



## NEWSLETTER

Organization of American Historians

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November 1983

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# Readers' responses

## Forging the Past

Leonard Rapport's treatment of the Sisson documents, in his interesting article, "Forging the Past" (OAH Newsletter, August 1983), perpetuates a myth about the complicity of reputable historians in the verification of spurious documents that a wartime government wanted authenticated.

Like others who have written about the episode, Rapport relies on Samuel N. Harper's memoirs to reach the conclusion that the pull of patriotism in wartime overpowered Harper's and J. Franklin Jameson's professional scruples; the episode stands, as Harper intended it to, as an instance of a reluctant, but temporary, abandonment of academic professionalism in favor of a higher loyalty--in Harper's words, the responsibility of the "university man...to make a contribution to the development of the war spirit."

In fact, contemporary correspondence (in the papers of Harper, of Jameson, and of Edgar Sisson, in the records of the Committee on Public Information, and in the Inquiry archives), reveals that both Harper and Jameson, largely on the basis of their intense anti-Bolshevism, which made the idea of a German-Bolshevik conspiracy entirely credible to them, believed the documents to be genuine; indeed, the unfolding of absolutely irrefutable evidence of inauthenticity, in 1920, caused Harper considerable discomfiture.

It is most interesting that when he wrote his memoirs (more than twenty years after the event, and in the midst of another war), Harper evidently believed that it was less damaging to his reputation to have bent the truth at the government's behest than to stand exposed as having had a will to believe so powerful as to have warped his professional judgment. (Perhaps, by that time, Harper was embarrassed at the recollection that in Europe even anti-Bolsheviks had viewed the documents with contempt.)

After all, it is Harper's effort to exonerate himself that is most interesting: his belief that the reading public and academic profession would be likely to understand, and to condone, prostitution for patriotism.

Carol S. Gruber, Professor of History, The William Paterson College of New Jersey

## ERA

The Newsletter has now published three [six, ed.] polemical articles, in the guise of history, in support of the Equal Rights Amendment as proposed in 1973. The unstated premise of each has been that any member of the OAH of course accepts the amendment and, more explicitly, that any opposition to it has been irrational or, at best, a diversionary red herring.

Are there no scholars of the history of individual rights in America who would place the ERA in another context? What does "equal rights under the law" mean in historical context? The natural rights of the Bill of Rights? If so, the Constitution already assures them to all "persons" (never "men"), and it only remains to implement them by specific laws. Or do rights, more colloquially, comprehend all laws? Those historians who have also been soldiers, or even jurymen, will hardly see legal duties as "rights" in any sense of the word!

Or is the phrase "equality of rights under the law" only a bit of rhetoric, a slogan drafted without regard to historical or logical distinctions on the one hand or to probable effect--or lack of any--on the other, a resounding if vague declaration of principle such as appears nowhere else in the Constitution? (Surely American historians are not among those who have seemed to be proposing, anachronistically, to amend the "all men are created equal" of the Declaration of Independence.)

As a citizen, each of us is of course free to support constitutional amendments that

**COVER ILLUSTRATION:** The Thomas Nast cartoon depicting the old Civil Service is dated April 28, 1877 and was taken from the files of Harper's Weekly, a newspaper that published many of Nast's cartoons. This illustration and the one accompanying Ari Hoogenboom's article on the Civil Service are reprinted from J. Chal Vinson's book *Thomas Nast: Political Cartoonist*. 1983 marks the centennial of the Pendleton Act, which established a uniform Civil Service system.



would abandon historical precedents, including a requirement that all laws be equally applicable to men and women. At least an amendment clearly worded to that end could be intelligibly debated, as has been quite impossible to do with the "equal rights"

amendment. But do we not, as historians, have an obligation to do more than recite what the proponents and opponents of the ERA have said since 1973, or 1923, and not simply in order to take sides with the former against the latter? It is true that, with al-

most any recent topic, the first generation of historians seldom gets beyond arranging the data in some sort of order, leaving definitive interpretations to their remote successors. But surely American historians have a long enough history of the

evolution of "rights" with all their ambiguities, to be able to do more than repeat the confusions--on both sides--of the ERA debate.

Rowland Berthoff, Washington University

## The National Museum of American History and "History"

To paraphrase Art Buckwald: I couldn't make it up. A distinguished historian of American politics is exercised over the placement of the bookstore in the National Museum of American History, and gives vent to his dismay in the pages of the OAH Newsletter (August 1983). To his credit, he recognizes that "there are more important issues in our profession." Yet this one is clearly important to him. All historians have reason to be insecure and a bit defensive these days, worried that few read our books or attend our classes. But has it really come to this, that it matters whether a bookstore resides on one floor rather than another?

As the official Professor Kelley refers to in his article, let me state the facts. The museum's bookstore will soon move from its location near the Constitution Avenue entrance to a newly designed location on the ground floor, part of an attractive complex of bookstore, gift shop, and cafeteria space leading on to a windowed west wall that will soon overlook an exquisite Victorian bandstand. There the bookstore will be accessible to as many people as before. It will be an inviting, handsomely designed space. The bookstore will remain an integral element in the life of this museum, and will continue to carry a wide range of scholarly books on American history.

The first floor space will be returned to what it was originally designed for--exhibits. It is prime exhibit space not simply because of its location, but because it meets the museum's object conservation needs far better than ground floor space. And no, Professor Kelley, books are not exhibits.

It seems remarkable to even have to say so. Most museums have bookstores, located in a variety of spaces. Most museums treat their bookstores, not as money-making ventures, but as central ele-

ments of their educational mission. We have always done so, and we will continue to do so. But museums do not exist in order to operate bookstores. They exist to display the material culture of past generations. Brooke Hindle's accompanying letter makes that case with more clarity and eloquence than I could bring to these pages.

But what disturbs me most about Professor Kelley's article is not its ignorance about the purpose of museums, for that may be remediable, but its utterly misplaced vision. This museum has the good fortune to be able to inform, to inspire, to provoke vast numbers of Americans. If we do our job well--and we need to do it better--then our exhibits will succeed in helping to bridge the growing gap between the history professional historians write, including ourselves, and the history the American public knows. If we do our job well, the entire profession will benefit. And that has to matter far more than whether our bookstore is located on one floor or another.

I asked Professor Kelley and his colleagues at the Woodrow Wilson Center to share our excitement at reinstalling major portions of our American history exhibits, to join us as we go about our work, to help us as we redefine our mission. That invitation remains open.

Gary Kulik, Chair, Department of Social & Cultural History

Robert Kelley's wrong-headed assault on the National Museum of American History (OAH Newsletter, August 1983) is unfortunate at a time of increasing signs that academic historians are more responsive to museum history and that museum historians are increasingly a part of the larger community.

The issue is not whether the museum bookstore should be

moved from its present site. That is a question on which there are reasonable differences of opinion. It has flourished in a location in which it had been placed by a good historian while he served as director. In its projected site, its role must be extended, not contracted. A major goal of exhibit planning has long been to find ways to expand visitors' understanding by pointing them to publications, through exhibit guides, reading areas, and just the sort of bibliographies urged by Kelley.

Yet Kelley's letter drips not only with emotion but also with ignorance, ignorance of history in this Museum and of the three-dimensional survivals of the past. Moreover, his quotations reflect a similar lack of knowledge on the part of other Woodrow Wilson Center fellows.

The misconceptions are deadening. A couple of fellows seem to be cited as expressing amazement that books in a bookstore do not constitute an exhibit. Kelley himself offers the opinion that the books come first and that the Museum is erected upon them. The museum staff is pictured as being on one side of a divide over which it reaches "to the historical profession." Apart from applying history researched by outside historians, the only staff functions alluded to are preparing artifacts and teaching visitors.

Of course, if the purpose of the Museum were to teach American history, these views would not be so far off the mark. Then books would be more central than artifacts; so would bookstores, classrooms, and lectures. As it is, books and bookstores are important but not dominant or commanding. Teaching similarly is just one of the functions of the Museum, and we teach best that history related to and growing out of artifacts. Most of the ranges of history can be far better taught in the schools and the

colleges.

Artifacts are central; they are the reason for the Museum's existence. Around them, a staff of contributing historians has grown. I joined the staff ten years ago because I realized that there were more productive historians of technology here than in any university. This is still true and true as well for areas of the history of science and material culture history.

Because artifacts are central and exhibits are the chief mode of presenting them to the public, the present bookstore site has symbolic importance. I believe that entering visitors should first encounter an exhibit--as the building was designed to achieve. A case can be made for the contrary view, but it must be a rational case--not one based on such lack of understanding as Kelley displays.

The Museum belongs to the nation and serves many publics. Like other visitors, Woodrow Wilson Center fellows and OAH members have a stake in both the exhibits and the bookstore. They also have a larger relationship and a deeper responsibility--as historians. They should know something of the history that grows here whether they can use it in their own work or merely because they want to be informed historians.

Brooke Hindle, Senior Historian, National Museum of American History

As a history museum curator with eleven years experience, I cannot let Robert Kelley's near hysterical reaction to the closing of a bookstore at the National Museum of American History (OAH Newsletter, August 1983) pass without comment.

It seems the museum's biggest crime is dedicating (what



even Kelley considered to be) its best exhibit space to exhibits--arguably the institution's most important function from the professional point of view, and certainly what the public thinks museums are for. Millions of people visit the Smithsonian, but not because it has the best bookstore in town.

The view, expressed by Kelley and his cohorts, that a museum bookstore is an exhibit (or hundreds of little ones) is an unconventional one. I don't know of anyone in the museum profession who doesn't think of gift shops/bookstores as anything but an adjunct to the museum's main function.

Reasonable people can disagree over the location of a

bookstore. But Kelley's idiosyncratic thoughts on how to use books in museum exhibits show his lack of familiarity with professional museum practice. Compared to photographs, prints, maps, and antique artifacts, books (contrary to what Kelley believes) simply do not contribute much to the interpretive scheme or graphic intensity of an interesting exhibit. Indeed, even rare books from the past do not fare well in the visual sense. Kelley quotes a dejected colleague who has just learned from a museum official that his books "don't even qualify as an exhibit." Whoever said they did? Would Kelley have this person's books, anachronistic though they may be, placed in a nineteenth-

century period exhibit, just because they are the most recent scholarship on the subject? Most good museums do all that is really necessary for the patron who wishes to follow up on an interpreted theme--they provide a bibliography in the exhibit catalog or elsewhere.

From Kelley, ironically the leading exponent of "public history," we also learn that the Smithsonian staff "is reaching out to the historical profession." What a surprise! Here I thought historians like myself and those at the Smithsonian were already a part of the profession.

And that is the "symbolic freight" I see in this episode, not Kelley's

imaginary museum establishment that is insensitive to published scholarship. For too long, only academia (with its attendant books) was considered a valid avenue for historians to pursue. Now there are hundreds of historians plying their trade, confidently, in historical agencies such as museums. Successfully too. Thousands (for some, millions) of people see their work. They have an audience that is hungry for more learning.

The much touted crisis in history does not exist in the museum wing of the profession. From where I sit, things have never looked better.

David L. Nicandri, Curator, Washington State Capitol Museum

## Readers' responses to "Foxes and Chickens: 'AP' American History"

After reading Marvin Gettleman's discussion of the Educational Testing Service's Advanced Placement program in the August issue of the OAH Newsletter, I feel compelled to start out with a disclaimer: "I am neither fox nor chicken."

Instead, I am a high school teacher at Franklin K. Lane H.S. in New York City. Our student body is interracial, multi-ethnic, mainly working class or lower-middle income. Better than 3/4th of our graduates go to college, mostly the City University of New York. I've had 3 "encounters" with the ETS. In 1967, I got a "3" on their biology exam, in spring 1982 I attended a College Board seminar they sponsored for A.P. teachers, and my step-daughter completed the ETS American History program at another New York City high school.

In his article, Marvin Gettleman presents four arguments against advanced placement history classes. The ETS promotes its own self-interest; students have unreasonably high expectations of what they will learn; it is a terminal program that does not lead to further study; and students are not mature enough to handle the work. Gettleman develops the first three points and abandons the fourth. My problem is that I find the fourth point the most significant.

I am not an ETS fan. I was disturbed by the College Board seminar I attended. The over-

riding concern of staff and participants was tailoring classes to prep students for the exam. The ETS is a private corporation, not answerable to any public or academic body, and I object to their determining either high school or college curriculum.

***I don't think there is any question that the ETS must submit to independent academic and educational review if it is to continue to market its program.***

I don't think there is any question that the ETS must submit to independent academic and educational review if it is to continue to market its program.

However, to give credit where it is due, I find that their document questions are of tremendous value in my class. I divide students into small groups to evaluate a document or a set of documents. Each group identifies significant facts or trends, draws conclusions, and develops further questions about the period from the documents. We then use these student questions to give direction to our study of historical topics and periods. Gettleman criticizes the document questions for directing students "to reconcile totally adversarial texts, flattening out the past, draining its passion and partisanship." I suggest that this criticism is

more aptly leveled at consensus historians, and the ETS AP test simply reflects that tendency in American history.

I am also unclear about what Gettleman means when he refers to unreasonably high expectations. My students, who have friends in college, continually complain that our work is more intellectually demanding, that they have to hand in more written work, and that it is harder to hide in a class of thirty that meets five days a week for forty weeks. Further, the claim that the AP course is terminal and "probably reduces the number of students who take college history courses" is at least as unsubstantiated as any ETS claims.

The more significant question, which is hardly touched on, is whether AP students are learning college-level history in these classes. Are they learning to understand and evaluate the past, or are they simply memorizing in greater detail? Do they have the intellectual capacity, emotional maturity, and experience to complete college-level classes, or are we watering down our standards?

At Lane, we try to address these questions. We believe that high school students can successfully complete college work in a well-organized program. We feel the primary issues in high school and college are the same. Is the teacher capturing the student's imagination and stimulating him/her to want to

know more, and is there adequate funding for books, teachers, tutors, and research facilities?

We have organized our advanced placement class as a transitional High School-to-College program. Our students are required to accept a greater level of individual responsibility than in our traditional high school academic classes. Through a mixture of structured high school developmental lessons, college-type lectures, discussion sections, guided individual study, and college-level texts and research materials, we increasingly transform a high school classroom into a college-style learning experience.

Academic skill development is a conscious and integral part of our program. Students and teachers meet in scheduled individual conferences to discuss the level of student work, to prepare student presentations for class, and to evaluate individual work and study patterns. In class, special attention is given to taking notes on sources, and evaluating cartoons, graphs, and speeches in their historical context. Students analyze historical commentaries to sift out the main idea, evaluate supporting evidence, and develop an awareness of differences of interpretation.

We believe that our transitional approach to advanced placement classes has decided advantages over courses geared



to the ETS AP exam. Most students are excited by the program and are stimulated to continue the study of history in college.

One last comment: "Let's not kill the chickens to starve the fox."

Alan Singer, Franklin K. Lane High School, New York City

A response to "Foxes and Chickens" from the Hen House. First, my own bias in this Experienced-Based Answer (EBA) to Marvin E. Gettleman's "polemic intended to initiate discussion." Having taught Advanced Placement History in the early '60s at Mount Vernon High School in New York (from which system ETS "Senior Examiner" Stephen F. Klein graduated), I have a rather long-term perspective on the American History AP examination process. As an opponent of external testing, I mounted a limited and unsuccessful campaign against the New York State Regents History examination program in the mid-60s, receiving more vituperation than reason in response.

While I served as an Assistant and Associate Dean of Students at Amherst College from 1968 to 1976, I listened to the arguments against credit toward college graduation for AP examinations, which was then the college policy. I don't believe Amherst has changed its admission stand in that regard since I came to California in 1976 to run a small college preparatory school, and to teach AP American History once again.

My bias is against examinations created, and/or graded, by agencies separate from the teacher responsible for the course in which the examinations are used. In the 1960s, for example, Regents exams often became finals in New York State classes; the results were then part of a student's formal academic record, and teachers were judged accordingly.

The AP exams, for better or worse, are made to be quite separate from the day-to-day classroom processes. One could, I suppose, teach to the AP exam, but it would be a rather futile experience. The multiple choice questions are unknown (as often in the knowledge of students, as in the guesswork of the teachers as to what they might cover),

and the essays are generally devoted to specific topic comparisons between eras (for example, "Between 1783 and 1800 the new government of the United States faced the same political, economic, and constitutional issues that troubled the British government's relations with the colonies prior to the Revolution." Assess the validity of this generalization." Which was question 4 in part B of the 1980 examination.) Thus, the best way to prepare for the American History AP test is to involve the students in a thorough survey course, with extended reading and discussion for vital periods and people. To emphasize depth, I require two research papers, which also allows me to teach research techniques and to ensure an understanding of source authenticity and bias, to say nothing of old-fashioned footnoting. I always ask for all note cards and all drafts (the dot matrix copy from the word processor) to accompany the corrected final draft. In my case, the AP credit tends to justify a difficult secondary school history course. Our students work hard; they take five or six traditional academic courses: math, one or two sciences, English, one or two languages, and history. It is to our mutual advantage to offer the possibility of AP credit.

I allow students to decide whether or not to take the AP examination. Often my best students decide against the test. Their reasons are various, and of interest in relation to Professor Gettleman's questioning the avoidance of college history courses. While not a large sample, my students are academically oriented and carefully screened on admission, as are most college students. Their reasons for not taking the test were, first, that other AP tests needed their undivided attention (especially biology and foreign languages!), second, that they wanted to "ace" the college survey course, not avoid it, and, finally, that they had not done the work they thought necessary to do "well" on the exam. Also, about half our students receive scholarships, and even with fee waivers the cost of AP exams can exceed student and family budgets. Usually, in such cases, I will offer to pay the difference if the student fails to earn at least a 3 on the test. Damon Runyon once said, "The race is not

always to the swift nor the battle to the strong, but that's the way to bet." Thus, I make such offers only to those who have earned "B's" or higher.

Students choose to take the tests for a variety of reasons. Some are counting on a "good day" (though they seldom exceed realistic expectations). Some have the cash to take a chance. When I supervised and proctored the Law, Business, and Graduate Record ETS examinations at Amherst, I almost always had a half dozen Saturday morning drop-ins who said they couldn't wait for the Sunday New York Times crossword puzzle. Taking such tests has become a kind of underground game. A few of my high school students respond to such cultural imperatives. Most, however, take the AP American History test, they tell me, because they feel prepared, because they like the opportunity to move along in the educational system on the basis of work accomplished, and because they plan to take elective college history courses.

At Columbia, in the Graduate Faculties, when I took "American Political History 1877 to the present" with C. Van Woodward, and then took it again the next year with William E. Leuchtenburg, I had a difficult time persuading the Registrar that, despite the course title, two different courses and points of view were involved. My students, in fact most good students, understand early in their academic lives that different teachers produce different courses. Advanced Placement courses are as various as their teachers and students make them. It seems

***It seems to me that colleges have not only the right, but also the obligation to analyze carefully the kind of historical understanding and skills AP credit actually represents.***

to me that colleges have not only the right, but also the obligation to analyze carefully the kind of historical understanding and skills AP credit actually represents. Students should then be advised to take the courses which best meet their educational needs. For example, Professor Gettleman rarely grants exemptions from survey courses, we assume, because he

dislikes the essays on which the AP credit is based and because his students do not adequately answer questions about books read, papers written, and understandings gained. However, the idea need not be to make the student, the secondary school teacher, or the exam wrong, so much as to fit the student into the best possible next level of historical learning.

I had a student who so mastered the testing process that on the basis of his background in European history in ninth and tenth grade, his AP American history in eleventh grade, he took two weeks in a four-week senior project period in May to study independently for the AP European history test. He earned a 4, duplicating his American history score. He is now a graduate engineer who took half a dozen advanced elective undergraduate history courses at a fine Ivy League university. Can we lay the credit for a liberally educated engineer at the feet of the AP process? I think a better perception is that our students deserve as many opportunities to excel in historical study as can be provided.

"Declining history enrollments" and a "lack of historical literacy" are factors cited by Professor Gettleman in his argument against giving AP credit. I am suggesting that both factors might improve if creative AP history courses were even more in evidence than they are. I think in the title for his article "Foxes and Chickens," Professor Gettleman has confused foxes with roosters.

Henry M. Littlefield, Headmaster, The York School, Monterey, California

This letter is in reference to the article by Marvin E. Gettleman, "Foxes and Chickens: Advanced Placement History and ETS" in the August 1983 issue. At first I was inclined to dismiss it as a piece of arrogant nonsense; on second thought, it may be that history professors who are unfamiliar with the AP program may receive the impression that Gettleman knows what he is writing about.

Gettleman brands the AP program as "the equivalent of educational snake oil." His

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chief target is ETS, but in firing his broadside he has also disparaged the teachers who teach AP history. After arrogantly noting that he rarely grants AP course exemption at his school, "and even then with misgivings," he raises the suspicion that AP students "mainly use the AP process as a means of escaping the minimal requirements of a liberal education."

In making this statement, Gettleman betrays an abysmal ignorance of the AP program. His object of criticism is ETS, but in evaluating the ETS testing part of the program he impugns the integrity of every single teacher who devotes a year's time to preparing students to take the exam.

***The ultimate responsibility rests with the skills and the ability of the AP teacher to make history come alive, to raise the level of awareness of the students beyond high school history to a more mature level of understanding.***

There is no "teaching the test," despite all the study guides such as Barron's How to Prepare for the Advanced Placement Examination in American History or the ARCO/CLEP Advanced Placement Exams in History. This is because the ultimate responsibility rests with the skills and the ability of the AP teacher to make history come alive, to raise the level of awareness of the students beyond high school history to a more mature level of understanding. Students at age sixteen are challenged to think as if they were eighteen and in college. More preparation, teaching, and evaluation of class work is probably done by the AP teacher for this one class than all his/her other courses put together.

And down the road, after the AP test is given, comes accountability. The school principal receives the AP test scores and forms a judgment about the teacher's success based on those scores. If the scores are too low several years in succession, the principal may replace the AP teacher with another "coach." Little wonder that one of my students referred to the course as "Varsity History."

There is considerable satisfaction to be gained from

teaching AP history. The ETS scores at least inform the teacher of how well he/she has succeeded in teaching and reaching his/her students. Compare this sense of accomplishment with the "teaching" at the university level where a professor approaches a lectern twice a week to address a class of some 500 students in the history survey, leaving it up to TA's to engage in whatever interaction may occur. AP students do not take the course to "escape" from college history which probably offers an easier regimen than the rigorous study they must undertake in preparing for the AP test—including weekly essays, research papers, quizzes (objective and essay), and intensive, and sometimes intense, discussion.

No, Professor Gettleman, these students are not trying to escape from history; they embrace the challenge and do their finest work.

One final comment is necessary regarding Professor Gettleman's insulting denigration of the AP teacher. In recent years, both the AHA and OAH have attempted to broaden their membership bases through recruiting secondary-level history teachers. Perhaps the AHA and OAH recognize that an increasing number of Ph.D.'s can be found teaching history at the high school level, and that the old stereotype of the athletic coach teaching a history class in order to escape the locker room smells for an hour is pretty well obsolete. If this is so, then AHA and OAH must also recognize that high school teachers may well provide the crucial difference in persuading future college students to take elective history courses beyond the required survey. Supercilious carping by snobs such as Gettleman will hardly inspire the confidence of high school teachers in the so-called "professional organizations," much less encourage them to pay dues to an organization in which some members hold them in contempt.

Abraham Hoffman, Benjamin Franklin High School, Los Angeles

In the August 1983 issue of the OAH Newsletter, Marvin Gettleman initiated a discussion of the advanced placement program in American history in an article entitled "Foxes and Chickens: 'Advanced Place-

ment' History and ETS--A Polemic Intended to Initiate Discussion." In that article he suggests that while it is clearly in the economic interests of the Educational Testing Service of Princeton to promote and administer the advanced placement program in the secondary schools, such a program may not serve the interests of college professors who teach American history. He also mentions but does not pursue the issue of whether high school students "have the emotional maturity and sheer experience to handle adequately the materials offered in AP courses." It seems to me imperative that any discussion of the AP program in American history include some consideration of the functional role of the AP program in the high school community. It is, after all, in the chicken coop--the classrooms of participating secondary schools--that AP courses are taught.

***The receptiveness of the high school community to advanced placement courses is in part due to the fact that such courses provide a number of real or imagined benefits to its members.***

The receptiveness of the high school community to advanced placement courses is in part due to the fact that such courses provide a number of real or imagined benefits to its members. For teachers who offer such courses in American history, for example, advanced placement sections offer the opportunity to teach the brightest and most highly motivated students in the school. Designing and teaching a course, which is by definition "enriched," is both intellectually stimulating and professionally challenging. It is unclear whether high scores on the AP exam indicate that a teacher has done a good job teaching history or a good job preparing his or her students to take a specific test. Nevertheless, a high percentage of passing marks on the AP exam can be used as evidence of commendable classroom effectiveness particularly in these days of enhanced sensitivity to the issue of accountability. For administrators, AP scores can also serve as part of a statistical base for laying claim to high standards of academic excellence in their schools. Such a statistical base is important not only for

school accreditation, but also for achieving status and respect within the educational community.

AP courses also serve the interests of high school students and their parents in a number of ways. In an environment in which good grades serve as a measure of intellectual ability and achievement, there is status to be derived from being offered the opportunity to take what is in essence an honors course. Enhanced self-esteem is not the only reason such courses have considerable appeal, however. Some students want to take them because they believe doing so will give them a competitive edge over others in gaining admission to the "more selective" colleges and universities. In addition, the opportunity to take AP courses is an educational bargain. As college tuition goes up by leaps and bounds, taking what is billed as the equivalent of at least three hours of college work for a mere forty-two dollars is very attractive. Taking such courses at the high school level also has the potential for saving time. For those students who are already considering the possibility of graduate or professional school, taking AP courses in history and other subjects can shorten their undergraduate program by as much as a year.

ETS is not the only community with a vested interest in the advanced placement program. High school teachers, administrators, students, and their parents derive real or perceived benefit from it as well. If professional historians hope to carry on an informed discussion of the relative merits and value of the AP American history program, it should ideally be a three-way discussion. It must take into consideration the point of view of representatives of the high school community as well as college professors and ETS spokespeople.

Sylvia D. Hoffert, St. Louis Country Day School

Marvin E. Gettleman's article on Advanced Placement (OAH Newsletter, August 1983) has achieved its purpose. As a teacher of Advanced Placement in both American and Modern European History for the past sixteen years, I found his article to be worthy of comment.



The Educational Testing Service responded to a perceived need in their establishment of the Advanced Placement program. In the

**ETS responded to a perceived need in their establishment of the AP program. In the '50s, high school teachers and administrators sought a way to limit the number of early admissions to colleges.**

1950s, high school teachers and administrators sought a way to limit the number of early admissions to colleges. Although many high school juniors were capable of college work, many of those sixteen- and seventeen-year-olds who left the high school situation suffered severe maturation and assimilation problems in the college setting. To afford these academically talented students an alternative to leaving high school in order to receive advanced study, ETS devised the AP system, thus providing challenge within an atmosphere more conducive to their social as well as their academic success.

At the Upper Merion High School, the AP tradition is long and rich. Advanced Placement courses in history are well-advertised, with a complete and honest listing of what is expected of students. The level of difficulty and demands of the courses are certainly no secret. We recommend our students use the AP opportunity to take additional course work or to pursue a dual major in college. The fact that many colleges offer to lower their graduation requirements for AP students is the responsibility of the colleges—not ETS or the sending high school. I agree with Mr. Gettleman that the purpose of AP should not be the avoidance of work in history; but, why should students of proven intellectual ability be required to repeat their historical studies in the traditional college survey course? These students are ready for something more challenging than that. I see nothing wrong with the colleges using the same system proven effective in the high schools—namely, differentiating between students of varying ability and sophistication in a specific discipline.

I also agree, as do many other AP instructors, that the

Document-Based Question is a travesty. The DBQ has little or no relationship to what a student has learned or achieved in the classroom. The only relationship I have ever seen between the DBQ and a student's AP score is a high verbal IQ. I also agree with Mr. Gettleman that students generally have difficulty assessing the reliability of the documents; however, we should remember these students are supposed to be the equivalent of college freshmen not graduate students in history.

If the colleges are having difficulty with the current AP system, they should respond by restructuring their offerings. Within the framework of differentiation mentioned above, the colleges must then provide their own placement procedures. Bright, intellectually capable students, who have proven abilities in the study of history, must be afforded the opportunity of enrichment and acceleration. Those students who need history to fulfill Humanities graduation requirements should be accommodated in other classes. The curricular structure of a history course for someone majoring in that discipline should be different than the course taken by those seeking to satisfy a Humanities requirement.

As a teacher at the Polytechnic Institute of New York, I am certain Professor Gettleman has very gifted students in his classroom, but those students who make outstanding scientists, mathematicians, and engineers do not always make good historians. There are certain perceptions and attitudes necessary in the evaluation of historical material which require skills and talents different from those needed to study the sciences. I doubt that the students Mr. Gettleman is getting in his classroom represent those students committed to the study of the Humanities, and, therefore, they should not be used to evaluate the general ability of students having achieved AP status in history.

In the face of declining enrollments in history, give the AP teachers in the high schools some credit for continuing to make history an exciting, meaningful experience by teaching its complexities and interpretations to those who are intellectually capable of handling it. We consider our AP program in Upper Merion to be successful because,

regardless of AP score or declared major, almost all of our graduates take some course work in history or political science when they go to college.

Richard L. Manser, Chair, Social Studies Department, Upper Merion High School, King of Prussia, Pennsylvania

## 1911 MVHA meeting

**Michael Ebner**

LATE IN MAY 1911, the Annual Meeting of The Mississippi Valley Historical Association convened at Evanston, Illinois.

Although Evanston was a city of 24,978, according to the census of 1910, its boosters preferred to count it amongst Chicago's eight railroad suburbs along the shorelines of Lake Michigan known as the North Shore. By contrast, the second largest of these communities, Wilmette, just north of Evanston, had a population of 4,943; the smallest was Lake Bluff with 726 inhabitants.

As the seat of Northwestern University, Evanston was often portrayed as a cultural and intellectual haven within the rapidly expanding metropolis. Actually, the chartering of the university in 1851 had spawned the village soon thereafter; an amendment to the charter enacted in 1855 contained the so-called "four-mile limit" prohibiting the sale of "spiritous, vinous or fermented liquors" and quickly became a coda for Northwestern and its surrounding environs. Frances E. Willard, the legendary reform advocate who adopted the place as her hometown about that time, would write in 1928: "Our great institution, the University, always the central figure in Evanston's lengthening and varied panorama. . . ." In 1910, its citizens relished the statistic that amongst the 144 residents of the North Shore listed in the most recent *Who's Who in America*, ninety-four lived in Evanston, including a future Vice President of the United States, Charles G. Dawes; the acclaimed architects Daniel H. Burnham and William Holabird; the longtime associate of Frances Willard, Anna A. Gordon; and the editor of *The International Socialist Review*, Algie M. Simons, a year earlier the nominee of the Socialist Party to be the mayor of Evanston. Notably, twice between 1894 and 1911 voters rejected overwhelmingly propositions to consolidate Evanston with Chicago, its neighbor to the immediate south. "Against annexation are reasons of all sorts," said a Methodist clergyman in 1908, "economic, educational, esthetic, and ethical."

The Evanston Index, a weekly newspaper established in 1872—eight months after The Great Fire in Chicago—reported with obvious pride on the deliberations and proceedings of the visiting historians in its issue of May 27. The report appeared on page one. It follows.

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"Evanston extended a cordial welcome to the savants of the Mississippi Valley and State Historical societies last week, winding up with a program in the Lunt Library Friday night in which Judge O. N. Carter's address on "Lincoln and Douglas" brought a very profitable session to a close. The visitors lingered here until Saturday morning and were greatly impressed with the beauty of Evanston and the character of the welcome given them. They said with one accord that it was the most beautiful city in the state or in the west. They were especially pleased with the character of the meetings and the attention given them.

"Friday night Judge Carter told many new stories of Lincoln and Douglas which had never been in print. He had

History Over The Years



procured from the son of Douglas, now practicing law in Greensboro, N.C., an autobiography of his father which had never been made public. The address was principally confined, however, to the careers of Lincoln and Douglas as lawyers in Illinois. He said:

"The qualities of Lincoln and Douglas as lawyers have been almost entirely overshadowed by their acts as statesmen. These men were closely associated all through life; they came to Illinois and were admitted to the bar at about the same time; they were members of the same legislature; Lincoln argued before Douglas in the Supreme court; they were rival suitors for the same young lady; they were opponents in a famous series of debates and contestants for a seat in the senate, and, finally, for the presidency. Both were above reproach in private life."

#### Found Douglas' Height.

"Judge Carter then described their appearances and told how he had found Douglas' height. The histories and biographies disagreed on this point, but Judge Carter remembered that there were two life-sized statues of Douglas in the capitol at Springfield. He had these statues measured, and the height of both was found to be just 5 feet 4 inches. The lecturer then told of the rapid rise of Douglas.

"Douglas and Lincoln were both self-made men. The former was born in Vermont and landed in Illinois in 1833 without a cent. He taught school while reading law; was admitted to the bar and acquired a big reputation as a debater. He was elected to the legislature in 1836, but soon after was defeated for congress by Stuart, Lincoln's law partner. Upon the reorganization and enlargement of the Supreme court Douglas was elected a member of that body, at the age of 27. He was elected to congress in 1843, was twice re-elected, and then was in the senate for the rest of his life. After this time he did very little law work."

#### Recognized as Leader.

"Lincoln secured an excellent law training by traveling with judges on circuit. He became a general favorite of the profession and the judges had great confidence in him. By 1850 he was recognized as one of the leading trial lawyers of the state."

"Both were keen, shrewd debaters."

"The following officers were elected:

"Mississippi Valley Historical Association--President, Prof. A.C. McLaughlin, University of Chicago; first vice-president, R.G. Thwaites, Wisconsin Historical society; second vice-president, Prof. J.A. James, Northwestern university; secretary and treasurer, C.S. Paine, Nebraska Historical society. Executive committee: Prof. I.J. Cox, University of Cincinnati; T.J. Sampson, Kansas Historical society; George Sioussat, Sewanee university, Tennessee; J.A. Woodburn, University of Indiana.

"Illinois Historical Society--President, Col. Clark E. Carr; secretary-treasurer, Mrs. Jessie Palmer Weber.

#### A Typical Early Politician.

"A paper read at the meeting of the State Historical society by Prof. Isaac J. Cox, University of Cincinnati, on 'Thomas Sloo Jr.: A Typical Politician of Early Illinois,' was most interesting. The professor said that Thomas Sloo Jr. represents a type of man born on the frontier but trained among the best family influences found among the immigrants from the middle states and Virginia. After a varied business experience in Cincinnati, an honorable but minor position in the war of 1812, he came to Illinois after the panic of 1819, in which he greatly suffered. His father's family had already preceded him and had settled at Shawneetown. Mr. Sloo became a resident of Hamilton county, a member of the state legislature, president of the state canal commission, an unsuccessful candidate for United States senator, and in 1826 he nearly won the governorship

after an exciting campaign against Ninian Edwards. Shortly thereafter he removed to New Orleans, where he spent the remaining years of his life.

"Mr. Sloo was a contemporary either friendly or in opposition to Ninian Edwards, Daniel P. Cook, John McLean, James Hall and others who contributed to the economic and political development of the state during its formative period, and who in effort and impulse represent those conditions which later gave Illinois political leadership in the nation during the days of Douglas and Lincoln.

#### Fort Dearborn Massacre.

"Of equal interest was the paper by M.M. Quaife on the Fort Dearborn massacre. He said that but little was known concerning the Chicago massacre when Mrs. Juliette A. Kinzie published her narrative, first as a pamphlet in 1844, but afterward as a part of the book, 'Wau Bun,' in 1856. From the first appearance of this narrative until the present day it has met with practically all other accounts of the massacre are based upon it [sic]. Examination shows, however, that the author had no first hand or contemporary knowledge of the massacre; that her informants were actuated by a strong prejudice against Capt. Heald; that perhaps they, and certainly the author, distorted the facts in order to magnify the role of the members of the Kinzie family; that serious differences exist between the narrative as published in 1844 and in 1856, and that the character of these differences harmonizes with the motive above stated; that the narrative abounds in details and statements the incorrectness of some of which is self-evident, of others is probable, and of still others is proved by more credible witnesses; more specifically the statements about the misbehavior of the Indians prior to the evacuation are disproved; the part played by the Kinzies in the events of the massacre is materially diminished; the heroism of Mrs. Helm and the patroonery of Surgeon Vorhies are so improbable as to be unworthy of serious consideration. The same is true of the dead march story and also of the death of Capt. Wells. The story of Mrs. Helm's romantic rescue by Black Partridge is probably largely fictitious, and that of the rescue of Mrs. Heald is certainly entirely so. The conclusion seems justified that Mrs. Kinzie's narrative of the Chicago massacre is so unreliable as to unworthy of credence except when corroborated by other evidence. The history of the Chicago massacre, therefore, yet remains to be written."

Michael H. Ebner is an associate professor of history at Lake Forest College. He is a Fellow of The National Endowment for the Humanities during 1983-84 to continue research and writing for a book-length social history of the North Shore suburbs of Chicago. To be published in a forthcoming number of *Chicago History* is his article, "'The Result of Honest Hard Work': Creating a Suburban Ethos for Evanston, 1850-1894."

## 1984 Slate of Nominations

#### PRESIDENT-ELECT:

William E. Leuchtenburg, University of North Carolina, Chapel Hill

#### EXECUTIVE BOARD:

William H. Chafe, Duke University  
George Frederickson, Northwestern University  
Neil Harris, University of Chicago  
Roger Lane, Haverford College  
Howard Lamar, Yale University  
Lawrence W. Levine, University of California, Berkeley  
Nell Irvin Painter, University of North Carolina, Chapel Hill

#### NOMINATING BOARD:

Lois Green Carr, Historian, St. Mary's City Commission  
John M. Murrin, Princeton University  
John G. Sproat, University of South Carolina  
Glenn Porter, Deputy Director, Eleutherian Mills-Hagley Foundation  
Thomas Dublin, University of California, San Diego  
Bertram Wyatt-Brown, Case Western Reserve University



# The Pendleton Act and the Civil Service Commission

Ari Hoogenboom

AFTER NEARLY TWENTY years of agitation, civil service reformers triumphed on January 16, 1883 when President Chester Arthur signed the Pendleton Act. Written primarily by Dorman B. Eaton, this legislation drew heavily on an earlier bill proposed by Representative Thomas A. Jenckes of Rhode Island and was backed by reform associations with a fervor difficult to imagine 100 years later. Reformers recognized that the Pendleton Act, while aiming to improve the public service, would also cripple spoils politicians (who relied on their organizations to win elections) and strengthen the influence of the "best people" (who wished to exploit issues in campaigns). When a disappointed office seeker assassinated President James A. Garfield in 1881, reformers had a simple, emotion-packed illustration that the previously uninterested masses could understand: the spoils system murdered Garfield. The defeat suffered by Republicans in the 1882 elections convinced them and most Democrats that civil service reform legislation had to be passed despite the fact that most members of Congress detested it. While the final vote was both bipartisan and overwhelming, the debate was partisan with each party jockeying for provisions that would be politically advantageous, particularly in the 1884 election.

The Pendleton Act established a bipartisan three-member Civil Service Commission to devise rules applying the merit system to positions on a classified list. Competitive examinations were to be given to all applicants for classified positions, and those ranking among the highest on these tests were to be appointed to vacancies. Promotion was to be based on merit and competition. Concessions not in the original bill were made to Democrats (entrance to the classified service was not limited to the lowest grade) and to the West and South (offices were to be apportioned among the states according to population). The classified list (approximately 14,000 out of 130,000 civil servants) in-

cluded the offices at Washington and post offices and customhouses with over fifty employees and could in the future be expanded by the president. The Pendleton Act also forbade political assessments (but not voluntary contributions) throughout the civil service, both classified and unclassified.

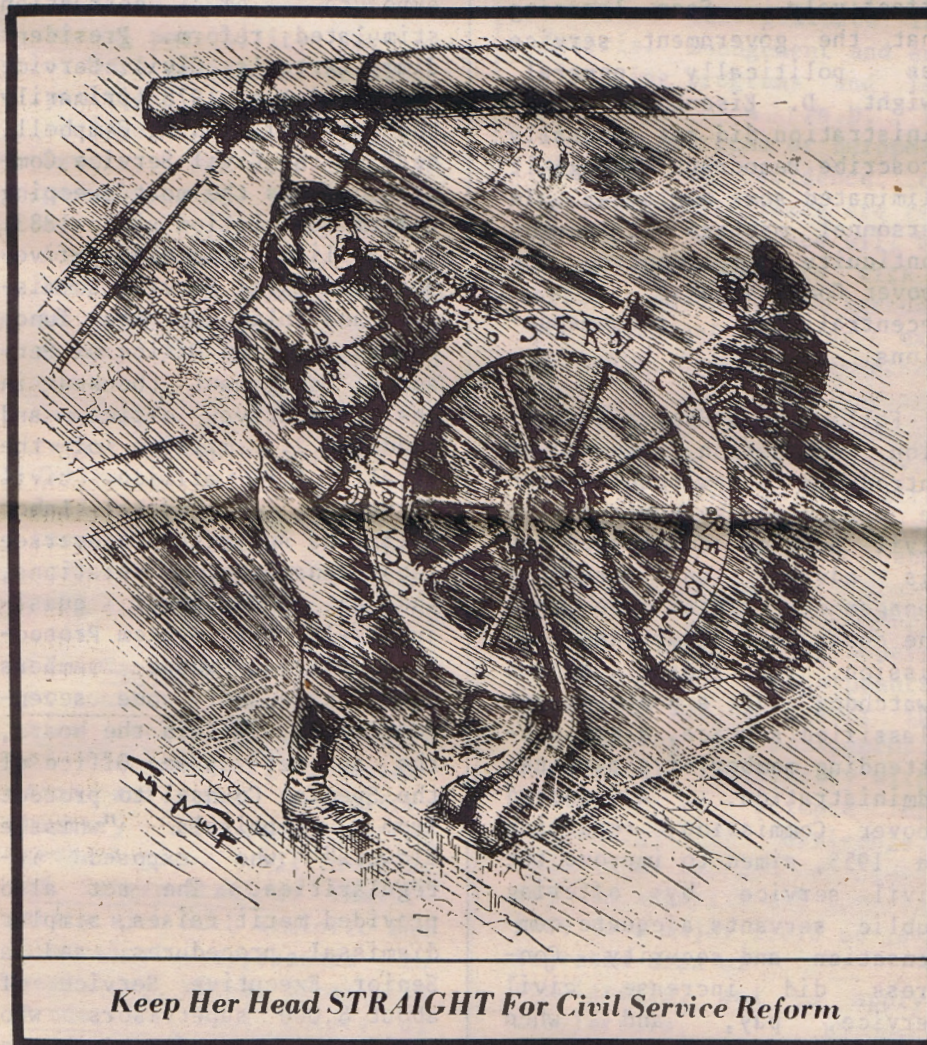
After the Pendleton Act passed, the civil service re-

placed by those of business people. Though President William McKinley was unfriendly to reform and withdrew several thousand offices from the rules, assassination again aided reform by making Theodore Roosevelt president. Roosevelt had befriended reform in the New York legislature and had been a dynamic civil service commissioner. When in 1901 he became president, forty-six

clearly differentiating career positions from patronage positions.

When a new administration represented a change of parties, it usually believed that the merit system had been extended too far, that classified civil servants were too representative of the outgoing party, and that they were indifferent and even hostile to the new regime. The merit system suffered after Woodrow Wilson took office. A result of the proscription of Republicans, largely carried out by southern Democrats, was the decline of black civil servants from six percent in 1910 to four-and-nine-tenths percent in 1918, and the segregation (with Wilson's approval) of the blacks who remained in the Washington Post Office and Treasury Departments. Despite these setbacks, the spoils system's inroads during Wilson's first administration were relatively small, and the tendency to freeze partisans in offices under the rules asserted itself during his second term. Wilson also used the merit system for the nation's personnel needs during World War I, when the civil service virtually doubled to 900,000 employees. The commission and the expanded bureaucracy functioned so well, Paul P. Van Riper notes (in his standard *History of the United States Civil Service* [Evanston, Illinois, 1955]) that private industry began to copy federal examination procedures to recruit employees. During the 1920s, Republican administrations extended the classified service to include eighty percent of the more than half million federal employees (560,000 in 1922) and accelerated the trend toward a career service with a retirement system and a new position classification scheme (in 1923).

The Great Depression had an enormous effect on the civil service. Franklin D. Roosevelt's New Deal created many new agencies to restore prosperity, and their staffs, appointed outside the merit system, brought ideas and energy to the service, but orderly bureaucratic



*Keep Her Head STRAIGHT For Civil Service Reform*

form movement became moribund, but the merit system made rapid strides in the federal bureaucracy. Every four years from 1885 to 1897, party control of the federal government changed, and presidents, after appointing their partisans to unclassified offices, extended the classified list to keep their appointees in office. By 1900, the Pendleton Act was transforming the civil service: unprofessional workers were becoming professionals, better educated civil servants were being recruited and were accorded a higher place in society, local political considerations were giving way to concerns of a federal office whose interests were national, and the influence and ideals of politicians were being

percent of the service was classified; in 1909 as he left office, sixty-six percent was under the rules.

The evolution of civil service reform into public personnel management began under Roosevelt. Concern that spoilsmen were politicizing the civil service gave way in the Progressive Era to an emphasis on economy and efficiency (which, in truth, earlier reformers had not ignored completely). The commission devised, and in 1903 Roosevelt approved, extensive rule changes that extended the classified system, clarified removal regulations, systematized reinstatements, reorganized examination procedures, and further developed a career service,



procedures, developed since 1883, disintegrated. By 1937, the weakened machinery endangered the new social programs. In that year, Roosevelt's Committee on Administrative Management, headed by Louis Brownlow, called for the reorganization of the executive branch and for the extension of the merit system to all but policy positions. An extensive overhaul of the rules in 1938, superseding those of 1903, provided for personnel sections in all departments to be coordinated by the civil service commission. Following the classic pattern and Brownlow's advice, Roosevelt extended the classified list to freeze employees appointed outside the rules. When World War II began, ninety percent of the civil service was classified, and Roosevelt had his bureaucratic house in order.

The magnitude of World War II dictated the rapid expansion of the civil service. Already up to 1,800,000 employees in 1941, the public service expanded to 3,800,000 by 1945 with 330,000 additional people serving without compensation. Civil service rules were relaxed, interviews were substituted for examinations, and the civil service commission's control over departmental personnel matters was shaken. After the war as the public service shrank, the commission reasserted its authority and revived the merit system, but administrators missed the flexibility they had exercised during the war. They also deplored procedures, primarily set up by the Veterans Preference Act (1944), that hampered the removal of incompetents.

Having fought the Great Depression and World War II, the public service lost its sense of mission in the postwar years. The bipartisan commission headed by former President Herbert Hoover investigated the executive branch and in 1949 recommended that personnel matters be decentralized, giving administrators more discretion and the Civil Service Commission less. The Hoover Commission also suggested that the Civil Service Commission maintain effective staff relations with the personnel offices in the various agencies, that procedures for appointment, promotion, and dismissal be simplified, and that uniform pay plans with higher pay, be adopted. The Civil Service Commission, which had

originated many of these suggestions, adopted those it could without legislation, and in 1949 Congress raised salaries and consolidated five occupation groups into two "services." In 1950, it simplified efficiency ratings in the Performance Rating Act. Powerful veterans groups, however, opposed any changes in the Veterans Preference Act.

In 1953, the end of twenty years of Democratic party rule caused apprehension among the approximately 2.5 million civil servants, eighty-five percent of whom were classified. Many Republicans wondered if the bureaucracy their adversaries had built would implement new policies effectively. Soon learning that the government service was politically neutral, Dwight D. Eisenhower's administration did not generally proscribe Democrats, though it eliminated some employees. In personnel matters it sought continuity, implementing the Hoover Commission's decentralizing recommendations.

Following a Hoover Commission suggestion, Eisenhower introduced a new problem when he appointed the chair of the Civil Service Commission as his adviser on personnel management. This move made the chair of a bipartisan commission functioning as a "watchdog" over a nonpolitical classified service, a cabinet-attending member of a partisan administration. A second Hoover Commission, reporting in 1955, aimed to improve the civil service by offering public servants adequate compensation and security. Congress did increase civil service, pay, and when Eisenhower left office, morale in the service was on the upswing. Presidents John F. Kennedy and Lyndon B. Johnson continued to rely on the commission chair for leadership in both personnel policy and management, and the commission continued its schizophrenic roles as manager and protector of civil servants.

### ***No president sought to control the bureaucracy of civil service more thoroughly than did Richard M. Nixon.***

Since World War II, presidents have worried that the bureaucracy was not responsive to their programs. No president, however, sought

to control the bureaucracy more thoroughly than did Richard M. Nixon. Though assistant secretaries of administration in each department customarily had been career civil servants, Nixon filled these key positions with his people. Furthermore, the Civil Service Commission failed to resist orders from Nixon's White House to make political appointments and promotions and to destroy commission records. The Watergate scandal loosened Nixon's grip on the civil service, and left him presiding over, but not controlling, a loose confederation of independent departments.

As in the Gilded Age, the exposure of corruption stimulated reform. President Jimmy Carter's Civil Service Reform Act of 1978 (primarily the work of Alan K. Campbell, head of the Civil Service Commission) was the most sweeping reform legislation since 1883. It abolished the ninety-five-year-old Civil Service Commission and split up its functions among an Office of Personnel Management (housed in the Executive office and handling 2.1 million of the total 2.8 million civil servants), a Federal Labor Relations Authority to oversee labor-management relations, and an independent quasi-judicial Merit System Protection Board (whose members could serve only one seven-year term). Within the board, the act set up an Office of the Special Counsel to protect from reprisals "whistle blowers" who exposed irregularities. The act also provided merit raises, simpler dismissal procedures, and a Senior Executive Service of about 8,000 supervisors who could be transferred where

### ***Some of President Reagan's appointees have had a devastating impact on the civil service, particularly in departments where they have been unsympathetic to ongoing programs.***

needed without loss of rank. Though government employee unions were unhappy with the legislation, which aimed to discipline uncooperative civil servants and to fire incompetent ones but did not legalize strikes by federal employees, it was a definite improvement. It both sorted out the functions of the old

commission and increased civil service efficiency. Legislation, however, is limited by the people who administer it. Some of President Ronald Reagan's appointees have had a devastating impact on the civil service, particularly in departments where they have been unsympathetic to ongoing programs. A bureaucracy is sensitive to its leadership. The point is best illustrated by the ineffectiveness of the Environmental Protection Agency under Anne McGill Burford and by the turnaround achieved at the EPA by the able and committed administration of William Ruckelhaus.

Civil Service reform is an "unfinished business." Equated with competitive examinations in the nineteenth century, it is difficult to define a century later. Americans today tinker with public personnel practices to achieve a golden mean. We wish to avoid both a politicized civil service and an unresponsive bureaucracy; we want incompetents fired, but we want competent officers protected from arbitrary dismissal; we want civil servants to be secure but stimulated to work harder; we want self-directed career officers who can take orders. With each administration disagreeing over the proportion of politics, security, and self-direction required in the public service, there will always be civil service reform.

Ari Hoogenboom is a professor of history at Brooklyn College, City University of New York. He is the author of *Outlawing the Spoils: A History of the Civil Service Reform Movement, 1865-1883*.

### **Correction**

In Wilcomb Washburn's article "The Supreme Court's Use and Abuse of History" in the August Newsletter, page 8, the word "no" was inadvertently added after the second word of the sentence "There are professional historians who have played a supporting role in the media events through which the 'revisionist' view of Indian history has been conveyed to the public," thus reversing the meaning. On page 9, the opening sentence of the bottom paragraph in the third column should have been inserted at the end of the completed sentence in line 16 of the fourth column.



# "Advanced Placement History": The AP Program and academic quality

Paul Holbo

I AM UNDER an obligation, as chair of the College Board Test Development Committee in American History, to respond to the communication by Professor Marvin E. Gettleman about the Advanced Placement History Program ("Foxes and Chickens," OAH Newsletter, August 1983). I do so because Mr. Gettleman's many innuendos and inaccurate statements, if unanswered, might mislead some readers of this newsletter.

I first prepared this response so that it would appear alongside Mr. Gettleman's piece in the August issue. The editor of the OAH Newsletter then informed me that it could not be published until November owing to space commitments. The delay is unfortunate because the reputation of the Advanced Placement Program might have suffered in the interim, and because it is more difficult now for readers of the Newsletter to compare my rebuttal with the original charges. Simultaneous publication certainly would have been preferable.

My initial impression on reading Mr. Gettleman's statement was that he sought to be an academic gadfly. Whatever the case, much of what he says is erroneous. He does not even understand what the College Board and the Educational Testing Service are, what relationship exists between these organizations, and what role professors and teachers play in the Board programs.

The point is of some importance, for Gettleman's assertion that ETS is essentially a profit-oriented operation comprises what little interpretive content there is in his piece. Note in this context his statement that the College Board is "a wholly-owned subsidiary of ETS, or is it vice versa, or does it matter?" It does matter, for Mr. Gettleman has the facts wrong and, as a result, engages in unsound analysis and reaches false conclusions.

He could have avoided some of these problems if he had read, or understood, the descriptive material on the Advanced Placement Program that he mentions. The College Board, as this material makes clear, is a nonprofit

membership organization of about 2,500 colleges, schools, school systems, and associations. Most of the institutions with which teaching members of the OAH are affiliated belong to the College Board, and each college or school has a representative to the Board. The Board's trustees are elected. The current chair is Henry Winkler, historian, former chair of the European History AP committee and Chief Reader of the European History examination, and currently president of the University of Cincinnati. Members of the OAH can be assured that there is a sincere commitment to the subject of history and concern for high academic standards at the top levels of the Board.

The Advanced Placement Program is one of many College Board programs. AP is not a program of the Educational Testing Service, as Mr. Gettleman asserts, but more on that in a moment. The College Board's AP Program is headed by a former professor of German and college dean, who, with advice from various quarters, selects the members of the subject test development committees, such as the one I chair in American history. The committee members are chosen because of their reputations as scholars and teachers, and because of their subject specialties (such as diplomatic, women's, or Black history), and academic leadership. Geography, balance between colleges and schools, public and private affiliation, and affirmative-action considerations go into the selection of members.

The six professors and teachers who are chosen shape the program in each subject area, and they devise the examination. We members do act, of course, within general College Board principles, and we are attentive to financial and academic constraints. We are very much like a history department, or committee of a department, except that the students about whom we are concerned attend schools all over the world. Writing a common examination for them is a difficult but not impossible task. In a number of years of association with the Board, I

have never found that the AP Program office interfered with our efforts or sought to affect our deliberations, except in one recent instance when the costs of the examination reading became a serious concern. The issue was legitimate, and a satisfactory resolution was worked out. It is all much like life on a campus with a supportive administration.

Where, then, does ETS come in? Many years ago, the College Board, with the aid of several foundations, created ETS, which is now a totally separate, nonprofit agency, located in Princeton, New Jersey (see Jack Arbolino, "At Last: A Mystery Unfolded. . . The True Relationship Between the College Board and ETS," College Board Review, 127 [Spring 1983]). The Board employs ETS to assist in the preparation and evaluation of the Board's examinations and to assist in the administration of these programs. Thus, in the case of AP American History, ETS, under its contract with the Board, provides two consultants to help the faculty Test Development Committee. ETS also furnishes valuable statistical information, skilled editorial help, and other assistance. Mr. Stephen Klein, whose rank at ETS is Senior Examiner, is one of the consultants to the committee; he is also a well-trained historian with a genuine concern for students. The committee could not function efficiently without the help of the ETS consultants, but the committee is itself solely responsible for the exam. The committee also writes or asks other professors and teachers to prepare the substantive and descriptive brochures and letters to be sent to the secondary schools. ETS adds the administrative details, such as information on where and when schools sign up for examinations or pay the test fees, and is responsible for printing and distribution. It also prepares and makes available a considerable amount of useful evaluative and statistical material.

All of the above is public information--most of it well-known to secondary-school teachers and administrators. Mr. Gettleman unfortunately

neglected to find out how the Board and ETS work. The facts, in any event, do not support his thesis that ETS promotes and sells the AP exams for financial reasons. To repeat: AP is not an ETS program but a Board program. ETS has a contract to furnish specific services to the Board. Some ETS personnel occasionally speak to public groups about AP or, upon invitation, take part in professional meetings on AP; but, in general, ETS does not promote AP. Incidentally, the brief film and videotapes about which Mr. Gettleman complains were actually produced by the South Carolina Department of Education and graciously made available to the Board, which in turn provides them to anyone who is interested. The AP Test Development Committee in American History has often urged both the Board and ETS to increase its informational activity (publicity, if you prefer) about the AP Program, and some of the Board's regional offices have helped substantially with mailings, sponsorship of conferences, and modest scholarships for secondary-school teachers. We encourage such activity because we consider the program academically sound and worthwhile.

AP, moreover, was for years a deficit program at the Board, which nevertheless supported and expanded the program. Caveat emptor? Not of the Board or of ETS, for they have courageously sustained an academic program of demonstrated quality despite the financial costs. I am wary of Mr. Gettleman, however, for he professes to favor enriched teaching of history in the high schools but denigrates "the emotional maturity and sheer experience" of the students. Near the end of his piece he reveals what may be his real concern--that these "brightest incoming students" do not attend college "survey history courses." Perhaps here we see Mr. Gettleman as the "seller of a product." I wish him luck but recommend that he try to build his enrollments as best he can without running down the competition from fine courses in the secondary schools. Let me remind him, too, that the OAH

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represents secondary-school teachers of history as well as college faculty.

I turn now to some of Mr. Gettleman's other contentions. He states, as his second and third points, that "ETS and its constituencies" encourage students to have unreasonable expectations about what they can gain from AP courses, and that they foster "getting out of college courses." He provides no evidence. This is no wonder, because the studies that I have seen are all to the contrary. For instance, the extensive monograph by Patricia Lund Casserly published in 1968-69 following her nationwide survey reveals both the very positive reactions of college students who had earlier enrolled in AP courses--which they usually rated the best and most helpful courses they had ever taken--and the fact that AP students do not leave college early but take more advanced courses (Patricia Lund Casserly, What College Students Say About Advanced Placement, reprinted from the College Board Review, 69 [Fall 1968]; 70 [Winter 1968-69]; this is a 14,000 word evaluation of AP based on interviews with over 400 students from 252 schools and at twenty colleges). Several studies at Harvard and Yale in the same period reached similar conclusions about the later college work of AP candidates (P.S. Burnham and B.A. Hewitt, "The Rock Stands, Mr. Noyes," College Board Review, Spring 1972). A more recent study at Indiana University, focusing on the total number of course hours completed, the proportion of upper-division courses completed, and overall achievement, demonstrated that AP students performed better in college than did non-AP students in all measures (Philip C. Chamberlain, Richard C. Pugh, and James Schellhammer, "Does Advanced Placement Continue Throughout the Undergraduate Years?" College and University, Winter 1978). A 1982 study at the University of Michigan found again that AP students outperformed comparable non-AP students in their college careers (Darryl Simms, "Comparison of Academic Performance Between AP and Non-AP Students at the University of Michigan," manuscript copy, April 15, 1982).

The one article on AP which Mr. Gettleman gives evidence of having read is a recent item in the AHA newsletter by Mr. Klein on changes in the

document-based question. Mr. Gettleman objects in this case that Mr. Klein treated his subject with too great solemnity and alleges that this was done in order to avoid "the deeper question of the value of AP examinations." Mr. Klein would have been badly at fault if he had not treated his assigned subject seriously, for a substantial change had been made in the format of this required test question; hundreds of teachers wanted and deserved to know what was being done and why. The AP column in the AHA newsletter performed a valuable informational function. Mr. Gettleman's insinuation about Mr. Klein's ulterior motive is not worthy of an answer.

In still another innuendo, Mr. Gettleman stated that he had complained to Mr. Klein about inflated grades on AP tests. He does quote Mr. Klein's answer about the research on AP that has been done but questions it on the basis of the AP American History essay exam booklets that he asked to be sent to the Polytechnic Institute of New York. I know nothing about the quality of students who apply to Mr. Gettleman's institution. But the studies at Indiana and Michigan (which specifically include American history) and a set of analyses by ETS in half a dozen other subject areas demonstrate that AP students taking the AP exams score significantly higher on them than do the college students taking the same tests. Motivation may have been a factor in the superior performance of AP students in these comparisons.

There can be no question, however, that the AP exam is harder than most college tests. In the first place, the AP examination covers the entire year's work, from the colonial period to recent times; college tests in survey courses rarely cover more than a semester's work. The AP test is three hours in length, with the first portion devoted to the extremely challenging 100-question multiple-choice test. Two lengthy essay questions follow. One of these is the required document-based question; the second question is selected from a set of five. Altogether this is a tough examination.

It is true that the weaker AP students answering the required document-based question tend not to sense partisanship, distinctions, and nuances. Not sur-

prisingly, they receive lower rankings than do their more sophisticated AP peers. In order to earn the requisite grade of 3, the weaker students must do somewhat better on the other essay or on the multiple choice portion. The Test Development Committee's expectation is that students who get a 3 should demonstrate some knowledge of a range of historical materials, be able to respond to analytical essay questions, and organize and write fairly well. This is about what we look for from average students in college survey courses. "C" and even "D" grades are passing in many college surveys, and carry course credit. Numerous studies indicate that students getting a 3 score on an AP exam would get a "B" in a college course. Therefore, college credit is warranted.

Mr. Gettleman, however, asks how many colleges request that the essay test booklets be sent to them for review, as he does. The answer is that relatively few do so, in large part, I think, because most colleges of any distinction have had faculty members who have served on the test development committees or taken part in the reading. They understand the process and respect the care with which this work is done and see no reason to redo it. One hundred professors and teachers took part in this year's American history reading, which was directed by Professor Alden Vaughan of Columbia University, the Chief Reader, and by Professor Frank Warren of Queens College. The work is hard, but Vaughan and his spirited colleagues make the reading a worthy professional enterprise and a truly collegial academic gathering. Finally, with regard to tests, Mr. Gettleman errs still another time in his assertion that ETS "totally controls" the "short-answer" (presumably he means the multiple-choice) section of the test. On the contrary, the committee is responsible for the 100 questions, which are graded by computer.

I shall not respond as I would like to Mr. Gettleman's insinuations that AP students with grades of 3 are "measurably substandard" (what measure or standard, he does not say), and that the AP examinations "are the equivalent of educational snake oil, skillfully packaged and marketed by the folks in Princeton." There are

shortcomings in AP American History, as in college survey and other courses; but Mr. Gettleman's essay provides no help, and such remarks are inappropriate.

In my opinion, and, I believe, in the view of many among the hundreds of professors of American history who have worked with the AP Program over the years, AP teachers are some of the very best classroom instructors in the country, and their students have had challenging courses that prepare them well for college generally and for upper-division history courses in particular. Many have gone on to become history majors; some, history professors and AP teachers. Perhaps most important, the AP Program, more than any other activity, has torn down the sheepskin curtain separating the colleges from the schools. Professors and teachers collaborate on the test development committees and in the reading, join in workshops and conferences about history and AP, take part in joint sessions at the major historical meetings, and contribute to substantive columns on AP in the AHA newsletter. These activities have advanced history education substantially, and these are the ways in which progress can continue to be made.

Paul S. Holbo, chair of the College Board Test Development Committee in American History, is Vice Provost for Academic Affairs and a professor of history at the University of Oregon. His most recent publication is Tarnished Expansion: The Alaska Scandal, the Press, and Congress, 1867-1871.

## 1985 call for papers

The Program Committee for the OAH Annual Meeting to be held in Minneapolis, Minnesota, April 17-20, 1985, invites suggestions for papers, workshops, or panels on the theme "Rediscovering American Historians: How New is the 'New' History." Applicants should send three copies each of a brief vita and a two-page resume of the project summarizing its thesis, methodology, and significance to the Program Co-Chair, Gerald N. Grob, Department of History, Rutgers University, New Brunswick, New Jersey 08903. The deadline for receipt of proposals is February 15, 1984.



# ELLEN WOODWARD

## AND WOMEN'S ECONOMIC SECURITY, 1933-53

Martha Swain

IN THIS YEAR of celebrating events that occurred fifty years ago, there is an autumn date to note. On November 20, 1933, a White House Conference on the Emergency Needs of Women convened to examine the plight of jobless and needy women and to disseminate ideas for the development of a massive work relief program to assist them.

Sharing the podium with Eleanor Roosevelt and Harry L. Hopkins, the director of the Federal Emergency Relief Administration, was Ellen Sullivan Woodward, a relative newcomer to the New Deal. For less than two months, she had been the director of the new Women's Division of the FERA. Virtually unknown at that time to the prominent club women, government officials, and congresswomen whom she addressed, within a short time she would become one of the best-known public women in Washington. Remaining as the director of women's work throughout successive relief administrations, she resigned from the Works Progress Administration in December 1938 to become one of three members of the Social Security Board. When the Board was abolished in 1946, she became the director of the Office of International Relations within the Federal Security Agency. In 1953, she retired at the age of sixty-six. In her twenty years as a federal official, the scope of her work to bring greater economic security to women had moved well beyond that begun in 1933.

Ellen Woodward's emergence as a national figure is remarkable in that she had no political constituency or national reputation prior to her call to Washington. Furthermore, she was a "southern lady" whose achievements in the field of public administration were unknown to the eastern and midwestern social feminists who had formed an effective network through their reformist activities. Nor was she a graduate of one of the eastern colleges which had educated many of the women leaders of the early postsuffrage years. She did, however, possess an impressive set of credentials for the big job she undertook in the fall of 1933. These credentials added to the

political savvy she had gained as the daughter of a turn-of-the-century Mississippi senator (she was born in 1887), the wife of a respected Mississippi state legislator, and as a Democratic national committeewoman, 1932-34. Widowed in 1925, Woodward was elected to a full term in the state House of Representatives where, in her one term, she won acclaim for her championship of state libraries, eleemosynary institutions, and women's education--areas of concern later heavily reflected in the nature of the New Deal work programs she developed for women.

More importantly, her community spirit and social vision were translated into positive results through her work for the Mississippi State Development Board from 1926 to 1933. First, as the director of the Civic Development arm of the Board (1926-29) and then as the executive director of the Board (1929-33), she conducted a number of programs to advance the industrial, agricultural, social, and educational affairs of the state. Chief among her goals was the improvement of the standard of living for rural Mississippians, especially their housing. Her endeavors took her into homes in every county and into the board rooms of the leading financial institutions and industries in the larger towns and cities. Concurrent service as the executive secretary of the Mississippi Research Commission brought her administrative competence, organizational abilities, and humane and liberal outlook to the attention of Brookings Institution consultants who assisted the Board.

Woodward combined her "business progressivism" with endeavors toward the social betterment of all Mississippians. She held posts on the boards of the Mississippi Children's Home Society, the state charity hospital, and the Mississippi Conference on Social Work; she was the only woman named by the Governor to the new State Board of Public Welfare in 1932. Never the recipient of any formal training in social welfare, she acquired, nonetheless, an extensive knowledge of welfare delivery systems for the rural

poor. She went to Washington with first-hand knowledge about the dispersal of federal emergency relief funds, which by 1933 were already trickling into the state.

Neither was Ellen Woodward politically naive. A vigorous "Before Chicago" supporter of Franklin D. Roosevelt, she was the Mississippian to whom party leaders turned for assistance in organizing women for Roosevelt and in retiring the postconvention debt. Her loyalty to the new president and her commitment to his goals were unquestioned. When she received the endorsements of her political friends in Mississippi, her southern women colleagues in the Democratic Party, and social work associates of Hopkins, her appointment to the FERA post was approved by New Deal "job brokers" Mary W. (Molly) Dewson and James A. Farley. She arrived in Washington to begin work on September 1.

Woodward created FERA and WPA women's divisions which placed women at the head of project development and supervision in each of the states, New York City, and the District of Columbia. Supported fully by Hopkins and his assistant Aubrey Williams and by Eleanor Roosevelt, she was adamant that her women directors be given autonomy over their programs and that adequate funds be allotted to the women's projects. She spent much of her time educating the public to the fact that several million single, married, and widowed women were, indeed, the sole supporters of their families or themselves. She insisted, too, that men and women in relief work be given equal pay for equal work, but in the face of local prejudices that was not consistently the case. Although the equal pay policy was adopted, in reality most women were paid less than men because the former were at work on tasks (such as sewing and canning) for which the pay scales were lower than that for the work that many men performed on construction and similar projects. And even among women, the average hourly earnings depended upon the work activity. In 1937, pay ranged from a low of twenty-five cents an hour for gardeners to ninety-six cents

an hour for artists.

The Women's Division was, on the whole, successful in devising work for both skilled and unskilled women. Early in her administration, Woodward made an extensive inventory of the work performed by professional women; for example, she delineated twenty-three work activities for nurses and twenty-eight for librarians. Her office promoted work for women in other professions as well, particularly in white-collar areas such as public administration, once considered the exclusive domain of men. Under the WPA, her division listed 250 occupational categories for which

***"I should feel a pang of regret if our Federal Government were to seem to follow the lead of less progressive nations in restricting the field of women's work."***

*Ellen Woodward to Eleanor Roosevelt*

women were suited. In a moment of frustration when funds were disproportionately funneled to the WPA construction projects for men in 1935, she wrote to Mrs. Roosevelt, "I should feel a pang of regret if our Federal government were to seem to follow the lead of less progressive nations in restricting the field of women's work."

Devising socially constructive relief work projects for unskilled women presented the largest set of problems. Unlike men, women could not be expected to leave their families to accept employment nor could they be put to work on massive projects employing great numbers as did the construction units. Sewing projects proved to be the most appropriate activity for women who had no previous work experience. They met several of the requisites set down for all relief programs whether they employed men or women. There was a large pool of suitable applicants; supervisors were available from the ranks of certified workers; and projects were feasible for both rural communities and urban centers. The sewing projects, like the

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garden, school lunchroom, and mattress projects provided commodities in great demand by other needy people.

Yet the sewing projects had their drawbacks. They helped perpetuate the limited concept of women's abilities held by many male relief administrators. "Every man has the idea that if a woman is trained, she is a stenographer," the Mississippi director of women's work complained, "but if she isn't she can sew!" And like the library bookbinding projects, sewing and mattress production became the target of private industry. A final disappointment for the Women's Division was the fact that in reality the sewing projects did not provide very many relief workers with marketable skills. Relatively few women "graduated" from relief work to private employment, and those who did often received lower weekly wages.

Training unskilled, adult women for gainful employment was an aspect of women's relief work which Woodward thought made her Division both distinctive and essential since eighty percent of women eligible for relief were untrained in any occupation. Both she and Eleanor Roosevelt were enthusiastic about the Household Workers' Demonstration Project, designed to elevate domestic service to a skilled profession. Conditions within the field were too rooted in tradition and subject to the laws of supply and demand to be overcome by a WPA project. Although the household workers projects never accomplished what Woodward had hoped, approximately 20,000 women, chiefly minorities, received training. The fact that black and white women were placed in segregated projects, not only in household training but in other activities as well, troubled Woodward. She wrestled with the dilemma of administering a program where local sponsorship was a requisite, eligibility for relief work was determined by local relief officials, and prevailing wages were paid. Woodward once complained to a fellow southerner that local prejudice could not be overcome "through the efforts of a government organization not designed primarily to cope with such a problem."

The number of women who applied for certification for relief work--it is impossible to know how many in need were

too embarrassed to do so--and the number who were assigned to projects varied from month to month. Clearly, the needs of tens of thousands were unmet. Woodward achieved her goal, set when the WPA was created in May 1935, to place 500,000 women between the ages of eighteen and sixty-five at work in a variety of projects. Employment peaked in March 1936 when 468,000 women were working in the strictly "women's" projects, while others worked in Federal One (the Art, Music, Writers, and Theater Projects).

When congressional cuts forced a retrenchment in WPA employment after 1937, Woodward concentrated upon the retention of institutional service projects through which women on relief provided assistance in local social services, such as school lunchrooms, county hospitals, libraries, and nursery schools. She had remained convinced that women, as the "natural conservationists" of material and human resources were better equipped than men to understand the waste of human lives wrought by the Depression. After Woodward left the WPA in 1938, the focus of the reconstituted Women's and Professional Service (emphasis added) Projects under the new director, Florence Kerr, was just that--community service. But Ellen Woodward knew that opportunities for the advancement of women were being eroded. "We can't pound too hard on women's 'right to work'," she wrote to Mary Beard in 1939. "There is evidence all around that the ground is slipping out from under some of our sex."

When Woodward succeeded Molly Dewson on the Social Security Board, she continued to publicize the need for greater economic security for women. During her seven-and-one-half years on the SSB (1938-46), she pointed to inequities in public assistance which penalized working mothers. She urged that social security insurance be extended to domestic workers and farm women and that unemployment benefits be adjusted to erase policies that provided fewer benefits for women than for men. Her voice was that of one crying in the wilderness. After 1944, she was alarmed about the effects of demobilization upon women war workers. She told the 1945 graduates of a women's college that "the voices of reaction would raise a cry of relief if

women seemed to fall down on their wartime jobs or if postwar conditions forced them out. . . . Shutting women out of jobs will never solve the problem of unemployment."

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***"The voices of reaction would raise a cry of relief if women seemed to fall down on their wartime jobs or if postwar conditions forced them out . . . Shutting women out of jobs will never solve the problem of unemployment."***

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Much of Woodward's work with the Social Security Board lay in the arena of international welfare. As a member of or a technical adviser to U.S. delegations to successive United Nations conferences establishing the perimeters of postwar relief and rehabilitation, she was a spokeswoman for women and children. She continued that work after she entered the third phase of her federal career in mid-1946 as director of the Office of International Relations of the Federal Security Agency. Her office served as a clearinghouse for international welfare activities of the constituent divisions within the FSA, particularly the Social Security Administration and the Children's Bureau, whose health, education, welfare, and social insurance functions were crucial to women's security.

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***"It does not take much gift of prophecy to foretell the kind of world we will have if women do not wake up to the fundamental problems which have plunged us into war at least once in every generation."***

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*Ellen Woodward to Mary Beard*

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As the end of World War II approached, Ellen Woodward became increasingly active in her work with women's organizations, especially the Business and Professional Women, for which she served as national public affairs chairwoman. She was unhappy with the "token appointments" given to women under the new administration, and she was disappointed both that many women had become less aggressive in seeking policy-making posi-

tions and that fewer posts were open to them in government service and the military. She turned to Mary Beard again in June 1946: "It does not take much gift of prophecy to foretell the kind of world we will have if women do not wake up to the fundamental problems which have plunged us into war at least once in every generation."

At the end of 1953, Woodward retired when the functions of her office were transferred to a new agency within the new Department of Health, Education, and Welfare. Her years of indefatigable work--of eighteen-hour work days--had taken their toll on her health, and she was at a good retirement age. A series of illnesses prevented her from remaining as active in her professional organizations as she once had been. Many of her former colleagues were in retirement and no longer living in Washington though she chose to remain there. She lived until 1971, but in her latter years she was a victim of arteriosclerosis and was confined to her apartment.

Research in the agency records of the FERA, WPA, SSB, and in the Woodward Papers (from which all quotations herein have come) show that many women in the national, regional, and state offices of the agencies made policy about important matters and proved to be effective administrators. The question arises: what happened to them? Did the new class of women professionals emerge from the women's and professional projects as Ellen Woodward had hoped? Tentatively, the answer is "no"; many of the women either retired when the emergency programs ended, moved laterally into other government jobs, or left government service. Valid conclusions can be drawn only when there is much more research and writing about women's work in the Roosevelt and Truman period.

One wonders, too, how many of the work relief recipients did gain new skills and find permanent employment. Probably there are no records to provide the answer since anonymity shrouds these records. If, however, the economic gains and professional experiences were only transitory, it is important to keep in mind that the jobs programs of the New Deal did include effective and caring administrators, both men and



women, who were convinced that women were due equal consideration for economic security--and an equal chance to survive. It is to be hoped that a rediscovery of that generation of women, whose relief work fifty years ago was enormously productive, innovative, and literally life-giving, may be instructive for those who are the policymakers of today.

Martha Swain is an associate professor at Texas Woman's University. Her numerous publications include Pat Harrison: The New Deal Years and "The Harrison Education Bills, 1935-1941."

## OAH Access Committee seeks assistance

Athan Theoharis

AS CHAIR OF the OAH Committee on Access to Documents and Open Information, I am writing to request the assistance of the members of the Organization of American Historians.

From our own research experiences, recent news stories, and conversations with other historians, we have learned of a number of troubling instances involving restrictions on documents deposited at public and private archives and of broad-based exemptive claims, ostensibly for national security reasons, to deny release of documents (whether under the Freedom of Information Act or relevant executive orders).

The Access Committee is presently preparing a report, which we propose to submit to the Executive Committee of the OAH and to the National Coordinating Committee for the Promotion of History, discouraging research into certain questions or limiting access to relevant

Most examples we have uncovered involve "national security" policy during the Cold War years, and generally the files of the White House and the intelligence agencies, we have also uncovered instances of similar problems for other less sensitive agencies and much earlier periods of time.

Thus, our request for assistance. We are interested in learning of any instances involving restrictions on access to documents deposited in either a public or private institution. We need to know precisely the nature of the problem; the name of the depository; the date of the denied documents; and the proposed research project. We are willing to honor requests for confidentiality and anonymity, but request that all such reports be fully documented and the contributor be identified. All such correspondence should be addressed to Athan Theoharis, Chair, Committee on Access and Information, Department of History, Marquette University, Milwaukee, Wisconsin 53233.

## The USIA Revisited

Richard O. Curry

Note: To avoid confusion the terms USIA and USICA are used interchangeably. The Agency's name was not changed from USICA to USIA until the fall of 1982.

MY ARTICLE, "AN American Scholar Abroad," which appeared in the OAH Newsletter (August 1982) and was reprinted in the Congressional Record (September 23, 1982, E 4384-85), has produced a number of responses and reactions: in the media; from academics in New Zealand, Australia, and the United States; from USIA officials in Washington (including its director Charles Z. Wick); and from three members of Congress (particularly ex-Congressman Toby Moffett and Representative Sam Gejdenson of Connecticut, a member of the House Foreign Affairs Committee).

First of all, the article received quite a bit of media attention in the northeast: radio interviews, talk show appearances, an Associated Press wire story (August 12, 1983), a feature article in the Hartford Courant (August 29, 1982), and an extremely critical Courant editorial entitled "American Propaganda Machine" (September 21, 1982). "Richard O. Curry's unhappy experience with the U.S. International Communications Agency," the editorial began,

was not unique either for this or previous administrations. Any effort by the government to stifle free speech does this nation far more damage than could any criticism by an American scholar. This administration, in particular, has been blatant in trying to impose its mindset on others.

The Voice of America (VOA), a semi-autonomous unit of ICA, has been in turmoil for the past year amid charges it is turning from objective news and information to provide a good-guys-versus-bad-guys view of the world.

The effectiveness of American cultural and academic exchange programs is compromised to the extent that they are viewed by foreigners as mere instruments of national propaganda.

It is also a matter of public record that the Reagan administration made a serious effort in Congress to undermine the Fulbright program. As Congressman Toby Moffett phrased it: "Last year, proponents of cultural exchange were successful in blocking a proposal to reduce Fulbright funds by 66% [italics mine]. If the bi-partisan coalition remains strong, we can continue this

cultural initiative" (letter to the author, March 30, 1982).

At the same time, however, the Reagan administration called for substantial increases in USIA's total budget. Why? The only viable explanation seems to be the Reagan administration's desire for total control of all exchange programs. In short, if USIA administers Fulbright, it cannot arbitrarily choose recipients. Fulbright awards are based on bilateral agreements with 120 foreign countries which have as much input into the selection process as the U.S. government. Conversely, all participants in the USIA Speaker's Program are hand-picked by agency officials.

The most amazing aspect of USIA's politicization was the candor of Director Charles Wick and other agency officials in declaring publicly that the Agency's primary function was to serve as an arm of the Reagan administration's foreign policy rather than presenting a balanced account of American life and society required by its charter. Mr. Wick took this position in his response to Fred Warner Neal's "Reaganizing Scholars" (New York Times, March 9, 1983) as did other agency officials in response to my own criticisms.

For example, Rosemary Keogh, a Hartford Courant staff writer, did a feature based on "An American Scholar Abroad" entitled "Professor Claims Intimidation By U.S. Overseas" (August 29, 1982). In the process, she elicited some revealing comments from USIA official Leslie Lisle. According to Keogh:

An ICA spokesman acknowledged this week that the agency tries to select speakers who know and support the administration's foreign policy.

"If they're going to talk about the current foreign policy of this administration, we insist they be informed and that they not go out and talk against it. . . . We want them to make a clear and convincing statement; otherwise it destroys our credibility."

Lisle said the policy does impinge upon the speakers' right to freedom of speech "to a certain extent," but added, "They are being sent out as current foreign policy spokesmen."

Former administrations have had similar policies, he said, but it has never been stated "quite so clearly."



Still another USIA functionary, Phyllis Kaminsky, Director of USIA's Public Liaison Office, in identical letters to the Hartford Courant (September 28, 1982) and the OAH Newsletter (November 1982), reaffirmed that political considerations played a major role in selecting speakers sent out to discuss "current administration foreign policy." Kaminsky implied, however, that since I was not a foreign policy "expert," USIA was not concerned about my political views. Kaminsky neatly dodged the issue I raised by stating: "We are unable to verify Mr. Curry's account of his conversations with our diplomats in Australia." If for "the sake of discussion we accept his version," Kaminsky declared, it was clear that I had misunderstood "the import" of my briefings.

It was rather difficult, however, to mistake "the import" of a warning by an ICA official in Canberra that sharp criticism of Reagan administration policies could have only one result: "You'll never get another Fulbright!" (My detailed response to Kaminsky appeared in the OAH Newsletter, February 1983).

Foreign policy "expert" or not, the fact that I was prepared to lecture on the concepts of Manifest Destiny and Mission in American history and on the prevalence of conspiracy fears and conspiracy rhetoric in American politics--subjects which have important contemporary overtones--had not been overlooked by the head of USIA in Australia.

As evidenced by Fred Neal's encounter with USIA, and indeed those of Professors John Seiler and Harold M. Hyman among others, it is clear that my own experiences were not atypical. Seiler's treatment by USIA is the worst example of partisan political abuse yet to be reported--and one that has not received the media attention it deserves. Seiler, who teaches at Dutchess County Community College in Poughkeepsie, New York, wrote to Congressman Sam Gejdenson on May 1, 1983 that:

In my case the Agency planned a lecture tour of six African countries; an overall itinerary was developed, specific appointments made for me in each of these countries, and flights booked from New York City to leave in November 1981. Eight days before the planned departure date, the Agency phoned to tell me of the cancellation, because (as the Agency told first me and then Congressional callers) my published views were not considered sufficiently supportive of U.S. policy toward South Africa. I subsequently sued the Agency and Mr. Wick in the Federal District Court in the District of Columbia. On 23 December 1982, Mr. Wick offered a settlement, just one day before depositions were to be taken from him and other Agency officials involved in the case. Although I promised not to make public the

terms of that settlement, I can say that I sued for \$285,000 and that, of course, I remain free constitutionally to testify in writing and orally or otherwise to write about the decision-making process in which I was involved.

Gejdenson (responding to letters from Seiler, Hyman, and several from me which included copies of letters received from correspondents in Australia, New Zealand, and the United States regarding USIA abuse) wrote a very pointed letter to Director Wick on June 6, 1983 asking for a detailed explanation of alleged malfeasance on USIA's part.

Wick's reply to Gejdenson on June 20, 1983 was truly astonishing. It was, in fact, a repudiation of policy positions that Wick and other Agency officials had taken publicly only a few months earlier. "First," Wick declared, "I would like to reiterate this Agency's commitment to the integrity of the Fulbright Program" (quite a contrast to the Reagan administration's earlier attempts to cut funding by two-thirds). Equally important, Wick also denied that the political views of individuals sent abroad under USIA auspices were taken into consideration in their selection process. Keep in mind that Wick did not state that the Agency had changed or repudiated its earlier publicly stated policy positions. Rather, he declared: "When a lecturer speaks on a topic which bears on current administration policy, we expect him to be able to explain what this policy is. He is not, however, required to defend it" [*italics mine*].

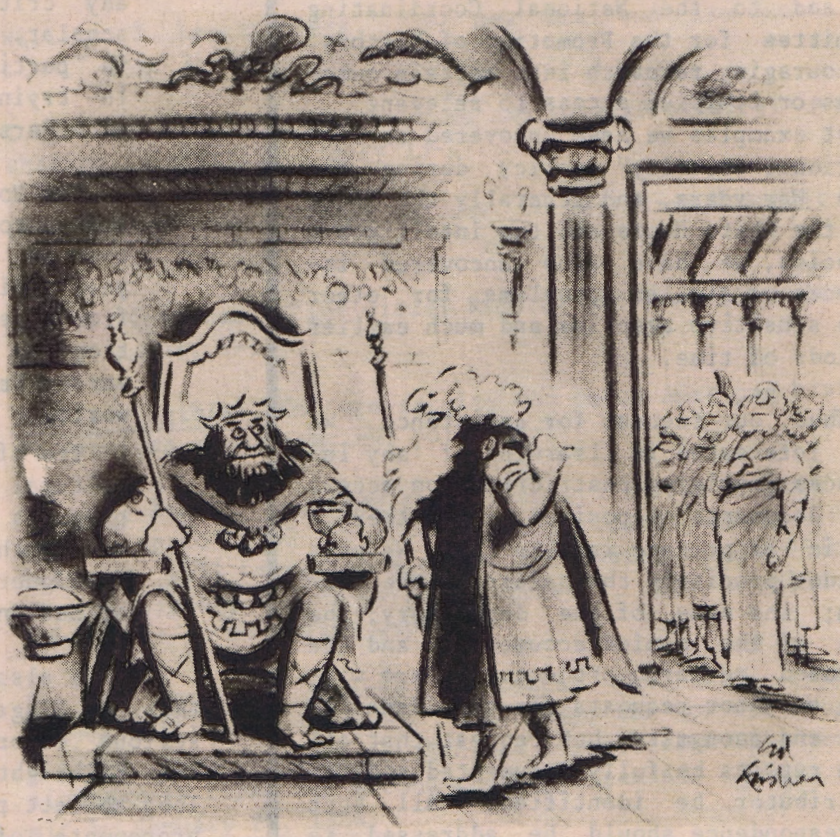
Moreover, Wick--in contrast to Phyllis Kaminsky, who questioned the accuracy of my account in the OAH Newsletter--admitted that the charges had some substance. It was not, however, the result of Agency policy. "Dr. Curry's topics were historical in nature," Wick said, "and did not therefore require an exposition of American policy." But Wick admitted nevertheless: "This does not deny Dr. Curry's perception of tactlessness by a USIA officer."

For a time, I was puzzled by Wick's reply to Gejdenson. How, I wondered, could Wick possibly deny to a member of the House Foreign Affairs Committee that political considerations were not a factor in choosing individuals to participate in USIA's Speakers' Program since he and several other Agency bureaucrats had earlier admitted in public that this was precisely their policy?

The answer was not long in coming. In late June, Gejdenson sent to me a copy of the House Foreign Affairs Committee Report on the State Department Authorization Bill (Report No. 98-130). "In this report," Gejdenson wrote, "the committee expresses its concern about claims that USIA has violated its charter in a number of ways. . . . This is an important warning to USIA officials that Congress will not tolerate these types of actions."

In part, the committee report was a bombshell. It was not covered in the national media and deserves quotation. "Over the past 2 years," the report stated,

USIA has arguably violated the letter and spirit of its charter by (a) attempting unsuccessfully, virtually to eliminate the funding for the educational and cultural affairs programs which have stood the test of time and proved their worth; (b) reflecting partisan political ideology in its choice of USIA grantees; (c) providing funds to friends of USIA officials without regard to the USIA charter, or proper grant guidelines and procedures; (d) attempting to influence the activities and comments of USIA grantees so that they reflected executive branch policy positions; (e) withholding or delaying the granting of USIA funds to grantees due to partisan political considerations; and (f) placing in career Foreign Service and civil service positions, political appointees who reflect partisan political views, or who are friends and relations of current Government political appointees, without regard to the requirements of specific positions, or



"The Athenians are here, Sire, with an offer to back us with ships, money, arms, and men—and, of course, their usual lectures about democracy."



the effect on the career services. (pp. 64-65)

Having expended a great deal of time and effort publicizing these issues, reading these conclusions was quite satisfying. My exuberance lessened considerably, however, as the report concluded:

When these matters were brought to the attention of USIA Director Charles Z. Wick, he took immediate steps to make the necessary adjustments and corrections to restore the integrity of these programs, and to restore the confidence of the grantees, the Congress, and the public. He is to be commended for his prompt, sincere and effective efforts to remedy the situation. (p. 65)

Thus, an extremely critical report by the House Foreign Affairs Committee concluded by giving Mr. Wick and USIA high marks for cleaning up his/its act.

In recent months, Mr. Wick has continued to occupy the high ground. In a recent profile by Bernard Weinraub (*New York Times*, August 11, 1983), Wick stated:

At the beginning there was this concern that we'd have a conservative, hardline bent. . . . My defense was that this is

preposterous. The VOA charter says we must tell about America in a balanced way. To do what was alleged and feared would be illegal.

The fact that this statement contradicts earlier USIA policy positions and ignores the House Foreign Affairs Committee Report about past USIA improprieties and illegalities may not be as important as Wick's current awareness that his agency is now being carefully monitored by Congress. Congressman Gejdenson has assured me that he and other members of the Foreign Affairs Committee--especially the Sub-committee on International Operations chaired by Representative Dante Fascell--intend to keep a wary eye on future USIA activities.

At present, however, Wick is convinced that his performance is now a creditable one. In the Weinraub interview Wick also stated that "after two troubled and dismaying years as the organization's leader, he had not only buoyed it [USIA] but also begun to quell criticisms of his personal style." Even so, Wick admitted: "The criticisms are hard for me to deal with and, frankly, there are a lot of moles in this place." USIA's mission "had been consistent," Wick declared. "We want to explain the policies of our Government and the values and character of its people to other countries and other people." According to Weinraub, Wick stated that

his effectiveness

was best measured by the Soviet reactions to his efforts. "There's this vituperativeness against me personally. . . . Sometimes it's a bit frightening, intimidating. They said I made millions of dollars in brothels, they call me a right-wing ideologue." He shrugged, and said he sometimes wondered if the K.G.B., the Soviet secret police, was "going to be after you."

At this point John W. Shirley, a career diplomat who serves as Mr. Wick's deputy, intervened. "The Soviets squawk whey they're getting hurt," he said. "And they've been squawking a great deal more recently than any time in memory."

Whatever the validity of Wick's and Shirley's perceptions about the effect USIA activities have had on the Russians, it cannot be too strongly emphasized that past USIA improprieties have created a credibility gap with friends and allies overseas (as well as many academics at home)--a fact that Wick and his associates obviously do not recognize, but one that demands immediate and prolonged attention--in fact, rectification, if American ideals, as reflected by USIA programs, are to be a positive force in the world community.

## Down the Line

### BOOKS NEW AND FORTHCOMING FROM NORTHERN

**The Corn Belt Route: A History of the Chicago Great Western Railroad Company**

*H. Roger Grant*

Grant has written a colorful and thorough account of the Chicago Great Western Railroad, the spunky midwestern carrier that contributed mightily to the U. S. transportation industry. As it developed new ways to compete, the 1500-mile "Great Weedy," built by the ambitious A. B. Stickney, proved to be exceptionally innovative. Richly illustrated with photographs, *The Corn Belt Route* is a lively story of one of the great small railroads that once served the country. Approx. 235 pages. 150 illustrations. \$29.00 (January)

**Independence and Empire: The New South's Cotton Mill Campaign, 1865-1901**

*Patrick J. Hearden*

After the Civil War, sectional conflict continued in the economic arena as the New South pursued textile markets abroad. "Provocatively phrased and wide ranging in potential significance, Hearden's account . . . should prove of interest to specialists in diplomatic as well as in southern history. His case for the continuance of sectional economic warfare after Appomattox is a strong, even compelling, one" (*The Journal of American History*). 190 pages. \$18.50

**Polish Catholics in Chicago, 1850-1920: A Religious History**

*Joseph Parot*

Parot's is a fascinating account of the assimilation of the largest ethnic community in the U. S. "Both libraries and scholars with enduring interests in regional history, American social history, and ethnic and re-

ligious studies should be feasting on such riches" (*Choice*). 316 pages. \$22.50 (cloth). \$10.00 (paper)

**German Workers in Industrial Chicago, 1850-1910: A Comparative Perspective**

*Edited by Hartmut Keil and John B. Jentz*

Late nineteenth-century Chicago was in many ways typical of the newly industrialized cities where immigrants found work, but it came to be distinguished by the strength of both its industrial economy and its labor organization. German immigrants contributed vitally to the development of Chicago's economy and its labor force, as well as to its culture. 250 pages. \$22.50

**Big City Boss in Depression and War: Mayor Edward J. Kelly of Chicago**

*Roger Biles*

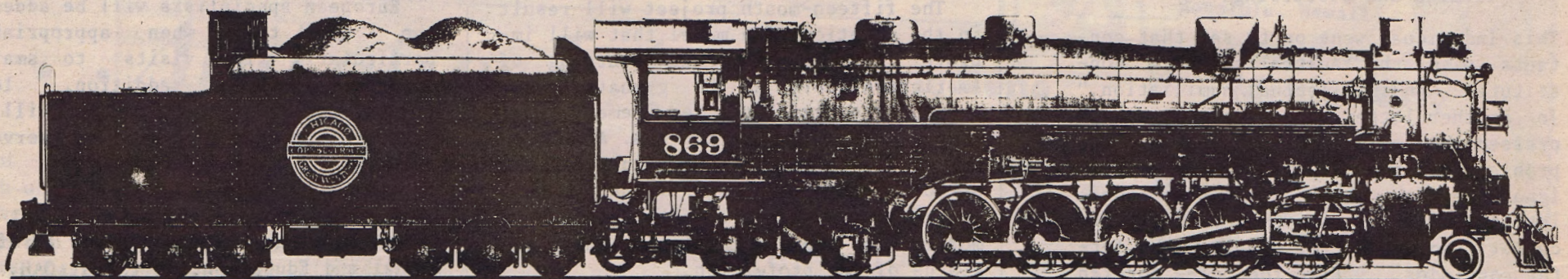
This first biography of Mayor Kelly deals with the development of the Chicago

Democratic machine at a time when political machines in most other big cities had become ineffectual. Reinterpreting Chicago political history, Biles demonstrates that largely by allying local Democrats to the New Deal and by tapping the financial resources of organized crime, Kelly assembled the machine of which Daley was the beneficiary. Approx. 235 pages. \$20.00 (December)

**The Growth of Federal Power in American History**

*Edited by Rhodri Jeffreys-Jones and Bruce Collins*

Although many of the crises of American history have centered on issues having to do with the expansion or restriction of federal power, surprisingly little has been written on this important theme. This collection of essays examines various debates over federal power during the two hundred years since the formation of government in America. Analytic in its approach, it includes 12 essays on key aspects of the American past in which federal power has been questioned and defined. Approx. 225 pages. \$22.50 (October)



Northern Illinois University Press DeKalb, Illinois 60115



For example, Harold M. Hyman, one of our most distinguished constitutional historians, was not sent overseas by USIA last year despite numerous requests for lectures by scholars in the U.K. and western European countries. Hyman was told that USIA's failure to send him abroad was the result of "bureaucratic inefficiency." "Your agency," Hyman wrote to W. Scott Thompson (USIA's Associate Director for Programs) on April 4, 1983,

certainly created no respect for itself or for the United States as represented by your agency, among the several eminent professors of American Studies in the UK and in European countries, who wished to have me lecture there. I enclose copies of some letters of this import. Some academics abroad did request me through the U.S. Embassy in their nations. . . and so that technical point seems not to exonerate USIA.

Other American scholars have, as you perhaps know, expressed their displeasure and concerns recently about ICA/USIA operations. I understand their positions better now. Can USIA really afford the accumulation of such dour estimates of your value and values?

Another American academic wrote that a visiting lecturer at his institution from the State Department "indicated that the Reagan administration had gone farther than any other in recent memory to employ ideologues in the ICA. Further, as a career diplomat, he went on to conclude that most of our international friends see through this transparent effort at propaganda." Still another American declared that in West Germany the only people connected with USIA who really understood American ideals were German employees of long-standing.

Numerous letters received from Australian and New Zealand academics reflect almost identical attitudes. One Australian wrote:

I am most grateful for your off-print of the OAH Newsletter item. Its content would be appalling were one not reasonably aware of ICA's general tendencies toward secretiveness & control. We--I--always suspect it, but your experience & the overt pressures are evidence which is both confirming and disturbing.

This individual went on to say that contacts with the Australian USIA constituted "an intellectual humiliation." In another letter the same person expressed the opinion that "often, the problem (believe it or not) is as much ignorance on their part as bad-intentions/evil. I am amazed that State cannot recruit better people." The letter concludes: "Like the d--- foreign policy: they're both stupid and dangerous."

"I was really horrified," a New Zealand academic wrote,

to read about your experiences in Australia. . . . I think you have done a great service to the academic community here and in America by extracting this for publication. The actions in the Australian I.C.A. have set us back 15 years. . . . How stupid can they be?

Another New Zealander confided: "To be honest, I have always felt a little compromised in my relationships with the office." "Here in New Zealand," another Kiwi wrote,

the I.C.A. people have been very cautious in comment although amusingly, and possibly because of "the Curry incident" they have been very anxious that we have our share (and more) of Fulbrights for 1983 and 1984. . . . I may be putting two and two together and coming up with 22 but our relations with I.C.A. seem to have cooled and warmed at the same time--treating us more cautiously but eager to help! However, am glad that you have put a spoke in the Reagan wheel!

Still other examples of reactions from scholars in the Antipodes could be cited; but the central points have been made with one major exception--the determination of Australians and New Zealanders to resist any attempt to

politicize the Fulbright Program. As one individual phrased it:

I have no fears for the Fulbright Programme in N.Z. Any attempt by the U.S. Government to politicize it will be strongly resisted by the N.Z. members of the Foundation's Board of Directors. In your case our mistake was letting you go to Australia under the sponsorship of USICA. In future any of our Fulbrighters who wish to go to Australia will do so under the sponsorship of the Fulbright Program.

These letters are a sad commentary on the low esteem in which USIA is currently held abroad. In some cases, contempt would not be too strong a word. The last letter, however, underscores an important point made earlier: the reasons for attempts by the Reagan administration to cut Fulbright funds by sixty-six percent--that is, the desire of ideologues to provide USIA with total control over all exchange programs. Fortunately, these efforts failed. But USIA's reputation is tarnished, and the image it has projected abroad will not soon be dispelled.

Richard Curry is a professor of history at the University of Connecticut. His many publications include "Ideology and Perception: Democratic and Republican Attitudes Toward Statehood Politics and the Copperhead Movement in West Virginia" (*West Virginia History*).

## OAH receives FIPSE grant

THE ORGANIZATION OF AMERICAN HISTORIANS has been awarded a grant by the Fund for the Improvement of Postsecondary Education to undertake a regional pilot grant designed to improve the instruction, research, and public service of scholars trained in American history. The OAH will assist history departments to examine the problems, needs, and concerns related to graduate training; to search for appropriate solutions to the identified problems; and to develop a plan of action and implementation.

Seven institutions in the Midwest have been invited to participate in the Project. They are Indiana University, Purdue University, Ball State University, Indiana State University, The University of Cincinnati, Vanderbilt University, and Notre Dame University.

The fifteen-month project will result in the creation of a model that will improve the teaching and learning of American history at the graduate level; examine the existing requirements and alternative curricula for M.A. and Ph.D. degrees; discover and consider career options in business, industry, and government; enhance faculty and student morale; and improve the public image and status of the profession.

A seven-member OAH team of spe-

cialists will analyze, interpret, and synthesize that information in light of previously-established "Principles of Good Departmental Practice." The team of specialists includes Robert H. Berkhofer, Jr., Team Chair (University of Michigan); Bernard Sheehan (Indiana University); Michael Hogan (Miami University); James Huhta (Middle Tennessee State University); Walter Nugent (Indiana University); Darlene Clark-Hine (Purdue University); and Robert Swierenga (Kent State University). They will conduct a three-day visit to the participating institutions which will offer the opportunity for improving the M.A. and Ph.D. programs.

The OAH team will conduct a final revision of the "Principles," report to the membership through the Newsletter, the *Journal of American History*, and through sessions at the annual meetings. The tested model will then be replicated in other regions of the country.

European specialists will be added to the OAH team when appropriate--particularly for visits to smaller departments. In addition, local graduate student associations will be asked to appoint a member to serve on the team.

The coordinator of the project is Jerry Bobilya, Assistant for Professional and Educational Affairs, OAH, 112 North Bryan Street, Bloomington, Indiana 47401.



# LA's the Place

cut out and post

APRIL 4-7, 1984

## ... for the OAH Annual Meeting

### NCPH and OAH

Barbara Howe

The National Council on Public History (NCPH) will hold its annual meeting in conjunction with the OAH in Los Angeles. The NCPH meeting will be held at the Los Angeles Hilton. Ten jointly-sponsored sessions will be held at the Biltmore on Thursday, Friday, and Saturday, and the NCPH meeting will begin Friday, April 6 at the Hilton. There will be a joint registration fee, allowing those attending the OAH Annual Meeting to register for NCPH sessions for an additional fee of \$10. Registration information will be available in the OAH Program in January. All those attending the meeting(s) must register. The jointly-sponsored sessions and workshops include such topics as: historical archaeology; immigration policy in historical perspective; the new Smithsonian exhibition on the U.S. after the American Revolution; promoting and tenuring professors of public history; ethics and the historian; and curriculum development in public history. For further information on the NCPH meeting, contact program co-chairs John Porter Bloom, Holt-Atherton Pacific Center for Western Studies, University of the Pacific, Stockton, California 95211 or Barbara Howe, Department of History, West Virginia University, Morgantown, West Virginia 26506. Further details will be in February Newsletter.

**LA tours** - More information on the tours below will appear in the February Newsletter. These tours have been arranged by California Leisure Consultants Inc.

### Los Angeles Highlights

This half-day excursion offers a drive along Wilshire Boulevard to Farmer's Market, where you may browse through a gourmet foods and exotic produce arcade. Another stop is Hollywood and landmarks such as Grauman's Chinese Theater and famed Schwab's. The trip continues to Rodeo Drive, in the heart of the Beverly Hills shopping district; Olvera Street, the Mexican center of L.A.; and the sparkling downtown area, where historic Spanish buildings exist side-by-side highrise hotels and office buildings.

### J. Paul Getty Museum

A trip to the J. Paul Getty Museum begins with a scenic drive along the Southern California coast. The tour includes: coach, roundtrip transportation; a scenic coastal drive; a tour of the J. Paul Getty Museum, a miniature art reproduction for each person; and all taxes and gratuities. Some of the finest and most treasured antiquities are displayed at the J. Paul Getty Museum. The buildings and grounds are a re-creation of the Villa de Papyri, a Roman villa.

### Art Lover's Special

This is a visit to the Huntington Library, Gallery and Gardens, which house some of the world's rarest and most impressive collections of fine art. On display are the famous Gutenberg Bible and a 1410 copy of the Canterbury Tales in the Library's collections. The Art Gallery's most famous treasures are "Pinkie" and "Blue Boy". The tour includes: coach, roundtrip transportation; scenic drive of Pasadena; tour (self-guided) of Huntington Library, Gallery, and Gardens; and all taxes and gratuities.

Rosalyn Moss Travel Consultants, OAH's official agency for the 1984 Annual Meeting, will provide the following services and savings for OAH members traveling to LA:

- ★ RMTC has negotiated a discount of \$20 below the BE 70 super-saver fares on United Airlines. The requirement for Saturday night stay has been waived along with other restrictions. You may travel on the United Airlines flights of your choice, subject to availability. These fares are not available to the general public.
- ★ RMTC will employ their "tariff expertise" to research and offer a lower fare, if available, on any carrier.
- ★ RMTC will offer complete travel service to additional destinations (i.e. flights, hotels, tours, cars).

### FLIGHT RESERVATION FORM

OAH Annual Meeting

April 4-7, 1984

To make reservations, call Rosalyn Moss Travel Consultants (RMTC) toll free at 800-645-3437, in New York 516-536-3076; or mail coupon below to RMTC, 100 N. Village Avenue, Rockville Centre, New York 11570.

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## ... And after LA

### Exotic Hawaii

Plan your SPRING VACATION with one of these post-convention trips. Please complete and return coupon (this page) to RMTC by January 15, 1984.

The Honolulu trip is six days, five nights at the Reef Hotel on the beach. Price includes roundtrip airfare to Honolulu, transfers from airport to hotel, and hotel room tax.

### Historic Reno

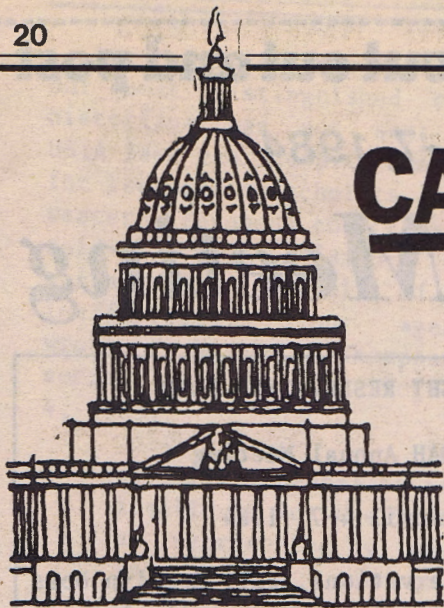
The Reno trip is three days, two nights at the MGM Grand Hotel. Price includes roundtrip airfare from Los Angeles to Reno, transfers from airport to hotel, hotel room tax, and a tour to Lake Tahoe with stops at south shore casinos.

### Mexico City

The Mexico City excursion is four days, three nights at the first-class Reforma Hotel. Price includes roundtrip airfare from Los Angeles, transfers from airport to Mexico City hotel, hotel room tax, half-day sight-seeing, and a welcome cocktail.

ORGANIZATION OF AMERICAN HISTORIANS, 112 North Bryan Street, Bloomington, IN 47401.





# CAPITOL COMMENTARY

Page Putnam Miller

## Archivist of U.S. Deprived of Personnel Control

DURING OCTOBER, GERALD Carmen, Administrator of the General Services Administration (GSA), made several top-level appointments at the National Archives and Records Service (NARS) without consulting with U.S. Archivist Robert Warner. The most recent appointments include the position of Deputy Assistant Archivist for Public Programs and Exhibits and Associate Archivist for Management.

Carmen is systematically bringing in his own people, some of whom have had no experience in the field of their new assignments, and is, at the same time, transferring out of NARS key people whom he perceives as being too close to the NARS independence movement. The Director of Public Affairs and the Assistant Archivist for Program Reports have been given assignments that would remove them from the National Archives building. The *Washington Post* has also reported on possible plans to remove the Deputy Archivist and even to oust the Archivist.

Representative Glenn English (D-OK), chair of the House Government Operations subcommittee that oversees archives activities, recently expressed dismay at the personnel situation at NARS. "If even some of the rumors in the last two weeks about personnel changes in the archives are true," English said, "it would seem that the Administrator has decided to influence archives operations through a reign of terror." With little or no control over top personnel, Robert Warner is in an extremely difficult position and cannot effectively manage NARS. The current situation illustrates the urgent need

for NARS to be independent of GSA.

## National Archives Independence

On September 27, Rep. Jack Brooks (D-TX), the chair of the House Government Operations Committee, introduced with Rep. Glenn English (D-OK) H.R.3987, a bill to restore independence to NARS by separating it from GSA. Brooks noted in his introductory remarks that NARS has experienced many problems over the years under GSA since the Hoover Commission's efforts on bureaucratic consolidation. English went on record opposing the depth of GSA control over Archives activities and personnel. Work is now beginning to secure cosponsors for H.R.3987. The bill closely parallels S.905 introduced into the Senate last March by Senator Eagleton (D-MO). S.905, which now has forty-one cosponsors, is expected to come to the Senate floor for a vote in November.

## House Historian Selected

On October 1, Ray Smock began his duties as Director of the Office for the Bicentennial of the House of Representatives. The successful passage of a House resolution last December established this office and specified that a professional historian should be employed to head the office. Resisting pressure to turn the position into a political plum, Speaker Tip O'Neill (D-MA) stood by the conviction that a professional historian with strong qualifications be chosen. Smock served as a co-editor for the *Booker T. Washington Papers*, founded a firm that develops scholarly educational resources, is completing with two partners a project to publish a manuscript guide to the papers in the presidential libraries, and is the president of the Association for Documentary Editing.

## Bicentennial of the Constitution

On September 30, President Reagan signed into law legislation that will establish a Commission on the Bicentennial of the Constitution. While the Commission will initiate a limited number

of projects, its primary goal will be to coordinate and encourage the participation of state and local governments and private organizations in the commemoration. The legislation instructs the Commission to "give due consideration to the need for reflection upon both academic and scholarly views of the Constitution." Furthermore, the law states that the Commission shall seek the cooperation, advice, and assistance of learned societies, academic institutions, historical associations, as well as other professional and civic groups. Although the President will make the Commission appointments, he is instructed to choose four names from recommendations supplied by the Speaker of the House, four from the Pro Tempore of the Senate's list, and four from the recommendations of the Chief Justice of the Supreme Court. The President will choose eleven other Commission members for a total of twenty-three. The legislation specifies that members should be chosen from among individuals who have demonstrated scholarship, a strong sense of public service, and abilities likely to contribute to the fulfillment of the duties of the Commission. If you wish to make recommendations for the appointment of members for the Commission, you may write directly to President Reagan, Representative Tip O'Neill, Senator Thurmond, or Chief Justice Burger. Another useful approach would be to urge your Representative or Senator to suggest your recommendation to one of the above.

## NEH Funding

On September 29, the House and Senate reached a compromise on the FY'84 appropriations for NEH. An increase of \$10 million raised the budget from its FY'83 level of \$130 million to \$140 million. The largest area of increase occurred in the Research Division where \$18.4 million was appropriated. This will aid the Endowment in launching a program called "Travel to Collections," and it will allow the new program of "Summer Scholars for Secondary Education" to expand. Despite some fears, the funds for the state humanities programs were not reduced but increased from \$20.3 million to \$21.8 mil-

lion. Congress again showed its strong support for NEH by passing legislation that provides twenty percent more than President Reagan's recommendations.

## CIA Seeks Increased Exemption from FOIA

On October 4, the Senate Select Committee on Intelligence marked up S.1324, a bill to exempt the CIA operational files from FOIA requests. As a result of hearings over the summer and prolonged negotiation, the CIA agreed in partial concession to historians that files deemed exempt from the FOIA be reviewed in an ongoing process for potential declassification. Amendments to S.1324 define more specifically the type of documents that may be designated as "operational" and provides procedures and criteria for review which include "consideration of the historical value." A portion of CIA files would be exempt from FOIA requests, but the legislation would, in the words of the Committee, "enable this agency to respond to the public's request for information in a more timely and efficient manner." During the mark-up session for S.1324, Senator David Durenburger (R-MN) and William J. Casey, Director of the CIA, exchanged letters that included provisions for an ongoing declassification program at the CIA. Approximately ten full-time people would be working with the CIA Historical Office and the National Archives reviewing CIA files for declassification. Senator Durenburger persevered in the modification of S.1324 and will now lead the effort to secure funding for the new declassification program. Although historians did not secure the desired time limitation, this final bill marks considerable improvement over the original bill.

## Freedom of Information Act

On September 12, the Senate Judiciary Committee unanimously approved S.774, a compromise bill that represents substantial improvements over the Reagan-Hatch bill that would have seriously weakened the Act's effectiveness as a tool of open government. S.774 broadens the scope of law enforcement records exemptions, prohibits FOIA requests by foreign nationals, gives business's full notice and objection rights whenever requests are received



for information they have submitted to government agencies, allows agencies to charge "fair market value" for "commercially valuable technological information," and allows agencies to charge commercial requestors for the time spent in censoring documents. Historians were successful in securing a fee waiver statement which exempts scholarly researchers from the new fees.

### National Historical Publications and Records Commission

Reauthorization for NHPRC's grants program has passed the House and Senate. A reconciliation of the House bill (\$3 million for five years) and the Senate bill (\$4 million for the next two years and \$5 million for the following three years) should be reached shortly.

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

### NCC NEWS

#### History Departments Become Part of NCC

The NCC is inviting history departments of universities and colleges across the nation to become Departmental Associates of the NCC by contributing at least \$100 annually. Departments receive the "NCC Legislative Packet," periodic updates, and are encouraged to use the NCC office as a resource on legislation that affects the historical profession. For too long historians have responded to legislative crises in an ad hoc manner or have not responded at all. The NCC is making significant strides to reverse that situation; however, NCC's bare-bones budget limits its potential. While the larger historical associations make major contributions to the NCC, their pledges alone cannot adequately sustain a vigorous advocacy program.

The following have responded to the NCC appeal and are Departmental Associates: University of Maine-Orono, Northwestern University, Southern Methodist University, University of Minnesota, St. Olaf College, Washington University, Georgetown University, University of North Carolina,

University of California-Los Angeles and Berkeley, Kansas State University, Stanford University, Emory University, University of Wisconsin-Eau Claire and La Crosse, Fordham University, SUNY-Stony Brook, University of Maryland-College Park, Washington State University, Boston College, Oklahoma State University, University of Iowa, College of William and Mary, University of Texas-Austin, California State University-Chico, University of Connecticut, University of Hartford, and Brigham Young University. Please urge your department to become a part of the NCC advocacy program. Write to the NCC for details: NCC, 400 A Street, SE, Washington, D.C. 20003.

### Western women to be topic of conference

IN RECOGNITION OF the flowering of scholarship on the history of women in the American West, the Southwest Institute for Research on Women (SIROW), Women's Studies at the University of Arizona, and the Arizona Heritage Center will sponsor a conference titled "Western Women: Their Land, Their Lives," January 12-15, 1984 in Tucson, Arizona.

Since the rise of the new social history, all traditional fields of historical inquiry have taken new shape. "Western Women: Their Land, Their Lives" represents an attempt to evaluate recent research on Western women's history, to assess the relationships between women's history, Western history, and American social history, and to suggest new directions for scholarship.

The conference is designed for scholars, museum, library, and historical society personnel, and for the public. Funding has been provided by the National Endowment for the Humanities and the Arizona Humanities Council. The registration fee is \$10 for the entire conference, or \$4 per day, and the deadline for registration is December 1, 1983.

For more information, contact Janice Monk, SIROW, 269 Modern Languages, University of Arizona, Tucson, Arizona 85721.

# American History through Film

## Hollywood war films in the history classroom

This is part of a continuing series designed to explore applications of documentary and dramatic films to classroom teaching. To obtain information or to make recommendations concerning the series, contact Robert Brent Toplin, Editor, Department of History, University of North Carolina at Wilmington, Wilmington, North Carolina 28406.

Michael T. Isenberg

THE THEME OF war has been a staple of Hollywood commercial releases from the very beginning. War films display the most intimate and forceful of human emotions: romance, daring, stupidity, fear,

*Audiences have responded for three-quarters of a century to oft-told tales of the shocks of departure and loss as well as the catharsis of return and vindication.*

hatred. Producers have dealt, with varying degrees of success, in the argot of heroism, outrage, triumph, and abasement, while audiences have responded for three-quarters of a century to oft-told tales of the shocks of departure and loss as well as the healing catharsis of return and vindication. These stories generate thought and debate about national attitudes and presuppositions concerning war.

The use of war films in a classroom setting affords the opportunity to trace and discuss American history through a panoply of images dealing with men in combat and the seldom-absent tribulations of their feminine auxiliaries. Despite a few bizarre exceptions, such as *Womanhood*, the *Glory of the Nation* (1917), cinematic war is a male-dominated genre.

Sociologically, then, many of these films offer interesting evidence concerning sexual roles and mores.

Early films clearly illustrate those simplicities of

armed conflict as a blend of necessary tragedy and ultimate triumph typical of the Progressive Era. D.W. Griffith's *Birth of a Nation* (1915), useful in so many analytical ways, was its generation's grandest statement (from an unreconstructed Southerner's viewpoint) of the human wastage of war. But Griffith's vision was soon obliterated by the menacing hun; most of the bloodthirsty films of the 1917-18 period no longer survive, but the same material, diluted yet still obvious, appears in releases of the next decade.

Chief among the great epics of the postwar period were *The Big Parade* (1925), *What Price Glory?* (1926), and *Wings* (1927), each a box-office bonanza and each at least partially a simplified morality play juxtaposing American innocence and energy with Teutonic force and brutality. These films, scripted in adventurous and heroic fashion, end in tragedy and the vision of healing, a positivistic outlook which lingered in American society until the coming of the Depression.

Film trailed literature by about ten years but soon risked stories highly critical of war. The most famous of the so-called "pacifist" films is *All Quiet on the Western Front* (1930), but it must be used with care in the classroom. While this production is undoubtedly and sincerely antiwar, it is nowhere critical of American involvement and regards the entire debacle of World War I as a solely European-inspired holocaust. An extremely small number of films infused with Depression bitterness, such as *Heroes for Sale* (*Breadline*) (1933), dared to criticize American participation, but these were almost exclusively concerned with the domestic disregard for the doughboy once the Great Crusade was over.

World War II films did not indulge in previous wartime excesses of paranoia and



hyperemotionality, but the difference is one of degree and not of kind. Early productions on the conflict against the Axis tended to be excessively stereotypical, even by Hollywood standards, and, as regards the Japanese, exceptionally racist. Excellent insights into this nonetheless more mature vision of America at war may be gleaned from films which highlight a sense of mission, duty, and team effort. Noteworthy among dozens of possibilities are Air Force (1943), The Purple Heart (1944), and A Walk in the Sun (1946), all emphasizing the group cohesion of "average Americans."

***A major shift in screen attitudes toward war occurred in the late '40s and '50s, as the Cold War and the Korean conflict heightened international tension.***

A major shift in screen attitudes toward war occurred in the late forties and fifties, as the Cold War and the Korean conflict heightened international tension. Films appeared which emphasized conflicts between duty and conscience. Command Decision (1948) and Twelve O'Clock High (1949) are exceptional examples; the latter is still used in training courses involving decisionmaking and is an excellent film for generating class discussion. The psychological problems of men operating under tremendous pressure, which had been mined to a considerable degree in earlier films like Journey's End (1929), became predominant. Movies such as The Caine Mutiny (1954) and Attack! (1956) featured fallible and even psychotic central figures, while Pork Chop Hill (1959) and Paths of Glory (1957) strongly contrasted the dimensions of obedience and futility in military situations.

Hollywood confronted the nightmare of nuclear armageddon with a number of presentations, ranging from the depiction of rampaging monstrous mutants to the ultimate finale of extinction in On the Beach (1959). Fail-Safe (1964) and Dr. Strangelove (1964) are both interesting teaching films in this regard; despite the well-deserved public acclaim for Stanley Kubrick's black comedy of nuclear annihilation, Fail-Safe may be the

better motion picture for didactic purposes.

***The glaring absence of Vietnamese themes from movie screens of the '60s and early '70s remains compelling testimony to the increasing national uncertainty concerning this conflict.***

Then there was Vietnam. The glaring absence of Vietnamese themes from movie screens in the sixties and early seventies remains compelling testimony to the increasing national uncertainty concerning this conflict. Older concepts of mission and heroism were dusted off and recycled in John Wayne's The Green Berets (1968); this might be compared with the gritty, sweaty world of The Boys in Company C (1977). The artistic eloquence of The Deer Hunter (1979) and Coming Home (1978) is extremely introspective and mature regarding social, communal, and personal themes relating to the Vietnam experience.

Two challenging films from the seventies may also generate considerable debate. Hearts and Minds (1974) is a controversial documentary filled with some nasty editing tricks, but it has the great strength of linking the nation's Vietnam imbroglio with everyday American attitudes toward sport, sex, and race. Francis Ford Coppola's Apocalypse Now (1978) is a vivid and somewhat pretentious statement of the inherent dehumanization and evil of war. While the film goes to pieces artistically once Marlon Brando is given free rein to murmur pious banalities, it has the smell and feel of Vietnam (even though filmed in the Philippines).

Many film studies of individuals, both fictional and actual, have done well in presenting the impact of war. John Huston's much underrated The Red Badge of Courage (1951) is noteworthy, although students may prefer to see George C. Scott chewing his way through the European Theater of Operations in Patton (1970). Most films of this type, unfortunately, do not present the ambiguities of men in combat so skillfully, due largely to the evolving formulaic requirements of the genre.

For such a professedly patriotic people, Americans

have not really celebrated either the Revolutionary or the Civil Wars on film to any great extent; these conflicts usually appear as adjuncts to individualized themes more familiar to audiences. Thus, teachers looking for interesting film treatments of these wars and, say, the War of 1812, the Mexican War, and the Spanish-American War, will find precious little from which to choose. We may, however, trace a certain developing pattern of growth and maturity in the war films from Griffith to Coppola, and this process is not along the expected path of patriotic war-mongering to philosophic pacifism. Instead, the screen rather faithfully, if simplistically, has reflected national pride, sorrow, and confusion concerning modern wars.

#### Filmography

Twyman Films (4700 Wadsworth Road, Dayton, Ohio 45401) has the following films: Birth of a Nation; The Caine Mutiny; and Fail-Safe. Films, Inc. (440 Park Avenue

South, New York, New York 10016) has the following films: What Price Glory?; The Purple Heart; A Walk in the Sun; Command Decision; Twelve O'Clock High; The Green Berets; and The Red Badge of Courage. Wings; On the Beach; and Patton are available from Films, Inc. (34 MacQuesten South Parkway, Mount Vernon, New York 10550). Universal Films New York (445 Park Avenue, New York, New York 10016) handles All Quiet on the Western Front, while United Artist's, New York (729 7th Avenue, New York, New York 10019) has Heroes for Sale (Breadline); Attack!; Air Force; Pork Chop Hill; Paths of Glory; Coming Home; and Apocalypse Now. Swank Motion Pictures (Jones Branch Road, McLean, Virginia 22102) handles Dr. Strangelove; The Boys in Company C; and The Deer Hunter; while Hearts and Minds is available from Filmmakers Library (138 East Street, Hoboken, New Jersey 07651).

Michael T. Isenberg is a member of the faculty of the history department at the United States Naval Academy.

## PROJECT '87

### COLLEGE FACULTY SEMINARS ON CONSTITUTIONAL ISSUES

**When:** Summer 1984.

**How:** Supported by a grant from the Lilly Endowment, Inc. of Indianapolis, Indiana.

**Schedule:**

William E. Leuchtenberg, "The New Deal and the Constitution," June 25-29.

I.M. Destler, "The Constitution and foreign affairs: power sharing in practice," July 23-27.

Joan Hoff-Wilson, "Women and the Constitution," August 13-17.

Joel B. Grossman, "Individual Rights and the first Amendment," August 6-10.

**Who is eligible:** College faculty who teach American history or American government and politics.

**Support:** Faculty selected to participate in the program will receive up to \$200 to cover their travel costs (funds leftover will be reallocated to contribute to travel costs of participants having larger expenses), and a \$250 allowance to cover living expenses.

**How to apply:** Prepare a letter describing teaching responsibilities, scholarly interests, and how you hope to benefit from the seminar. Enclose a curriculum vita and indicate your first and second choice of seminar topics. Submit by January 20, 1984.

Applications and more detailed information available from: College Faculty Program, Project '87, 1527 New Hampshire Avenue NW, Washington D.C. 20036.



# Software and the historian

## a revolution yet to come

Lawrence Douglas

THE TIDAL WAVE of the computer revolution continues to sweep through the halls of academe carrying professors, students, and administrators along to the promised rewards of the mini, the micro, and computer-based, computer-assisted, and computer-managed instruction (CAI, CBI, and CMI).

As with most innovations in education, certain fields are more easily adapted or seem to "fit" better than others. At the college and university

***At the college and university level, the disciplines that appear to have moved most rapidly in applying the computer to the classroom are mathematics, the sciences, engineering, and business.***

level, the disciplines that appear to have moved most rapidly in applying the computer to the classroom are mathematics, the sciences, engineering, and business. For these fields and a few others, software packages (preprogrammed disks or tapes for use with computers) are available in abundance. For those of us in history, however, the revolution is yet to happen.

The commercial interests that have moved eagerly into the development, production, and marketing of educational software have concentrated their efforts on those areas of the curriculum mentioned above with the result that the availability of "off-the-shelf" software for American historians is quite limited. Individual professors and some institutions have been actively developing software as personal interests and curricular needs dictate. For example, University of Notre Dame has developed a two-semester introductory level course in Western Civilization and a one-semester introductory course in Early American History. These courses are based on the interactive tutorial format in which a student is presented a review of previously covered material in the form of multiple choice questions. Each choice is accompanied by a programmed response that tells the student why the answer selected was correct, not entirely correct, or wrong. Each student who participates in a tutorial receives a printout of his or her interaction with the program for future study. The Western Civilization course consists of fifty-five tutorial programs and approximately 600 questions while the American history course has twenty programs and over 200 questions. These programs are designed for PDP-11 installations with the RSTS/E operating system and are available for purchase. For additional information, contact Professor William I. Davison, College of Arts and

Letters, University of Notre Dame, Notre Dame, Indiana 46556.

Inquiries to approximately thirty software distributors and a computer search of three databases (International Software Database, Microcomputer Index, and ERIC) resulted in few leads to additional information regarding programs for historians or commercially available software. Most of the material listed as history programs is applicable to the elementary or secondary social studies teachers as opposed to the college or university professor. There is a movement in our direction, however, as indicated by the following examples. Micro Lab Learning Center (2699 Skokie Valley Road, Highland Park, Illinois 60035) is distributing a U.S. Constitution Tutor with seven sections of twenty-five questions each, at three levels of difficulty for the Apple II computer with 48K memory and disk drive for \$30. QUEUE INC. (5 Chapel Hill Drive, Fairfield, Connecticut 06432) had indicated that they plan to market a program, American History through Contemporary Biographies, for the Apple and IBM computers this December. They currently have two other programs for the college market: Shiloh, a simulation of the Civil War battle; and another that compares the early approaches to constructing our Constitution.

As is readily apparent from the foregoing, a major problem that may accompany the revolution as it moves into the history classroom is locating appropriate programs for the system or computers available on your campus. The three databases mentioned above can be accessed by most college libraries and will undoubtedly keep us apprised of new developments in the field. In addition, there are any number of software catalogue sources that carry full information about available software for educators. Software City (22 East Quackenbush Avenue, Dumont, New Jersey 07628) published Academic Software, a sourcebook for various computers. Swift's Educational Software Directory, published by the Sterling Swift Publishing Company (7901 South IH-35, Austin, Texas 78744), provides a similar service, as do the publications of Opportunities for Learning, Inc. (8950 Lurline Avenue, Chatsworth, California 91311).

As mentioned before, individual professors are the prime movers in bringing computers into the classroom. If you are interested in putting together your own program, you can do it even if you have little or no experience with computers. Course authoring programs are available which help you build a program that may change your teaching forever. The Swift Publishing Company (see above) will soon market Super Quiz

II, a program developed by a history professor at Southwest Texas State University is designed to facilitate multiple-choice test generation with a test bank of up to 10,000 questions. Too tame? How about developing an interactive video program, an instructional approach that uses television, a videotape recorder, and a microcomputer. With CAVRI Systems, Inc.'s Ghostwriter authoring system you can produce a sophisticated program that integrates computer-assisted instruction and video presentations without using a programming language (CAVRI, 26 Trumbull Street, New Haven, Connecticut 06511). Other interactive video authoring systems are available from BCD Associates (5809 South West 5th, Oklahoma City, Oklahoma 73128) and Advanced Interactive Systems, Inc. (46 Darby Road, Paoli, Pennsylvania 19301).

***We seem to be at the "front end" of applying computers and their associated technology to our classrooms and research. My guess is that many of us are at the same point of development (disillusion?) with the computer.***

We seem to be at the "front end" of applying computers and their associated technology to our classrooms and research. My guess is that many of us are at the same point of development (disillusion?) with the computer. What would be most helpful is a sharing network similar to the Political Science Micro Review published by the School of Humanities and Social Science at North Carolina State University, Raleigh. Through its publication, the network shares programs and documentation including testing and class management programs, computer-assisted instructional modules, programming tutorials, simulations, and more. A similar organization for historians would provide a great service to those of us working on the same wheel.

Lawrence H. Douglas is an associate professor of history and Associate Dean for Academic Affairs at Plymouth State College in Plymouth, New Hampshire. His publications include "Solving A Common Problem: Graduate Education for Teachers" (Kappa Delta Pi Record), "View From the Other Side" (Contemporary Education), and "The Interdisciplinary Studies Program at Plymouth State College" (Clio).

### Software Survey

The February issue of the Newsletter will carry a survey designed by Lawrence Douglas on computer software and the historian. Be thinking of software you have used or developed as well as what kind of software support you would like to have available.



# History in the Schools

## Literature in American Democratic Thought

Diana Waclawski & Charles Howlett

THE QUESTION OF whether historians have adequately understood the struggles of "the plain people" is an important one. Much of our literary tradition deals with this issue. It is really, in one sense, asking if historians have dealt adequately with democracy in American history, especially since the chief factor in democracy is government of, by, and for the people.

In considering the theme of literature in American democratic thought, we are compelled to consider the role of "plain people," their treatment by historians, and how our literary tradition has been shaped by the passage of events. To address this issue in the classroom, we decided to develop a course which would increase student appreciation of the whole of the American literary tradition as well as the ideological roots of American history. The course's basic premise is that it is important not only to know the relevance of literature in history, but also to appreciate the importance of history as literature. For this reason, the Social Studies and English Departments at Amityville Memorial High School, New York created an interdisciplinary course which concentrates on historical background and development, as well as literary analysis of novels, plays, short stories, diaries, and other literary genres shaped or influenced by American democratic thought.

There are many reasons for such a course. One is to encourage social studies students to read more and appreciate their literary past since—for one reason or other—such students possess the strange notion that history and English are separate and autonomous disciplines with no connection whatsoever. A second reason for such a course is that the team-teacher approach enables students to see the value of literary and historical analysis from a dual perspective rather than from the single perspective of a one-teacher classroom. They can witness for themselves the debt teachers, from separate

but connected disciplines, owe to the written word as recreator of the past. But perhaps the major reason is that the vast majority of students are simply unaware of their nation's literary heritage. In a survey of America's literary past, less than half the students answered the following questions correctly: twenty percent knew that religion was the basis of New England Puritan literature; ten percent knew that Cotton Mather lived in the seventeenth and eighteenth centuries; sixty percent knew that Arthur Miller's *The Crucible* is based on the Salem Witchcraft Trials; seventy percent knew that Tom Paine wrote *Common Sense*; forty-eight percent knew that Benjamin Franklin was the author of *Poor Richard's Almanac*; seventy-two percent said that Thomas Jefferson wrote the "Declaration of Independence"; forty-five percent knew that Washington Irving wrote the *Knickerbocker Tales*; fifteen percent knew that James Fenimore Cooper romanticized the "noble savage" in his *Leatherstocking Tales*; twenty-seven percent knew that Herman Melville lived in the late nineteenth and early twentieth centuries; and fifty-three percent knew that Stephen Crane's *The Red Badge of Courage* dealt with the Civil War.

The structure of our interdisciplinary course is divided into two semesters: Colonial Period to the Civil War; Reconstruction to the present. Lectures and group discussions are important aspects of the classroom experience. The course is team-taught: the social studies instructor presents the historical and ideological background of a particular period; the English instructor analyzes the relevant literature in light of its historical context. Students are required to take periodic tests as well as write an original research paper, play, or diary based on their own impressions of a major literary figure. The purpose for the essay project is to encourage students to think historically and write creatively based on the material presented.

The mechanics of the course center around the use of basic texts, plays, literary essays, and novels. From a historical perspective, students are required to read Carl Degler's excellent narrative *Out of Our Past*; supplementing Degler's book is Stow Persons's *The Decline of American Gentility*. Persons's work was selected for its insights and analysis of the lament of major literary figures for the gentry's intellectual and cultural demise. In addition, three important reference works were made available for student use: Merle Curti's *The Growth of American Thought*; Robert Spiller, et al's *Literary History of the United States*; and Sculley and Bradley's *The American Tradition in Literature*.

A number of excellent works of literary analysis and content were read for each historical period. For example, after presenting a historical overview of Puritan society and the "splintering society," Miller's *The Crucible* was read and then augmented with copies of selected trials from George L. Burr, ed., *Narratives of the Salem Witchcraft Trials*. When studying Nationalistic Romanticism, students analyzed Ralph Waldo Emerson's *Concord Hymn*. The social effects of Jacksonian Democracy were discussed after reading Cooper's *Home as Found*. The New England Literary Tradition was studied from the perspective of Emerson's "The American Scholar." William Styron's *The Confessions of Nat Turner* was used for the slavery and abolitionist period in conjunction with Harriet Beecher Stowe's *Uncle Tom's Cabin*. The effects of the Civil War were dramatically illustrated by a reading of Crane's *The Red Badge of Courage*. The impact of industrialism was looked at in Mark Twain and Dudley Warner's satirical novel *The Gilded Age*, with Henry Adams's *Democracy* as a noble supplement. The Progressive Period offers a number of useful novels including Upton Sinclair's *The Jungle*, Frank Norris's *The Octopus*, and Jack London's *The Valley of the Moon*. The post-World War I period was viewed from Ernest Hemingway's

*Farewell to Arms* and F. Scott Fitzgerald's *The Great Gatsby*. Walter Lippman's "Fake Gods" and John Steinbeck's *The Grapes of Wrath* were used to illustrate the problems of man's inhumanity to man, the role of democratic leadership, and poverty during the Great Depression. Finally, the themes of "neither peace nor war" and "affluence to anxiety" were considered by reading Richard Wright's *Native Son*, B.F. Skinner's *Walden Two*, and Joseph Heller's *Catch 22*.

One might suspect that this is quite an academic menu for any high school student. However, students chosen for this course demonstrated above average verbal and written abilities. More important, the students who selected this course—an elective open to tenth, eleventh, and twelfth graders—were not only above average academically, but also highly motivated and inquisitive. Indeed, our enthusiasm for teaching this course was as much a response to student interest as it was to satisfying our own intellectual curiosity.

If history books overburdened with footnotes and facts seem boring to students, then perhaps we can heighten their curiosity by combining historical knowledge with literary works reflective of those facts. Clearly, the function of literary criticism and historical understanding is to analyze and define the forces which have shaped our past and affect our present lives. Perhaps the most important function of the study of literature in American democratic thought is to offer some form of criticism in working harmony with the best of traditional creative writing.

Diana Waclawski and Charles Howlett are teachers at Amityville Memorial High School.

**See you in LA  
in April?**



NEW in '84 from Harlan Davidson, Inc.

## A CONCISE HISTORY OF THE AMERICAN PEOPLE

by

Arthur S. Link, *Princeton University*

Robert V. Remini, *University of Illinois at Chicago*

Douglas Greenberg, *Princeton University*

and Robert C. McMath, Jr., *Georgia Institute of Technology*

**A Concise History of the American People** is a brief, rich textbook that combines the work of two senior scholars in political and diplomatic history with the specialized skills of a colonialist and a social historian. This text for the survey course includes all of the essential narrative framework for the political, economic, and social history of the United States. **A Concise History of the American People** affords the teaching flexibility of a core text that allows the instructor to use supplementary material and range freely in lectures, confident that the student has in hand a solid base upon which to build an accurate understanding of our complex history.

Illustrations

Suggested Readings

Appendices

**Available December 1983** One-volume cloth edition  
Vol. 1: To 1877, paper  
Vol. 2: Since 1865, paper

Also

**Available:**

**Student's Assistance Manual**

by Robert F. Marcom, *San Antonio College*

Vol. 1: To 1877, paper;

Vol. 2: Since 1865, paper.

**Instructor's Manual**

by Sandra M. Hawley, *University of Houston,*

*Downtown Campus*

One volume, paper.

Also available

### The Twentieth Century: An American History

by

Arthur S. Link, *Princeton University,*

and William A. Link,

*University of North Carolina at Greensboro*

### Progressivism

by

Arthur S. Link, *Princeton University,*

and Richard L. McCormick, *Rutgers University*

### The New Deal,

by

Paul K. Conkin, *Vanderbilt University*

### The Cold War

by

Ralph K. Levering, *Earlham College*

Please write for an examination copy.

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3110 North Arlington Heights Road  
Arlington Heights, Illinois 60004

## A HISTORY OF AMERICAN BUSINESS

by C. Joseph Pusateri, *University of San Diego*

"... will be widely regarded as the finest textbook ... survey of the rise of American business available. It is beautifully written, unusually well researched...and its focal emphasis on businessmen and their institutions is firmly grounded in an understanding of the principal changes in the structure of the economy. Moreover, its choice of beginning points in Europe and of themes relevant to subsequent American experience seems to me almost exactly right. I believe the book will be widely read by the general public as well as meet the enthusiastic approval of those who teach survey courses in American history and business history courses. In sum, this is a splendid statement on the important, but too long neglected, role of business and businessmen in American history."

—Stuart Bruchey, *Columbia University*

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**Available December 1983**

Cloth and Paper Editions

## LABOR IN AMERICA, FOURTH EDITION

by Foster Rhea Dulles and Melvyn Dubofsky, *State University of New York at Binghamton*

The classic text by the late Foster Rhea Dulles has been carefully revised and brought up-to-date by U.S. labor and social historian Melvyn Dubofsky. This colorful history of **Labor in America** from the Colonial era to the 1980s incorporates the insights and findings of much of the new scholarship in labor history. More attention is now given to the social and cultural history of working people as well as to the ethnic, racial, and sexual aspects of that history. Like the earlier editions, the **Fourth Edition** includes capsule biographies of major figures and lively narratives of decisive industrial conflicts. **Labor in America, Fourth Edition** is a fine, basic text for labor history and for industrial and labor relations courses.

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**Available December 1983**

Cloth and Paper Editions

## NEW in '84 from The Forum Press, Inc. LOUISIANA: A HISTORY

Edited by Bennett H. Wall, *University of Georgia*

Written by Charles Edwards O'Neill, S.J., *Jesuit Historical Institute*; Joe Gray Taylor, *McNeese State University*; William Ivy Hair, *Georgia State College*; Mark T. Carleton, *Louisiana State University*; Michael L. Kurtz, *Southeastern Louisiana University*

This history of the colorful state of Louisiana as written by five well-known authorities will be the classic text for years to come. Suitable for the college level, **Louisiana: A History** tells the story from the perspective of life in French and Spanish colonial Louisiana as it was shaped by European events as well as those in the Mississippi Valley and the Gulf Coast. The narrative then emphasizes antebellum economics, slavery, Civil War and Reconstruction, the "Bourbon" period of the late nineteenth century and early twentieth century, and the dramatic changes of the modern era from the death of Huey Long to the present. Throughout, the text describes the main political, economic, social, and cultural developments, revealing clearly the tensions that shaped the unique history of Louisiana.

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## Administrative histories in the National Park Service

Sharon A. Brown

SOME 334 AREAS are preserved and protected by the National Park Service (NPS) as mandated by Congress. Over half of these park areas are cultural and historic sites. Fort Sumter, Independence Hall, Eleanor Roosevelt's "Val-Kill," the Whitman Mission and Fort Union Trading Post are just a sampling of areas managed by NPS people. These are the place names of our history, legacies saved for the future.

Administrative histories are an important part of the essential documentation used in managing these legacies. Professional park managers refer to these histories in order to follow established guidelines as they make management decisions affecting each site, whether natural, cultural, recreational, or historic.

Each park area has different management needs, depending on the type of resource in the area. For many parks, historic resource studies, composed of all the research findings concerning an area's historic resources, are used in making management decisions. Cultural sites inventories (containing maps, bibliographies, and other research materials) are used to manage archeological sites. Collection preservation guides provide information for ensuring the proper care of museum collections. Administrative histories, which should exist for each park, are used in conjunction with these other documents. Together they provide a historical basis for managing the many diverse NPS areas.

A park administrative history contains a brief discussion of the event(s) or person(s) commemorated by the park; and a history of the site prior to its inclusion in the National Park System, when appropriate. This includes an assessment of how the site has been managed by individuals, states, or other federal bodies, along with a discussion of various effects on the resources.

Administrative histories include discussions of the legislation establishing the park with reference to the

various House and Senate hearings and committee bills, along with the origin and rationale for key management decisions. Important management concerns include the impact of local interest groups; preservation, restoration, and reconstruction of structures; development of support facilities (visitor centers, roads, trails, and so on); major archeological excavations; and major museum collections activities. Information is provided about park legislation, monumentation, significant cooperative agreements, and major research projects and publications. Listings of key staff people are normally appended.

According to Norman G. Messenger, assistant superintendent at the Jefferson National Expansion Memorial National Historic Site in St. Louis, "administrative histories serve to give the manager a historic perspective on the management foundations laid by his or her predecessors. These foundations must influence good management decisions in the future."

Awareness of the management value of NPS administrative histories is not new. In 1951, National Park Service Director Arthur Demaray urged all park staffs to prepare histories, but the review process was haphazard and only a few competent histories were written. The movement regained impetus in 1972 under Director George B. Hartzog, Jr. Politics intervened, however, Hartzog was ousted, and not until recently did several key NPS managers, including Chief Historian Edwin C. Bearss and current NPS Director Russell Dickinson, revive the program.

National Park Service Bureau Historian Barry Mackintosh's "Assateague Island National Seashore: An Administrative History," printed in 1982, was recently distributed as a model. According to Bearss, it demonstrates "that an administrative history must as its first priority be useful to management." Historian Bearss also believes that Assateague Island's story "makes an interesting and intriguing essay."

Mackintosh chose to write

Assateague Island's history because it was a natural area, to demonstrate that all parks need these histories, not just historic parks. Additionally, it had accessible records. He soon discovered that Assateague Island "has a background of controversy, complexity, and change equaled by few other national parklands of its vintage."

In the history, Mackintosh examined Assateague Island's administration by three governmental agencies; a classic conservation vs. development battle in planning for the seashore; political influences; struggles between environmentalists and off-road vehicle groups; and the wants and needs of private landowners in the area. His text is aimed both at park managers and a broader academic audience in order to encourage the writing of similar works.

The administrative history of the Jefferson National Expansion Memorial National Historic Site is similar to Assateague Island's in its complexity. The story of how the Jefferson park was established in 1935, the national political personalities involved, and the seventeen-year struggle by the NPS to obtain congressional authorization and appropriations to build the Gateway Arch is a fascinating one.

The memorial's history proved to be a historian's challenge. Primary sources included not only NPS administrative records, but federal senators' and also representatives' papers, and congressional documents as well. Local supporters' and politicians' papers in local and state archives provided information. Secretary of the Interior Harold Ickes's "secret" diary, architect Eero Saarinen's winning competition drawings of the Gateway Arch, and oral interviews with a former NPS director and the Arch's transportation system designer were consulted. Nearly fifty years of newspaper clippings told tales of ballot fraud, local attempts to use the site for an airplane landing strip instead of a national memorial, and a local lawyer who spent eighteen years of his life fighting for his dream of a monument to Thomas Jefferson on St. Louis's riverfront.

Assateague Island's and Jefferson National Expansion Memorial's histories are used by managers as resource docu-

ments in several different ways. Restoration procedures are planned through awareness of past alterations in a historic structure. Sound decisions are made concerning public use of the resource. Guidelines are provided for planning future development (if any). Historical and legal precedents for protecting wildlife and historic resources are detailed. Backgrounds on unusual special use permits and easements are included. Past errors are analyzed to avoid future mistakes.

"Administrative histories are highly valuable orientation and reference tools for park and central office staffs," according to Russell E. Dickinson. "They contain and impart essential information on the origins and evolution of our parks--information that would otherwise be gained only with lengthy effort. They are among our most useful management documents."

Areas ranging from Grand Canyon National Park to Carl Sandburg Home National Historic Site can benefit from knowledge of their own pasts. Administrative histories are interesting, useful, often complex, but always compelling stories of conservation and preservation efforts in the National Park Service.

Sharon A. Brown is a historian for the National Park Service at Jefferson National Expansion Memorial National Historic Site, St. Louis. She is the author of the memorial's administrative history and a Ph.D. candidate in American studies at Saint Louis University.

EDITOR'S NOTE: The National Park Service is seeking historians to research and write administrative histories for many of its areas (see OAH Newsletter, November 1982, p. 21). Interested people should write to Barry Mackintosh, Bureau Historian, National Park Service, Department of the Interior, Washington, D.C. 20240.

**Emma Goldman Papers**  
THE EMMA GOLDMAN PAPERS PROJECT is seeking letters to and from Emma Goldman (1869-1940), anarchist and feminist active in the U.S. from 1886-1919, and letters or articles about her written by contemporaries. Contact the Emma Goldman Papers Project, Institute for the Study of Social Change, 2420 Bowditch, Berkeley, California 94720.



## Executive Secretary Indiana Historical Society

Executive Secretary, Indiana Historical Society, a well-endowed, private, not-for-profit corporation chartered in 1831. The executive secretary is the chief administrative officer of the Society, subject to the discretion and control of the board of trustees, with overall responsibility for a full-time staff of 45 and a budget of \$2,000,000. The Indiana Historical Society includes an excellent research library of rare books, manuscripts, maps, pictures, and ephemera relating to the history of Indiana and the Old Northwest, a highly reputed publications program, that includes R.C. Buley's Pulitzer Prize-winning work, *The Old Northwest* (1950), and a Field Services division, which actively promotes state and local history and local historical organizations. Special interests include: archaeology, family history, military history, and medical history. Qualifications: Advanced degree(s) in history, demonstrated record of scholarly achievement, with at least five years of administrative experience in relevant historical programs, and an ability to speak and write effectively, and to work harmoniously with others. Position available after July 1. Salary competitive. Excellent fringe benefits. Nominations and applications should be sent to Richard O. Ristine, Chair, Executive Secretary Search Committee, Indiana Historical Society, 315 West Ohio Street, Indianapolis, Indiana 46202, by January 15, 1984; those received after this date cannot be assured consideration.

## Research Assistant

Wanted: A research assistant in American Urban History. The job would start immediately. The person would be working at the "LaGuardia Archives" on various projects. Archive experience preferred. The pay is between \$6 and \$7 per hour to start. Apply to Richard K. Lieberman, Social Science Department, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York 11101.

## Professional Opportunities

Professional Opportunities is a service provided to the historical profession by the OAH Newsletter. All listings cost \$50 and should be sent two months prior to publication month to Elizabeth Rogers, Advertising Manager, OAH Newsletter, 112 North Bryan, Bloomington, Indiana, 47401.

### Assistant Professor of Communication

The Department of Communication at the University of California, San Diego, is recruiting for at least one permanent position at the Assistant Professor level. In addition, there is a strong possibility for one or more additional permanent positions at Assistant, Associate, or Professor levels. One year temporary positions may also become available at Lecturer to Acting/Visiting Professor levels. Appointment(s) will be made in the following areas: (1) State, politics and communication: Candidates should have interest in one or more of the following fields: communication issues in the international/Third World arena; communication and public policy; communication and education. (2) Social/political impact or context of new communication technologies: Impact of the computer; communication and the workplace; history of communication technologies. (3) Theories of interpretation: Familiarity with both semiotic and historical approaches to verbal and visual forms. (4) Production and theory of production: Ability to teach film and especially video production within a theoretical context. Experience in feminist aesthetics and/or ethnic film/video are also highly desirable. Candidates must have Ph.D. or equivalent and demonstrated research and teaching ability.

Significant publication record required at senior levels. Salary dependent on level of appointment. Send vita, statement of interests, and names of three references (DO NOT SEND LETTERS OF REFERENCE OR PLACEMENT FILES) to: Recruitment (OAH), Department of Communication (D-003), UCSD, La Jolla, California 92093, by January 15, 1984. UCSD is an Equal Opportunity/Affirmative Action Employer.

### Assistant Professor of Social Science

GMI Engineering & Management Institute is seeking a highly qualified candidate for a professional appointment as Assistant Professor of Social Science. GMI offers accredited undergraduate industrial management and engineering programs and instruction. A Ph.D. in either American or European History and evidence of teaching excellence are required. Preference will be given to applicants with a broad academic background and interest and/or experience in course development in area of academic specialty. Candidate should have a wide ranging knowledge of social science with principal major in American or European History and ability to teach history from an interdisciplinary approach at an undergraduate college level to students preparing for a career in engineering and management. Additional familiarity with history of science or technology is desirable. This is an unusual opportunity to identify and contribute to a major field or integrated area of scholarship, and to apply scholarship, through teaching and research, to intellectual development of professionally oriented undergraduate college students. Applicants should send resume along with three letters of recommendation by November 30, 1983, to Edward J. Preville, GMI Engineering & Management Institute, 1700 West Third Avenue, Flint, Michigan 48502.

## New York Council for Humanities

The New York Council for the Humanities has just announced an important new program: The History Teacher Institutes of New York. An inaugural set of institutes, each with twenty-five participating high school teachers along with two master teachers and a directing scholar, will be in operation in July 1984. The main objective is to improve teaching in the high schools by linking teachers and scholars for the study of a central historical subject. The council will pay stipends for all participants and will cover administrative expenses. For further details about the program, the first statewide initiative in history teaching by a humanities council, please contact Edward Bristow, New York Council for Humanities, 33 West 42nd Street, New York, New York, 10036. Deadline for applications, which should be collaborative efforts between schools and colleges, is February 1, 1984.

### Assistant Professor in American Material Culture and American Studies

AMERICAN MATERIAL CULTURE AND AMERICAN STUDIES. (Budgetary approval pending) Assistant Professor, 3-year term, with possibility for 2-year renewal. Undergraduate and graduate teaching, curriculum development. Breadth of interest, Ph.D., and teaching experience essential. Ph.D. in any one of the following: American Studies, American History, Art History, Folklore. Send vitae and one letter of recommendation to John T. Kirk, Program in American and New England Studies, 226 Bay State Road, Boston University, Boston, Massachusetts 02215 (AAEO Employer)

### OAH Executive Board supports separation of NARS from GSA

At its November 1981 meeting, the OAH Executive Board endorsed a resolution calling for the separation of the National Archives and Records Service from the General Services Administration. S.905 now has forty sponsors and cosponsors, but a total of fifty-one is necessary to insure passage. Please urge your Senator(s) to support S.905, and your Representative(s) to support H.R.3987.



# The humanist in the business world

Robert Pomeroy

**Should a humanities doctorate holder look to the corporate world for a job? Certainly. Should employers consider humanities graduates for jobs? Of course. Should humanities Ph.D.'s look to careers-in-business programs for help in obtaining a job in industry? Unquestionably. Should an aspiring corporate executive choose to prepare for such a career by earning a Ph.D. in a humanities field? Absolutely not.**

(Lewis C. Solmon, "The Humanist as Business Executive: Wishful Thinking?")

MY FIRST REACTION to Lewis Solmon's article "The Humanist as Business Executive: Wishful Thinking?" (Education Record, Winter 1983) was pleasure at seeing humanists' careers the subject of an inquiry, joined with real appreciation of the author's long-term investigations. I don't agree with the "wishful thinking," but better controversy than silence. In spite of recent media fanfare noted in the article, substantive issues concerning the nonacademic employment of humanists are still neglected.

A sense of frustration followed. Dr. Solmon focused his attention at the level of humanist; I wanted higher resolution, more reference to specific disciplines and their use by business. By generalizing common attributes, humanists' strengths tend to become less than the sum of the whole.

The article then placed me on a rollercoaster of assent and disagreement. In so far as it suggested that traditional humanities training (Ph.D. level) does not produce an attractive business candidate, I would agree. That "substantive changes are needed in most departments of humanities" and that problems arise when faculty members are "unwilling or unable to change" make equal sense. Considerable exception, though, is taken to the conclusion that aspiring executives should absolutely not choose to prepare for corporate careers by earning a Ph.D. in a humanities field.

Absolutely not? Does this include programs in public or applied history? Why no reference to public historians?

To me this is a key to historians' business credibility; it could well serve as a model for other humanists. Dr. Solmon will be mailed forthwith the OAH Committee on Public History's Educating Historians for Business, the "Business and History" issue of The Public Historian (journal of the National Council on Public History), as well as George David Smith and Lawrence E. Steadman's article "Present Value of Corporate History" from the Harvard Business Review. These will provide some background on the nature of public history as it relates to business, with practitioners' opinions on the field's strengths, problems, and potentials.

Should Dr. Solmon himself wish to investigate the business careers of these or other public humanists, I would suggest readjustments in the present line of inquiry. Two of his three lead arguments spotlight Chief Executive Officers and their testimonials. These are dubious targets. CEO's are as rare as they are difficult to characterize. In my readings, I find no agreement on the specific mix of qualifications which leads to their success. The backgrounds and views of this small group have relatively little bearing, particularly if, as the author states (and I would agree), CEO's have limited effect on hiring. Why not focus research on professional and middle management positions? This is where emerging fields will find opportunity.

A more aggressive form of research is also suggested. It is time for humanists to take a tougher stance about themselves, their education,

and their market. If they are prepared for the business world, they should have confidence in their knowledge and skills. If not prepared, specialized training is in order. Like other entrepreneurs, humanists must learn to face skepticism, disinterest, hostility, and rejection. A number will have to accept jobs which require the use of only selected skills, under a variety of titles. They must work up through corporate ranks, earn the respect of their colleagues, and slowly establish specialized positions, as did other professionals before them. I would recommend considering the history of economists' and lawyers' career development. Then I would produce hard market research, focusing on "where," not "whether," followed by strong, savvy promotion.

Concerning the issue of skills, Dr. Solmon leads with a well-taken point. The Ph.D. humanist seeking a corporate position is not selected for general critical thinking or communication skills. For that matter, were this the criteria, humanists would be in for a bloodbath of interdisciplinary rivalry. There is merit in the observation that it is easier to train a science or business major how to write than teach a writer to communicate business problems: in my business, I prefer to train business or science majors how to write their own analytic computer models than teach computer scientists business practice. However, neither of these propositions argues against the employment of humanists, when specialized skills are taken into consideration. Who--humanist or business major--would make the better information manager? Political risk analyst? Chief of personnel training or corporate communications director? Couldn't better-than-even money go to the prepared humanist? Incidentally, the National Council on Public History and the American Historical Association, in their Survey of the Historical Profession: Public Historians (1980-81), initiated an extensive investigation of historians' skills in nonacademic positions. The National Council's Skills Committee continues the work, while the OAH Committee on Public History is producing a series of guides for educating historians to practice in various settings. Expert volunteers, such as Dr.

Solmon, are always welcome in these activities.

Another point made by Dr. Solmon that is hard for me to concede deals with successful transition to nonacademic careers, those ten or twelve "exceptional, handsome, cultured, well-connected, articulate young people" traveling the professional meeting circuit. Had Dr. Solmon attended any of the five annual conferences on public history, he could expand his numbers as well as his adjectives. If "well-connected," it is because these historians have had the initiative to make their own connections, an opportunity open to all. Add to "handsome," "comely," and throw in some "rugged good looks" while you're at it. Maturity, sad to say, overshadows youth. Again, I would question the research methodology, for the meeting circuit is a dubious source of generalizations. Many of the business people I know with history Ph.D.'s (traditional fields, not public history) avoid such gatherings, believing that they are not wanted and that there is little to be learned from their former colleagues.

I am troubled by the discussion of careers-in-business programs. That most participants would have been desirable employees without such instruction is questionable; in fact, they did not have the jobs they wished until completion of a program. Of course, there are limitations to any summer instruction, but the high caliber of the participants assures their rapid grasp of business essentials. A bridge is provided, elsewhere unavailable in their graduate training. I look at these programs as grand innovations, begun by teachers with real foresight. My tendency would be to encourage others to build on their strengths, adopting new courses to meet regional needs, rather than worry about second-rate institutions aping the elite.

A few additional remarks warrant clarification. Math majors are not preferred to language (or traditional history) majors because they are "smarter." They are valued for their understanding of quantification, the language of business. That "today's CEO's attended college at a time when major field did not matter..." does not strike me as accurate. I well recall the objections raised when



this history A.B. was out pounding the pavement in the late '50s and early '60s. "If you are interested in history," I was asked, "why don't you teach?" And where did the data come from that America is becoming "more philistine" or that "a different type of person chooses the humanities than a generation ago"? Albro Martin addresses the second issue splendidly in the "Business and History" issue of *The Public Historian*: "The best historians have always been those who are moved by a profound yearning to recreate the past and to explain how the present came into being."

This is the kind of historian who will make the best business historian, the best corporate historian."

*It isn't that too much hope is being pinned on graduate education in the humanities as training for careers in private corporations. It's that we must be willing to pay the price for hope, and the price is effort.*

Professions aren't created overnight, for which there are a number of reasons to say "thank goodness." Though there

are hundreds of public historians currently at work in public, not-for-profit, and private enterprises, it may take years--possibly generations--for public historians to be assimilated fully into typical corporate hierarchies. Other humanists have the choice of whether to follow or not. For me, it isn't that too much hope is being pinned on graduate education in the humanities as training for careers in private corporations. It's that we must be willing to pay the price for hope, and the price is effort.

Robert W. Pomeroy III, a deputy advisor in the Project

Analysis Department of the Inter-American Development Bank in Washington, D.C., is the author of the OAH's *Educating Historians for Business: A Guide for Department of History* (1983). He was the guest editor of the "Business and History" issue of *The Public Historian* (Summer 1981), and the co-editor of *The Craft of Public History: An Annotated Select Bibliography* (with David F. Trask), and "The New Historian" issue of *The Maryland Historian* (with Arnita Jones, Spring 1979).

## Upcoming Meetings & Conferences

### December

THE NEW JERSEY HISTORICAL COMMISSION will hold its annual symposium on December 3, 1983. The title of the symposium is "Labor in New Jersey's Industrial Age." For more information, contact the Labor Symposium at the New Jersey Historical Commission, 113 West State Street, CN 305, Trenton, New Jersey 08625.

### February

THE SOUTHERN AGRICULTURAL ECONOMICS ASSOCIATION will hold its annual meeting at Opryland in Nashville, Tennessee on February 5-8, 1984. For more information, contact John Ikerd, 513 Agricultural Hall, Stillwater, Oklahoma 74078.

### March

THE ASSOCIATION OF SOCIAL AND BEHAVIORAL SCIENTISTS (ASBS) will hold its annual meeting in Nashville, Tennessee on March 21-24, 1984. The 1984 program will feature sessions in Anthropology, Geography, History, Political Science, Psychology, Sociology, Economics, Social Work, Black Studies, American Studies, Women's Studies, Urban Studies, Social Welfare, and Student Research and Management. For more information, write to Professor Alton Hornsby, Jr., Box 721, Morehouse College, Atlanta, Georgia 30314.

THE INDIANA ASSOCIATION OF HISTORIANS will hold its annual meeting on March 9-10, 1984 at Ball State University, Muncie, Indiana. For further information, contact Robert Taylor, Indiana Historical Society.

THE AMERICAN CULTURE ASSOCIATION will hold its annual meeting on March 29-April 1, 1984 in Toronto, Canada. For more information, contact Daniel Ward, American Culture Program, Bowling Green State University, Bowling Green, Ohio 43403.

### April

THE SOUTHEASTERN NINETEENTH CENTURY STUDIES ASSOCIATION will hold its annual meeting at the Virginia Military Institute in Lexington on April 5-7, 1984. The topic will be "Propriety in the Nineteenth Century." Contact Wendy Greenberg at the Department of Foreign Language, Pennsylvania State University, Fogelsville, Pennsylvania 18051 for more information.

THE NATIONAL COUNCIL ON PUBLIC HISTORY (NCPH) will hold its annual Conference on Public History in Los Angeles on April 6-8, 1984. This will coincide with the annual meeting of the Organization of American Historians, April 4-7, at the Biltmore Hotel. There will be a joint registration fee for OAH and NCPH members who will attend both meetings. Workshops will focus on issues of concern to both groups, such as promotion and tenure for public historians, the use of adjunct faculty, planning curricula to include public history, and a possible code of ethics. For more information, contact Barbara Howe, Department of History, West Virginia University, Morgantown, West Virginia 26506. (See related article this issue.)

THE AMERICAN MILITARY INSTITUTE, THE AIR FORCE HISTORICAL FOUNDATION, AND THE MILITARY CLASSICS SEMINAR will hold a joint meeting on April 13-14, 1984 at Bolling Air Force Base in Washington, D.C. All sessions will discuss leadership of American air forces. Contact Wayne Thompson at the Office of Air Force History, Bolling AFB, Washington, D.C. 20332 for more information.

### May

THE NORTH AMERICAN SOCIETY FOR SPORT HISTORY will hold its annual convention at the University of Louisville on May 19-21, 1984. For information regarding session topics and the submission of papers, contact J. Thomas Jable, Department of Physical Education, William Paterson College, Wayne, New Jersey 07470.

### June

INTERPRETING THE FOUNDATIONS OF THE HUMANITIES is the topic of a workshop to be held on the campus of Princeton University on June 17-29, 1984. The workshop is designed for college teachers interested in examining the humanities and developing a shared context for humanistic learning. For applications and information, contact the Woodrow Wilson National Fellowship Foundation, Box 642, Princeton, New Jersey 08540 by January 10, 1984.

THE INSTITUTE FOR HISTORICAL EDITING will be held on June 17-29, 1984 in Madison, Wisconsin. The institute will provide detailed theoretical and practical instruction in documentary editing. Applicants should hold a master's degree in history or American civilization. A limited number of study grants is available. For information and application forms, write to NHPRC, National Archives, Washington, D.C. 20408. Application deadline is March 15, 1984.

THE NATIONAL ENDOWMENT FOR THE HUMANITIES will hold a three-week institute in social history for secondary school social studies teachers at Chatham College in Pittsburgh, Pennsylvania on June 24 to July 13, 1984. The institute will focus on findings and teaching approaches in key thematic areas in the social history field, and participants will have an opportunity to examine various classroom materials in social history and to work with colleagues who have been teaching social history at the secondary level. For more information and application forms, write to Linda W. Rosenzweig, Chatham College, Woodland Road, Pittsburgh, Pennsylvania 15232.



# Calls for Papers

RELIGION, THE CHURCHES AND THE HOLOCAUST, 1939-1945 is the theme of the third annual conference on the Holocaust to be held at Millersville University on April 1-2, 1984. Address all inquiries to Holocaust Conference Committee, History Department, Millersville University, Millersville, Pennsylvania 17551.

THE ECONOMIC AND BUSINESS HISTORICAL SOCIETY will hold its annual meeting in Salt Lake City on April 26-28, 1984. Paper sessions and discussion panels will include a variety of subjects in American and international business and economic history. People interested in presenting papers or participating in the conference should contact Mansel Blackford, Department of History, Ohio State University, 106 Dulles Hall, 230 West 17 Avenue, Columbus, Ohio 43210.

## December

NEW RIVER SYMPOSIUM will be held on April 12-14, 1984 at Appalachian State University Center for Continuing Education in Boone, North Carolina. Papers for the Symposium are being sought in natural history, folklore, geology, history, archaeology, geography, and other sciences, some aspect of the New River valley, past or present, including its natural, physical, and/or human environments, or the interrelation of these. Proposals for sessions and panel discussions are also sought. Proposals, which are due by December 1, 1983, should be sent to Gene Cox, National Park Service, New River Gorge National River, P.O. Drawer V, Oak Hill, West Virginia 25901.

THE SOUTH TEXAS CONFERENCE ON THE TEACHING OF HISTORY will be held on February 4, 1984 at Pan American University, Edinburg, Texas. The focus of the conference will be on historical content and teaching methods for secondary school teachers. The deadline for paper proposals is December 5, 1983 and should be directed to James L. Gormly, Department of History, Pan American University, Edinburg, Texas 78539.

MILITARY INFLUENCES ON WASHINGTON HISTORY is the topic of a conference to be

held on March 29-31, 1984 at Camp Murray in Tacoma, Washington. The conference will explore the impact of the military on the society and economy of Washington. Presentations should focus on particular episodes or personalities within one of four epochs: "exploration"; "territorial"; "early statehood"; and "recent." Send abstracts with resume to the Program Chair by December 15, 1983. Proposals and queries should be directed to William Woodward, Department of History, Seattle Pacific University, Seattle, Washington 98119.

THE PACIFIC COAST BRANCH OF THE AMERICAN HISTORICAL ASSOCIATION will hold its annual meeting on the campus of the University of Washington, Seattle in August 1984. All people interested in presenting papers or organizing a session should send (1) the title and abstract of the paper, and (2) the names and curriculum vitae of all prospective participants to Albert Camarillo, Department of History, Stanford University, Stanford, California 94305 by December 31, 1983.

## January

THE OHIO ACADEMY OF HISTORY will hold its annual meeting on April 14, 1984 at the Ohio Historical Center in Columbus, Ohio. Proposals (including abstracts) for individual papers or complete sessions in any field of history should be sent to Joseph Lynch, Department of History, Ohio State University, Columbus, Ohio 43210 by January 6, 1984.

THE GEORGIA INSTITUTE OF TECHNOLOGY'S Program in Science, Technology and International Affairs is sponsoring a two-day conference to be held on May 31-June 1, 1984 in Atlanta, Georgia. The conference will focus on the generic issues of international technology transfer and more specifically on the strategic dimension (East-West transfer), the economic development dimension (North-South transfer), and the competitive dimension (West-West technology trade). Abstracts and proposals for papers should be submitted by January 15, 1984. For more

information, contact John R. McIntyre, School of Social Sciences, Georgia Institute of Technology, Atlanta, Georgia 30332.

THE FUTURE OF AMERICAN LABOR HISTORY: TOWARD A SYNTHESIS is the subject of a conference to be sponsored by the Department of History, Northern Illinois University on October 11-13, 1984. The goal of the conference is to contribute towards integrating labor history with the fragmented subfields in social history and move towards a synthesis of the new labor history with American history as a whole. Papers are solicited demonstrating new scholarship contributing towards this synthesis in one of three periods: formation of the American Working Class: Late 18th and early 19th centuries; class culture and ideology: the late 19th century; and labor capital and the state: the 20th century. Send vita and one-page resume of the proposed paper by January 15, 1984. Correspondence should be directed to Carroll Moody and Alfred Young, Department of History, Northern Illinois University, DeKalb, Illinois 60115.

THE MIDWEST JOURNALISM HISTORY CONFERENCE will be held on March 30-31, 1984 at Indiana University. Papers are sought on any aspect or phase of journalism and mass communication history. The deadline for submission of papers is January 15, 1984. For more information, contact Owen V. Johnson, School of Journalism, Indiana University, Bloomington, Indiana 47405.

THE NATIONAL ENDOWMENT FOR THE HUMANITIES invites proposals to study the condition of the humanities through analysis of existing data resources. Proposals are invited from academic institutions, units of government, nonacademic, nonprofit, or profit-making organizations, individuals, or a combination of these. Deadline for receipt of proposals is January 23, 1984. Contact Office of Program and Policy Studies, Room 402, NEH, Washington, D.C. 20506.

CALIFORNIA AMERICAN STUDIES ASSOCIATION announces a conference on "Technology and

Culture" to be held at California State Polytechnic University, Pomona. Proposals for papers or sessions on any aspect of the topic are welcome. Send proposals to Wayne K. Hobson, Department of American Studies, California State University, Fullerton, California 92634. Deadline is January 31, 1984.

THE SOCIETY FOR HISTORIANS OF THE EARLY AMERICAN REPUBLIC will hold its annual meeting in Indianapolis, Indiana on July 20-21, 1984. Papers, discussion panels, and media presentations are invited for all aspects of American history about the period 1789-1850. Send proposal and vitae by January 31, 1984 to Ruth Bogin (Pace University) at 3 Brook Lane, Great Neck, New York 11023.

THE DAKOTA HISTORY CONFERENCE will be held at Madison, South Dakota on the campus of Dakota State College on April 13-14, 1984. The Karl Mundt Distinguished Historical Writing Awards will be presented for the best papers. Papers should relate to some aspect of South Dakota, Dakota Territory, or the history of the Upper Great Plains Region. Deadline for submission of papers is January 31, 1984. Address all correspondence to H.W. Blakely, History Department, Dakota State College, Madison, South Dakota 57042-1799.

## February

RELIGION AND SOCIETY IN THE AMERICAN WEST is the topic of a conference to be held at Saint Mary's College of California on June 15-16, 1984. Its focus will be on the Pacific, Southwest, and Rocky Mountain regions, from the Spanish colonial era to the recent past. Completed papers or 300-word summaries of papers should be sent, along with curriculum vitae, by February 1, 1984 to Program Directors, Religion in the West Symposium, Box A0, Saint Mary's College of California, Moraga, California 94575.

THE SOCIAL SCIENCE HISTORY ASSOCIATION will hold its annual meeting on October 25-28, 1984 at the Ontario Institute for the Study of Education in Toronto, Canada. Paper and panel proposals should include



a short description of the paper or papers involved and the names, departments, and institutional affiliations of all proposed participants. All proposals should be sent to William Claggett, Department of Political Science, University of Mississippi, University, Mississippi 38677, and must be received by February 15, 1984.

**SALEM STATE COLLEGE** Department of History is sponsoring a conference on "New England: An Historical Perspective" to be held at Salem State College, Salem, Massachusetts on October 29, 1984. The program committee invites proposals for papers or panels on any aspect of New England history. Proposals should be sent with typed abstract by February 15, 1984 to John J. Fox, Department of History, Salem State

College, Salem, Massachusetts 01970.

**SAINT FRANCIS COLLEGE** will hold its fourth annual undergraduate history forum on April 5-6, 1984. Papers will be accepted on all historical topics and issues. The deadline for receipt of papers is February 25, 1984. For further information, write to James G. Buchanan, Department of History, Saint Francis College, Loretto, Pennsylvania 15940.

### March

**THE JOINT ATLANTIC SEMINAR IN THE HISTORY OF BIOLOGY** will be held at the National Museum of American History of the Smithsonian Institution on April 13-14, 1984. Those wishing to present papers should send a title and brief description by March 1, 1984 to Pamela M. Henson, Smithsonian Archives, Washington, D.C. 20560.

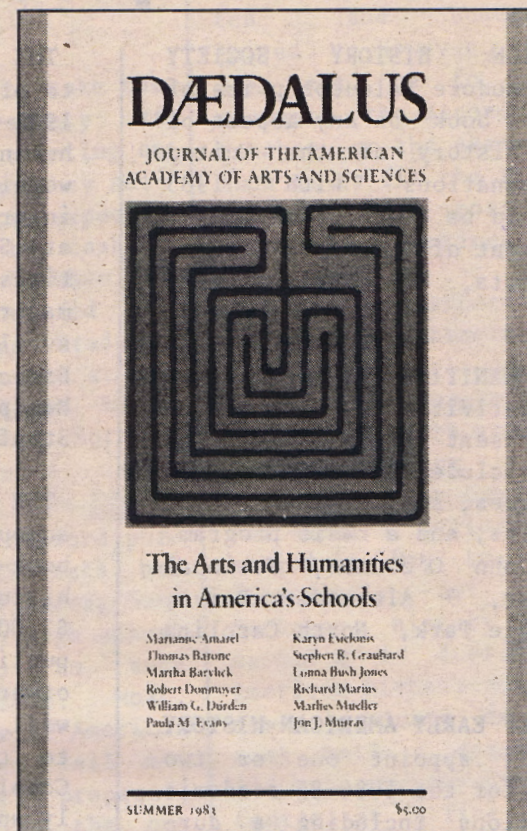
## OAH Lectureship

The following is a list of OAH Lecturers.

William D. Aeschbacher, University of Cincinnati  
Robert F. Berkhofer, Jr., University of Michigan  
Mary F. Berry, Howard University  
Allan G. Bogue, University of Wisconsin, Madison  
David Brody, University of California, Davis  
William H. Chafe, Duke University  
Kathleen Neils Conzen, The University of Chicago  
Roger Daniels, University of Cincinnati  
Alexander DeConde, University of California, Santa Barbara  
Carl N. Degler, Stanford University  
Betty Fladeland, Southern Illinois University, Carbondale  
Eric Foner, Columbia University (Fall '84)\*  
Frank Freidel, University of Washington  
John A. Garraty, Columbia University  
Paul M. Gaston, University of Virginia  
Herbert Gutman, City University of New York  
John Higham, The Johns Hopkins University  
Andrea Hinding, University of Minnesota, Twin Cities  
Darlene Clark Hine, Purdue University  
Joan Hoff-Wilson, Indiana University, Bloomington  
Nathan I. Huggins, Harvard University  
Harold M. Hyman, Rice University  
Francis Jennings, The Newberry Library  
Stanley N. Katz, Princeton University  
Robert Kelley, University of California, Santa Barbara  
Linda Kerber, University of Iowa  
Richard S. Kirkendall, Iowa State University  
J. Morgan Kousser, California Institute of Technology  
Richard W. Leopold, Northwestern University  
Gerda Lerner, University of Wisconsin, Madison  
Leon F. Litwack, University of California, Berkeley  
Gloria Main, University of Colorado  
Pauline Maier, Massachusetts Institute of Technology  
Jane DeHart Mathews, University of North Carolina, Greensboro  
Richard P. McCormick, Rutgers University, New Brunswick  
Robert K. Murray, Pennsylvania State University  
Irene Neu, Indiana University, Bloomington  
Mary Beth Norton, Cornell University (Jan. '85)\*  
Lewis Perry, Indiana University, Bloomington  
Edward Pessen, City University of New York  
Keith Ian Polakoff, California State University, Long Beach  
Francis Paul Prucha, S.J., Marquette University  
Martin Ridge, The Huntington Library  
Anne Firor Scott, Duke University  
Kathryn Kish Sklar, University of California at Los Angeles  
James Morton Smith, The Henry Francis DuPont Winterthur Museum  
Kenneth M. Stampp, University of California, Berkeley  
George B. Tindall, University of North Carolina, Chapel Hill  
Edgar A. Toppin, Virginia State University  
Maris A. Vinouskis, University of Michigan  
Joseph F. Wall, Grinnell College  
William A. Williams, Oregon State University  
\* not available until year indicated in parentheses

To arrange for an OAH Lecturer to visit your institution, contact Donna Littrell, OAH Business Office, 112 North Bryan, Bloomington, Indiana 47401, 812-335-7311.

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## Ballot Results

### RE: Change from CPA to Public Accountant

**122 YES; 12 NO**

By-law 3(a) will be amended to remove the word "Certified" so that the by-law will read, "The books and accounts of the Organization shall be audited annually by a Public Accountant." This change has been recommended by the Treasurer and Executive Secretary and approved by the Executive Board. The Organization currently pays \$2,000 a year to a CPA to audit its books, and this is an exorbitant charge given the size of operation and its relatively unsophisticated financial structure. Qualified public accountants can provide the same service at approximately half the expense.

### RE: Establishment of the Avery O. Craven Prize

**120 YES; 13 NO; 1 ABSTENTION**

A by-law will be added to establish the Avery O. Craven Prize. This prize will honor the most original book on the coming of the Civil War, the Civil War years, and the Era of Reconstruction with the exception of works of purely military history. The exception recognizes and reflects Professor Craven's Quaker convictions. The prize will be given annually, and the winner will receive a certificate and \$500. The nonfunded prize committee will consist of three members appointed annually by the President.



# Grants, Fellowships, & Awards

THE IMMIGRATION HISTORY SOCIETY presents the Theodore Saloutos prize of \$500 to the best book on any aspect of the immigration history of the United States. Nominations with 1983 copyrights should be sent to Rudolph J. Vecoli, Department of History, University of Minnesota, Minneapolis, Minnesota 55455.

THE NATIONAL HUMANITIES CENTER asks for suggestions of activities that will complement the present programs of the Center, which include fellowship programs, conferences, seminars on topics in the humanities, and a radio program. Send ideas to John O'Connor, National Humanities Center, 7 Alexander Drive, Research Triangle Park, North Carolina 27709.

THE INSTITUTE OF EARLY AMERICAN HISTORY AND CULTURE will appoint one or two senior fellows for the 1984-85 academic year. Applications including a curriculum vitae, brief description of proposed work, and an equally brief proposal for the seminar, or a letter indicating an intention to complete an application should be sent by December 1, 1983 to Thad W. Tate, Institute of Early American History, P.O. Box 220, Williamsburg, Virginia 23187.

THE UNIVERSITY PRESS OF KENTUCKY will award a prize of \$1,000 for the best manuscript on the Appalachian region. Two copies of the manuscript typed double-spaced throughout, must be submitted by December 1, 1983. Entries and requests for information should be directed to John B. Stephenson, c/o University Press of Kentucky, 102 Lafferty Hall, Lexington, Kentucky 40506-0024.

THE NATIONAL HUMANITIES CENTER awards fellowships to scholars in the U.S. and abroad. In addition to scholars from fields traditionally associated with the humanities, representatives of the natural sciences, the social sciences, and professional life may apply. The deadline for 1984-85 fellowship applications is December 10, 1983. Information and application materials may be obtained from the National Humanities Center, 7 Alexander Drive, Research Triangle Park, North Carolina 27709.

THE BENTLEY HISTORICAL LIBRARY of the University of Michigan will offer fellowships for research on appraisal problems associated with modern documentation. Fellowships for the 1984 summer program in Ann Arbor will be awarded for periods of one, two, three, or four months. Up to \$2,500 per month plus a housing allowance will be provided to support research while in residence in Ann Arbor. Interested archivists, historians, and other scholars should contact Francis X. Blouin, Bentley Historical Library, University of Michigan, 1150 Beal Avenue, Ann Arbor, Michigan 48109 before the December 12, 1983 deadline.

THE STANFORD HUMANITIES CENTER expects to offer four external fellowships for 1984-85 to scholars and teachers in the humanities or those in other fields working on related projects who would be interested in spending the academic year at Stanford. The deadline for applications is December 15, 1983. Application materials and further information are available from Morton Sosna, Associate Director, Stanford Humanities Center, Mariposa House, Stanford University, Stanford, California 94305.

THE AMERICAN SOCIETY OF CHURCH HISTORY announces its 1983 competition for a book-length manuscript in church history. The award will consist of \$2,000 to assist the author with publication. If competing essays are otherwise of equal quality, preference will be given to those topics relating to the history of Congregationalism. Complete manuscripts in final form, fully annotated, must be received by William Miller, 305 East Country Club Lane, Wallingford, Pennsylvania 19086 by December 15, 1983.

THE CHARLES AND MARGARET HALL CUSHWA CENTER FOR THE STUDY OF AMERICAN CATHOLICISM announces a new grant of \$2,000 for research in the area of Irish-American studies. Applications are due by December 31, 1983. Inquiries should be sent to Jay P. Dolan, Director, Charles and Margaret Hall Cushwa Center for the Study of American Catholicism, 614 Memorial Library, University of Notre Dame, Notre Dame, Indiana 46556.

THE FRANKLIN D. ROOSEVELT FOUNDATION, INC. announces the institution of a program of small grants-in-aid, not to exceed \$2500, in support of research at the FDR Library in Hyde Park on the Roosevelt Years or clearly related subjects. Inquiries should be addressed to the Assistant Secretary, the Franklin D. Roosevelt Foundation, FDR Library, Old Albany Post Road, Hyde Park, New York 12538.

THE ROCKEFELLER ARCHIVE CENTER awards grants of not more than \$1,500 to scholars engaged in projects based substantially on the holdings of the Center. Grant applications must be made by December 31, 1983. For information write to Director, Rockefeller Archive Center, Pocantico Hills, North Tarrytown, New York 10591-1598.

UCLA'S INSTITUTE OF AMERICAN CULTURES is offering fellowships to support study of Afro-Americans, Asian Americans, Chicanos, or American Indians. The stipend for the two-year graduate fellowships is \$4,800 per year plus registration fees, while the range for postdoctoral fellowships is \$18,500 to \$21,500. Postdoctoral awards can be for a period less than a year and may supplement sabbaticals. The deadline for applications is December 31, 1983. For information and applications, contact Charlotte Heth, American Indian Studies

Center, 3220 Campbell Hall, UCLA, Los Angeles, California 90024.

THE US ARMY MILITARY HISTORY INSTITUTE will award approximately six Advanced Research Grants of \$500 for conducting research in the USAMHI library. Topics must be in the field of military history. Both civilians and active duty military personnel are encouraged to apply. The application deadline for grants to be awarded in 1984 is January 1, 1984. For information and application forms, contact Assistant Director for Historical Services, US Army Military History Institute, Carlisle Barracks, Pennsylvania 17013.

THE SMITHSONIAN INSTITUTION announces its program of research training in higher education for 1984-85 in the fields of American History and Material Culture, History of Art, History of Science and Technology, Earth Sciences, Anthropology, Materials Analysis, and Biological Sciences. Smithsonian Fellowships are awarded to support independent research, in residence at the Smithsonian, related to research interests of the Institution's professional staff and using the Institution's collections, facilities, and laboratories. For more information and application forms, contact the Office of Fellowships and Grants, 3300 L'Enfant Plaza, Smithsonian Institution, Washington, D.C. 20560. Indicate your area of research interest. Applications are due by January 15, 1984.

THE AMERICAN ANTIQUARIAN SOCIETY will award to qualified scholars a number of short- and long-term Visiting Research Fellowships during the year June 1, 1984-May 31, 1985. The awards will be made in five categories. The deadline for receipt of completed applications and three letters of reference is January 31, 1984. For more information, contact AAS at 185 Salisbury Street, Worcester, Massachusetts 01609-1634.

THE BIBLIOGRAPHICAL SOCIETY OF AMERICA invites applications for a short-term fellowship program which supports bibliographical inquiry as well as research in the history of publishing and the book trades. Applications, including three letters of reference, are due on January 31, 1984. For more information, contact the BSA Executive Secretary, Box 397, Grand Central Station, New York, New York 10163.

THE HERBERT HOOVER PRESIDENTIAL LIBRARY ASSOCIATION, INC. announces its sixth annual Hoover Presidential Fellowship and Grant competition. The Association offers research support on a competitive basis to scholars and others conducting original investigations into the personal and public careers of Hoover, and into national public policy during the Hoover Period, 1921-23. Information and application materials for the year are available each preceding September 1; deadline for receipt of applications is the following January 31. To obtain



necessary documents, write to the Chair, Fellowship and Grant Committee, Herbert Hoover Presidential Library Association, Inc., Box 696, West Branch, Iowa 52358.

THE NEW YORK STATE HISTORICAL ASSOCIATION is accepting manuscripts for the 1984 New York State Historical Association Manuscript Award. The award consists of \$1,000 and assistance in publication and is presented each year to the best unpublished book-length monograph about the history of New York state. Ribbon copies or clear xerox copies are due by February 1, 1984. Manuscripts and requests for information should be addressed to Wendell Tripp, New York State Historical Association, Box 800, Cooperstown, New York 13326.

THE LIBRARY HISTORY ROUND TABLE of the American Library Association is accepting submissions for the 1984 Justin Winsor Prize. To be considered, essays should embody original historical research on a significant topic in library history, should be based on primary source materials whenever possible. Papers should not exceed thirty-five typed, double-spaced pages. Send three copies by February 1, 1984 to Haynes McMullen, School of Library Science, University of North Carolina, Chapel Hill, North Carolina 27514. The winner will receive \$500, and her/his paper will be published in *The Journal of Library History*.

THE UNIVERSITY OF FLORIDA is offering two \$6,000 fellowships for graduate work in American history. Special preference will be given to students wishing to work in southern U.S. history. Applicants should contact the Graduate Coordinator, Department of History, University of Florida, Gainesville, Florida 32611 for additional information. Deadline for applications is February 15, 1984.

THE 1984 TIME EDUCATION PROGRAM STUDENT WRITING CONTEST encourages excellence in written expression and insight into current topics of concern. Information about entering the contest and official entry blanks can be obtained by writing to Time Education Program Student Writing Contest, 10 North Main Street, Suite 301, Yardley, Pennsylvania 19067. Deadline for submissions is March 1, 1984.

THE DEPARTMENT OF THE HISTORY OF MEDICINE at the University of Wisconsin offers Maurice L. Richardson Fellowships for graduate study in the history of medicine at the University of Wisconsin. The deadline for applications is March 15, 1984. For further information, contact Judith Walzer Leavitt, Department of the History of Medicine, University of Wisconsin, 1415 Medical Sciences Center, 1300 University Avenue, Madison, Wisconsin 53706.

THE AMERICAN JEWISH ARCHIVES is offering four fellowship programs for 1984-85. The deadline for applying for each is April 1, 1984. For more information, write to the Director of the American Jewish Archives, 3101 Clifton Avenue, Cincinnati, Ohio 45220.

## Activities of Members

JOHN BRAEMAN, professor of history, University of Nebraska, Lincoln, has been chosen as winner of the third Harold L. Peterson Award for the best article dealing with American military history published in 1982. Braeman's article, "Power and Diplomacy: The 1920's Reappraised," appeared in the July 1982 issue of *The Review of Politics*.

W. BERNARD CARLSON, who is completing his Ph.D. degree from the University of Pennsylvania's History and Sociology of Science Department, has received an appointment in Science, Technology, and Society at Michigan Technological University.

DAVID A. CARSON has been appointed assistant professor at the State University of New York College at Buffalo.

ELAINE CRANE, assistant professor of history at Fordham University, has been awarded a grant-in-aid from the American Council of Learned Societies for her study on "Struggle for Survival: Women in Eighteenth-Century American Seaports."

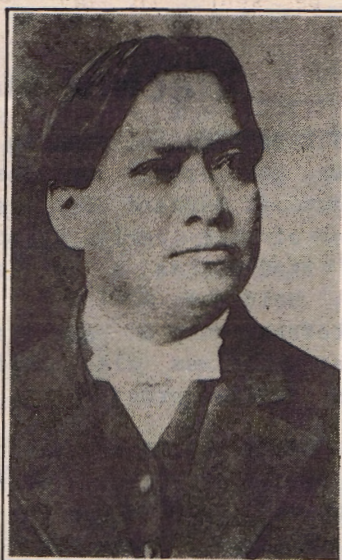
DONALD T. CRITCHLOW, University of Dayton, has received a grant from The Rockefeller University for his study, "Science in the Age of Morality: The Control of Venereal Disease and Prostitution during World War II."

NUALA M. DRESCHER, State University of New York College at Buffalo, is on leave as State United University Professions President, 1983-85.

PATRICIA L. FAUST, formerly editor of *American History Illustrated*, has been named editor of *Virginia Cavalcade*, the quarterly illustrated magazine of Virginia history published by the Virginia State Library.

MARY L. FELSTINER, professor of history at San Francisco State University, has been awarded a grant-in-aid from the American Council of Learned Societies for her work on Charlotte Salomon in the Nazi Era.

NORMAN FERRIS, professor of history at Middle Tennessee State University, was elected chair of the Tennessee Committee for the Humanities.



## The PAPERS of CARLOS MONTEZUMA, M.D.

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Carlos Montezuma (c. 1867-1923), a Yavapai Indian raised in urban white society, was both a prominent physician and a leading crusader for Native American rights. His early medical service with the Bureau of Indian Affairs moved him to denounce the government's oppressive treatment of his race. A founder of the Society of American Indians, he worked relentlessly for Indian citizenship, land rights, and assimilation into white society and for abolition of the BIA. His unusual life, eloquence, and range of contacts—urban and reservation Indians, BIA staff, political leaders, professional associates—make this collection a rich source on the early Native American rights movement.

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"Montezuma's papers provide a lens through which to examine the changing character of the nation's Indian population during the critical period of the early 20th century."

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ROY E. FINKENBINE, Florida State University, has received a grant from The Rockefeller University for his work on Tuskegee and black rural education in the South, 1881-1915.

KENNETH FONES-WOLF, assistant curator of the Urban Archives Center at Temple University, has been awarded the 1983 Kerr History Prize by the New York State Historical Association for his article, "Revivalism and Craft Unionism in the Progressive Era: The Syracuse and Auburn Labor Forward Movements of 1913," which appeared in the October 1982 issue of *New York History*.

FRED I. GREENSTEIN, professor of politics, Princeton University, has been awarded a grant-in-aid from the American Council of Learned Societies for his study, "The Missile Gap of 1957-1961: A Study of Misperception and its Consequences."

DAVID A. HOROWITZ, associate professor of history, Portland State University, has been named a Hoover Scholar for 1983.

MANFRED JONAS, Washington Irving Professor in Modern Literary and Historical Studies at Union College, has been named Dr. Otto Salgo Visiting Professor of American Studies at the Eotvos Lorand University of Budapest for the 1983-84 academic year.

ROBERT T. KING is the new head of the Oral History Program at the University of Nevada, Reno. King was former assistant director of the Oral History Research Center and Chief Oral Historian at Indiana University-Bloomington.

JAMES L. LELOUDIS II, University of North Carolina, Chapel Hill, has received a grant from The Rockefeller University for his work on school reform in the New South: the political economy of public education in North Carolina, 1880-1940.

ANNE C. LOVELAND, Louisiana State University, has received the Francis Mackemie Award for 1980-82 from the Historical Foundation of the Presbyterian and Reformed Churches for her book, *Southern Evangelicals and the Social Order, 1800-1860*.

RANDALL M. MILLER, Saint Joseph's University, Philadelphia, has been appointed book review editor for the *Journal of American Ethnic History*.

THOMAS G. PATERSON, University of Connecticut, has received a fellowship from the Institute for the Study of World Politics for the spring semester 1984 to continue his work on "The United States and Castro's Cuba."

STEVEN A. RIESS, Department of History, Northeastern Illinois University, has been awarded an NEH Fellowship for 1983-84 to pursue "A Social History of American Sport."

HOWARD P. SEGAL, adjunct assistant professor of history at Eastern Michigan University, has been awarded a grant-in-aid from the American Council of Learned Societies for his study of decentralized technology in twentieth-century America.

MELVIN SMALL, professor of history, Wayne State University, has been awarded a grant-in-aid from the American Council of Learned Societies for his study on the impact of the antiwar movement on the decision makers, 1965-71.

ROBERT BRENT TOPLIN, University of North Carolina-Wilmington, and DAN T. CARTER, Emory University, have received an Annenberg grant for the pilot production of a series of PBS television programs about American history since the Civil War.

SANDRA GIOIA TREADWAY AND BRENT TARTER have been named editors of the *Dictionary of Virginia Biography*, a project sponsored by the Virginia State Library, Richmond, Virginia.

CHARLES VEVIER, executive vice president of the University of Medicine and Dentistry of New Jersey for twelve years, has announced that he will leave his administration post to pursue teaching, research, and writing as a member of the faculty.

JENNINGS L. WAGONER, University of Virginia, has received a grant from The Rockefeller University for his work on higher education in the New South.

NAN E. WOODRUFF, assistant professor of history, College of Charleston, has been awarded an American Council of Learned Societies grant-in-aid for a study of the social history of the twentieth-century South Carolina low countries.

## Recent Deaths

ANNETTE BAXTER, 56, died in September 1983, was the chair of the history department at Barnard College. Baxter was one of the early proponents of women's studies as a scholarly discipline, held the Adolph S. and Effie Ochs professorship of American history at Barnard, and was also head of the American studies program.

GENE BRACK, 49, died March 2, 1983, was professor of history at New Mexico State University. He was the author of *Mexico Views Manifest Destiny, 1821-1846: An Essay on the Origins of the Mexican War* and of numerous articles.

JOE DUBBERT, 43, died September 27, 1983, was a professor of history at Muskingum College. Dubbert was the author of *A Man's Place: Masculinity in Transition*, which is a nationally recognized "landmark" in social history.

ARMIN H. RAPPAPORT, 67, professor of history, University of California, San Diego, died October 27, 1983. Rappaport was editor of *Diplomatic History*, 1976-79, and author of numerous books in diplomatic history.

GENE WISE, 47, died on August 26, 1983, was a professor of American studies at the University of Maryland. He was the author of *American Historical Explanations* and of many influential articles.

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### Publication Schedule:

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Western Civilization II — Summer 1984

U.S. History I — To be announced

U.S. History II — Spring 1984



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An anthology of essays on aspects of the Equal Rights Amendment. Most of the articles originally appeared in the OAH Newsletter. Available Spring 1984. Watch for details.

### Sport History in the United States: An Overview

A pamphlet which facilitates integrating the history of sport into the American history surveys. The author is Mary L. Remley, an associate professor of physical education at Indiana University. The publication is especially applicable to the high school classroom. It will be available in December 1983.

### Computer Applications for Historians

A collection of essays about uses of computers for historians and people in the humanities in general. Most of the essays originally appeared in the OAH Newsletter. Available Spring 1984.

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It is possible for a member interested in making a contribution to the OAH to do so and yet retain a life-income interest for himself/herself as well as for one or several beneficiaries. These special and helpful gifts made during a member's lifetime, provide:

- an immediate charitable-contribution deduction;
- a probably savings in capital-gains taxes;
- a likely savings in estate tax and probate costs.

Interested members or friends are urged to consult their own attorneys, tax advisers, or insurance agents. To learn more about the OAH's Living Endowment Program and what it can mean for you, please complete and return the form below.

Name

Address

Phone

Gift Options:

Send to: OAH Development Office  
112 North Bryan  
Bloomington, Indiana 47401

11/83N

## Organization of American Historians

Joan Hoff-Wilson, Executive Secretary

112 North Bryan Street

Bloomington, Indiana 47401

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