid-1960s.

Vietnam remains a subject of intense interest, and, in addition to several Hollywood productions, some good news documentaries treat aspects of the subject. Hearts and Minds, a powerfully critical study of the war produced by Peter Davis, is one of the most popular documentaries. Davis is unusually skillful in exposing societal problems in a graphic and painful way. His other credits include Hunger in America (1968), The Selling of the Pentagon (1971), and Middletown (1982).

In Hearts and Minds, Davis explored the impact of the war on lives both at home and abroad, mixing scenes of high school football games, battlefield fighting, interviews with wounded veterans, and prowar meetings. The film excited much controversy, especially for the way it juxtaposed an unguarded comment from General Westmoreland with a moving scene of a Vietnamese woman grieving over her dead son. Classroom discussion of the Vietnam War can be aided by comparison of Davis's film with a quite different perspective of the war. For example, Television's Vietnam, a documentary developed by Peter Rollins of Oklahoma State and David H. Culbert of Louisiana State, seriously questions the news media's interpretation of the Tet Offensive. By way of interviews with veterans and policy makers, it suggests that many well-intentioned people at various levels of government thought they were doing the "right thing." Television news programs, however, created dramatic images that gave a negative impression of their involvement.

Good documentaries dealing with presidential leadership and major political trends in the last two decades are in short supply. Many films on the Kennedy era, for instance, look like exercises in hero worship. On the other hand, classroom discussion of the presidential election campaigns can be nicely complemented with selections from the informative series based on Theodore H. White's books, The Making of the President. (Films are available for the campaigns from 1960 to 1972.) Also, an investigation of the causes, consequences, and significance of Watergate can be introduced with a showing of All the President's Men, featuring Robert Redford and Dustin Hoffman as Woodward and Bernstein.

In recent years some

television news departments have developed a strong tradition of investigative reporting, and have produced some probing social commentaries. Among the special programs that offer disturbing reflections to consider in a social history perspective are Blue Collar Trap and But What If the Dream Came True? The first investigates the attitudes of three different individuals from working class backgrounds, revealing a mood of boredom, carelessness, and disaffection. The latter follows the day-to-day experiences of an upper-class family in Birmingham, Michigan and shows, through penetrating personal sketches, that feelings of emptiness also troubled the economically successful.

Hollywood entries sometimes provide interesting perspectives for social history as well. Among the favorites for discussing youth's distaste for materialism in the Age of Affluence are The Graduate and Easy Rider. Both films trace variations of youthful alienation from the Establishment, yet both show that workable alternatives were not easily found. The mood of these samplings from the Sixties may be contrasted with the more optimistic tenor of some films that were warmly received by young audiences in the late Seventies, such as Breaking Away (1979). Daniel Leab notes in his analysis of Rocky's popularity in 1976, "American audiences, influenced by the bicentennial's strong emphasis on the validity of the American Dream, had lost interest in downbeat themes, in bleak reality, in attacks on old-fashioned values -- all subjects which as films of one sort or another had recently done well at the box office" (American History / American Film, p.265).

This brief listing touches only some highlights from a rich selection of film materials available on the Sixties and Seventies. Each will have his or her own favorites to add to the media perspective of the recent past that can enhance classroom discussions of major historical issues.

FILMOGRAPHY

All of the documentaries cited may be obtained from the University of Illinois Film Center (1325 South Oak St., Champaign, Illinois 61820) as well as other sources except: Hearts and Minds (University of Michigan) and Television's

Vietnam (contact Professor Peter Rollins, English Department, Oklahoma State University). With regard to feature films, The Russians Are Coming, The Russians Are Coming and Rocky are available from United

Artists; Swank Films has Dr. Strangelove; All the President's Men is a Warner Brothers production Institutional Cinema has The Graduate; Paramount rents Easy Rider; and Films, Inc. has Breaking Away.

Association to advance history

OVER SEVENTY INTERESTED people met on December 4, 1981, in Illinois, to approve by-laws necessary for incorporation of the Illinois Association for the Advancement of History. The new organization supplants the Illinois division of The National Coordinating Committee for the Promotion of History, which has been functioning since 1977 under the leadership of Michael H. Ebner of Lake Forest College.

On hand to give brief reports of the regional history teaching conferences held on their campuses during the fall were Richard T. Fry of Illinois College, Thomas Brown of Augustana College, Patricia K. Brown of Northern Illinois University, Thomas O. Kay of Wheaton College, and Robert E. Hennings of Eastern Illinois University. Lake Forest College also hosted a conference, but was unable to have a representative present.

Appointed to the interim

steering committee to implement the By-Laws of the IAAH were David J. Maurer, chair (Eastern Illinois University), Robert M. Sutton (University of Illinois, Urbana), John Y. Simon (Southern Illinois University, Carbondale), Thomas O. Kay (Wheaton College), Roger D. Bridges (Illinois State Historical Library), Fred W. Soady (Illinois Central College), and Marilyn Ames (Melvin Sibley High School).

The steering committee appointed Kay, Bridges, and Ames as trustees for the purpose of incorporation and set temporary dues of \$2 for individual membership in the organization. Membership is open to anyone interested in promoting history. People wanting to join the IAAH should send \$2 with their names and addresses to Dr. Roger Bridges, Illinois State Historical Library, Old State Capitol, Springfield, IL 62706.

Requests for Assistance

THE EDUCATION AND TRAINING COMMITTEE OF THE NATIONAL COUNCIL OF PUBLIC HISTORY is interested in developing a syllabi exchange for historians teaching public history courses or those developing these courses. Committee members hope to have this available for those attending the Fifth Annual Conference on Public History in Waterloo, Ontario, Canada in May 1983. If you have copies of syllabi, assignments, class outlines, or reading lists for any public history classes, or if you would like to receive copies of syllabi, contact Barbara Howe, History Department, West Virginia University, Morgantown, West Virginia 26506. The committee is particularly interested in material for introductory courses; in replying please note which assignments or classes were successful.

★
ORAL HISTORY OF WPA ARTS PROJECTS: The Institute on the Federal Theatre Project and New Deal Culture at George Mason University is proposing to undertake an oral history program of interviews with former participants in WPA Arts Projects: Art, Music, Writers, and Theatre. In order to avoid

duplication, the Institute is seeking information on interviews and oral history projects which have already been completed. Suggestions for interviews will also be appreciated. The oral history project will supplement George Mason's existing collection, which includes about 250 interviews with former participants in the Federal Theatre Project. For information, contact Roy Rosenzweig, Institute on the Federal Theatre Project and New Deal Culture, Fifth Floor Fenwick Library, George Mason University, Fairfax, Virginia 22030.

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THE COUNCIL OF THE SOCIETY FOR HISTORIANS OF AMERICAN FOREIGN RELATIONS (SHAFR) voted unanimously on March 31, 1982 to accept contributions toward the establishment of a W. Stull Holt Traveling Fellowship for Doctoral Research. The first award may be available for the 1983-84 academic year. Tax-deductible contributions should be assigned to SHAFR and sent to Marvin Zahniser, Executive Secretary, SHAFR, History Department, Ohio State University, Columbus, Ohio 43210. The target for the fund drive is \$100,000.

History Over the Years

Donald B. Hoffman

1932 WAS NOT a very good year for graduating seniors from any college. Eighty-one graduated with me at Muhlenberg, and only one had a job. I was not that one. However, the crash of 1929 and Depression years which followed did serve to give me some insight into just what made an individual stand firm and proud as a teacher on the college and university level.

There was a warmth for the students and a feeling of pride in the ability to teach and help mold the thinking and aims of those students. These fine professors strove to teach academic excellence even though the financial rewards were not very good. In fact, many of these dedicated teachers voluntarily took cuts of twenty-five or even fifty percent in an already low salary in order to help "their" college survive.

A birth of new hope began in the mid-40s

This was my legacy from the crash years, and I have always valued it.

In the following years the great catastrophe of World War II came into the center of the stage of every life. There was a birth of hope in the mid-1940s when a new generation of faculty came on the academic scene, a generation determined to do its very best for academic excellence and to teach the new generation of students as they had been taught by the previous generation of faculty.

I saw this feeling of respect and appreciation for academic excellence grow and spread across the entire country. Many new colleges were founded, many colleges became universities, and everywhere there was a spirit of expansion into graduate schools for the M.A. and then for the Ph.D. degree. For fifteen years I witnessed probably the greatest advancement of teaching, in its best aspects, that our country has ever seen. The teacher finally was becoming a more respected part of the community, and no longer were salaries a mere pittance.

However at the same time that we were witnessing this advance in educational opportunities, of ever-expanding curriculum and research facilities, there also appeared the growth of the "publish or perish" syndrome. This was tragic because not every good teacher was interested in research and writing,

and not every good researcher and writer was interested in teaching. There should have been a place for both, but the value of the good teacher became secondary to the demands of more books, more research, more writing. The students became mere pawns in the game. It was as if students were merely

With the '60s and '70s came a revolt against academic excellence

bodies to be counted in the room not interested minds to be cultivated, to be taught, and encouraged.

With the 1960's and early 1970's came the revolt against academic excellence. Strangely, no such revolt took place regarding athletic achievers, or college newspaper writers, or many others -- only against the achievers in academic life. It became popular to teach down to the students rather than to teach up to them, to cater to the lowest common denominator rather than to encourage the student to grow and to gain in stature both mentally and psychologically. Grades were denounced, but at the same time letters were given for top sports achievement and athletic prowess. Academic excellence was said to be elitist and not democratic. I am not opposed to athletic achievement. I even applaud the success of an athlete with every bit as much enthusiasm and energy as I do the academically-inclined individual, but I believe we must be even-handed and realize that without academic excellence the very existence of a great future for our country is at stake.

We have entered another era of academic approach. The mid-1970s to date have seen a gradual, but nevertheless perceptible, return to the older established acceptance of academic achievement and the rewarding of such achievement as well. The faculty -- and I am including many of the younger members here -- once again seem to be interested in the students and willing to help them reach for excellence just as my professors did fifty years ago.

Fortunately during all these years there were always some who stood by the standards and ethics of good teaching, and there were always some students who continued to achieve. Today we are reaping the benefit of their persistence. At the same time administrations have put into effect more financially



65,000 students participate in national history day

Lois Scharf

rewarding pay scales, which are in line with the true value of good teachers. Today, although certainly everyone does not receive the salary he or she would like, the salaries have grown, and they do help to encourage teachers to do even better in their chosen field.

I think that it is time for the teacher to stand up and announce to everyone, "I am proud to be a teacher." The profession of a teacher is, and always has been, an honorable one, and those in the profession should stop apologizing for being "just a teacher." Now is the time to take a positive stand and to declare "I am proud to be a teacher."

Yes, 1932 was not a good year to graduate, but the opportunities I had -- to see the real worth and quality of the teacher on the college level -- have stood me in good stead as I have worked with both faculty and students for fifty years in my position in the honor society of Phi Alpha Theta. I tip my hat to those old-time members of the teaching profession who gave me so much, and I can, equally well, tip my hat to those who are now on the front lines of the academic world. They are doing equally well in assisting the newer generation to learn, to understand, and to believe in the value of academic excellence.

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Anne Firor Scott to teach at Radcliffe in '84

ANNE FIROR SCOTT has been appointed Radcliffe Distinguished Visiting Professor at Radcliffe College for the spring of 1984. The W. K. Boyd Professor of History and chair of the Department of History at Duke University, Scott is also the President-Elect of the Organization of American Historians for 1982-83. A prolific writer on the history of American women, Scott is the author of *The Southern Lady* (1970), *Women in American Life* (1970), *The American Woman: Who Was She?* (1971), and, with Andrew M. Scott, *One Half the People* (1975). She was a member of the editorial board of *The American Quarterly* and is now a member of the editorial board of *The Journal of Southern History*.

Scott's Radcliffe appointment will enable her to conduct research at the Arthur and Elizabeth Schlesinger Library on the History of Women in America at Radcliffe, and to offer a seminar on women's history.

ONE OF THE few bright spots on the American economic scene during the last year was the National History Day 1982 program. The theme was "Trade and Industry in History." Whatever luster these areas of human endeavor lacked according to conventional indicators, over 65,000 secondary school students in thirty-two states discovered new and exciting perspectives on the subject.

The best of the papers, projects, performances, and media presentations relating to this theme were entered into the culminating National History Day event at the University of Maryland, College Park, June 10-12. Almost 1,100 young people, accompanied by family, friends, and teachers "invaded" the campus for the third annual national competition.

With principal funding from the National Endowment for the

The expansion of national history day has been historic in its own right

Humanities and growing numbers of private sources, the expansion of National History Day has been historic in its own right. About one thousand students took part when Ohio held the first statewide History Day in conjunction with the nation's bicentennial. Four years later, nineteen states had programs, almost 20,000 young people participated, and the staff felt justified in holding the first national contest at Georgetown University. Even as the national event took place this June, a new NEH award was announced and additional new states, already organizing, will bring the total to forty in 1982-83.

As in past years, 1982 entries ran the gamut in terms of time and topic while still adhering to the theme. National winners spanned chronology -- from a group of seventh graders from Georgia who presented "The Phoenician Journeys West" to a young Ohio performer who looked at "Robots in the Gray Flannel Suit." Five Lincoln, Nebraska high school juniors crossed the time line with a dramatized encounter between national franchise merchandizing and trade in the Athenian agora -- with an explicit lesson on the

historical integrity of each time and place.

Many entries at the district, state, and national levels of competition focused on subjects with local interest. A winning paper by a District of Columbia student examined a neighborhood institution, "Rich's: A Shoe Store in Step with History for 113 Years"; two sixth-graders from Marshall, North Carolina used a table-top display to examine the "Contributions and Controversies of a Small Town Industry"; to no one's surprise, a winning media entry, "Making History '57' Ways," came from Pennsylvania. Local history encourages young people to tackle primary source materials and conduct oral history interviews; the results please the professional historians who serve as judges at competitions.

Broader topics captured the imagination of National History Day participants as well. For the third year -- regardless of theme -- judges and program coordinators noted a cluster of entries related to child labor, slavery in America, and the Depression decade. Entries like "The Generations that Childhood Bypassed," a winning paper from Indiana, and "Tunes Reflecting a Depression Era," a winning performance from Oklahoma, show the popularity and quality of entries on these topics.

The national contest not only brought medals and money to winning students (and a two-week trip to Greece to the outstanding entries on Greek culture and history from the

National history day acts as an umbrella for disparate constituencies in the profession

Greek government), but also recognition to teachers. The Organization of American Historians, which has been an official sponsor of National History Day since its inception, awarded memberships to the teachers of all winners in recognition of classroom support and encouragement.

When the declining status of the historical profession first attracted attention and concern, OAH was in the forefront of the movement to examine developments and suggest remedies. In 1977, Richard S. Kirkendall, then Executive Secretary of the OAH, issued his report in which he deplored the devaluation of

historical study and called for institutional cooperation to counter these disturbing trends.

National History Day has succeeded in acting as an umbrella for disparate constituencies in the profession. The programs are coordinated by college and university faculty, by historical society officials, by state-based activists from the National Council for the Social Studies. At each contest level, and especially at the national competition, they are joined by teachers, Washington-based professors, and federal government historians who help with the massive task of judging the young participants. With few exceptions, essential administrative and judging tasks are undertaken on a volunteer basis.

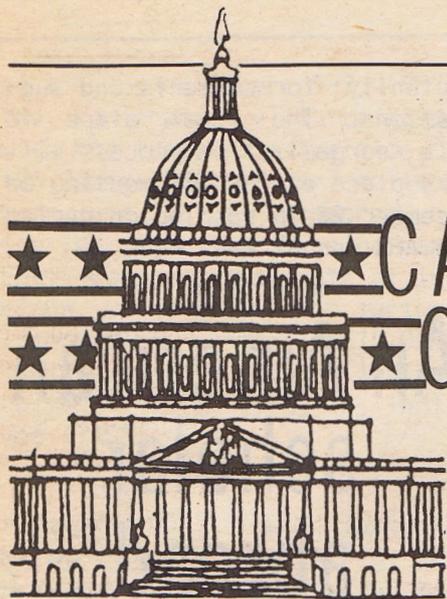
The History Day program does not presume to be the ultimate solution to the problems besetting the profession. While it encourages all professional historians to work together to build interest in their discipline at the grassroots, secondary-school level, National History Day cannot translate student enthusiasm into college course enrollments and revitalize traditional academic careers. But it has proven that it can motivate significant numbers of young people to discover the excitement of "doing history," much as all of us first discovered that thrill and the accompanying rewards of newfound talents, research skills, and knowledge.

There are ways in which OAH members can support the continuing expansion of National History Day. To spearhead a program in your area, to serve as a judge at a nearby contest, or to contribute to program costs during these dismal times, write: Dr. Lois Scharf, Executive Director, National History Day, 11201 Euclid Avenue, Cleveland, Ohio 44106.

National History Day Winners

Junior Historical Papers:
First: Miriam L. Womack, "Pass the Salt, Please!," Teacher: Susan Dorn, Hoffman Middle School, Houston, Texas; Second: David Ross, "Soper's Mill," Teacher: Barbara Baker, Central Junior High School, Ames, Iowa; Third: Kristin Sinnock, "The Generations that Childhood Bypassed," Teacher: Michael

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CAPITOL COMMENTARY

Page Putnam Miller

The Congressional Calendar calls for a "Washington Work Period" during the late summer. Key votes will occur in this time on some of the issues of major concern to historians.

NATIONAL HISTORICAL PUBLICATIONS AND RECORDS COMMISSION

There is an urgent need to counteract the current two-fold -- Administrative and Congressional -- threat to the NHPRC. The Administration has proposed zero FY'83 budget requests for the NHPRC grant funds. There is considerable support for NHPRC in Congress, but before Congress can appropriate funds for the NHPRC grants program, new authorization legislation is necessary. Although the authorization for appropriations for NHPRC expired in FY'81, funds were appropriated for 1982. However, it is unlikely that NHPRC funding can slide by for a second year without the necessary legislation. On May 6, Senators Eagleton, Mathias, Pell, and Pryor introduced S. 2501, a bill to authorize appropriations for NHPRC for 1983, 1984, and 1985 at the level of \$4 million for the first two years and \$5 million for the following year. This bill has yet to be reported out of the Senate oversight subcommittee on Civil Service, Post Office, and General Services, chaired by Senator Ted Stevens of Alaska. Thus the House may try to bring to the floor for a vote in late summer, H.R. 2979, an amendment to last year's reauthorization legislation for NHPRC. If the House vote is successful this may prod the Senate to action. There is pressure to act quickly on the authorization matter before the appropriations committees meet. Without this legislation it will be most difficult to include NHPRC grant money in the FY'83 budget.

NATIONAL ARCHIVES AND RECORDS SERVICE

NARS is currently operating under a FY'82 \$76 million budget of the Continuing Resolution.

This represents a severe cut of approximately thirty-three percent in operating expenses. In the last eighteen months NARS has lost 484 employees. For an example of the implications of this curtailment, at the beginning of FY'81 there were ninety-six staff members assigned to declassification. Now there are only twenty-six NARS staff working on declassification.

During June there was hope of an additional \$6.5 million for NARS in FY'82 through an Urgent Emergency Supplemental Bill. After two Presidential vetoes and much whittling away at the bill, the Archives appropriation was eliminated from this legislation.

Budget proceedings for FY'83 are still in the early stages. The House Subcommittee on the Treasury, Postal Service, and General Government headed by Edward R. Roybal, should report out a FY'83 appropriation for NARS in mid-July with full committee action in late July followed by a vote on the floor prior to the August recess. The Senate appropriation process will probably not get underway until September.

NATIONAL PARK SERVICE

In February Joan Hoff-Wilson and Page Putnam Miller testified before the House Subcommittee on Public Lands and National Parks concerning threats to cultural resources in the National Park System. Following these hearings John Seiberling (D-OH), Chair of the subcommittee, introduced H.R. 5552, and Douglas K. Bereuter (R-NE) introduced H.R. 5976.

There are positive and workable provisions within both bills. On June 22 the NCC testified at a subcommittee hearing on these two bills and recommended that the pertinent provisions from each (especially those items on employee training programs and research and reporting) be included in a single bill. Many parks are currently operating without the aid of historic base maps. Too many decisions are being made in the parks without the benefit of these important inventories of the cultural resources. Less than ten percent of the estimated ten million objects in park collections are actually catalogued primarily because of the lack of personnel. A recent

Park Service report, "Threats to Cultural Resources," noted the lack of park staff with professional competence in history and the need for strengthening the cultural resource component of the National Park Service.

FREEDOM OF INFORMATION ACT

The Senate Judiciary Committee reported out a bill to amend the FOIA on May 20. In a unanimous vote, the Committee adopted a substitute version of S.1730 which deletes most of the restrictive provisions originally introduced by the Administration and Orrin Hatch (R-UT). In addition to rejecting many plans to weaken FOIA, the Senate Judiciary Committee included in the new fee and fee waiver section an amendment that exempts individuals "whose purpose is scholarly research" from the new processing fees. The inclusion of these words marked a real victory for the historical community who diligently sought assurance that historians would not have to pay processing fees beyond duplication charges.

EXECUTIVE ORDER ON CLASSIFICATION

On April 2, 1982 the Administration released a new Executive Order on Classification that will give government officials greater authority to invoke national security to keep information from the public. The Carter Executive Order stated that when there was reasonable doubt, information should not be classified. However, the new Executive Order states the opposite, that if there is any doubt, information should be classified at the highest level. Furthermore, the most recent order uses ambiguous terms for establishing guidance to those who declassify.

In response to the new Executive Order, David Durenberger introduced on April 28, 1982 S. 2452, the Freedom of Information Protection Act. Its purpose is to remove the FOIA from the exclusive jurisdiction of the executive branch. No comparable measure has been proposed in the House as yet.

The Executive Order on classification took effect on August 1. Although Steven Garfinkel, Director of Information Security Oversight Office of the General Services Administration, has

said that the new executive order will not increase the amount of classified information, it is important for historians to monitor the impact of the new executive order on access to documents.

NATIONAL ENDOWMENT FOR THE HUMANITIES

The Authorizing Subcommittees in the House and the Senate have recommended to their respective budget committees that the NEH not be cut from its 1982 appropriation. While the impact of these recommendations on the budget process remains to be seen, there are early indications that there is little support in Congress for the Administration's proposed FY'83 budget of \$96 million, a twenty-seven percent cut for NEH.

Representative Sidney Yates (D-IL) will once again work to achieve the highest possible level of funding for the NEH, which considering the present climate would be the current level of \$130.5 million. The House mark-up of NEH FY'83 appropriation is expected this summer. Senators on the Subcommittees on Interior and Related Agencies have been supportive of the NEH, but have recommended significantly lower budget figures. It is important to inform members of this subcommittee, which is chaired by James McClure (R-ID), of the important role played by NEH in nurturing the Humanities. Mark-up of the Senate Appropriation Bill will not take place until some time in August.

The NEH is a target for abolition by some political groups. Members of Congress are receiving postcards that say, "I believe NEH should be abolished to prevent my tax dollars from being given to support pro-Communist propaganda, anti-family feminist movements and anti-defense organizations." Those who believe in the existence of the NEH must also convey their beliefs to Congress. Thoughtful letters get more attention than mass-produced postcards.

HISTORIC PRESERVATION

In hearings before the House and Senate Interior Appropriations Subcommittees, supporters of the National Historic



Preservation Fund have testified that the national preservation program is one of our nation's most exciting, visible, and cost-effective programs. Although the Administration has recommended zero funding for state historic preservation programs and for the National Trust for Historic Preservation, there is strong support in Congress for maintaining the FY'82 level of \$25.4 million. Mark-up within the appropriation subcommittees will begin late in the summer.

WOMEN'S HISTORY WEEK RESOLUTION REINTRODUCED

Last spring Congress passed a resolution on National Women's History Week, and this event received significant support from many national organizations, including the Girl Scouts of America, the National Association of State Boards of Education, and the historical community. On March 9, 1982, Barbara Mikulski introduced House Resolution 460, which designates a celebration of Women's History Week beginning March 6, 1983. An effort is currently underway to enlist at least 218 co-sponsors of H.R. 460 in the House. A parallel resolution has not yet been introduced in the Senate. All members of Congress should be encouraged to become co-sponsors of this resolution.

NEWS FROM STATE COMMITTEES

The New Jersey Coordinating Committee completed this spring a study on the role of history in the high school curriculum. Their report, "The Status of History in the Schools," may be obtained from the NCC office.

The Association of Utah Historians took action at their annual meeting this spring on the current crisis at the National Archives and passed a resolution that was sent to members of Congress.

The Texas Association for the Advancement of History held its annual meeting on March 5, 1982 in Austin. The Association will continue to monitor various activities of the State Board of Education and will work for new standards for institutions, programs, competency testing, and essential elements of a state curriculum. The Association also coordinates the efforts of all sixty-four four-year universities and colleges in Texas to assure final standards that do not hurt the teaching of history in Texas.

The California Committee for the Promotion of History has put their attention on the following items for the next year: 1) seeking an advisory role with

the new California Heritage Task Force which will be making recommendations to the legislature concerning California's cultural resource policy; 2) encouraging the United States Forest Service to hire a regional historian to oversee Cultural Resource Management work in the forests; 3) urging the hiring of historians at a new Cultural Heritage Museum to be built in Los Angeles.

While continuing its work on the Connecticut Center for Independent Historians and History Day, the Connecticut Coordinating Committee has undertaken work this year on maintaining professional standards in the Archives and Public Records Departments of the State Library.

The Michigan Committee for the Promotion of History will be involved during the next year in periodic meetings with curriculum administrators, K-8 social studies teachers, and academic and nonacademic historians regarding the "Kalamazoo Community Historical Project" of which they are co-sponsors. The committee is also engaged in a study of the "Status of History in Michigan" and is considering the strengths of history in the state, the problems, the opportunities and priorities (in the environment, resources, outreach, education, and funding), and the major question for the committee of "What Next?" Notes on their brainstorming may be obtained from the NCC Office.

NOTE: All inquiries to the NCC Office should be sent to: National Coordinating Committee for the Promotion of History, 400 A Street, S.E., Washington, D.C. 20003.

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NCC NEWS

Page Putnam Miller

The NCC was founded in 1976 as a response to the job crisis and to the declining status of history in both the schools and society. NCC efforts to encourage the promotion of history focused during its early years on the identification of growth areas for the use of historians' skills, monitoring of new training programs, and the development of a state committee network. The work of the NCC has now evolved toward the protection of historians' interests in the arena of federal policy. The NCC Breakfast Meeting of constituent and institutional members at both the December AHA meeting and the

April OAH meeting centered on the profession's need for a central advocacy office and the feasibility of NCC assuming this task. As a result of these and other meetings, a steering committee with representatives of the OAH, Western History Association, Society of American Archivists, and AHA met to revise the NCC charter and bring it into reality with the current advocacy efforts of the NCC. NCC will continue to be involved in the activities and concerns of public historians, but the major focus will be on advocacy and the state committee network. The Steering Committee is recommending that the policy direction of NCC be shifted from its former ad hoc mode to a National Policy Board.

Under the proposed revision of the charter the purpose of the NCC would be two-fold: To serve as a central advocacy office -- initiating and coordinating advocacy efforts on behalf of the historical profession on those federal issues that have a direct impact on the historian's ability to do research, to teach, and to promote an understanding and appreciation of history in the public sphere. This would include maintaining frequent contact with legislative aides, testifying at hearings, coordinating constituency support, developing current briefing papers, and providing Executive Directors of member organizations with advocacy-related services. To develop a state committee network for the promotion of history at the state level -- maintaining frequent contact with existing committees, encouraging the formation of new committees, and providing clearing house and resource services for state committees.

The major organizational changes under consideration include:

A single membership category (instead of constituent and institutional members) with organizational members requested to support NCC financially, either through a special fund-raising drive assessment of their members along with annual dues, or donations from their treasury at a suggested rate of \$1.00 per member.

Policy guidance for the NCC would be provided by a National Policy Board composed of the chief executive officers (and/or presidents) of those organizations whose contribution is equivalent to at least five percent of the total NCC annual budget.

NCC member organizations will be receiving more complete information on the proposed changes and will have an op-

portunity for comments and suggestions. The final steps in this reorganization process will take place at the NCC meeting on December 28 in Washington during the AHA Annual Meeting.

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An American scholar abroad

Richard O. Curry

The following was delivered originally as a Charles Hill Moffat Lecture at Marshall University on April 16, 1982.

BETWEEN LATE MAY and early September 1981, I taught two courses on nineteenth-century American history at the University of Waikato in Hamilton, New Zealand, and lectured at several other New Zealand universities on a Fulbright. I also spent ten days in Australia under International Communication Agency (ICA) auspices lecturing primarily to college and university audiences in Canberra, Melbourne, Launceston, and Hobart. My experiences as a Fulbrighter in New Zealand were, on the whole, pleasant and relaxed; but contacts with ICA officials in Canberra and elsewhere in Australia can only be described as Orwellian.

Politically I am not aligned with the left, and my areas of scholarly specialization focus on nineteenth-century American history, which have no direct bearing on contemporary American politics and foreign policy. Therefore, I was not only angered but also somewhat bewildered at the time on being subjected to blatant attempts at intimidation by ICA officials who were fearful that I might criticize President Reagan's foreign and domestic policies. Later I compared notes with two colleagues who had lectured for ICA in Scandinavia and Eastern Europe during the same summer of 1981. Since neither had experiences comparable to my own, I was somewhat inclined to dismiss my encounters with ICA in Australia as exceptional. Fred Warner Neal's article, however, "Reorganizing Scholars" (New York Times, February 26, 1982) makes it clear that harassment and intimidation are no longer the name of the game. It's far worse. Neal was denied funds by ICA to attend a scholarly conference in Belgrade, Yugoslavia because his views on Reagan's foreign policy appeared prob-

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lematic. Neal's experience, combined with the argument by Charles Wick, head of ICA in Washington, that scholarly activities overseas ought to be an extension of President Reagan's foreign policy, reflect a calculated effort to eliminate criticism abroad whenever and wherever the current administration has the power to do so (*New York Times*, March 9, 1982). Recent attempts to cut back the Fulbright program on grounds of fiscal necessity can now reasonably be viewed as a major part of that policy. Such a policy is shortsighted, counterproductive, and self-defeating.

My first direct contact with the Australian branch of ICA began with a long distance call in New Zealand from the head of ICA in Canberra. "Dr. Curry," a voice rasped, "let's clear the air." Somewhat startled, I responded that I wasn't aware the air needed clearing. The voice continued, "I am under intense pressure by Australian academics to bring you over. Precisely what is it that you do that fits into the Australian 'game plan' of ICA which is the 'propaganda agency' of the United States government?" My contact went on to say that ICA in Wellington had informed him that I didn't have any topics. "Topics?" I said, taken aback. "Topics? I have several invitations to lecture at Australian universities. . . ."

"I know all that," he interrupted, "will you please listen?" The official proceeded to explain that ICA didn't often use the services of Fulbrighters. Ordinarily ICA brought over its own "hand-picked" speakers who lectured on topics related to its "game plan" which, in 1981, included global defense strategies, energy questions, and social and political processes. Precisely where do you fit in?" he continued. I pointed out that my

primary scholarly interests focused on nineteenth-century American political and intellectual history, especially slavery, abolitionism, the Civil War and Reconstruction, and the omnipresence of conspiracy fears and conspiracy rhetoric throughout American history. All of these topics, I suggested, provided historical background for understanding contemporary "social and political processes." "Don't be so technical," he snapped. "What I want from you is a cable which not only lists your topics but includes the point of view you intend to express." At that point I mentioned the name of the high-ranking ICA official who had offered to write a letter recommending me which I had declined because I did not think it was necessary. In retrospect, mentioning his name seems to be a more critical factor in being invited to Australia than the "intense pressure" exerted by Australian academics and the relatively noncontroversial nature of the topics (in geo-political terms) which I proposed on nineteenth-century political and intellectual history.

Arriving in Canberra I noticed that my itinerary had been revised to include media interviews, as well as lectures at various Australian university centers. Because of the hostile and suspicious nature of my original phone conversation, I couldn't resist the temptation to comment in private to a junior ICA official that one of my colleagues at the University of Connecticut had jokingly cautioned me against creating an international incident, but added that if I did, to make it a "big one." Were I so inclined, I said, the media interviews provided a great opportunity. "If you do," warned the amiable ICA official, "you'll never get another Fulbright!" I hadn't anticipated touching such a raw

nerve. I explained that while I had no intention of provoking political controversy, I did expect to speak freely and constructively about American political, social, and economic problems. After all wasn't that what scholarly and cultural exchange programs were supposed to be about? And besides, most of the Australian academics with whom I was acquainted either personally or by reputation were educated in the U.K. or U.S. and were so sophisticated in their approaches to international politics in general and American society in particular as I was. Individuals who attempted to peddle a "party line" would not only forfeit their own personal credibility but would generate even more anti-American sentiment than already existed. The willingness and ability of American scholars to speak freely was, from my point of view, the best publicity that American society could get in academic circles. Privately this particular official agreed with most of what I had to say; however he still cautioned me to be discreet. Democratic administrations, he advised, had rarely attempted to muzzle American intellectuals overseas; but Republican Presidents, especially Nixon and the incumbent, were extremely sensitive to any comment that could be construed as criticism of administration policies.

Before leaving Canberra, my wife and I were asked to stop by ICA headquarters in Canberra where I was handed a two-inch sheaf of speeches on American foreign policy by President Reagan, former Secretary Haig, former National Security Adviser Richard Allen, and the American Ambassador to Australia. I found this material informative. What I resented was ICA's parting suggestion that I read the speeches before reaching Melbourne and that I pay particular attention to the points of view expressed. Al-

len's speech dealt with the concept of human rights -- a fact that I found amusing in a grim sort of way since, in my view, mine were being violated by U.S. government officials.

After lecturing at the College of Advanced Education in Launceston on the idea of mission in American history -- a critical concept having enormous implications for understanding modern American foreign policy (a lecture scheduled, or should I say permitted, by ICA officials in Melbourne, not Canberra) a friendly and knowledgeable individual took me aside. "They tried to intimidate you in Canberra, didn't they?" "Yes, they did," I said. "Well," he chuckled, "they didn't succeed, did they?" "No, they didn't," I answered. I was then informed that one ICA official in Melbourne, who had incurred the Ambassador's wrath for exercising "poor judgment," would not, in all probability, return to Australia after taking home leave. The "poor judgment," I was told, consisted of this particular individual's opposition to politicizing ICA.

On one occasion, when asked to present my views on President Reagan's economic policies to APEX, a local civic group, the ICA contact brought along a taperecorder. He wanted a tape for personal use, he said, but would send me a copy in New Zealand as a memento. He never did despite my subsequent requests.

Surely informed Americans willing to "paint the warts as well as the dimples" (as Dr. Johnson once instructed his portrait artist) can do more to establish credibility overseas than all of the canned "party-line" media hype ICA (soon to be renamed USIA) can manufacture or orchestrate. But then, such a view not only requires common sense, but confidence in the republican principles of freedom on which this nation was founded.

Some legal ramifications of the failure to ratify ERA

Frances Farenthold

NOW THAT THE deadline for ratification of ERA has passed, it is important to determine what effect this will have on women's legal rights. In order to understand these effects, it is necessary to discuss the legal history of women's rights cases, some theories of Constitutional law, and the changes that ERA would have made if it had been ratified.

When the U.S. Constitution was adopted, women were not con-

sidered to be citizens and did not have legal rights such as voting, contractual rights, property rights, and so on. It was not until the mid-1800s that any change in this status began. During this time, various suffragist movements formed to work for women's rights, and they often worked closely with abolitionist groups to ensure rights for other persons who were not considered to be citizens -- namely slaves. In 1868 the Fourteenth Amendment to the Constitution was passed, and this

guaranteed "equal protection of the laws" to all people. Suf-

The equal protection doctrine takes into account three factors

fragists hoped that this would be used to help bring legal rights to women, but court cases did not uphold their belief. During the next few decades, many states passed Married Women's Property Acts which afforded some legal rights, but

also "protective" employment statutes were ratified which prevented women from working in certain occupations or limited their hours, work, and wages. Despite court challenges, these and other discriminatory laws were upheld on the theory that the equal protection clause did not apply to women, but was only applicable to racial minorities. This was largely based on the situation of women in society and historical precedents. In interpreting the Constitution,



the Supreme Court relies on the historical circumstances and intent of legislation; since women were not full citizens and did not vote at the time of the enactment of the Fourteenth Amendment, it was generally agreed that this equal protection was not applicable to them as a class. Although many challenges were made to various discriminatory laws, it was not until 1971 in Reed v. Reed that discrimination by a state based purely on sex was determined by the Supreme Court to violate the equal protection doctrine.

This equal protection doctrine, as it has developed through case law and interpretation over the past century, usually takes into account three factors in determining whether state laws or actions are discriminatory: the nature of the class dealt with by the state action; the nature of the individual interests affected by the action; the nature of the government interest furthered by the action. Over the years, case law has evolved so that certain classes of people are considered "suspect classes" and that any state laws or actions discriminating against people based on their membership in such a class is almost always held to be unconstitutional. These suspect classes are race, religion, and national origin, and any discrimination based on such classes is subject to a higher standard of review by the Supreme Court -- the "strict scrutiny" standard. This

standard means that in order to justify the existence of a discriminatory law or actions towards members of a "suspect class," the state must show that it has a compelling interest in maintaining such laws and must meet a heavy burden of proof. As a practical matter, this means that the discriminatory laws will be ruled unconstitutional, as there has only been one case in which the state won when the discriminatory action involved a "suspect class." Korematsu v. U.S. -- internment of Japanese citizens during WW II was ruled to be a valid and compelling state interest even though discriminatory.

Any discriminatory state laws or actions which involve classes which are not "suspect" are subject to a much looser standard of review by the Supreme Court -- the rationality or reasonable relationship test. Under this standard, the state is simply required to show that its discriminatory law was passed for a valid reason and that the classifications made are reasonably related to the purposes of the act. As a practical matter, the application of this standard of review, so called "minimum

scrutiny," ensures that the discriminatory statute will be ruled constitutional, as the state can generally invoke rational arguments for the existence of such laws. This is the standard of review that was always used in discriminatory classification based on sex until 1971, and served to uphold various laws, such as a Michigan law prohibiting women from serving as barmaids unless they were related to male bar owners (Goesaert v. Cleary, 1948), and a Florida law requiring all men to serve on juries, but automatically exempting women unless they registered and requested jury duty (Hoyt v. Florida, 1961). Since the Reed case in 1971, which involved an Idaho statute giving men preference over women in administering estates, the Supreme Court has made some rulings in which discrimination based on sex as a classification was held unconstitutional, and others in which it was not. Some commentators have argued that the Court is hesitant to use the "strict scrutiny" standard of review or the rationality test, but now use a standard between the two (middle tier approach). This has led to confusion among legal theorists and state legislatures, as each case is being decided on an individual

One intent of ERA was to eliminate confusion

basis, and there is no uniform standard in sex discrimination cases.

The intent of ERA was to eliminate this confusion and make discrimination based on sex clearly unconstitutional. This would cause state laws based on sex classifications to be reviewed under the strict scrutiny doctrine as applied to "suspect classes" and could even, according to some commentators, bring an absolute prohibition of any discriminatory statutes, regardless of "compelling state interest." (See 80 Yale Law Journal 871, "The ERA: A Constitutional Basis for Equal Rights for Women.") The only two exceptions for discriminatory statutes under this interpretation would be law based on right of privacy (birth control, segregated bathrooms, and so on), and "unique physical characteristics" (rape laws, and others). In effect, the passage of ERA would have provided a uniform approach to sex discrimination public laws. Note that ERA covers governmental action, both federal and state, and does not give a claim for constitutional violations based on discrimination of private

companies and individuals. This would have caused Congress and the state legislators to reform discriminatory laws to avoid unconstitutionality and would have given a psychological impetus to ending private discriminatory actions.

Because ERA was not ratified at this time, the process of changing discriminatory laws will be much slower and will involve litigation of many individual cases. Even if individual women or groups are able successfully to litigate their cases up to the Supreme Court level, it is still questionable if they will be able to have discriminatory laws struck down under the equal protection clause of the Fourteenth Amendment. Although this has been done in some cases since 1971, it is not guaranteed, and the current Supreme Court is taking a more limited view of equal protection in general. Without ERA, women will be left to rely on suits under Title VII of the Civil Rights Act of 1964 (which covers employment discrimination only). Litigation under this Act has brought some significant victories for women in ending discriminatory practices, but it is a time-consuming and expensive process, involving administrative hearings before court action. An irony is that the word sex as a prohibited class of discrimination was added to an amendment to this Act by a Southern congressman who felt this would cause the total bill to be defeated. Thus the strongest legal protection women have was enacted by accident.

Even though ERA failed, during the ratification process some states enacted their own ERAs. These should provide grounds to strike down many discriminatory laws and will probably prompt more women to seek relief in state rather than federal courts. As a New York editorial of July 6, 1982 expressed it, this method is the retail rather than the wholesale approach of the failed amendment. This retail approach will still not provide the more immediate and unified approach toward ending sex discrimination which passage of ERA would have ensured. Women's legal rights are still vague and have no solid constitutional base which could withstand changes in mores and political climates.

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Joan Hoff-Wilson requests any correspondence to or from Mary Ritter Beard on the legal rights of women, especially on the ERA and protective legislation. Write to Joan Hoff-Wilson, History Department, Indiana University, Bloomington, Indiana 47405.

Public history seminar at Santa Barbara

Barbara J. Howe

THE PUBLIC HISTORICAL Studies Program in the Department of History at the University of California, Santa Barbara sponsored a two-day curriculum seminar on public history at the UCSB campus on February 26-27, 1982. This seminar was made possible by funds from the National Endowment for the Humanities, with supplementary funds from the Rockefeller Foundation. Those who participated in the seminar represented Departments of History at Brigham Young University; California State University, Fullerton; the University of California, Los Angeles; Sonoma State University; West Virginia University; Loyola University of Chicago; the University of Akron; Holy Names College in Oakland, California; the University of Arkansas, Little Rock; the University of South Carolina; the University of California, Riverside; Arizona State University, Tempe; and the University of Waterloo in Ontario. G. Wesley Johnson of the University of California, Santa Barbara was the seminar director.

The seminar was designed to allow the maximum participation from those attending; to enable those now working with public history programs to share ideas on their work; and to enable those who are contemplating the development of such programs to gain information that will prove helpful when designing a curriculum. The seminar began with an informal meeting with faculty and students from the Public Historical Studies Program at UCSB with those from other departments to acquaint them with the work at UCSB.

After lunch there was a roundtable discussion on the various public history programs represented at the seminar. Most of these programs are multi-faceted graduate level (M.A.) programs within traditional departments of history, although a few individuals represented undergraduate programs. Problems and issues in the development of public history programs and options and courses discussed at the seminar included faculty development, student admissions, program development, funding, internships and employment, outreach and undergraduate courses. Using adjunct faculty from agencies sponsoring internships, retooling traditionally-trained faculty to teach public history,



finding students who are intellectually and psychologically prepared for public history work, acquiring funding as university and federal funds are restricted, developing support for public history within a department of history, and preparing students for public history careers were all debated within the group. Participants agreed that, in addition to courses teaching the mechanics of public history disciplines, we should integrate work in ethics into the curriculum, using codes of ethics from the American Association of Museums, for instance, to introduce students to problems they may face as professionals. We also discussed the importance of institutionalizing public history courses so that they become an integral part of graduate education in history and are not considered supplemental to the core curriculum.

Attracting students to public history is a concern of all programs in the field, and this concern is directly related to the student audience the programs want to reach. All recognized that there are many professionals in public history who may want to supplement their work credentials with graduate work, but courses aimed at this adult audience may need to be different than those aimed at undergraduates or recently graduated history majors. In addition, it is important to reach undergraduates early in their college work, in order that they may take the requisite number of history courses to prepare themselves for graduate school in history; too often students discover our programs as seniors after majoring in another field and find they do not have the credentials to pursue work in history. "I always wanted to be a history major, but didn't think there was anything I could do with it," is an all-too-frequent comment.

Finally, we discussed the content of our public history courses, particularly the problems faced in developing an introductory course to cover many areas of public history. Do we specialize too quickly? What can we assume the students already know? What kind of management and budgeting skills should we teach our students? How can we best make use of professionals in the field to supplement our own experience? In essence, how can we ensure that our students have the set of skills we claim are unique to historians -- the ability to research, write, and communicate, and the ability to solve problems with a perspective of time?

Public history programs are found throughout the country now, as witnessed by the range of institutions represented at this meeting, and seminars such as this can be increasingly useful in keeping us targeted on why we are teaching public history and how we can keep this work focused on the current and future employment scenes, without being faddish or intellectually dilettantish. For those who teach public history courses, it is crucial to have the opportunity offered by small seminars to meet our colleagues, share our concerns and successes, and prepare ourselves for the work ahead.

Robert Kelley

SEVERAL HUNDRED PEOPLE gathered in Chicago during the fourth week in April (22-24) to find the Public History movement in a condition of rising momentum. There were so many sessions at the Fourth Annual Conference on Public History, and so many urgent conversations in the halls and gathering places, that the task of reporting on the Conference is difficult indeed. The dominating impression was of vigorous and rapidly moving development.

A quick overview notes an enterprising ex-teacher at the meeting who recently sensed a need and an audience, and has pioneered Cobblestone, a history magazine for young people, which has skyrocketed to a circulation approaching 40,000. At a cocktail reception, one of the clusters in animated conversation was a group of historical consultants and expert witnesses who work with attorneys. In a series of linked sessions under the collective title, "Corporate Planning: The Future As History," public historians who work either as consultants or as full-time corporate staff members talked about the internal uses of corporate history, corporate biography as a management tool, historical perspectives and resource analysis, history as a forecasting device, and the role of historical analysis in "Decisions! Decisions! Decisions!"

Participants learned of the complex historical program in the U.S. Corps of Engineers, most of it exploring topics of important current interest to the Corps leadership (the evolution of its relations with environmental groups for example) and keyed to the "lessons learned" theme. The role of public historians in cultural resource management (environmental impact analysis, historic

Catton's "Blue and Gray" to be televised

"BRUCE CATTON'S 'The Blue and the Gray,'" an epic eight-hour drama about the American Civil War, is scheduled to be broadcast on the CBS Television Network this coming November. The drama covers the tumultuous period of American history from John Brown's trial and hanging in 1859 to Abraham Lincoln's assassination in 1865.

The original story, prepared for CBS by Pulitzer Prize-winning historian Bruce Catton and by John Leekley (who served as editor for Catton's final and posthumously published book, Reflections of the Civil War), is filled with the carefully researched color and detail for which Catton was noted.

While the foreground of the story is fiction, its background is populated by a galaxy of historical figures, including Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, along with General Herman Haupt, Professor Thaddeus Lowe, and Christopher Spencer.

Public history conference held in Chicago

preservation, location and inventorying of historic resources, and so on), a field of great and growing activity and importance, was explored in detail. Urban history in a national park; urban history for a borough of neighborhoods; public history in historical societies; how public history is taught at a number of institutions; business archives and information management; community history in Birmingham; the progress of the American Association for State and Local History's working group on local government records; historical consulting, "A Bittersweet Antidote for Unreality"; applied history in social policy research and guidance: the list of topics examined was rich and extensive. Theodore Karamanski (Loyola University, Chicago) and Suellen Hoy (North Carolina Division of Archives and History) and their program committee had put together a splendid offering.

In general sessions, best-selling historian David McCullough explored thoughtfully the task of writing a life of Theodore Roosevelt, and Otis L. Graham, Jr. (University of North Carolina, Chapel Hill) descanted brilliantly on the ways in which policy makers inveterately and continually use history, while actually misusing it -- in the form, for example, of unexamined historical analogies. Meanwhile, the Board of the National Council on Public History, which was recently incorporated on a non-profit tax-exempt basis in the District of Columbia, pursued wide-ranging discussions. Philip L. Cantelon (History Associates, Inc.), Executive Secretary, reported on the complex activities of the Council and its committees. A straw in the wind is the doubling in circulation, to over a thousand and rising, of The Public Historian, now published by the University of California

Press. A bibliography on public history is approaching publication; a major national survey of public historians and their characteristics is now available from the National Coordinating Council in AHA headquarters; and the first graduate student to receive (recently) her Ph.D. from a program in "public history" was honored (she is at work in her specialty, criminal justice, in a research organization). Just as the New York Times ran a large article in its business section on the Chicago public history meeting as it was convening, so the recent issue of The Public Historian devoted to business and history has been in such demand that it will be reprinted.

The Fifth Annual Conference on Public History (Spring 1983) will convene at the University of Waterloo, Ontario, Canada, where the first Canadian program in public history is being launched, and international dimensions in public history will be explored. Robert Flanders (Southwest Missouri State University, Springfield) and his program committee are receiving proposals. Considering the movement's trajectory to this point, the next public history gathering should be a rewarding one, both from its content and the beauty and congeniality of its setting.

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BARBARA OBERG is preparing a six-volume edition of the correspondence of Albert Gallatin (1761-1849), under the auspices of the NHPRC. Please send information on the location of all correspondence and papers not already included on microfilm, to Barbara Oberg, Editor, Baruch College/CUNY, Box 348A, 17 Lexington Avenue, New York, New York 10010.



Job-sharing: a new and growing phenomenon

Randall Shrock
Alice Almond Shrock

LESS THAN TEN years ago, job-sharing was almost unknown; today, sharing a position has become an increasingly attractive means of balancing personal and professional goals. Although exact numbers vary, estimates indicate that approximately seventy couples currently share a professorship; at our college, five such appointments were active in 1981-82. Job-sharing is a grassroots phenomenon; its potential and growing popularity prompted a panel on job-sharing at the 1982 OAH convention. The results of that discussion are reported here.

What is a shared appointment? Perhaps it is best described as one full-time position held by two (possibly more) persons. In contrast, a joint appointment is two part-time positions (probably in different departments) held by a single person. In theory, shared appointments can be held by anyone, anywhere, in any occupation; in reality, they are most often found in academe and in government (in Wisconsin, for example, job sharers are found in virtually every state agency). They exist from coast to coast and in a variety of institutions of higher education, but they predominate among private liberal arts colleges.

Why the growth in the number of job sharers? Institutions, especially small colleges, welcome two minds, two personalities, the wider range of knowledge and talent, and the increased scholarly output -- all for the cost of one salary. Individuals value the arrangement because each partner can more easily engage in scholarship or related academic activities; similarly, each can more easily avoid the burnout

Shared appointments need not apply only to married couples

often associated with full-time teaching. In contrast to widely separated commuting marriages, with the prospect of rendezvousing at some interstate motel or airport terminal for a weekend, academic couples who share an appointment can also share a roof, without sacrificing professional identity and development. Of course, the benefits of a shared ap-

pointment need not accrue only to married couples. Some educational institutions, particularly public secondary and elementary schools, have hired two males or two females for one post, with each partner following a separate private life and perhaps another job or education elsewhere. Most important of all, job sharers work part-time but, together, enjoy a full-time position. Together, they share a full-time salary, not a reduced remuneration on a course-by-course basis; they receive full fringe benefits and can be on a tenure-track position. Clearly, the job has multiple advantages for all involved.

The benefits to employer and employee seem so obvious that knowledge about job-sharing is not especially sophisticated. Popular publications about the practice are primarily puff pieces gushing with enthusiasm at the expense of critical judgment. In contrast, experienced panelists at the OAH presented both the positives and negatives. They analyzed both the personal and professional benefits, and probed problems in contractual arrangements, promotion, and tenure. They also warned of exploitation, if not directly by the institution, then by the appointees themselves whose desire to serve and to succeed leads them to overcommit their own free time.

The panelists posed questions for those considering a shared appointment:

Will each member receive a separate contract, separate and independent evaluations for contract renewal, tenure, promotion, and pay? (Panelists recommended this.)

Will each member receive one-half of the fringe benefits, life insurance, social security, pensions, educational benefits for spouse and children, (especially important if the team consists of two unmarried, unrelated individuals)?

What are the responsibilities to committees and to advising?

May team members opt to teach either full-time for half the year or part-time for the entire year?

Is overload teaching prorated on one's salary rather than as part-time work? (Panelists thought it should be.)

Do members have a right to their own time when not working for the institution? (Panelists were insistent that they should.)

How and when will sabbaticals and leaves be arranged?

Does the shared appointment alter sick leave or disability benefits in any undesirable way?

To avoid most of the pitfalls possible in a shared appointment, the panelists proposed the following:

The team must not be treated simply as two part-time em-

Each individual should have a separate contract and share equally in benefits

ployees but as full-status faculty. This principle means that each individual should have a separate contract and share equally in the benefits offered to any full-time faculty member.

If partners can reasonably exchange courses and other academic responsibilities, then the couple and the institution ought to consider tenure for them both as a team and as individuals so that either participant is protected should the partnership dissolve. If the appointment is tenured only as a team, each partner depends upon the other's fate; in short, such tenure could be equivalent to no tenure at all.

If partners cannot reasonably exchange courses, then a partner's disability or death may leave the other member with only a half-time, tenured position.

Panelists stressed the importance of gaining clarity early on these matters before signing a contract. In fact, candidates for a shared appointment may wish to have a lawyer review the contract and associated provisions; institutions will readily use their lawyers if need be.

Clearly, job-sharing often means sailing in newly charted waters. Many deans may still cling to more traditional appointments, whether part-time or full-time. Indeed, the resistance of administrators may be one of the biggest obstacles to shared appointments. Those institutions and individuals who have experimented with this new way to work, however, have found the results well worth the effort. Certainly for the OAH panelists, job-sharing has proven to be successful, not merely in beating the job crunch but also in sensibly balancing professional and private lives.

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Nonacademic employment opportunities

AS A RESULT of the current dismal job market it has become necessary for historians to look outside of history departments for employment. For a fortunate few, opportunities can still be found to teach within universities. Schools of journalism, business, medicine, and education are among those that sometimes seek historians for their special areas. Students who have acquired training in history departments frequently can fill these positions far better than those trained in other fields. The problem, however, is that these jobs are often not widely advertised to historians. Last year, for instance, there were several positions in journalism history available, but their availability was not widely known outside schools of journalism.

The OAH does not have the financial means to offer an ongoing employment service, but it will, as resources permit, announce employment opportunities for historians which might not normally be advertised in the *AHA's Employment Information Bulletin*. It will also continue its job registry service at OAH conventions. The *Newsletter*, in order to carry employment announcements, is almost entirely dependent on information submitted by its readers. If you have information about jobs for historians in any area, please send it to the Executive Secretary, OAH, 112 North Bryan, Bloomington, IN 47401.

★ The Smithsonian Institution seeks Director for the National Air and Space Museum, Washington, D.C. The museum is charged to memorialize the development of aviation, space flight, and space science; to collect, preserve, and exhibit aeronautical and space artifacts; to keep documentary materials; and to conduct research in aviation and space history. Qualifications include: scholarly distinction in aviation and space history and/or technology; professional experience in a museum, research, or similar environment; and intellectual leadership and administrative ability. Selectee receives federal-accepted appointment. Salary range: \$54,755-\$75,177 (currently limited by statute to \$57,500). Send a personal qualification statement, FF-171, curriculum vitae, and bibliography by October 1, 1982 to Personnel Of-

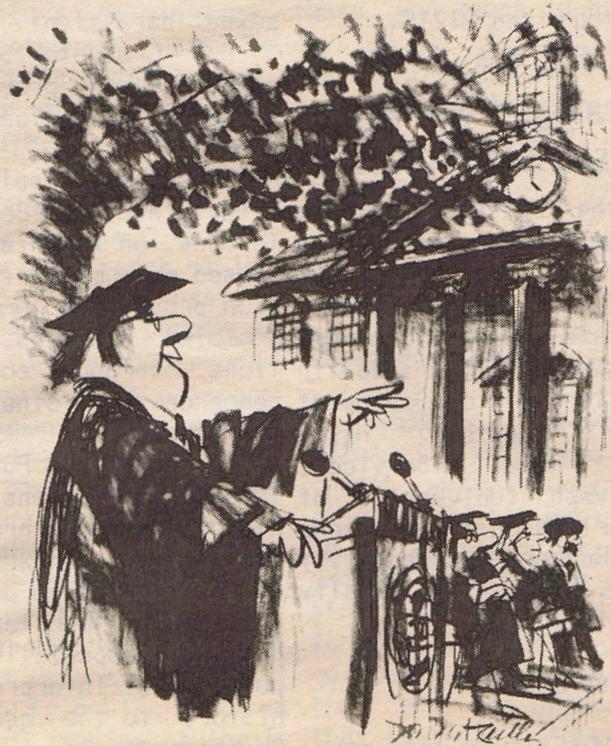
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Office, Smithsonian Institution, under the direct supervision of Washington, D.C. 20560. For further information, contact Dr. David Challinor, Search Committee Chair, NASM, Tel. (202) 357-2939.

★ The United States District Court for the Northern District of California is seeking a Historian/Curator/Archivist who will work in a staff capacity

the Clerk. The position is classified at a GS-9 (\$19,477) to GS-11 (\$23,566) salary range. Those seeking additional information should contact: William L. Whittaker, Clerk, U.S. District Court, Northern District of California, 450 Golden Gate Avenue, San Francisco, CA 94102.



"One final note, then, as we wish you all Godspeed. Those of us now inside academia most heartily encourage those of you outside academia to stay outside academia."

Drawing by Donald Reilly, © 1982 New Yorker Magazine, Inc.

National history day (continued from page 8)

Wells, Clay Junior High, Noblesville, Indiana.

Senior Historical Paper:

First: Anne W. Mullen, "Three Examples of Mercantilism in the History of the American Economy," Teacher: Richard Trumbo, St. Catherine's School, Richmond, Virginia; Second: William F. Farr, "Planks for Industry," Teacher: H. Crenshaw, North County High School, Bonne Terre, Missouri; Third: David J. Risser, "Rich's: A Shoe Store in Step with History for 113 Years," Teacher: Bruce Pendleton, Woodrow Wilson High School, Washington, D.C.

Junior Individual Project:

First: Chris Moore, "Coal: America's 'Black Gold'," Teacher: Paul Kirkegaard, Kennedy Junior High School, Dubuque, Iowa; Second: Tinsley Todd Hicks, "101 Legacy: Trade and Industry," Teacher: Helen Banks, Marietta Middle School, Marietta, Oklahoma; Third: Joe Brooks, "What is Findlay Glass," Teacher: Kevin L. Bright, Findlay Donnell, Findlay, Ohio.

Senior Individual Project:

First: Deborah Ward, "Queens County Agricultural Fair,"

Teacher: Richard J. Daoust, John F. Kennedy High School, Merrick, N.Y.; Second: Kent Hamilton, "Eternal Energy: Industry Harnessing the Sun," Teacher: Betty Donaldson, Frenship High School, Wolf-orth, Texas; Third: Norm Tribe, "Colonial Water Wheel," Teacher: Mr. Gibbons, Powell Junior High School, Littleton, Colorado.

Junior Group Project:

First: Jeannie Pegg, Carol Fax, "Contributions and Controversies of a Small Town Industry," Teacher: Don Banks, Marshall Elementary School, Marshall, North Carolina; Second: Sean Beyan, Mark Ainsley, Peter Kim, "McHugh Brothers: An American Dream Becomes a Reality," Teacher: Anne Marie Kelly, Incarnation School, Philadelphia, Pennsylvania; Third: Stefi Lefko, Andrea Thompson, "Fur Trade on the Great Lakes," Teacher: Michael Schmidt, Murray Junior High School, St. Paul, Minnesota.

Senior Group Project:

First: Kerry McGill, Dana Hankins, "The Great Iron Horse," Teacher: Helen Banks, Marietta High School, Marietta, Oklahoma; Second: Cleo Reed, Mel Williams, Gayle Potet,

Laurie Hargio, "Galena: The Lead and the Town," Teacher: Trudy R. Jenkins, Galena High School, Galena, Kansas; Third: Mary Chavous, Robin L. Haislip, "How Agriculture Promotes Trade," Teacher: Terri Blair, Butler High School, Augusta, Georgia.

Junior Individual

Performance: First: Jenny Ingram, "Papa Henry's Model Son 'T'," Teacher: Earl Mann, Greendale Middle School, Lawrenceburg, Indiana; Second: Brent Mitchell, "The American Pork Industry," Teacher: Steve Corkrean, Winterset Middle School, Winterset, Iowa; Third: Sean Sheely, "Robots in the Gray Flannel Suit," Teacher: Janice Zorman, Hayes Junior High School, Youngstown Ohio.

Senior Individual

Performance: First: Christine Wilson, "The Connection: William Boyd Owen and the Brickies," Teacher: Mary Collins, Hobart Senior High School, Hobart, Indiana; Second: Gretchen Ahrens, "The Bordeaux Trading Post," Teacher: Keith Walton, Chadron High School, Chadron, Nebraska; Third: Amy C. Etheridge, "The Devil's Triangle," Teacher: Mrs. Van Horn, Columbia High School, Columbia, North Carolina.

Junior Group Performance:

First: Barb Bena, Michele Christensen, Lora Juguilon, Tammie McCune, Maria Sevel, "The Endless Workroom," Teacher: James Monhart, Albion Middle School North, Royalton, Ohio; Second: Ricky Leff, Jonathan Lunitz, Kit Hoover, Randal Harkins, James Holland, "The Phoenician Journeys West," Teacher: Virginia Burke, Montgomery Elementary School, Atlanta, Georgia; Third: Darby Sloss, Kelly Christensen, Bridget Flanery, Michelle Kuster, "Modern Meets Medieval," Teacher: Connie Meyers, Guthrie Center Elementary School, Guthrie Center, Iowa.

Senior Group Performance:

First: Greg Presley, Lana Cooper, Dawn Gaily, Steve Gilbert, "Trade: Tunes Reflecting a Depression Era," Teacher: Thelma McCammon, Stroud High School, Stroud, Oklahoma; Second: Cara Hansen, Craig Upright, Dave Owen, Peter Moore, Tom Veissman, "Agora-mets Delight," Teacher: Randall McCutcheon, Lincoln East High School, Lincoln, Nebraska; Third: Robert Zoppa, Mary Jo Morrison, Maureen Murphy, "Julius Rosenwald: The Innovator of Sears Roebuck's Retail Merchandising," Teacher: F.E. Higgins, Hillcrest School, Country Club, Illinois.

Junior Media: First:

Lucinda K. Schmeckel, "Great Warriors of the Plains,"

Teacher: Phyllis Poulain, Lincoln Elementary School, Beatrice, Nebraska; Second: Lisa Otere, Jennifer Aylsworth, Dawn Eiswerth, Dawn Mezelesk, "The Rise and Decline of Fairport Harbor, Ohio," Teacher: Sharon Koeth, St. Gabriel School, Mentor, Ohio; Third: Charlene A. Touvell, "Making History '57' Ways," Teacher: Elizabeth Clowney, Brookville Area High School, Brookville, Pennsylvania.

Senior Media: First:

Joseph G. Geiber, "The Wheel of Fortune: The Paddlewheeler Enriches the Mississippi," Teacher: Sally Meyers, Red Cloud High School, Red Cloud, Nebraska; Second: Hilda Rothstein, Lisa Schwartz, Marci Hecker, Alice Berman, "Riding Through the Years on the Long Island Railroad," Teacher: Barry Beerman, Hewlett High School, Woodmere, New York; Third: Edward Kim, Chris Hill, Roman Mica, "Selig and Essanay: The Chicago Film Industry," Teacher: Robert Anderson, Hinsdale South High School, Darien, Illinois.

Special Awards

Washington Workshops

Scholarship: Robert Jenson, Gary Hall, Teacher: Patricia Strickland, El Dorado High School, El Dorado, Arkansas. **Women's History (From National Organization for Women):** Melissa McFee, Teacher: Nita Cragg, Gallatin R-V, Gallatin, Missouri; Salli Sides, Teacher: Martha Rowe, Welcome Elementary School, Welcome, North Carolina. **Labor History (From AFL-CIO):** Kelli Williams, Wendy Mall, Douglas Bower, Stacey Perkins, Adrienne McGonigle, Teacher: Ramona Chrisman, St. Peter's Junior High School, Joplin, Missouri. **Byzantine History (From Dumbarton Oaks):** Matthew Giacobbe, Teacher: Barbara Wear, Montgomery High School, Skillman, New Jersey. **Greek History and Culture (From Greek government):** Matthew Giacobbe (see above); Carla Hansen, et al. (see Senior Group Performance); Kristin Switala, Teacher: Harry Ford, Whitehall Intermediate School, Pittsburgh, Pennsylvania; Karen Maistros, Teacher: Mr. Latman, Montville High School, Oakdale, Connecticut.

The May Newsletter mistakenly reported, "past President William A. Williams has personally 'matched' OAH Lectureship funds with an additional \$5,000 contribution." The article should have read, "Williams contributed \$5,000 to initiate an 'earnest money' fund for grant applications," and the idea was extended by the Lectureship Program.



Committee on Television, Film, and Radio Media

Ronald G. Walters

MUCH OF OUR present activity is directed toward gathering information, which we eventually hope to make available to members. Thanks to Dan Leab, we have begun to compile a bibliography of materials relating to film (particularly to its use by history teachers). We also want to act as a clearinghouse for information about historical consultants on media projects. In addition, we are interested in compiling a list of archives relating to entertainment, including ones that may not be well-known or well-used by historians. We are, finally, exploring one other, more ambitious, possibility for a publication. Although there are many difficulties, we would like to produce something -- perhaps in a newsletter format -- giving brief reviews of media materials, emphasizing the ways in which each item might be used by historians in the classroom.

We are proceeding on some other fronts as well. We are following as best we can the fate of public broadcasting. With the decline of government funding for media projects we want to begin making contacts with possible commercial and private sources of support. In particular, we are trying to learn about the implications of cable television for historians. In a different, but somewhat related matter, at least one of us feels that the committee ought to have a slightly broader mandate and should help disseminate information about the impact of new technologies on teaching and research. It might be useful, for instance, to have presentations at OAH meetings

about wordprocessors and information retrieval systems.

We are no longer showing films and videotapes at the convention. We are, however, encouraging historians to put together panels on media to be considered by the Program Committee. We hope that particular movies can be shown in conjunction with any of these that might be accepted.

The committee needs to be in touch with OAH members. We will be running requests for assistance and information in the Newsletter. Improving communication about media is one of our primary goals for the next year. The Committee on Film, Television, and Radio Media would like to hear from members who may have information about (or interest in) several matters relating to media.

We are attempting to compile a bibliography of books and articles useful to historians who wish to make media a part of classroom instruction, or who simply want to increase their own knowledge of the subject. We hope eventually to make this available to members. In the meantime, we would appreciate receiving suggestions of items for inclusion and having copies of similar bibliographies or reading lists.

We are gathering information on several other subjects and would be delighted to hear from members who can offer advice, data, or help. In particular, we want to know of archives and resources significant for scholars studying media. Also, we hope to identify sources of funding for media projects and would like to know about experiences, good and bad, in finding such support.

In addition, we want to encourage communications from anyone interested in media and those who might have ideas about concerns for the committee. Please contact Professor Ronald G. Walters, History Department, Johns Hopkins University, Baltimore, Maryland 21218.

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The Status of Women in the Historical Profession

During the past year, members of the Committee on the Status of Women in the Historical Profession included Judith Wellman (State University of New York at Oswego), Chair; Judith Gentry (University of Southwest Louisiana); Heather Huyck (National Park Service); Thavolia Glymph (University of Texas, Arlington); Suzanne Lebsack (Rutgers University); and Mary K. Tachau (University of Louisville).

Judith Wellman

WE MET THREE times this year, once at the OAH meeting in Detroit, once at the Berkshire Conference on Women's History at Vassar in June, and again at the Southern Historical Association meeting in Louisville in November. We focused our efforts in two broad areas: 1) service to the OAH, and especially to women within the organization; and 2) service to the public.

As part of our service to the OAH, we carried out the following projects:

1) AHA Guidelines on Hiring Women in Academia. We approved these, publicized them through the OAH Newsletter, and requested approval from the Executive Board in November, which approval the Board granted. We wish to express our thanks for your support.

2) Representation of Women in OAH Activities. For the October Newsletter, we prepared a statement comparing OAH statistics for percentages of women participating in the annual convention and serving on OAH committees with comparable figures for the AHA. We nominated several women for elective offices and committees.

3) OAH 1982 Program. We arranged a cocktail party, breakfast, and workshop (on integrating women's history into survey courses) for the OAH meeting in Philadelphia.

4) Job Bank. We implemented the job bank project started by last year's committee and now send names of potential em-

ployers to women historians as well as the names of job applicants to employers.
5) Sexual harassment. Through an article in the OAH Newsletter, we generated discussion and feedback from members of the OAH on the question of sexual harassment.

6) Graduate Students. We support and promote graduate student participation in the OAH.

7) OAH Membership. We set up a table at the Berkshire Conference on Women's History and passed out membership information about the OAH. We have promoted awareness of OAH functions through consistent appearance at other historical meetings.

8) Women and Public History. Through discussions with other historians and through an article in the January Newsletter, we have tried to promote awareness of the importance of public history, especially the importance of interpreting women's history to the general public.

On these issues, we have kept in touch with James Huhta, Chair of the OAH Public History Committee.

9) Internal committee functions. We outlined a statement of purpose and possible activities for our committee, for use in our own internal planning. We have maintained contact with the AHA Committee on Women, and with other groups of women historians across the country.

As part of our service to the general public, we worked on:

1) Seneca Falls Women's History Project. We endorsed the goals of this project and received the endorsement of the OAH Executive Board at its November meeting. Since then, we have worked closely with both the American Association for State and Local History and the Seneca Falls Consortium to prepare two grant proposals, one for NEH and the other for FIPSE. Both of these propose to identify and make available information about model projects and scholarly literature relating to women's history in the community, especially for use by local historical agencies. Further, they propose to develop a model training program, using the expertise of the AASLH and of selected historians of women's history, to train historical-agency personnel in methods of interpreting women's history in the community.

2) Women's History Week. We collected signatures on a petition



Photo by Mark Belding

The Committee on Television, Film, and Radio Media met at the OAH Convention in Philadelphia last spring.



tion at the Berkshire Conference on Women's History to support congressional authorization for Women's History Week. We sent a petition to Senator Daniel Patrick Moynihan (D-N.Y.), who responded with a favorable letter. Women's History Week has

now been authorized by Congress (see Capitol Commentary).

We wish to thank the Executive Board for its support and to offer special thanks to Joan Hoff-Wilson, Evelyn Leffler, and Peter Murray for their welcome encouragement and assistance.

1982 Program Committee

William H. Chafe
Sara Evans

The OAH Program Committee for the 1982 convention in Philadelphia is grateful to members of the organization for their support of the program. As recounted in the last Newsletter, attendance at the Philadelphia meeting far exceeded expectations and was greater than any other recent convention except for the 1977 meeting in New York City. The program committee was pleased especially by the number of people who attended the working sessions. Frequently, all seats in convention rooms were taken, with people standing throughout a session in order to hear the presentations. We also noted that the book exhibits had fewer people in them than usual during the session hours, suggesting that many of those attending the convention were drawn to the sessions. We express our gratitude to Evelyn Leffler of the OAH staff for all she did to ensure the success of the convention.

This year's program committee attempted a number of innovations. We believed that it was important for the convention to emphasize more interchange between audience and session participants, and a greater degree of informality. For that reason, we requested that people presenting papers deliver their remarks as though they were teaching a class, rather than reading from a prepared text (commentators received prepared texts in advance).

Although this departure was not uniformly successful, we feel that in many instances it did generate a greater degree of interaction at the sessions, with at least some of that interaction continuing in luncheon conversations after the sessions concluded.

We also emphasized holding informal workshops on the historical profession, particularly a series of policy workshops on historical journals, the Freedom of Information Act, the job crisis, and job sharing. These were tied to another departure, a plenary session where members of the Executive Board had the opportunity to hear members' views about issues of ongoing significance to the profession.

Attendance at the plenary session also exceeded our expectations.

A third departure was an effort to make Philadelphia part of the convention. Through the work of Lee Schreiber and the Publicity Committee, we offered a variety of tours. Despite early concern about success, all but one of the expeditions into the city received enough subscribers to proceed as scheduled, with many of them over-subscribed. We believe the tours helped to broaden the appeal of the convention for members of the organization and their families.

A fourth innovation was the opening-night cabaret. Our hope was that members would take the opportunity to meet old friends, share experiences, and celebrate the opening night of the convention. This was perhaps the most risky of the departures we initiated, because of the financial risks, but the program committee was pleased at the response. More than 250 people attended the cabaret, and the dance floor was still occupied when the band left at one a.m. We hope that this will be the first of many such occasions where historians meet, en masse, to enjoy each other's company. (Ed. note: Cabaret financial report: OAH disbursements, \$810; OAH income, \$406.50.)

As co-chairs we endorse enthusiastically the idea of sharing the leadership of the committee. More important we would like to express our deepest gratitude to our colleagues on the committee: Allen Davis, Temple University; Alice Kessler-Harris, Hofstra; Peter Wood, Duke University; Arnita Jones, National Endowment for the Humanities; and William Harris, Indiana University. Throughout our lengthy deliberations we acted collectively, sharing responsibility for all decisions made. Although it is customary for program committees to divide up their work along lines of specialization and chronological period, we attempted to reach all of our basic decisions as a corporate community. The dedication, energy, and vision of our colleagues was extraordinary, making the experience of the committee more a joy than a burden.

President Gerda Lerner secured a FIPSE grant, which enabled us to meet early in an extra planning session and dis-

cuss our vision of what the convention might be. The FIPSE grant -- to facilitate greater incorporation of black women historians in the convention -- led us to sponsor a number of dissertation sessions on black women's history. Our early planning session helped us to work from a common agenda of concerns and priorities.

The 1982 Program Committee consciously attempted to make the convention as representative

of the organization's membership as possible, with particular emphasis on women and minorities in program sessions. We are pleased that this attempt was generally successful. On the basis of our experiences we believe that the primary obstacle to such representation is not the absence of qualified participants, but the failure to resolve in advance that the inclusion of women and minorities will be a high priority.

History in the Schools and Colleges



Photo by Mark Belding

The OAH Committee on History in the Schools and Colleges met in March at the annual meeting in Philadelphia.

James B. Gilbert

THE MEETING OPENED with introduction of new members and a review of the year's activities. These included the following.

Project Equality: a review of the proposal for the history component in the description of "Academic Competency." A copy of the chair's statement on this proposal was circulated.

A review of the state of the OAH Funding Proposal. A copy of the current proposal was given to each committee member.

The Textbook Review: The committee discussed at length the joint efforts of the OAH and the AHA to move toward textbook reviews. Professor Van Tassel reported on the efforts of the AHA. It was agreed to work jointly toward the important goal of assessing the value of currently published texts.

D. The committee discussed the History Education Center

which is part of the OAH Proposal.

E. The committee reviewed the problems of continuity between members of the committee. While it was determined that this was a serious problem, no immediate recommendations were decided upon.

The meeting then turned to an assessment of the proposal by Robert Harris to participate in the National Endowment for the Humanities summer seminar program for high school teachers. The committee agreed that this could be an important area for it to explore.

The committee assessed the OAH Program. Difficulties in placing good teaching sessions on the program were discussed. It was agreed to take a more aggressive role in planning for conventions, in particular to involve local high school teachers in convention proceedings.



Photo by Mark Belding

The OAH Committee on History in the Schools and Colleges considered a proposal for a History Education Center when they met this year.



Research and Bibliographic Needs

Ronald Grele

AT ITS LAST formal meeting in Detroit in 1981 the committee discussed the status of a number of its projects. Among these were a directory for researchers describing housing, transportation, and research facilities in various American cities; attempts to secure passage by the House of Representatives of legislation establishing a policy toward House records and their use by historians; possible bibliographical services; and relations between the committee and the editorial board of the *Journal*.

During the year some progress was reported on House action to establish a policy toward its records. Correspondence between the committee and the House Rules Committee as well as direct discussions with the Senate History Office led to some confidence that eventually the House will adopt a policy. At this time, however, there is still no progress.

Due to expenses and a review of the committee's status by the OAH Council, it was agreed that the committee had probably served its purpose, and it was disbanded. Although several projects are left unfinished, both the Council and the committee chair felt that these could best be handled by individual assignment.

★ Erik Barnouw Prize ★

THE OAH ANNOUNCES the Erik Barnouw Prize to be presented for the first time at the April 1983 OAH meeting. The prize is to be given annually to "an outstanding television or film program dealing with American history," and will consist of a certificate. Documentary films or television programs completed since January 1, 1982 are eligible, and three copies should be submitted to the committee by December 1, 1982; earlier submission will be appreciated. A copy of each entry (which will be returned) should be mailed to Professor David Culbert, Chairman, History Department, Louisiana State University, Baton Rouge, Louisiana 70803; Professor Daniel Leab, History Department, Seton Hall University, South Orange, New Jersey 07079; and Professor John Sproat, History Department, University of South Carolina, Columbia, South Carolina 29208. OAH members with suggestions for possible prize nominations are encouraged to write Professor Culbert.

UPCOMING MEETINGS AND CONFERENCES

THE FOURTH MID-AMERICA CONFERENCE ON HISTORY will be held on September 10-11, 1982 at the University of Kansas, Lawrence. Sessions on all fields and phases of history will be covered, including local, regional, and public history. Deadline for proposals for sessions and papers was May 31, 1982. For more information, contact J.T. Alexander, Department of History, University of Kansas, Lawrence, Kansas 66045.



SYMPOSIUM ON MASSACHUSETTS IN THE GILDED AGE: The Institute for Massachusetts Studies and the John Fitzgerald Kennedy Library will co-sponsor three symposia on Massachusetts in the Gilded Age in October 1982 and February and May of 1983. Each symposium will consist of two sessions of a total of four papers, on the political, social, cultural, economic, and other aspects of Massachusetts history during the time period under study.



NEW FEDERAL GRANT AND CONTRACT PRIORITIES AND FUNDING DESCRIBED: Priorities for grants and contracts and extents of anticipated outlays are described during National Graduate University's Twenty-sixth Institute on Federal Funding in Washington, D.C. on October 4-6 1982. Top executives from twenty-eight federal departments will speak on new and existing programs of research, development, services, training, and demonstration. Also providing information will be administrators from the National Science Foundation, Environmental Protection Agency, National Endowment for the Humanities, Air Force Department, National Institutes of Health, Office of Naval Research, and Federal Aviation Administration. A complete program and additional information may be obtained from Donna E. Smith, National Graduate University, 1101 North Highland Street, Arlington, Virginia 22201.



THE SEVENTEENTH ANNUAL NORTHERN GREAT PLAINS HISTORY CONFERENCE will be held in Bemidji, Minnesota on October 7-9, 1982. Emphasis is on the nineteenth and twentieth centuries and on local history. For further information, contact Raymond Jensen, Department of History,

Bemidji State University, Bemidji, Minnesota 56601.



CONFERENCE ON COMMUNITY HISTORY: The State Historical Society of Wisconsin will sponsor a three-day conference, "Artifacts and the Interpretation of Community History," on October 7-9, 1982. The conference will explore the relevance of artifacts and the contribution of their study to innovative research on the history of families, ethnicity, work, and community economic development. Sessions will be held on the interpretation of new ideas in community history through museum exhibits. For a conference schedule and registration information, contact Tom McKay, Museum Interpretation Specialist, State Historical Society of Wisconsin, 816 State Street, Madison, Wisconsin 53706.



THE EIGHTH ANNUAL NATIONAL CONGRESS OF CIVIL WAR ROUNDTABLES will be held October 7-10, 1982 at Corinth, Mississippi. For more information, write to Jerry L. Russell, National Chair, Confederate Historical Institute, P.O. Box 7388, Little Rock, Arkansas 72217.



LABOR HISTORY CONFERENCE: The Fourth Annual North American Labor History Conference will be held October 14-16, 1982 at Wayne State University. For more information, contact Professor John J. Bukowczyk, Department of History, Wayne State University, Detroit, Michigan 48202.



THE TENTH MILITARY HISTORY SYMPOSIUM, sponsored by the Department of History at the United States Air Force Academy, will be held on October 20-22, 1982. The theme of this year's program is "The Home Front and War in the Twentieth Century." For further information, contact Major Jim Titus, Department of History, United States Air Force Academy, USAF Academy, Colorado 80840.



THE NATIONAL SOCIETY FOR INTERNSHIPS AND EXPERIENTIAL EDUCATION will hold its annual conference in Nashville, Tennessee on October 21-23, 1982. It is a national gathering of faculty, intern directors,

academic deans, businesses, community agencies, students, cooperative education directors, and many other professionals. For more information, contact Timothy K. Stanton, National Society for Internships and Experiential Education, Suite 106, 1735 Eye Street, N.W., Washington, D.C. 20006.



THE BI-ANNUAL MEETING OF THE UPSTATE NEW YORK WOMEN'S HISTORY CONFERENCE, "Women's Ignorance/Women's Knowledge/Women's Power," will be held at the University of Rochester on October 22-23, 1982. For more information, contact Tina Isaacs, History Department, University of Rochester, Rochester, New York 14627.



THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF THE HUMANITIES (AAAH) will hold its third annual meeting at the Capital Hilton Hotel in Washington, D.C. on October 22-24, 1982. Session topics will include: The Frontiers of Knowledge: Archeology and Semiotics; The State of Learning: Ethics and the History of Technology; Design of Humanities Curricula in Schools and Community Colleges; The Preservation of Resources: How and What to Save; The Implications of Sociobiology for the Humanities; The Ownership of Information and the Future of Research; Making the Case for Corporate Support of the Humanities; Humanities Ph.D.s in Business, the Professions, and Public Service; and Censorship. For information and registration materials, write to AAAH-Annual Meeting, 918 16th Street, N.W. (Suite 601), Washington, D.C. 20006.



THE FALL MEETING OF THE D.C. HISTORIANS LUNCHEON will be held on October 29, 1982 at the George Washington University Club, Marvin Center, 21st and H Streets, N.W., Washington, D.C., at 1:00 p.m. Visitors are welcome. Reservations must be prepaid. For further information, contact William Lloyd Fox, 7905 Takoma Avenue, Silver Spring, Maryland 20910.



"THE AVANT-GARDE IN RUSSIA: THE ARTS, CULTURE, AND SOCIETY IN REVOLUTION, 1911-1930," is the topic of a conference to be held at the Indianapolis Museum



of Art on November 5-7, 1982. The conference will coincide with the museum's exhibition of the George Costakis art collection, and is co-sponsored by the IMA and the Russian and East European Institute at Indiana University. For further information, contact REEL, Ballantine Hall 565, Indiana University, Bloomington, Indiana 47405.



"PERSPECTIVE ON AMERICAN CATHOLICISM": The Charles and Margaret Hall Cushwa Center for the Study of American Catholicism will host a conference on perspectives on American Catholicism to be held on November 19-20, 1982 at the University of Notre Dame. Sessions will focus on the comparative study of the American Catholic community, examining this field from a variety of perspectives. In addition, a number of sessions will be dedicated to the history of women religious in America. For further program information and registration forms, contact Cushwa Center, 614 Memorial Library, Notre Dame, Indiana 46556.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★
The Executive Board recently authorized asking the membership for a voluntary contribution of five dollars in order to finance more effective national and state public advocacy. For those of you who believe that the OAH should engage in lobbying activities on behalf of the historical profession, please send your contribution as soon as possible. It will be used in part to support a broad-based national coalition for cultural heritage, which could unite lobbying efforts for the humanities and social sciences. (This coalition was described in the Executive Secretary's Report, which appeared in the May OAH Newsletter.) Remember that anything you contribute is tax deductible.

All contributions are appreciated and should be sent to: Organization of American Historians, 112 North Bryan, Bloomington, IN 47401.

Thus far membership response to this appeal has been positive. Donations received to date are gratefully appreciated and indicate membership enthusiasm and generous support for OAH advocacy work. However, continued contribution is necessary for effective lobbying efforts.

Calls for papers

THE SOCIETY OF ARCHITECTURAL HISTORIANS will hold its annual meeting in Phoenix, Arizona, April 6-10, 1983. For more information contact Carol Herselle Krinsky at New York University. Paper deadline is September 1, 1982.

THE APPALACHIAN JOURNAL plans to publish a special issue entitled "Essays in Political Economy: Toward a Class Analysis of Appalachia," which will be edited by the Southern Mountain Research Collective. The editors are soliciting theoretical, historical, and first-person accounts which criticize or demonstrate the usefulness of class analysis for understanding the political economy of Appalachia. Essays are due by September 15, 1982. Send five copies to SMRC, Box 62, Emory, Virginia 24327.

THE TENTH BROWN CONFERENCE IN HISTORY, with the theme "War and Society in the Eighteenth Century," will be held at the University of Alabama on February 11-12, 1983. Proposals for individual papers and entire sessions are invited. The planning committee is particularly interested in papers on the social effects of war in Europe and in North America, as well as on strategy and tactics. Proposals should contain a description of the paper, a summary of the sources and conclusions, and a brief personal resume. Please submit proposals by September 15, 1982 to William D. Barnard, History Department, University of Alabama, Box 1936, University, Alabama 35486.

THE CENTER FOR GREAT PLAINS STUDIES will sponsor a conference on mapping the plains in the eighteenth and nineteenth centuries. The conference, scheduled to take place on April 28-29, 1983, will coincide with the publication of the Atlas volume of the new edition of the Lewis and Clark Expedition Journals. Papers are being solicited on the following themes: the cartographic work of various expeditions, methods of survey employed, the evolution of cartographic techniques; promotional and commercial depictions of the cartographic work of expeditions; maps derived from the fur trade; the cartographic work of indigenous inhabitants of the plains region; treaty maps; the depiction of the plains region in French and Spanish maps; and vernacular representations of the regions. Papers will be ac-

cepted by the Program Committee at the Center for Great Plains Studies, 1213 Oldfather Hall, University of Nebraska, Lincoln, Nebraska 68588-0314 through October 31, 1982.

THE MIDCONTINENT AMERICAN STUDIES ASSOCIATION AND THE NORTH CENTRAL AMERICAN STUDIES ASSOCIATION announce a joint convention for April 15, 16, and 17, 1983 at the University of Iowa and the Amana Colonies. The program committee welcomes proposals for papers, sessions, slide presentations, or pedagogical demonstrations. The theme for the convention will be "Community and Communities in American Culture." A 250-500 word abstract of proposals should be submitted by November 1, 1982 to Albert E. Stone, American Studies Program, University of Iowa, Iowa City, Iowa 52242. A brief vita or cover letter should accompany proposal.

"HISTORY TODAY: THE STATE OF THE DISCIPLINE" is the theme for the Thirteenth Biennial History Conference at Kutztown State College in Kutztown, Pennsylvania to be held April 15, 1983. The conference committee invites proposals for papers on a wide range of topics, including historiography, methodology, public history, and innovative teaching techniques, from any specialized field within the discipline. Submit titles and abstracts for proposed papers by November 1, 1982 to Allida McKinley, History Department, Kutztown State College, Kutztown, Pennsylvania 19530.

THE AMERICAN CULTURE AND POPULAR CULTURE ASSOCIATIONS will hold a 1983 meeting in Wichita, Kansas on April 24-27. Papers and presentations are welcomed for a section on "Heroes" or the "Concept of the Hero in American Culture." Presentations may be based on an individual personality or on a type or class of hero or antihero appearing in American history. Send proposals and/or abstracts by November 1, 1982 to Jeanne Ellinger, Language Arts Division, Southwestern Oklahoma State University, Weatherford, Oklahoma 73096. Those wishing to submit papers or presentations in the area of film and literature for program consideration should write to Harris Elder, English Department, North Adams State College, North Adams, Massachusetts 01247. Deadline for proposals is November 10, 1982.

THE MISSOURI VALLEY HISTORY CONFERENCE will be held on March 10-12, 1983 in Omaha, Nebraska. Professor Howard R. Lamar of Yale University will be the keynote speaker. Papers and sessions will discuss topics in American, European, and world history or address interdisciplinary and methodological questions. Proposals for panels and papers should be submitted by November 5, 1982 to Professor Bruce Garver, History Department, University of Nebraska at Omaha, Omaha, Nebraska 68182.

THE FIFTH ANNUAL CONFERENCE ON THE HISTORY OF MASSACHUSETTS will be held on March 26, 1983 at the Connecticut Valley Historical Museum in Springfield, Massachusetts. Those wishing to participate should send their completed papers on aspects of Massachusetts history to John Ifkovic, Westfield State College, History Department, Westfield, Massachusetts 01086 by November 15, 1982. All papers selected for the conference will be published in the January 1984 issue of the Historical Journal of Massachusetts.

"CULTURE AND THE TECHNOLOGY OF MASS COMMUNICATION: HISTORICAL RELATIONSHIPS" is the theme for the annual conference of the Eastern Mass Media Historians Group, to be held March 18, 1983 at Syracuse University. Those interested should submit a 500-800 word proposal plus brief curriculum vita to Catherine Covert, 302 Newhouse School of Public Communications, Syracuse University, Syracuse, New York 13210 by November 30, 1982. Complete papers are needed by February 20, 1983.

THE SIXTH BERKSHIRE CONFERENCE ON THE HISTORY OF WOMEN will be held June 1-3, 1984 at Smith College. The theme is "Reassessing Our Past: Women's History after Fifteen Years." The Program Committee welcomes proposals for sessions that discuss current debates in women's history, synthesize the state of knowledge, or identify new research directions. The Committee also encourages proposals for sessions on methodology that suggest ways of using legal records, material culture, women's religious reflections, domestic architecture, portraiture, and so on to explain women's historical experience. Proposals for individual papers and complete sessions (which involve



no more than two papers and two commentators) should include the title, names, addresses, and brief vitae of all participants, and one-page abstracts of the paper(s). Send three copies to either Carol Groneman, History Department, John Jay College, 445 West 59th Street, New York, New York 10019 or Mary Beth Norton, History Department, McGraw Hall, Cornell University, Ithaca, New York 14853. Enclose a stamped, self-addressed postcard, which will be returned upon receipt of the proposal or paper. The first deadline for submission is December 1, 1982, and the final deadline is March 15, 1983.

THE SOUTHEASTERN NINETEENTH CENTURY STUDIES ASSOCIATION will hold its annual conference at Western Kentucky University in Bowling Green, Kentucky on April 15-16, 1983. The theme of the conference is "Children and Childhood in the Nineteenth Century." Papers should be limited to a reading time of twenty minutes. Submit three copies of detailed abstracts of papers, panels, or symposia by October 1, 1982; one copy of completed papers by December 1, 1982. Send submissions to Charles Strickland, History Department, Emory University, Atlanta, Georgia 30322.

THE SOCIETY FOR HISTORIANS OF THE EARLY AMERICAN REPUBLIC will hold its annual meeting July 22-23, 1983 at Bentley College in Waltham, Massachusetts. The Society takes the years from 1789 to 1848 for its scope. Proposals for individual papers or for whole sessions should be sent to William J. Rorabaugh, History Department, University of Washington, Seattle, Washington 98195 by January 1, 1983.

1984 OAH ANNUAL MEETING: An effort is now underway to set up two sessions for the 1984 OAH meeting in Los Angeles. One would be on "Nationalism and Its Alternatives," and the other would deal with "Journalism and Mass Communication History: Agendas for Future Research." People interested in participating in either of these sessions should send an abstract or copy of the paper to Stephen Vaughn, 5160 Vilas Hall, University of Wisconsin, Madison, Wisconsin 53706 before February 1, 1983.

THE BICENTENNIAL OF THE END OF THE AMERICAN REVOLUTION is the topic of a symposium to be held at Keene State College in Keene, New Hampshire in April 1983. Papers should focus on political, economic, or social and cultural events in the early 1780s. For more information,

write to Triumph of the American Revolution Symposium, Keene State College USNH, Keene, New Hampshire 03431.

THE ASSOCIATION FOR THE STUDY OF CONNECTICUT HISTORY holds meetings twice a year, in May and November, and seeks papers on all aspects of Connecticut history. Each meeting consists of two sessions and four papers. People wanting to present papers should send an abstract or complete paper plus a curriculum vita to Bruce P. Stark, Manuscripts and Archives, Yale University Library, Box 1603A Yale Station, New Haven, Connecticut 06520.

THE NATIONAL COUNCIL ON PUBLIC HISTORY CONFERENCE will be held May 5-7, 1983 near Toronto, Ontario, Canada. Host for the conference will be the University of Waterloo, where the first public history training program has been established. Under the general title "Public History in Action: An International Perspective," the conference will offer a unique opportunity for history professionals in the U.S. and Canada to explore shared interests and problems. The program will follow four general topics: Imaging the Past; Conserving the Past; Using the Past in the Public Sector; and Using the Past in the Private Sector. Send proposals and requests for information to James Walker, History Department, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1.

THE MIDAMERICA CONFERENCE ON HISTORY, sponsored by the History Department at Southwest Missouri State University, will be held September 15-17, 1983 in Springfield, Missouri. No particular theme is planned. Some graduate student sessions will be created. Please send proposals for papers and sessions to Jere L. Krakow, History Department, Southwest Missouri State University, Springfield, Missouri 65804 by May 15, 1983.

★ ★ NEW PROGRAM ★ ★

THE AMERICAN ASSOCIATION FOR STATE AND LOCAL HISTORY announces the availability of six courses from its Independent Study Program. The six courses are "Administering Historical Photograph Collections"; "Interpretation through Effective Labels"; "Basic Interpretation of Historic Sites"; "Basic Layout and Design of Publications"; "Documents: Interpretation and Exhibition"; and "Education: School Programs and the Museum." For an application, contact the Independent Study Programs, AASLH, 708 Berry Road, Nashville, Tennessee 37204

Grants, Fellowships & Awards

THE AMERICAN JEWISH HISTORICAL SOCIETY announces three prizes to be awarded during the academic year to recognize and reward meritorious work in the field of American Jewish history: the Leo Wasserman Prize of \$100 awarded for the best article published in the Society's quarterly, *American Jewish History*; The Leo Wasserman Student Essay Prize of \$100 to be awarded for the best essay submitted on American Jewish history by a college or university student; the Administrative Committee Prize of \$100 to be awarded for the best essay submitted on a topic dealing with local American Jewish history. The deadline for submission of entries for the student essay and the local Jewish history essay prizes will be June 30 of each year. For information, contact American Jewish Historical Society, 2 Thornton Road, Waltham, Massachusetts 02154.

THE AMERICAN SOCIETY OF CHURCH HISTORY announces a new competition for a book-length manuscript in church history. The award will consist of a subsidy of \$2,000 to assist the author in the publication of the manuscript. Complete manuscripts in final form, fully annotated, must be received by William B. Miller, Secretary, American Society of Church History, 1000 University Avenue, New York, New York 10022. The deadline for receipt of nominations is September 1, 1982. The award will consist of a citation, to be presented at the annual meeting of the society, October 13-17 in Nashville.

THE AMERICAN SOCIETY FOR ETHNOHISTORY announces competition for the annual Heizer Prize for the best article of the year, published in any journal, using an ethnohistorical ap-

THE UNIVERSITY OF TEXAS AT ARLINGTON

Announces

THE WEBB-SMITH ESSAY COMPETITION

\$500 AWARD

For the best essay of 10,000 words or less on the topic:

The Postbellum Southern Economy: New Meanings

Manuscripts for 1983 judging must be submitted by

February 1, 1983

Submittal forms and additional information should be obtained from The Walter Prescott Webb Memorial Lectures Committee, Department of History, Box 19529, The University of Texas at Arlington, Arlington, Texas 76019



The winning essay will be submitted for publication as part of The Walter Prescott Webb Memorial Lectures Series



History, 305 East Country Club Lane, Wallingford, Pennsylvania 19086 by December 15, 1982. Please include postage. No manuscript previously submitted will be considered. The award will be announced at the spring meeting of the Society in 1983.

COLUMBIA SOCIETY OF FELLOWS IN THE HUMANITIES, with grants from the Andrew W. Mellon Foundation and the William R. Kenan Trust, will appoint a number of post-doctoral fellows in the humanities for the academic year 1983-84. Fellows newly appointed for 1983-84 must have received the Ph.D. between January 1, 1981 and July 1, 1983. The stipend is \$19,000, one-half for independent research and one-half for teaching in the undergraduate program in general education. Applications may be obtained by writing the Director, Society of Fellows in the Humanities, Heyman Center for the Humanities, Columbia University, 70-74 Morningside Drive, New York, New York 10027. Deadline for receipt of completed application forms is November 5, 1982.

THE CUSHWA CENTER FOR THE STUDY OF AMERICAN CATHOLICISM announces a new program for research scholars. Research grants ranging from \$1,000 to \$2,000 will be made to scholars engaged in projects which are related to the study of American Catholicism and require substantial use of the library and archives of the University of Notre Dame. Application for grants during 1983 should be made before December 1, 1982. The names of the recipients will be announced in January 1983. Further information and requests for applications should be addressed to Jay P. Doan, Cushwa Center for the Study of American Catholicism, 614 Memorial Library, University of Notre Dame, Notre Dame, Indiana 46556.

1983 FULBRIGHT COMPETITION: The U.S. International Communication Agency and the Board of Foreign Scholarships announce the opening of the 1983-84 Fulbright competition for studying, teaching, and lecturing abroad. Approximately 500 grants will be available to American scholars to lecture or conduct post-doctoral research, and some 300 grants will be awarded to graduate students who, in most cases, will be engaged in research for the doctoral dissertation. Detailed information on opportunities for scholars, including eligible fields, foreign language requirements, funding, length of grants, and participating countries is available from the Council for

International Exchange of Scholars, Eleven Dupont Circle, N.W., Washington, D.C. 20036. The application deadline for scholar awards for Africa, Asia, Europe, and the Middle East is September 15, 1982.

THE HERBERT HOOVER PRESIDENTIAL LIBRARY ASSOCIATION, INC. is pleased to announce its fifth annual Hoover Presidential Fellowship and Grant competition. Under the program, the Association offers research support on a competitive basis to scholars and others conducting original investigations into the personal and public careers of Herbert Hoover, and secondarily into national public policy during the Hoover period, 1921-33. Awards range to a maximum of \$10,000 annually and are renewable through reapplication. Information and application materials for the coming year are available each preceding September 1, and the deadline is the following January 31. To obtain all necessary documents, write to the Chair of the Fellowship and Grant Committee, Herbert Hoover Presidential Library Association, Inc., P.O. Box 696, West Branch, Iowa 52358.

THE HISTORY AND MUSEUMS DIVISION OF HEADQUARTERS, U.S. MARINE CORPS announces its Historical Program Research Grants and its doctoral dissertation Fellowship in Marine Corps history. The grant program is intended primarily, but not exclusively, for graduate students in history with a fundable project of direct benefit to the Marine Corps Historical Program. The fellowship, which is \$5,000 for the 1982-83 academic year, is intended for students who will have completed all doctoral work but their dissertation by September 1982. For more information, contact the Chief Historian at the Marine Corps Historical Center, Building 58, Washington Navy Yard, Washington, D.C. 20374.

1983 JAMES MOONEY AWARD: The Southern Anthropological Society and the University of Tennessee Press offers an award of \$1,000 for the book-length manuscript that best describes and interprets the culture of a New World population. The population may be prehistoric, historic, or contemporary, and may be of any ethnic or racial composition. For further information, contact Harriet J. Kupferer, Chair, Mooney Awards Committee, Anthropology Department, University of North Carolina, Greensboro, North Carolina 27412.

THE ROCKEFELLER FOUNDATION announces a program of awards for 1983-84 to support humanistic

scholarship intended to illuminate and assess contemporary social and cultural issues. The program welcomes applications from writers and scholars in the traditional humanistic disciplines whose projects contribute to the analysis and evaluation of contemporary issues or values. Similar proposals in fields not usually defined as humanistic (such as political science, law, and anthropology) are encouraged if their humanistic implications are clear and substantial. First-stage proposals must be received by October 1, 1982. For application procedures or more information, contact the Rockefeller Foundation, Humanities Fellowships, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, New York 10036.

THE SOUTHEASTERN AMERICAN SOCIETY FOR EIGHTEENTH-CENTURY STUDIES invites submissions for its annual essay competition. An award of \$150 will be given for the best essay on an eighteenth-century subject published in a scholarly journal, annual, or collection between September 1, 1981 and August 31, 1982 by a member of SEASECS or a person living or working in the SEASECS area (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee). Individuals may submit their own work or the work of others. To be considered, essays must be submitted in triplicate, post-marked no later than November 1, 1982, to Bertram Davis, English Department, Florida State University, Tallahassee, Florida 32306. The winner will be announced at the SEASECS annual conference in Birmingham, March 17-19, 1983.

THE UNITED STATES DISTRICT COURT FOR THE NORTHERN DISTRICT OF CALIFORNIA HISTORICAL SOCIETY PRIZE: A \$750 prize is offered for the most significant article on any person, incident, or aspect of the history of the United States District Court for the Northern District of California. Any submission with a clear connection with the history of the Northern District will receive serious consideration. Entries should not exceed 7,500 words in length (exclusive of footnotes) and should be submitted to the Secretary-Treasurer of the Northern District of California Historical Society, P.O. Box 36112, San Francisco, California 94102 by December 31, 1982.

UNIVERSITY OF FLORIDA PUBLICATION AWARD COMPETITION: The editorial committee of the

University of Florida's Graduate School Monographs in the Social Sciences announces a new publication award competition. The committee is searching for unpublished works on any theoretical and/or empirical social scientific topic. In addition to an offer of publication through University Presses of Florida, the author will receive a cash prize of \$500. The committee asks potential entrants to submit first a brief prospectus forth the form and scope of their work. If it is judged appropriate, the committee will request the completed manuscript and send additional information on the competition. Deadline for submission of finished manuscripts is November 1, 1982. For more information, contact George Pozzetta, History Department, University of Florida, Gainesville, Florida 32611.

ANDREW W. MELLON FACULTY FELLOWSHIPS IN THE HUMANITIES AT HARVARD UNIVERSITY: Applicants must be nontenured, experienced junior scholars who have completed (at the time of the appointment) at least two years postdoctoral teaching as college or university faculty in the humanities, usually as assistant professors. A Ph.D. is required and must have been received prior to June 30, 1981. Appointments are for one year, July 1983 to July 1984, with limited teaching duties, departmental affiliation, and the opportunity to develop scholarly research. The annual salary is \$19,000. Applications are due November 1, 1982; awards will be announced January 28, 1983. For particulars and application procedures, write to Richard M. Hunt, Program Director, Harvard University Mellon Faculty Fellowships, Lamont Library 202, Cambridge, Massachusetts 02138.

THE WOODROW WILSON INTERNATIONAL CENTER FOR SCHOLARS seeks outstanding project proposals representing diverse scholarly interests and approaches from individuals throughout the world. The Center's residential fellowships are awarded in two broad programs: History, Culture, and Society, and American Society and Politics; and four more focused international categories: the Kennan Institute for Advanced Russian Studies, the Latin American Program, the East Asia Program, and the International Security Studies Program. For academic participants, eligibility is limited to the postdoctoral level; for participants from other backgrounds, equivalent maturity and professional achievement are expected. The



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ANITA AND DARRETT RUTMAN won the Douglass Adair Memorial Award for their article, "Of Agues and Fevers: Malaria in the Early Chesapeake," which appeared in the January 1976 issue of the William and Mary Quarterly.

OHIO UNIVERSITY LIBRARY RECEIVES CORNELIUS RYAN PAPERS: The Ohio University Library (Athens) has received the papers and extensive research files of the late Cornelius Ryan (1920-74), a well-known World War II journalist and author of several major books on the war. The papers reflect Ryan's method of research, which was to obtain eyewitness accounts from participants in the major battles. Some 21,000 research files are present, of which about 7,000 contain interviews and correspondence with individual participants. The papers will be open to researchers after January 1, 1983. Inquiries should be sent to the Assistant Director of Libraries for Archives and Special Collections, Ohio University Libraries, Athens, Ohio 45701.

FORD PRESIDENTIAL PAPERS OPENED: Approximately half of the Ford presidential papers were opened to research April 5 at the Gerald R. Ford Library. The materials include most of the White House Central Files, files of the Assistant to the President for Domestic Affairs, and all Domestic Council staff, legislation case files, and Energy Resources Council records. Almost all presidential concerns except foreign affairs and defense issues are well-represented in the open materials. The Ford audio-visual collection, congressional and vice presidential papers, and the records of the Council of Economic Advisers had previously been opened.

THE GERALD R. FORD FOUNDATION plans to award grants for research based substantially but not solely on holdings at the Ford Library beginning in late 1982. For details contact the Library Director at the Gerald R. Ford Library, 1000 Beal Avenue, Ann Arbor, Michigan 48109.

THE RHODE ISLAND HISTORICAL SOCIETY recently announced completion of a major two-year project cataloging the records of the United States Custom House at Providence, Rhode Island. The thousands of documents (approximately 273 feet including 353 bound volumes) date between 1789 and 1900 and were given to the Society in 1902 under authorization of an Act of Congress. The Custom House papers are expected to prove valuable in the study of Providence trade with ports throughout the world, particularly during the peak years of the early nineteenth century. They offer a rare opportunity to study several aspects of the economic development of New England. For more information, contact Curator of Manuscripts, Rhode Island Historical Society Library, 121 Hope Street, Providence, Rhode Island 02906.

FDR GUBERNATORIAL RECORDS: The National Archives and Record Service has returned the records of Franklin Roosevelt's governorship to the New York State Archives. The records, totalling ap-

proximately 200,000 pages, have been on loan since the mid-1950s from the State of New York to the Franklin D. Roosevelt Library in Hyde Park. They cover the years 1929-32 when Roosevelt served two consecutive terms as Governor before his election to the presidency. The records consist of incoming and outgoing correspondence, memoranda, speeches, appointment books, statements, reports, press releases, and other documents from the period. These are official records relating to the administration of New York's government. Roosevelt's personal papers for the same period are in a separate collection and will remain at the Library at Hyde Park.

EUGENE C. BARKER TEXAS HISTORY CENTER: A collection of materials belonging to Joseph Henry Barnard, a Texas legislator and surgeon who served in the Texas Revolution in 1836, has been given to the Eugene C. Barker Texas History Center. Barnard (1804-61) served with Colonel James W. Fannin during the Revolution, was captured by the Mexican army at the battle of Coleto (March 19, 1836), and was imprisoned at Goliad. Included in the collection is Barnard's manuscript list of the men under Fannin's command, which indicates who was killed in battle, who was executed, and who escaped. Also in the collection are Barnard's personal account book and documents of land and cattle holdings. The Barker Texas History Center is adjacent to the Lyndon B. Johnson Library and Museum on the campus of the University of Texas at Austin. For more information, contact Mary Jenkins at the News and Information Service, Box Z, University Station, Austin, Texas 78712.

THE INSTITUTE FOR HISTORICAL STUDY, now an affiliate of the American Historical Association, invites scholars of history who live in northern California to apply for membership. The Institute is a new form of scholarly community dedicated to sharing research and providing a public forum for the discussion of history. A nonprofit organization, the Institute sponsors study groups, monthly meetings to share research ideas, public programs on historical topics of general interest, and publication of a newsletter. Another project now underway is the exploration of opportunities for historians beyond college and university teaching, including work as resource people in the secondary schools. The Institute also provides an affiliation for research projects and grant applications. For further details and membership applications, write The Institute for Historical Study, 1791A Pine Street, San Francisco, California 94109.

THE ASSOCIATION OF AMERICAN GEOGRAPHERS has formed a special-interest group of "Historical Geographers," which now has about 200 members. The group includes people with formal training in history, but also those geographers whose interests include a strong appreciation of the past as an aid to understanding the present. The Association's annual meeting will be held in Denver, Colorado in April 1983. Anyone interested in participating in a special session devoted to historical geography should

contact Sam Hilliard, Department of Geography and Anthropology, Louisiana State University, Baton Rouge, Louisiana 70803-4105.

THE ESSEX INSTITUTE of Salem, Massachusetts has earned reaccreditation by the American Association of Museums. The Institute was cited for service to its community by adopting a theme of institutional outreach. Its increasing number of special exhibitions has given opportunity for abundant publicity, special events, educational programs, and publications. The Institute is located at 132-134 Essex Street, Salem, Massachusetts 01970.

THE CONSERVATIVE HISTORIANS CONFERENCE, established in April at the annual meeting of the Organization of American Historians plans sessions at future OAH and other professional meetings, organizes conferences, and generally serves as contact point and liaison to the historical profession. Edward Shapiro is Chair; Howard Dickman is Corresponding Secretary. There are no dues, but the Conference will publish its activities through the Conservative Historians Forum Newsletter (\$15 per year). Newsletter subscribers will also receive the semiannual Continuity: A Journal of History. Interested people should contact Edward Shapiro, History Department, Seton Hall University, South Orange, New Jersey 07079.

COORDINATING COMMITTEE ON WOMEN IN THE HISTORICAL PROFESSION AND CONFERENCE GROUP ON WOMEN'S HISTORY held its annual business meeting on December 29 at the 1981 American Historical Association Conference at Los Angeles. Penny Kanner, President, and Nupur Chaudhuri, Executive Secretary, outlined the future goals of CCWHPCGWH. They emphasized that the present economic situation threatens to eliminate the National Publications and Records Commission, and curtail the work of the National Archives, obstacles which the group has to resist while it continues to represent the specific rights of women within the historical profession. Kanner also announced the establishment of a scholar's exchange for communicating information about uncataloged primary source materials of all fields of women's history that are held in United States archives, libraries, collections, and private hands. Scholars' exchange articles will be published in the CGWH newsletters. For membership information, contact Nupur Chaudhuri, 1737 Vaughn Drive, Manhattan, Kansas 66502.

REGIONAL HISTORY CENTER AT NORTHERN ILLINOIS UNIVERSITY is actively collecting historical records from the eighteen northernmost counties of Illinois, excluding Cook. In addition to the University's archives, Center holdings include private manuscript collections and local public records from the region. Private manuscripts span the period from 1830 to the present and focus on several major themes in the region's history: agriculture, politics, ethnic heritage, commerce and industry, the role of women, and urban expansion.



The local public records collection is part of the Illinois Regional Archives Depository system administered by the Illinois State Archives and contains record series from the county, township, and municipal levels. For more information, contact Regional History Center, Swen Parson Hall, Northern Illinois University, DeKalb, Illinois 60115.

RHODE ISLAND HISTORICAL SOCIETY: Five Rhode Island organizations are joining together to sponsor an exhibit, "The Loom and the Lash," scheduled to open in mid-September at the Museum of Rhode Island History at Aldrich House. The exhibit will examine the issue of slavery and its relationship to Rhode Island and northern industry through the study of slave clothing and manufacture. Among the objects to be displayed are rarely saved articles of slave clothing, cloth samples, photographs, abolitionist pamphlets, and broadsides. For more information, contact Christian King at the John Brown House, 52 Power Street, Providence, Rhode Island 02906.

"FROM CHICAGO KITCHENS," an exhibit of Chicago's culinary heritage opened June 26 in the G.A.R. Memorial Hall of the Cultural Center at the Chicago Public Library. The collection, which focuses on the different phases of the city's culinary history, will remain on exhibit through September.

EXHIBIT ON U.S. MEDICAL HISTORIOGRAPHY: The current exhibit at the National Library of Medicine in Bethesda, Maryland illustrates the scholarly and professional development of the specialty of medical history in the United States from 1769 to the present. The exhibit will be on display Monday through Friday until October 1, 1982.

ORGANIZATION OF CORCORAN GALLERY OF ART ARCHIVES TO BE COMPLETED: The National Endowment for the Humanities has awarded a grant of \$41,000 to the Corcoran Gallery of Art to complete the organization's archives. The archives provide primary source material about the Gallery's collections and exhibitions; documents on American artists; American cultural and social history; and local Washington history. Its resources include letters of major nineteenth- and twentieth-century artists such as Frederick E. Church, and Albert Bierstadt; interviews with artists; press clippings; photographs of exhibitions; and the correspondence of former gallery directors. For more information, write to Katherine Kovacs, Corcoran Gallery and School of Art, 17th and New York Avenues, N.W., Washington, D.C. 20006.

AN EXHIBITION OF "JAPPANED" TINWARE opened at the Museum of Our National Heritage in Lexington, Massachusetts on May 30. It will remain on display through January 2, 1983. The exhibit traces the development of the tinware industry from 1720 to 1850, points out the known centers of manufacture in both England and America, and shows the importance of the English and Oriental influences on the industry in America. For more information, contact Marlene

Gray, the Museum of Our National Heritage, Box 519, 33 Marrett Road, Lexington, Massachusetts 02173.

★ **FRED W. ANDERSON**, a Lecturer on history and literature at Harvard University, won the 1982 Jamestown Prize. The award is given annually for the best book-length scholarly manuscript on early American history by the Institute of Early American History and Culture in Williamsburg, Virginia. Anderson's manuscript, "War and the Bay Colony: Soldiers and Society in Massachusetts During the Seven Years' War, 1754-1763," is a study of the wartime experiences of Massachusetts troops recruited to fight against the French and their Indian allies in the "Great War for the Empire." Anderson's book will be published for the Institute by the University of North Carolina Press.

★ **JOYCE ANTLER**, Assistant Professor at Brandeis University, has received a grant from the Radcliffe Research Support Program to aid in her research of a biography of Lucy Sprague Mitchell.

★ **PAUL AVRICH**, author of *The Russian Anarchists* and other works, has been appointed Distinguished Professor of History at Queens College and the Graduate School, City University of New York. Avrich has also received a fellowship from the American Council of Learned Societies for his study of the Haymarket tragedy.

★ **A. GILBERT BELLES**, Western Illinois University, has received a grant-in-aid from Rockefeller University. Belles is working on a biography of Edwin Rogers Embree.

★ **BALLARD C. CAMPBELL**, Northeastern University, has received a fellowship from the American Council of Learned Societies. Campbell is researching the changing status of American state legislatures since 1880.

★ **ALFRED D. CHANDLER, Jr.**, Straus Professor of Business History at the Harvard Business School, was elected a member of the Merrimack Valley Textile Museum Corporation.

★ **STANLEY COBEN**, University of California, has received a Perrine Fellowship from the Herbert Hoover Presidential Library Association, Inc.

★ **JOSEPH R. CONLIN**, Professor of History at California State University, Chico, has received a fellowship from the American Council of Learned Societies for his study of diet and assimilation of Italian immigrants to the U.S., 1880-1920.

★ **RICHARD O. CURRY**, University of Connecticut, has been awarded a Mises Fellowship by the Center for Libertarian Studies to support his research of "Abolitionist Ideology During the Reconstruction Era: Individualistic Perceptions of and Approaches to Social Change."

★ **DON DOYLE**, Vanderbilt University, has received a fellowship from the American Council of Learned Societies for a study

of economic elites and ideology in four Southern cities, 1865-1915.

★ **MICHAEL DUNNE**, University of Sussex, England, has received a grant-in-aid from the Herbert Hoover Presidential Library Association, Inc.

★ **ALFRED E. ECKES** has been appointed to serve as Chair of the U.S. International Trade Commission for a two-year term ending in June 1984. Eckes, a life member of the OAH, became a member of the Commission in September 1981. His term as Commissioner expires in June 1990.

★ **PAUL FINKELMAN**, Assistant Professor of History, University of Texas, Austin, has received a fellowship from the American Council of Learned Societies for the study of law.

★ **MARK S. FOSTER**, University of Colorado, Denver, has received a grant-in-aid from the Herbert Hoover Presidential Library Association, Inc.

★ **AMELIA R. FRY**, oral historian at the University of California, Berkeley, has received a grant from the Radcliffe Research Support Program. Fry is writing a biography of suffragist Alice Paul.

★ **ANTONIO GAZTAMBIDE**, has received a grant-in-aid from Rockefeller University to study the role of Rockefeller philanthropy in U.S.-Caribbean relations in the 1950s.

★ **WILLIAM GILLETTE**, Rutgers University, has been appointed Senior Fulbright Lecturer in American Studies at the University of Salzburg for 1982-83.

★ **ALAN R. HAVIG**, Stephens College, has received a grant-in-aid from Rockefeller University to aid his radio-audience research.

★ **HAROLD M. HYMAN** will be Meyer Visiting Distinguished Professor of Legal History at New York University Law School in 1982-83.

★ **FRANCIS JENNINGS**, Director Emeritus, Newberry Library Center for the History of the American Indian, has received a long-term fellowship from the Huntington Library. His study is of Pennsylvania in the Seven Years War in America.

★ **JOHN B. JENTZ** has been appointed the new director of the Family and Community History Center of the Newberry Library. Jentz will direct the many programs of the Center, which was founded in 1973 to promote the effective use of the Newberry's fine collections in local (especially of the Midwest), family, and social history.

★ **JAMES H. JONES**, University of Houston, has received a grant-in-aid from Rockefeller University. Jones is preparing a biography of Alfred C. Kinsey.

★ **MICHAEL KAMMEN**, Cornell University, has received a grant-in-aid from Rockefeller University to study the role of tradition and heritage in American culture, →



1870-1970.

CLAYTON R. KOPPEL, Department of History, Oberlin College, has received a year-long research status appointment from the college to do research for a book on the United States and Latin American oil in the twentieth century.

DAVID D. LEE, Western Kentucky University, has received a grant-in-aid from the Herbert Hoover Presidential Library Association, Inc.

JAMES L. LELOUDIS II, University of North Carolina, has received a grant-in-aid from Rockefeller University for his study on school reform in the New South: public education in North Carolina, 1880-1940.

MALCOLM D. McLEAN, Director of the Robertson Colony Papers at the University of Texas, Arlington, will receive the "Captain Alonso de Leon Steel Medal for Historic Merit." The award is presented annually to distinguished scholars of international reputation. McLean has been a professor of romance languages and of the history of Latin America, Texas, and the Spanish borderlands for more than forty years. He is currently editor of the ongoing nine-volume series, "Papers Concerning Robertson's Colony in Texas," based upon original documents in the Special Collections Division of the University of Texas at Arlington Library.

GEORGE W. McDANIEL, University of Iowa, has received a grant-in-aid from the Herbert Hoover Presidential Library Association, Inc.

WILLIAM S. McFEELY, E. Nevius Rodman Professor of History at Mount Holyoke College, has received a long-term fellowship from the Huntington Library to study Frederick Douglass.

GLENNA MATTHEWS, Oklahoma State University, has received a fellowship from the American Council of Learned Societies. Matthews is studying devaluation of domesticity: an ideology in transition.

SUE C. PATRICK, Indiana University, has received a grant-in-aid from the Herbert Hoover Presidential Library Association, Inc.

DANIEL F. PRESTON of Mount Ranier, Maryland, has received a grant-in-aid from the Early American Industries Association. Preston is studying the ways in which the United States Patent Office provided information on technological innovations to mechanics and craftspeople and how the office aided them by protecting their intellectual property before 1836.

JONATHAN D. SARNA, Hebrew Union College, has received a fellowship from the American Council of Learned Societies for his study of Jewish-Christian relations in the United States, 1860-1917.

ROBERT W. WEIR, Professor of History, University of South Carolina, Columbia, has received a long-term fellowship from the Huntington Library to study colonial cartography.

THOMAS J. SCHLERETH, University of Notre Dame, has been awarded a NEH Senior Research Fellowship at the Winterthur Library and Museum to complete a study of the intellectual history of the material culture studies movement in America, 1876-1976.

EDWARD WELDON, who has served as Deputy Archivist of the United States since 1980, has resigned to become the director of the Georgia Department of Archives and History in Atlanta. Weldon assumed his post in late July and has responsibility for state and local records documenting the history of Georgia as well as for the management of the state records currently in use. Weldon is the current president of the Society

of American Archivists. A fellow of that Society, he has also been an SAA council member and editor of the Society's scholarly publication, The American Archivist.

JOSEPH WERNE has been appointed Associate Professor at Southeast Missouri State University.

ALFRED F. YOUNG won the annual prize offered by the Daughters of Colonial Wars for the best article in the William and Mary Quarterly. Young's article, "George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution," appeared in the October 1981 issue.

Publications of Interest

ENVIRONMENTAL REVIEW is an interdisciplinary journal of history and the humanities. It publishes scholarly articles about human relations with nature, resources, and landscape and seeks to promote an ecological approach to culture. American, comparative, and international subjects are welcome. Manuscripts should be sent to the editor, J. Donald Hughes, History Department, University of Denver, Denver, Colorado 80208. Subscriptions are available through Roderick French, Division of Experimental Programs, George Washington University, Washington, D.C. 20052.

GUIDE TO THE RECORDS IN THE NEW YORK STATE ARCHIVES has been published by the New York State Education Department. It is the first systematic guide to the historical records of New York State government. The Guide contains a summary history for each of fifty-eight major agencies, with each history followed by a list of the agency's historical records that are preserved in the state archives. For more information, contact Larry Hackman, State Archivist, State Education Department, Room 10A46, Cultural Education Center, Albany, New York 12230.

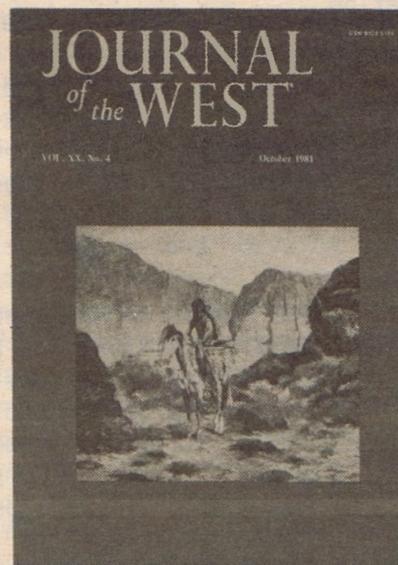
NATIONAL ARCHIVES TRUST FUND has made available microfilms of the Federal Population Census for 1910. For more information, write to the National Archives Trust Fund, Washington, D.C. 20480.

GUIDE TO THE PAROCHIAL ARCHIVES OF THE EPISCOPAL CHURCH by Mark Duffy is available for \$9.50 from the Episcopal Diocese of Massachusetts. The Guide is designed to meet the interests of a variety of users and is the result of a survey and preliminary inventory of the records of the Cathedral Church of St. Paul and the twenty-one

parishes and missions of the Diocese located in central Boston, including Christ (Old North) Church, Trinity Church, and the churches of Roxbury, Dorchester, and South End. Write to the Diocese at One Joy Street, Boston, Massachusetts 02108.

FRANK LLOYD WRIGHT: A RESEARCH GUIDE TO ARCHIVAL SOURCES, by Patrick J. Meehan, is scheduled to be published by Garland Publishing Inc. of New York

and London in early 1983. The more than 500-page illustrated research guide will provide an organized description of collections of Frank Lloyd Wright archival materials such as manuscripts, letters, drawings, and various other related materials housed in over fifty institutions. For more information, contact the author at 3629 South 94th Street, Milwaukee, Wisconsin 53228.



The Journal of the West is often cited in bibliographies of Western History and is beginning to acquire a larger audience among scholars.

The Journal of the West has been in print for twenty years. Each issue of this moderately-priced quarterly explores one theme that is pertinent to Western American History.

Sunflower University Press, a wholly-owned subsidiary of the non-profit Journal of the West Inc., publishes illustrated books on Western, military and aviation history. Among recent

publications of interest to American historians are *Civil War in the West*, *Spanish and Mexican Land Grants in New Mexico and Colorado*, and *American Farm Tools from Hand-Power to Steam-Power*. Please send for a brochure.

The Journal of the West was founded in 1962 by Lorrin L. and Carroll Spear Morrison. It moved from Los Angeles to Manhattan, Kansas in 1977. It specializes in the West from Panama to the Arctic and the Mississippi to Hawaii.

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DIRECTORY OF AMERICAN STUDIES RESOURCES IN EUROPE is available for \$5.00 from the Center for American Studies, Bd. de l'Empereur 4 Keizerslaan, B-10000 Brussels, Belgium.

DIRECTORY OF ROMAN CATHOLIC NEWSPAPERS ON MICROFILM: UNITED STATES has been published by the Cushwa Center for the Study of American Catholicism and the University of Notre Dame Library. The Directory serves as a guide to the Notre Dame collection of over 300 newspapers. Arranged by states with cross references in a title index, it will be a useful resource for people interested in consulting the Catholic collection at the University of Notre Dame. Copies can be obtained for \$5.00 from the Cushwa Center, 614 Memorial Library, University of Notre Dame, Notre Dame, Indiana 46556.

ORAL HISTORY SERIES ON NORTHERN DISTRICT COURT LAUNCHED: The first results of an in-depth, thematic study of recent federal court history are now available in oral history memoirs commissioned by the Historical Society of the United States District Court for the Northern District of California. Bound, indexed copies of these manuscripts are available at cost to libraries for deposit in noncirculating collections for research. For further information, contact the Regional Oral History Office, 486 Library, University of California, Berkeley, California 94720.

PAPERBACK EDITIONS FROM THE UNIVERSITY OF OKLAHOMA PRESS: The Osages, Children of the Middle Waters, by John Joseph Mathews; Indian Heritage, Indian Pride, by Jimalee Burton; Fifty Years on the Old Frontier as Cowboy, Hunter, Guide, Scout, and Ranchman, by James H. Cook. To order, contact the press at 1005 Asp Avenue, Norman, Oklahoma 73019.

LIFE IN DIXIE DURING THE WAR by Mary A. H. Gay, first published in 1897, is being reprinted by the Dekalb Historical Society of Decatur, Georgia. Mary Gay, frustrated in her desire to serve on the front lines with her brother, hid winter uniforms for rebel soldiers in her attic while Union forces were camped in her front yard and later smuggled them through the lines. To order a copy of Life in Dixie During the War, (\$17.95) write

to the Dekalb Historical Society, Old Courthouse on the Square, Decatur, Georgia 30030.

FOUNTAIN OF DISCONTENT: THE "TRENT" AFFAIR AND FREEDOM OF THE SEAS, by Gordon H. Warren, is a classic study of power, personality, negotiation, pride, and a diplomatic episode that threatened to involve England in the Civil War. To order a copy of Fountain of Discontent (\$18.95), contact Northeastern University Press, P.O. Box 116, Boston, Massachusetts 02117.

ASIANS IN AMERICA by Brett Melendy is a new work in Hipocrene Books' American Immigrant Series. Asians in America is an exploration of the problem confronting recent immigrants to the U.S. from the Philippines, Korea, and East India. For more information, write to the press at 171 Madison Avenue, New York, New York 10016.

THE CIA IN GUATEMALA: THE FOREIGN POLICY OF INTERVENTION by Richard H. Immerman was recently released by the University of Texas Press. According to Immerman, clandestine operations of the U.S. in Guatemala in the 1950s have returned to haunt American policymakers in the 1980s. Immerman asserts that the agency's intervention paved the way for a return of repression in Guatemala and also contributed directly to the Bay of Pigs fiasco. Immerman's study is available for \$24.50 from UT Press, Box 7819, Austin, Texas 78712.

THE FOURTH ANNUAL WORKSHOP IN AMERICAN HISTORY was held at the Laboratory Schools of the University of Chicago on May 21, 1982. Fifty-one teachers from seven states compared the American history programs at Oak Park High School in Oak Park, Illinois, Evanston High School in Evanston, Illinois, and The Laboratory Schools of the University of Chicago. Teachers examined and discussed the course structure, books, media, and assignments for the three courses. Participants filled out a questionnaire on the requirements of their respective social studies programs. A complete description of findings from the workshop and the questionnaire was provided in the July 1982 issue of Bell's Quarterly Newsletter. For more information, contact the Newsletter at 1105 Abbot Lane, Park Forest South, Illinois 60466.

Grants (continued from page 21)

length of a fellowship can vary from four months to a year. Within certain limits, the Center seeks to enable each fellow to meet his or her earned income during the preceding year. Deadline for receipt of applications is October 1, 1982, with decisions by mid-February. For information and application materials, contact the Wilson Center, Smithsonian Institution Building, Room 321, Washington, D.C. 20560.

THE WELLESLEY COLLEGE CENTER FOR RESEARCH ON WOMEN was founded in 1974 with initial support from the Carnegie Corporation and Ford Foundation in response to the new needs of policy makers and scholars. Its purpose is to expand a body of knowledge about women. Its ultimate goal is to develop a greater range and quality of life opportunities for women and men. Its staff is currently engaged in work on fifteen research and action projects. Staff members concentrate on research on women -- primarily in social science

tion programs designed to expand the range and quality of education, work, and family life open to all women. Major program areas are: family, employment, minority women, higher education, and adult development and aging.

During its first eight years, the Center was funded primarily by grants from foundations, corporations, and government agencies. The center is now seeking essential annual support from individuals committed to goals which inspire its program. All funds used by the Center are received as grants or donations to Wellesley College.

For more information, contact Wellesley College Center for Research on Women, Associates of the Center, Wellesley College, Wellesley, Massachusetts 02181.

INFORMATION WANTED on all paintings by Junius R. Sloan (1827-1900), self-taught, midwest portrait and Hudson River School landscape painter, for a catalog recording his life's work. Contact Richard Brauer, Valparaiso University Art Collection, Valparaiso, Indiana 46383.

THE NEW TWENTY-FIVE YEAR INDEX TO THE IMH

1955-1979

The new twenty-five year index to the Indiana Magazine of History is now available. The new publication is 449 pages in length and provides thorough access to issues of the IMH from 1955 through 1979 (volumes LI-LXXV). The index was compiled and edited by Elfrieda Lang. All students of Indiana's past will long appreciate her meticulous and dedicated work. Publication of the index has been possible also because of the generous support provided by Indiana University and especially the Indiana Historical Society, enabling the sale of the index at a price considerably below the unit printing cost. The new twenty-five year index is available for twenty-five dollars a copy. Orders should be sent to the Indiana Historical Society, 315 West Ohio Street, Indianapolis, IN 46202.

The Indiana Historical Society is also selling copies of the first two twenty-five year indexes. The first, covering the years from 1905 to 1929, costs ten dollars; the second, covering the years 1930-1954, costs fifteen dollars. The IMH office in Bloomington will no longer sell copies of any of the twenty-five year indexes.



THE OAH HAS RECENTLY ACQUIRED THE COMPUTER CAPACITY TO BETTER SERVE THE INDIVIDUAL NEEDS AND INTERESTS OF THE MEMBERSHIP. PLEASE TAKE THE TIME TO RETURN THIS FORM SO THAT OUR DATA BANK CAN BE UPDATED. SEND TO OAH, 112 N. BRYAN STREET, BLOOMINGTON, IN 47401.

Name _____ Year of birth _____
 Profession _____ Sex _____
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Address _____

Particular Chronological Interest (Circle One—Data Bank Will Not Store More)

| | | | |
|----------------|--------------------------|-----------------------------|---------------------|
| Pre-Columbian | Jacksonian | Progressive Era/World War I | 17th & 18th Century |
| Colonial | Civil War/Reconstruction | Interwar Years | 19th Century |
| Early National | Late 19th Century | World War II/Cold War Era | 20th Century |

Other _____

Particular Topical Interests (Circle Three—Data Bank Will Not Store More)

| | | | | |
|--------------------|-------------------------------|------------------|-----------------|------------------|
| Afro-American | Ethnicity | History Museums | Poverty/Welfare | Western/Frontier |
| Agricultural | Economics | Immigration | Psycho-history | Women |
| Archives | Education | Intellectual | Public History | Youth |
| Asian-American | Environmental | Labor | Quantitative | |
| Biography | Family | Latin American | Radical | |
| Business | Films | Medicine | Religion | |
| Comparative | Foreign Relations | Methodology | Science | |
| Communication | Folklore | Military | Sexuality | |
| Constitution/Legal | Hispanic-Americans | Native Americans | Social | |
| Cultural | Historical Preservation | Oral History | South | |
| Demography | Historic Sites Interpretation | Politics | State & Local | |
| Diplomatic | Historiography | Popular History | Urban | |

I have served on the following OAH committees (please include dates): _____

Circle the OAH meetings you have attended: New York, 1978; New Orleans, 1979; San Francisco, 1980; Detroit, 1981; Philadelphia, 1982

Does your institution or employer subsidize your travel to more than one meeting per year? yes no

Are you a member of other historical associations? Please list. _____

Please list other scholarly conventions attended in last five years (use abbreviations): _____

I have/have not used the Freedom of Information Act. _____

I have/have not conducted research at NARS. _____

I have/have not conducted research at a Presidential library. _____

I would be willing to participate in an OAH sponsored project to reform history curriculum. yes no

Contributors

RICHARD CURRY is Professor of History at the University of Connecticut. His many publications include A House Divided: A Study of Statehood Politics and the Copperhead Movement in West Virginia. He is the editor of The Abolitionists, and the co-editor of Slavery in America: Theodore Weld's American Slavery As It Is.

FRANCES T. FARENTHOLD is an attorney at law in Houston, Texas. Besides being a professor of law, she served as the first woman president of Wells College from 1976-1980. She has also served two terms in the Texas legislature.

DONALD B. HOFFMAN is a long-time member of Phi Alpha Theta, serving as Treasurer from 1931 to 1937, Secretary-Treasurer from 1937-1941, and as Executive Secretary-Treasurer from 1941 to 1981. He has also been a member of the executive council of the Association of College Honor Societies since 1945, serving eight years as Secretary-Treasurer, two years as Vice President, and as President in 1978-79. He has, besides, served as President of the Muhlenberg College Alumni Association and is now a life member of the Muhlenberg College Executive Council.

BARBARA HOWE is Assistant Professor of History at West Virginia University and the Assistant Project Director for an NEH Pilot Grant to develop WVU's public history option. She is the author of "Uniting the Useful and Beautiful: The Arts in Cincinnati" (in The Old Northwest) and the soon to be published "Rural Life in Central West Virginia: The Bulltown Country." She is currently at work on an article on art institutions in Philadelphia.

ROBERT KELLEY is Professor of History at the University of California, Santa Barbara, and a consulting historian and expert witness (water resource management in California). He is currently a Wilson Center fellow and Guggenheim fellow, and is researching and writing on the history of American politics and ideology. His most recent publication is The Cultural Pattern in American Politics: The First Century.

ELIZABETH PLECK is a Research Associate at the Center for Research on Women, Wellesley College. She is currently completing a manuscript about the history of changing attitudes and policies toward wife and child abuse in the U.S.

LOIS SCHARF has been Executive Director of National History Day since 1978. Her special interests include American labor history, women in U.S. history, and U.S. history between the wars. Her most recent publication is To Work and to Wed: Female Employment, Feminism and the Great Depression.

ALICE AND RANDALL SHROCK share an appointment in U.S. history at Earlham College in Richmond, Indiana, where they hold tenure both as a team and as full-status individuals. Randall is currently preparing a paper on the royal governors of Virginia, to be delivered at the Southern Historical Association meeting this fall. Alice is conducting research on women and politics, particularly the women of the ninety-seventh Congress, stemming from her recent work as legislative liaison for the Congresswomen's Caucus.

ROBERT BRENT TOPLIN is Professor of History at the University of North Carolina at Wilmington. He is the editor of Slavery and Race Relations in Latin America and the author of Unchallenged Violence: An American Ideal. His special areas of interest are slavery in the Americas, U.S. social and cultural history, and Latin American history.

Recent Deaths

LYMAN H. BUTTERFIELD, Editor in Chief of the Adams Papers, died April 25, 1982.

FLETCHER M. GREEN, University of North Carolina, Chapel Hill.

ERNEST R. SANDEEN, a James Wallace professor of American History and American Studies at Macalester College, died at 50, January 20, 1982.

ROY A. SUELFLOW, of the Concordia Seminary, St. Louis, Missouri.

JOURNAL OF NEGRO HISTORY ENDOWMENT CAMPAIGN: Alton Hornsby, Editor, has announced that \$3,500 has been raised for the Endowment Fund of the Journal of Negro History in the first six months of the campaign. The Journal is seeking \$50,000 in Endowment, as well as an additional \$50,000 in current operating funds, over the next three years to insure the permanent financial solvency of the oldest and most prestigious scholarly publication on black life and history. Further information and donations may be made at the Journal's offices at Box 721, Morehouse College, Atlanta, Georgia 30314.

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