

OAH NEWSLETTER

Organization of American Historians

Volume 16, Number 4 November 1988

To Continue or Not to Continue, A Cliophile's Early Career Crisis

by Edward Pessen

The Allensworth Saga as Public History

by Lonnie G. Bunch

The Living History Program

by Richard L. Watson

The Routine of the Documentary Editor?

by Mary A. Giunta

Public History at Kutztown

by Mary Elizabeth Brown and Gordon Goldberg

Ballot for OAH Constitutional Revisions See Pages 11 & 12

Questionnaire for Minority Historians, See Page 27

Campaign Buttons from the Collection of H. McMains

THE FUND FOR AMERICAN HISTORY

An Endowment Campaign of the Organization of American Historians

Over the last two years, the *OAH Newsletter* has carried information concerning The Fund for American History, a major endowment campaign of the Organization of American Historians, and in coming issues you will learn more about The Fund and what it means to you.

For more than a decade the OAH has been considering the creation of a permanent endowment, but only within the last three years has the Executive Board taken specific steps to make such an endowment a reality. As early as October of 1981 an Ad-Hoc Committee on Fund-Raising Possibilities, chaired by Fred Harrington, made recommendations to the Executive Board concerning long-term planning for an OAH endowment fund, but it was not until 1985 that the Executive Board began laying the groundwork for a major endowment campaign. At the April 1986 meeting of the Executive Board Myron Marty presented a background report about preparation of a National Endowment for the Humanities Challenge Grant.

In April 1987 the Executive Board passed a resolution (the full text of which was carried in the May 1987 issue of the *OAH Newsletter*) to undertake an endowment campaign by authorizing submission of an NEH Challenge Grant and by appointing an *ad hoc* steering committee of the Board to oversee the effort. In the 1986-87 Treasurer's Report, which was carried in the same issue of the *Newsletter*, Treasurer Cullom Davis spoke of the need for an endowment to "safeguard the OAH's vital services in the years ahead."

Stanley Katz, 1987-88 OAH President, subsequently named Cullom Davis, Samuel Hays, Myron Marty, Dorothy Ross and himself to serve on the Endowment Steering Committee which held its first meeting in connection with the OAH Executive Board meeting in New York in November, 1987. At that November meeting, the Executive Board passed a resolution to establish an OAH Endowment Fund to be called The Fund for American History and to appoint a Council of the Fund comprised of past Presidents of the Organization. David Brion Davis, John Hope Franklin, Stanley N. Katz, Leon F. Litwack, Anne Firor Scott and William Appleman Williams subsequently agreed to serve on the Council. The May, 1988 *Newsletter* carried the full text of this resolution and another one authorizing the transfer of 1987 year-end funds to The Fund for American History, as well as an announcement of the Endowment Campaign which had also been formally announced at the OAH Business Meeting in Reno.

The Endowment Campaign is now well under way. In the past year-and-a-half members of the Executive Board of the OAH have pledged over \$20,000 to The Fund for American History, and in May of this year the Endowment Steering Committee, with the help of Acting Executive Secretary Arnita A. Jones, submitted a proposal for a \$400,000 NEH Challenge Grant. The Endowment Steering Committee continues to meet at the regularly scheduled OAH Executive Board meetings in addition to conducting a large portion of its business via conference calls. When Myron Marty's term on the Executive Board ended in 1988, OAH President David Brion Davis appointed new Executive Board member Joan Jensen to replace him on the Endowment Steering Committee.

The Fund for American History will underwrite projects in three major areas: historical inquiry, teaching, and professional development. Future issues of the *OAH Newsletter* will carry articles on specific projects. The first such article will be by OAH Executive Board member Arnold Taylor of Howard University on minority internships and scholarships, and it will appear in the February *Newsletter*. Please continue to read this column for further information about the projects and progress of The Fund for American History.

OAH NEWSLETTER



Volume 16, Number 3

August 1988

CONTENTS

Edward Pessen	
<i>To Continue or Not to Continue, A Cliophile's Early Career Crisis</i>	3
Lonnie G. Bunch	
<i>The Allensworth Saga as Public History</i>	4
Forum: Classrooms and Textbooks	6
Richard L. Watson	
<i>The Living History Program</i>	8
Page Putnam Miller	
<i>Capitol Commentary</i>	10
Mary A. Giunta	
<i>The Routine of the Documentary Editor</i>	14
Michele F. Pacifico	
<i>A New Building for the National Archives</i>	16
Mary Elizabeth Brown and Gordon Goldberg	
<i>Public History at Kutztown</i>	18
Lawrence O. Christensen and Jack B. Ridley	
<i>Service: The Moloch of the Academy</i>	19
Announcements	22

Joan Hoff-Wilson	Executive Secretary
Howard F. McMains	Editor
Jeanette Chafin	Business Manager
Brian A. Fox	Advertising Director
Anne Zender	Editorial Assistant
Ruth Witmer	Layout and Design
Michael Regoli	Technical Advisor

The OAH Newsletter is published in February, May, August and November by the Organization of American Historians, 112 North Bryan Street, Bloomington, Indiana 47401. Material submitted for consideration should be double spaced and with minimal footnotes integrated parenthetically into the text. Copy for the Announcements sections must be no more than one hundred words and submitted six weeks prior to the first day of a publication month. The Newsletter disclaims responsibility for statements by contributors, and the editor will condense items and articles when necessary and reject items and articles because of length. Full, half, quarter-page and job announcement advertisements are available. Contact the advertising manager for rates and deadlines.

Selected back issues for the Newsletter are available for \$1.50 each. For more information, contact the editor.

Members of the the OAH receive the Journal of American History, the Program to the annual meeting and the Newsletter. Information about membership dues is available from the above address.

© the Organization of American Historians.

History over the Years: To Continue Or Not To Continue: A Cliophile's Early Crisis

Edward Pessen



Photo Courtesy of the Author

Edward Pessen in Bavaria, 1945

I began teaching history in fall 1948, just after earning my master's in American history at Columbia University. My mentor, the already marvelous Richard B. Morris, arranged to have me teach one section in European history at what was then called City College Uptown, where he had taught before going to Columbia. Although I discovered, to my delight, that I loved teaching history as much as I loved reading it and although my students and my departmental supervisors seemed to think well of my work during my term at CCNY, sometime during the sixth year, as I was nearing completion of the Ph.D., I began to have misgivings about continuing in the field. For I had come to feel that I was not *making* history.

I could not one day tell my grandchildren that I fought...the Axis in New Jersey by belting out "Body and Soul."

As a proud, perhaps egomaniacal, fellow who thought he was as good as or better than most of the men whose exploits in battle, state houses, board rooms and counting houses, courts, smoke-filled rooms, and cloisters he was making his living talking about, I was irked at the prospect of spending the rest of my work life as mere commentator on what others had done. It seemed so neuter an activity, so unworthy of someone who yearned to do important things.

My restiveness surprised me, for one of my childhood dreams—one I had sadly thought was out of the question for a son of poor working-class immigrant parents—was to become a college professor. (When I walked into my first lecture section, I heard the strains of *Guadeamus Igitur* in my mind's ear.) As a child of the Great Depression who dropped out of college during my freshman year, nothing that happened in the years that followed made this

dream seem less farfetched.

I had started out as door-to-door salesman of Shirley Temple dolls and continued as hospitalization insurance salesman (whose only sale was to his mother), Fuller Brush man, shipping clerk in a lamp factory, metal worker, zinc loader, welder, sheet metal mechanic, shop steward, combat infantryman, and then, after the war, as successful auditioner for a job as jazz singer in clubs along the Brooklyn waterfront, pursuing a course that seemed most unlikely to lead to the college classroom. I didn't have the wit to realize it at the time, but what I feared were those "wasted years" turned out to be useful training for a historian. For after deciding to take advantage of the G.I. Bill to resume my formal education and completing my undergraduate degree and master's in three years, I indeed wound up as a college teacher (true, a tutor rather than a professor) and soon discovered that somehow I worked almost everything I had experienced into the classes I taught. This included the sour comment by a very conservative fellow metal worker about the boss's son, who was about to go on what at the time was a rare midwinter vacation, "The son of a bitch is off to Florida on our sweat!," and the question put to me and my buddies by so many wide-eyed German soldiers we captured, "What are Nazis?" It was all grist to a history teacher's mill. The more diverse and striking the experience, the richer the illustrations he could offer for his analytic generalizations, the more likely that his observations would be absorbed and remembered.

No, my sudden restiveness was not occasioned by unhappiness with teaching. The City College students of those days were delightful, bright, interested, responsive to any indication that their teacher had given hard thought to transmuting his experience in life and in library to classroom gold. As a ham actor of sorts, it was lovely to illustrate such 'new values' of the early modern era as a lust for life at almost any price by acting out Claudio's exchange with his virtuous sister, Isabella, in Shakespeare's *Measure for Measure*.

sure. When the young reprobate is told that his death sentence would be voided if Isabella yields her virginity to the acting ruler who has sentenced her brother to death for fornication, he makes a selfish yet nevertheless powerful plea for life, to avoid having "this warm motion cease," or when the noble Hotspur desires to "pluck bright honor from the pale-fac'd moon," in *Henry IV, Part I* while Falstaff offers contrastingly sour ruminations, in the same play, on honor, that it will not take away "the grief of a wound," does nothing for the dead, and will not be permitted by "detraction" to cling to the living. Teaching had been fun. The problem was not that doing history was unsatisfying but rather that it seemed an insufficient activity to a red-blooded man. I gave more or less serious consideration to alternatives.

My own suspicion was that jazz feeling was all I had and it might not be enough.

The life of a swashbuckling buccaneer had seemed appealing ever since as a tyke I had seen Douglas Fairbanks in *The Black Pirate*. (This, of course, was long before Professor Marcus Rediker had argued the egalitarianism of the piratical brotherhood.) On second thought, however, it was likely that the plumbing would be inadequate, the income insecure, the turbulent sea uncongenial, and the occupation somehow lacking in redeeming social value. And I really could not abandon wife and children for any job, no matter how romantic.

A jazz singing career had its allurements. Had I not, after all, been singled out to be the star in the musical my union was putting on? True, I had refused finally to participate in a show that required us to go on in blackface with thick white painted lips. I was immediately

See *Cliophile*, Page 27



Photo Courtesy of California State Dept. of Parks and Recreation
Col. Allen Allensworth

The Allensworth Saga as Public History

Lonnie G. Bunch

One of the joys of historical inquiry is the opportunity to craft an understanding of the past that better reflects the ethnic, racial and economic diversity of the American people. The exploration of forgotten and underexamined events, such as the attempt in the early years of the present century to create a "race colony" in Allensworth, California, is central to much of current scholarship. Unfortunately, not enough of the important insights of academic historians reach the general public. Recent studies supported by the National Endowment for the Humanities and the Center for Civic Education (which created and implemented the National Bicentennial Competition on the Constitution and the Bill of Rights) suggest that the public's grasp of America's past is woefully inadequate, even bordering on historical illiteracy.

It is important, therefore, that every effort be undertaken to make current historical scholarship more accessible. Providing that accessibility is one of the overriding concerns of historians who labor in museums, historical societies and historic sites. Their work in public history permits these scholars to hone traditional skills needed for effective research and publications; yet, it also obliges them to grapple with such non-traditional matters as the visual and educational content of exhibitions. Their accumulated experience in this enterprise improves the historical profession's ability to convey humanities issues to a broad audience untrained in the discipline.

The written word alone certainly does not do justice to the experience of the all-black community of Allensworth, California, that was established in 1908 by a group of visionaries including William Payne and Colonel Allen Allensworth. Located in the inland climes of Tulare County, Allensworth was once populated by retired soldiers, businessmen, farmers, laborers and their families. I learned about the community just after I arrived in California several years ago and, with my very pregnant wife serving as navigator, took the first opportunity I could manage to drive beyond the hills northeast

of Los Angeles in search of this noteworthy black settlement. Hills and fertile fields soon gave way to the dry, hot air of the Central Valley. Just at the point when I was about to forsake the mission, a small sign announced that we had arrived at the Allensworth State Historical Park.

The "Park" was, in fact, a barren land decorated with swirling clouds of dirt and hay (called "Dust Devils" by the locals) and a few deteriorating buildings whose appearance belied their historical importance. At first, it was difficult to believe that this patch of heat and weeds was the site of Allensworth. The dreams that this colony represented were seemingly covered by the dust of history. Closer examina-

The public's grasp of America's past is woefully inadequate, even bordering on historical illiteracy.

tion revealed the remnants of homes, stores and businesses, the essence of a community. Two restored edifices dominated the southern boundary of the park: a large schoolhouse with an impressive bell tower and the pristine home of Colonel Allensworth. In addition to providing us with some much-needed shade, these buildings conveyed a sense of order, industry and community spirit that had once permeated the colony. As the California sun began mercifully to set, we were joined by a park ranger who confessed to having been startled by "this flood of visitors." His response to our torrent of questions about the Allensworth experience promptly convinced me that the community's saga merited a wider audience and that this history deserved more than to continue as "little known."

In 1908, the *Delano Holograph* reported that five "gentlemanly looking negro men" sought land in the area to establish a "race colony of orderly and industrious blacks." The founders hoped that in this environment, free from the

debilitating effects of racism, blacks would demonstrate that they were capable of organizing and managing their own affairs and were entitled to the rights and responsibilities of citizenship. Their vision was that Allensworth would become a beacon of hope, a city on a hill, where Afro-Americans would prove that they were worthy of equality to an often-hostile, white America. To accomplish this task, the five (Colonel Allensworth, Harry A. Mitchell, John W. Palmer, William Payne and William H. Peck) created the California Colony and Home Promoting Association in Los Angeles on June 30, 1908.

The clear leader of the organization was Allen Allensworth, a former slave who escaped from bondage and served as a seaman in the United States Navy during the Civil War. At the end of that conflict, Allensworth became a clergyman in his native Kentucky and remained in the Commonwealth until 1886 when he accepted an appointment as an army chaplain with the rank of captain in the 24th Infantry. His tour of duty with the black unit was to last for two full decades and carry Allensworth and his family to such posts as Fort Apache in Arizona, Camp Reynolds in California and Fort Missoula in Montana. When he finally retired from the service in 1906 with the rank of Lieutenant Colonel, Allensworth elected to settle down in Los Angeles but soon became prominently involved in the effort to create a viable black community in the Central Valley.

This "race colony" faced problems from its inception. Foremost among them was the reluctance of many real estate agents and small communities to sell land to an enterprise that promised to create a black settlement. The hopes of Allensworth's association were thwarted until the Pacific Farming Company, a white-owned, rural land development firm, offered the California Colony and Home Promoting Association farmland in the town of Solito, located 30 miles north of Bakersfield. In spite of the site's distance from any city, the offer was soon accepted since there seemed to be abundant water, a railroad

depot on the main Santa Fe line and reasonably priced land. To honor Colonel Allensworth, the new community was promptly named for the Civil War veteran.

The Association marketed the colony as a haven for blacks, where "your exertions are appreciated." Within a year of its founding, Allensworth counted a population of 35 families, according to the *Tulare Times*. By 1915, those numbers had increased to more than 200 and the town could boast of its own post office, two general stores, a hotel, its own grain elevator, numerous residences and a new school which doubled as a center for Allensworth's social and political activities. Residents supported such social and educational organizations as the Owl Club, the Campfire Girls, a debating society, a theater club, a library, and both a Baptist and an A.M.E. Zion Church. Plans were even underway for the development of a vocational school intended one day to become "the Tuskegee of the West." Allensworth, wrote one observer at the time, seemed "destined to be one of the greatest Negro cities in the United States."

But that was not to be. Almost immediately Allensworth faced several crises that led to its eventual decline. In 1914 the Santa Fe Railroad built a spur line that allowed most rail traffic to bypass the community and deprived Allensworth of its lucrative carrying trade. At about the same time, the effort to create the vocational school failed, partly because of opposition to the proposal from black residents of Los Angeles and San Francisco who feared that a Tuskegee-like institution in California would be used to condone educational and residential segregation in the state. Perhaps even more telling was the fact that the town never gained access to a sufficient supply of water to support its growth. The final and decisive blow came in September, 1914, when Colonel Allensworth was struck down accidentally by a speeding motorcycle and

subsequently died of his injuries. Without Allensworth's spiritual guidance and pragmatic leadership, the community which bore his name soon disintegrated.

Two public history projects have attempted to recapture the essence of this experiment in the Central Valley. In 1987, the California Afro-American Museum mounted a major exhibition, "Allensworth: An Enduring Dream," that chronicled the community from its creation until its restoration by the California Department of Parks and Recreation. The installation incorporated historical artifacts, vintage photographs and

The all-black community of Allensworth was established in 1908 by a group of visionaries.

structural recreations into a setting that emphasized the stark and often hostile desert landscape that surrounded Allensworth. Supplementing the exhibit text was a daily, living history presentation by theater students from the University of Southern California who portrayed residents of the community and often interacted in these roles with visitors to the museum.

The second Allensworth project is currently underway and seeks to introduce the community's history to an even larger audience. Grants from the California Council for the Humanities and the National Endowment for the Humanities have enabled Danny McGuire of Spirit Productions to work in conjunction with public television station KNPB in Reno, Nevada, to produce a dramatization of the extraordinary career of Colonel Allen Allensworth. Among the themes the broadcast will explore are: the role of blacks in the military services of the United States as exemplified by Allensworth's career; the importance of Afro-American religion as an instru-

ment of social change; and, of course, the saga of the Allensworth community. McGuire's production team has consulted continuously with a group of scholars who are well versed in the history of California's black community, thereby insuring the forthcoming program's accuracy.

Historians accustomed to working exclusively within the confines of the academy are often surprised at the satisfaction they gain in entering the arena of public history and reaching large audiences by means of public programs or exhibitions. In working with museums, for example, they benefit from exposure to the material culture of any given period, learning how "to read" three dimensional objects as forms of evidence which may supplement knowledge gleaned from traditional, documentary sources. In this way, objects often overlooked by historians such as quilts, handcrafted furniture, and even photographs become tools of inquiry and eloquent representations of our heritage. Historians may also come to share the museum curators' delight in their contact with collectors and owners of these objects. We find them often to be intriguing individuals eager to share with us the information they have garnered about artifacts they have acquired.

In short, working in the field of public history is richly rewarding. Whether one plans a demonstration of colonial crafts for 25 visitors at the General Herkimer Home in upstate New York, develops educational materials to supplement the Allensworth exhibition in Los Angeles, or mounts a major exhibition at the Smithsonian that will be viewed by millions, the goal in all these endeavors is the same: to introduce new audiences to "a history little known" and to make America's past more available and accessible. ■

Lonnie G. Bunch is the Curator of History at the California Afro-American Museum in Los Angeles.

NOW IN PAPERBACK

FIT FOR AMERICA

Health, Fitness, Sport, and American Society
Harvey Green

"Without losing a proper sight of the ridiculous in this material, Harvey Green...[has written]...a serious and sympathetic study of the American quest for perfect health." — William Bennett, *New York Times Book Review*

Harvey Green takes a wry look at how Americans in the nineteenth and twentieth centuries have studied, shaped, healed, and preserved their bodies in the quest for health. He also explores how consumerism and marketing techniques developed, how our notions about gender, race, sex, and beauty evolved, and why we remain so obsessed by the pursuit of the perfect body today.

\$10.95 paperback

MASTERS AND STATESMEN

The Political Culture of American Slavery
Kenneth S. Greenberg

"In this bold book [Greenberg] asks large and vital questions about the relation of the culture of slave society to political style and content.... An ambitious effort that will repay careful reading." — Eugene D. Genovese, *Journal of Southern History*

Masters and Statesmen delineates a provocative set of parallels between the proslavery argument, concepts of political representation, duelling, the theory and practice of political parties, and secession in the American South.

New Studies in American Intellectual and Cultural History
Thomas Bender, Consulting Editor

\$9.95 paperback \$22.50 hardcover

THE NEW URBAN LANDSCAPE

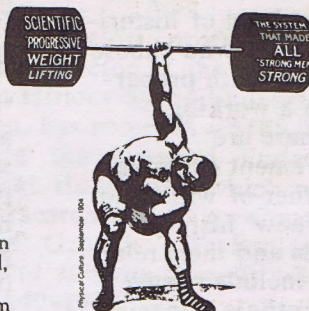
The Redefinition of City Form in Nineteenth-Century America
David Schuyler

"Beautifully written, carefully argued, and richly documented, [this] is the best book yet to appear on the origins of the magnificent public spaces which so dramatically transformed American cities in the nineteenth century." — Kenneth T. Jackson, Columbia University

David Schuyler analyses efforts by nineteenth century civic leaders to define a new urban culture by creating open recreational and residential areas for their growing cities.

New Studies in American Intellectual and Cultural History
Thomas Bender, Consulting Editor

\$10.95 paperback \$29.50 hardcover



THE NEWBERRY LIBRARY

is proud to announce
the

LLOYD LEWIS FELLOWSHIPS IN AMERICAN HISTORY

New last year, the Lloyd Lewis Fellowships are available for established scholars in any field of American history appropriate to the Newberry's collections, for periods of six to eleven months. One or two awards will be made each year, with a maximum stipend of \$40,000. Applicants must hold the Ph.D., or its equivalent, at the time of application, and must have demonstrated, through their publications, particular excellence in the field.

The Lewis fellowships are offered in addition to the Library's other fellowship offerings, which include National Endowment for the Humanities Fellowships, short-term awards, and grants for work in particular Newberry research centers.

Applications are due January 15, 1989. For further information and application forms, write to:

Committee on Awards
The Newberry Library
60 W. Walton Street
Chicago, IL 60610



THE JOHNS HOPKINS UNIVERSITY PRESS
701 West 40th Street, Suite 275, Baltimore, Maryland 21211

FORUM: Classrooms and Textbooks

A number of readers reacted to two articles in the May issue, "American History Textbooks: A Literary Disaster?" by Gilbert T. Sewall and "Strange Brew: 'New' History and Old Methods" by Deborah Kuhn McGregor and Robert Kuhn McGregor.

Below are several brief essays representing readers' reactions to these important topics.

Reevaluating the Illinois Institute

Carl Oblinger

While I agree with much of what the McGregors expressed in their article on the problem of teaching the "new" history, I do not share their disappointment over the results of the Illinois Historic Preservation Agency's first Summer Institute, of which I was principal planner.

Their commentary prompts two observations of my own. First, my experience is that academics who spend their days in classrooms do not appreciate the pressures that face public historians and teachers. Secondly, the McGregors were far more pessimistic in their assessment of how receptive the teachers were to the "new" history than were the teachers themselves. Quite honestly, the Institute was a dynamic and creative interchange of divergent points of view. The Institute intended to get to the core of philosophical and methodological differences between the "new" history and current textbook instruction, and to plan some constructive remedies; it accomplished both of these objectives.

The teachers whom we recruited for the Summer Institute were among the most innovative and enthusiastic in the state; however, some did not fully comprehend that our Summer Institute was a method and theory experience as well as an opportunity to "do" local research. After the first week, the teachers realized the Institute was quite different from any previous educational experience. Gender distinctions were established early, and attempts to breach them were futile.

While the McGregors struggled with these problems, the Master Teacher—hired to help the teachers devise lesson plans—presented some very practical lessons on how to use the "new" history in the classroom. This combination had some very positive effects. A follow-up meeting in May 1988 showed that teachers had done quite well this academic year. All had developed substantial in-class units, and five had prepared outstanding materials on social history. Some did flex their intellectual muscle; some felt uncomfortable with the experience, though they tried; a few ignored it altogether. But nearly all put the Institute at the top of their lists as a "challenging and most meaningful" experience. ■

Carl Oblinger, who holds a Ph.D. in history from Lehigh University, is head of the Office of Research and Education, Illinois Historic Preservation Agency.

Coping with Textbooks

John W. Larner

Gilbert T. Sewall presents a compendium of ills; but, as with the weather, people can cope with the textbook situation even when needed change seems beyond all hope.

Any novice teacher soon learns that mandated texts and strangely-stated but high-sounding student learning outcomes do not a curriculum

make. Most history teachers—many coaches included—thirst for "new stuff," find ways to obtain it and regularly augment classroom instruction with a variety of teaching materials. We must not allow ourselves to be lulled into easy generalizations about textbook-bound elementary and secondary history teachers and students!

Fifteen years ago our profession began much hand-wringing about the so-called "crisis of history in the classroom." Happily, over these years historians have taken solid and practical steps to cope with realities and alter things for the better. We now have at hand several special commissions reviewing the status of history in the schools; all indicate strong likelihood that texts will receive attention in their deliberations. And *The History Teacher*, journal of the AHA-affiliated Society for History Education, talks of publishing school textbook reviews.

Historians must bestir themselves to seek out teachers and ask what they can do to help. Universities must encourage historians to work with the schools, and every history department should have someone actively involved with pre-collegiate history whose work should be rewarded at the time of tenure/promotion review. ■

John W. Larner is assistant professor of history, Penn State University, Altoona.

Two High School Teaching Objectives

Henry M. Littlefield

Most of us who labor in the pre-college classroom understand that the "actions of the political and economic elites," as the McGregors put it, do not comprise the whole of the historical story. We are, however, charged with the preparation of our students for the next level of historical study, or, in the case of students who choose to avoid history classes thereafter, with preparing them as thinking citizens in a working democracy. In the first case, there are Advanced Placement or Achievement examinations for which to prepare, neither of which, to my knowledge, emphasize the "new" history. This is not to say that these tests and their related textbook materials have not included some material on "women, racial and ethnic minorities," or on "the poor and common people in general." As business products, such materials must reflect the society within which they are to be sold, and while the "new" history may not have become the classroom standard the McGregors envision, it has reshaped our sense of social history.

I believe most of us who teach the past understand another McGregor issue, that of bias, and bring it into our classroom discussions as often as is practical. But where do the McGregors display a consciousness of their own bias? Looking at history from the bottom up, or from the top down, I am not sure the issue of bias changes a great deal. I want my history haters to get something more from my class than "the fundamentals," whatever they are, more than cynicism, memorized lists or teacherly pressure to sympathize with neglected groups. Am I wrong to think that most of us intend for our students no less than an understanding of the past in the context of an awareness of contemporary bias? The McGregors seem to me to be prime examples of one such bias: that a study of the past can only be done in light of social history. ■

Henry M. Littlefield teaches at The York School in Monterey, California.

Textbook Controversy

Donald A. Ritchie

What should we believe about the current state of high school history textbooks? Gilbert T. Sewall complained of the fragmentation of textbook narratives because minority groups have been "pasted" into the record while Deborah Kuhn McGregor and Robert Kuhn McGregor objected that textbooks neglect "women, racial and ethnic minorities, the poor and common people in general." One is tempted to urge Sewall and the McGregors to exchange books; but as part of a rising chorus of negative assessments of high school textbooks, their discontent should not be taken lightly.

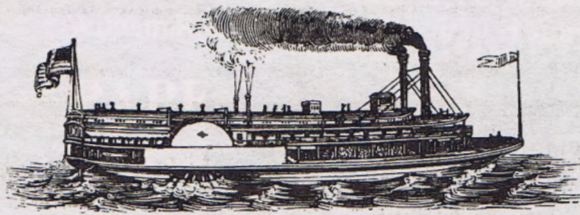
High school history textbook authors learn to take their lumps. Concerned citizens pillory textbooks for not living up to their world views and educational agendas. Common themes run through these various critiques: textbooks have lost their old narrative power; their reliance on heroic individuals and action stories has diminished; their writing styles have become oversimplified; and their attempts to cover too much territory have resulted in telling nothing well at all.

Much of this criticism presupposes that high school textbooks were once much better than they are today. I cannot determine when this golden age existed, but it certainly was not in the early 1960s when I was a high school student, nor in the later sixties when I was a high school teacher. The books I used back then were sepia-toned, both in their illustrations and prose. The perfunctorily limited their treatment of American Indians, segregated blacks to chapters on slavery and Reconstruction, and disregarded women. Twenty years ago my students found only two women in the index of their textbook: Queen Isabella and Jane Addams.

In the 1970s, historians reexamined history "from the bottom up," and the study of women and minorities entered the curriculum. At the same time, feminists and ethnic groups campaigned with publishers and state legislators to make textbooks reflect more than the history of great white men. By the 1980s, after a decade of pioneering historiography, most high school textbooks have integrated the subjects of the "new" history into their "old" political, economic and diplomatic frameworks.

While arguing that high school textbooks are generally better than their critics concede, I am concerned that some books try so hard to avoid offending anyone that they write conflict out of history and duck controversial issues. What should we do? Sewall suggests the establishment of an independent panel of reviewers to monitor textbook publishers. Such groups have proliferated over the past decade, sometimes neutral but more often with particular axes to grind. Only the professional historical associations seem to have kept their silence. At least by publishing the arguments of Sewall and the McGregors the *OAH Newsletter* has initiated a fuller airing of the problem. But why does the *Journal of American History* not publish reviews of textbooks? In the battle to shape the content of American history textbooks, their authors need peer review, both favorable and critical. Reliance upon surrogate review panels is inadequate for the historical profession, which deserves its own strong voice in the process. ■

Donald A. Ritchie is associate historian in the Historical Office of the U.S. Senate and author of *Heritage of Freedom: History of the United States* (1985).



The St. Louis Convention

April 6-9, 1989

Richard Wightman Fox

This year's convention will meet from Thursday, April 6 to Sunday, April 9, 1989, at the Adam's Mark Hotel in St. Louis. We have assembled a provocative program of sessions, panels, workshops, films and tours in keeping with our overall theme of "consciousness and society." Here is a very selective preview.

Major sessions will be devoted to the intersections of social, cultural and intellectual history. Dorothy Ross, Ian Tyrrell, John Higham and James Gilbert will speak on "The Problem of American Exceptionalism," Carroll Smith-Rosenberg, Myra Jehlen, Janice Radway and Donald Scott on "The New Cultural History," and Elizabeth Fox-Genovese, Drew Faust, Linda Kerber and Sacvan Berkovitch on "New Directions in Women's Intellectual History." Christopher Lasch, Garry Wills, Helen Horowitz and Wilson Carey McWilliams will discuss "Historical Scholarship and Social Criticism," Jean-Christophe Agnew, Thomas Haskell, Daniel Horowitz and Kathy Peiss will put "Consumer Culture in Historical Perspective," and Alan Dawley, Kathryn Kish Sklar, Linda Gordon and Eli Zaretsky will analyze "Power in the Early Twentieth Century." Cathy Davidson, Barbara Sicherman, David Hall and Isabelle Lehuu will treat "Production and Consumption in the History of the Book," and Jackson Lears, Gary Kulik, David Lowenthal and Susan Davis will look into "The Packaging of the Past."

An unusually rich series of sessions in intellectual history will include "Rhetoric and History in 19th-Century America," "The Analysis of

Consciousness in the Gilded Age," "Sources of Cultural Stability in the 1930s," "Dilemmas of Recent American Liberalism," and "Political Argument in America since the 1930s." Invited guests from philosophy, political science and other fields—including Richard Rorty, Robert Richards, E. J. Dionne, Alan Ryan and Donald Herzog—will present papers or comments.

Five sessions will feature discussions of key works in recent American historiography: Henry May's *End of American Innocence*, Eleanor Flexner's *Centuries of Struggle*, Robert Wiebe's *Search for Order*, John Hope Franklin's *From Slavery to Freedom* and Edmund Morgan's *American Slavery, American Freedom*. May, Wiebe, Franklin and Morgan will all serve as commentators on the papers devoted to their books. A number of other sessions will also address the problem of slavery—a fitting topic in David Brion Davis's presidential year. These include "Capitalism and Southern History," "New Perspectives on American Slavery" and "Slave Revolt and the Civil War South."

Several sessions will address the problem of war in the 20th century (1989 is the 75th anniversary of the start of World War I, the 50th anniversary of World War II, and the 25th anniversary of the Gulf of Tonkin Resolution). On Thursday evening six senior historians (David Brion Davis, Carl Degler, John Hope Franklin, Mikiso Hane, Bradford Perkins and Anne Firor Scott) will speak on "History and Memory: the Living and Reliving of World War II." Each will combine personal recollections of the war with

reflections about the place of memory in history. Other sessions will discuss the mobilization of "civic responsibility" in World War II, the activities of women peace activists in both World Wars, the role of NATO over the last 40 years and historical perspectives on covert action. A group of Southeast Asian historians will take a systematic look at the role of America's allies during the Vietnam War.

Southern history, labor history, women's history and black history are strongly represented on the program. At least one session in each field is scheduled at each meeting time, which includes Thursday afternoon. Public history will also be heavily represented, both in our own sessions and in those planned by the National Council on Public History, with which we are meeting in joint convention. Finally, there will be several sessions in each of these areas: colonial, political, economic, legal, urban, ethnic, religious, frontier/western and local St. Louis history, as well as the history of science, medicine and technology. One session in Native American history, on "America's Medieval Metropolis" at nearby Cahokia, will be followed by a tour of the site. Among the films and videos to be shown is, of course, Judy Garland's "Meet Me in St. Louis," followed by a panel discussion. More details on the program will follow in the February Newsletter. ■

Richard Wightman Fox is program chair for the 1989 convention and associate professor of history at Reed College, Portland, Oregon.

1989 Candidate Slate

The Nominating Committee of the Organization of American Historians has announced the slate of nominees to be voted on in 1989:

Executive Board: (3 vacancies)

David Montgomery, *Yale University*
Paul K. Conkin, *Vanderbilt University*

Virginia Yans-McLaughlin, *Rutgers University*
Michael Kammen, *Cornell University*

Jonathan Wiener, *Univ. of California, Irvine*
Dan T. Carter, *Emory University*

Nominating Board: (4 vacancies)

David L. Lewis, *Rutgers University*
Clarence E. Walker, *Univ. California, Davis*

O. Vernon Burton, *University of Illinois*
Judith D. Walzer Leavitt, *U. of Wisc.-Madison*

Brent Glass, *Penn. Hist. and Museum Comm.*
Suusan Porter Benson, *U. of Missouri-Columbia*

Michael H. Ebner, *Lake Forest College*
William H. Chafe, *Duke University*

President:

Mary Frances Berry, *University of Pennsylvania*

Call for Papers

OAH 1990 Annual Meeting

The Program Committee for the convention to be held in Washington in 1990 invites suggestions for papers, workshops or panels. The committee would prefer fully packaged session proposals but will give fair consideration to single papers. For the committee to evaluate fairly the expected flood of proposals, each proposal should be described in a one or two page resume that summarizes its thesis, methodology and significance. Each proposal should also be accompanied by a short recent vita of no more than two pages for each proposed participant.

Deadline for receipt of proposals is February 15, 1989.

The Program Committee has chosen two interrelated themes for the 1990 program: (1) the experience of ethnic and racial minorities in the United States, treated as far as practicable in a comparative context; (2) the comparative study of freedom movements, that is, discussion of protest and reform in United States history among racial and ethnic minorities, women and the working class.

The committee encourages, however, submissions in all areas of United States history. It seeks a balanced program.

It should be noted that participants specializing in American history—those who make their living as American historians—are required to be members of the OAH. This does not apply to participants representing other disciplines.

Submit proposals to August Meier, OAH Program Chair, Department of History, Kent State University, Kent, OH 44242; telephone (216) 678-8944.

NPS Catalogue

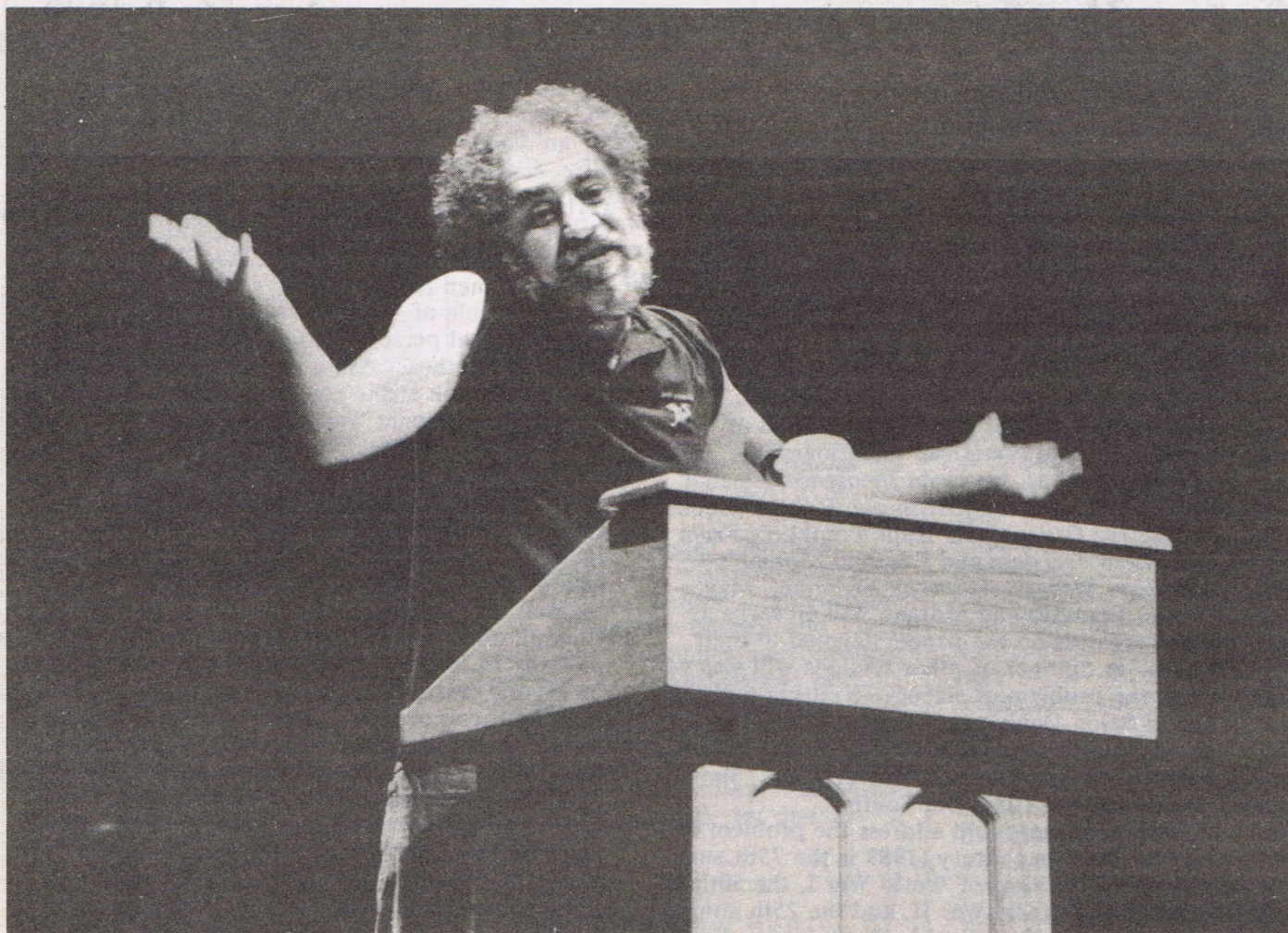
The National Park Service has published *Partners in Research*, a list of projects in the cultural, natural and social science research areas within the 26 park units in the Mid-Atlantic Region. The National Park Service encourages donated research time and looks forward to the independent research provided by qualified individuals. Conducting studies such as those listed in the catalog will provide an important supplement to research projects and significantly broaden the base for acquiring scientific information in the National Park Service.

By distributing this catalogue on a regular basis, the NPS hopes to continue its cooperative relationships with academic institutions and professional organizations. For a copy of *Partners in Research*, write James W. Coleman, Jr., Regional Director, Mid-Atlantic Region, National Park Service, 143 South Third Street, Philadelphia, PA 19106. ■

Mural Study Purchase

The National Archives recently acquired at auction an original, preliminary color study of the Rotunda mural, "Presentation of the Constitution," by Barry Faulkner. In 1957, in a speech to the Daughters of the American Revolution, the artist described his working technique as follows: "When these [compositions] were completed, they were photographed and I made . . . color studies on . . . prints of the drawings. This enabled me to see the entire composition at a glance and to complete a color scheme at one sitting."

The 6'8" x 2'3" painting was purchased with Gift Fund money. It had belonged to an Ohio resident and appears to be in excellent condition. After reframing, the painting will hang in Room 105, the Archivist's Reception Room. ■



Abbie Hoffman at Duke University, 1988

Photo by Maureen Conley/Courtesy of the Duke Chronicle

The Living History Program

Richard L. Watson

Duke University has a unique collection of videotaped interviews and public addresses which are available for research and for teaching purposes. They are housed in the University library under the label of The Living History Program.

Rutherford had acquired a sense of mission to help preserve records of earth-shaking events...for future students of history.

The program was the brainchild of Jay Rutherford who spent many years as a broadcast journalist of the Hearst Headline Service and the Mutual Network. He worked with the RKO Pathe news service in documentary film production before the Second World War and served as U.S. Liaison Officer in the counter-intelligence corps at the headquarters of British Security in the Middle East during the war. Since the war, he has travelled extensively throughout the world. Between 1961 and 1965, he was assistant to Ambassador Angier B. Duke who was Chief of Protocol in the White House and the State Department. For the next three years he was Bureau Chief of the Hearst Headline Service in Madrid, at the same time that Angier Duke was ambassador to Spain. The two men became close friends.

Duke has maintained a close association with Duke University, not only because of his family ties and personal interests but because several of his children have attended the institution. Having a sense of history, he kept a taped memoir of his ambassadorial experiences, and he found a kindred spirit in Rutherford who also carried a tape recorder with him as he travelled throughout the world. Encouraged by Dr. Mattie Russell, the curator of manuscripts at Duke, he arranged to deposit his papers in the Perkins Library.

In the meantime, Rutherford had acquired a sense of mission to help preserve records of

earth-shaking events of the post-war period for future students of history. His vision was to preserve more than simply the traditional documents of historical research and even more than the "oral histories" increasingly available in depositories around the country. Indeed much more was now possible with new technologies, and he imagined seeing the real Abraham Lincoln in natural color delivering the Gettysburg Address, and then watching a panel of scholars question Lincoln as to events leading up to that famous speech. "Students of history in future generations," Rutherford said, "will be able . . . to see how they [prominent people] looked, how they moved, how they lived. They'll be able to hear tones of voice and study facial expressions."

Rutherford's personal interest in making such materials available to students led to his arranging for videotaped interviews with Senator (and Ambassador) John Sherman Cooper in 1973; in 1974 with W. Stanton Griffiths who was ambassador to Argentina at the time that Juan Peron assumed power; in the same year with Earl Smith who was ambassador to Cuba at the time Castro took over; in 1975 with Lucius Clay about his career in Europe after World War II; and in 1977 with W. Averill Harriman, who recalled, among other events, a dramatic meeting involving Churchill and Stalin.

Interviews with these individuals were videotaped and deposited in the Duke University Library under the official rubric of the Duke-Rutherford Audio Visual Program. In the meantime an informal committee consisting of associates of Rutherford and Angier Duke and of faculty members at Duke University were formulating goals and procedures for what was by 1978 called the Living History Program. Continually inspired by Jay Rutherford—his present enthusiasm and his experiences as travelling reporter and diplomat—and by a kind of great-man theory of history, the committee decided to focus on distinguished statesmen who had influenced the foreign policy of the United States since World War II. The committee also decided to interview those no longer in public office on the assumption that when questioned

they would be more candid than if they were still in policy-making positions. These individuals would be invited to the Duke campus to deliver a public lecture and be interviewed in private by scholars who were specializing in the visitor's areas of experience.

This program has received enthusiastic endorsement from key administrators at Duke as well as from members of the University faculty. Launched by generous gifts from Rutherford and his associates, it has received grants for operating expenses from the Mary Biddle Duke Foundation and from the Exxon Foundation and a substantial gift for endowment from Ryoichi Sasakawa, a Japanese businessman. In its early years, the Program received the personal support of President Terry Sanford and has always enjoyed the organizational support of the University Development office in securing a financial base. James David Barber of the Department of Political Science not only served as an interviewer but as director of the Program from 1978 to 1986 when he was succeeded by Richard L. Watson, Jr. of the Department of History. In 1987 the Program became associated with the Center for the Study of Communications, a subdivision of the Institute of Policy Sciences.

The interviews were always fascinating and, with the visual dimension, frequently brought out points not on the public record.

The interviews have been conducted largely by members of the above two departments, including Professors Barber, Ole Holsti, E. Timothy Lomperis, and Ralph Braibanti in political science and Bruce Kuniholm and Alex Roland in history.

Since 1978, the program has included lectures by and interviews with Ellsworth Bunker (1979), Ryoichi Sasakawa (1979), Dean Rusk (1981), J. William Fulbright (1984), Charles Percy (1986) and James Schlesinger (1987). These individuals

gave public lectures, met informally with their questioners over breakfast or lunch and then were interviewed in depth, usually for four to six hours, by a panel of faculty members. The program has also "piggybacked" on other programs bringing distinguished visitors to campus. Robert McNamara, for example, came as the Terry Sanford Lecturer and delivered two lectures and was interviewed for almost three hours. In 1986 Elie Wiesel came to lecture under the auspices of the Judaic Studies Program and was interviewed for two hours. In other cases only the public addresses of visiting dignitaries have been videotaped. In 1988, for example, President Reagan gave a much heralded but not particularly significant speech at Duke on drugs; Senator Robert Dole stopped in for one of his last campaign speeches and a question-and-answer session; Abbie Hoffman and Julian Bond spoke on the protests of 1968; and Robert Bork came for obvious reasons.

The program has also "piggy-backed" on other programs bringing distinguished visitors to campus.

The interviews were always fascinating and, with the visual dimension, frequently brought out points not on the public record. Fulbright provided recollections of the Tonkin Gulf Resolution, criticism of the Truman Doctrine, and evaluation of President Johnson ("If he could only get control there, he could bring the Great

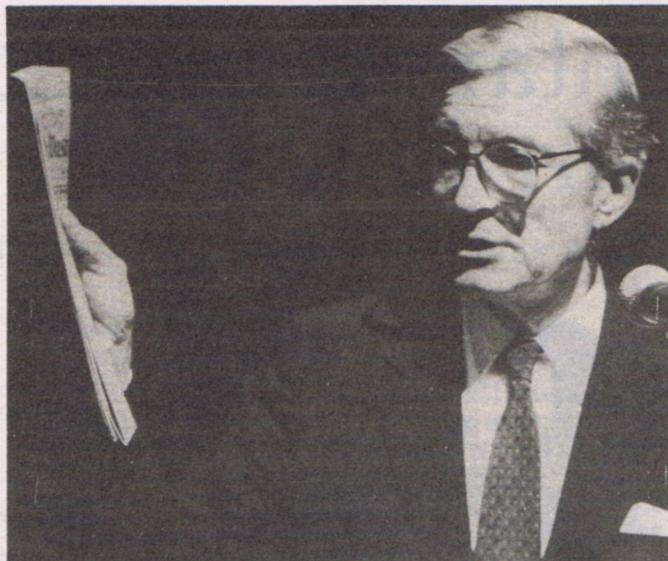


Photo by Greg Ellis/Courtesy of the Duke Chronicle
Charles Percy, 1986

Society to Vietnam through the methods which had been employed in Texas"). Bunker related wide-ranging experiences as a foreign service officer in Washington and as ambassador to Argentina, Italy, India and Vietnam. McNamara, who obviously enjoyed the frank interchange, described the Cuban Missile Crisis, insisted that the "unbalance" of conventional forces in Europe is exaggerated, and argued that "the complete coordination of our nuclear strategy, of our arms control philosophy and program has never been attained."

At the present time these videotapes are perhaps more useful for research than for conven-

tional classroom teaching. Many of them are just too long. Edited transcripts are available, and the videotapes are being indexed so that subject matter is accessible. One 30-minute montage on Vietnam has been prepared from the interviews with Bunker, Rusk and Fulbright. Other such compilations are being prepared.

At present time these videotapes are perhaps more useful for research than for conventional classroom teaching.

Anyone interested in borrowing or purchasing these materials should correspond with Robert Byrd, curator of manuscripts, Perkins Library, Duke University, Durham, NC 27706. A fee of \$300 is charged to institutions that acquire these videotapes and/or transcripts. This fee is in addition to charges for the cost of the tape and photocopying. Those who borrow or acquire these tapes will be asked to sign a contract regarding their use. The plan for the future is to entertain at least one Rutherford lecturer a year and to take advantage of as many "targets of opportunity" as finances will permit. For information, write to Richard L. Watson, Jr., Director, Dept. of History, Duke University. ■

Richard L. Watson, Jr., is professor of history at Duke University and director of the Living History Program.

Shoulder to Shoulder Videocassettes

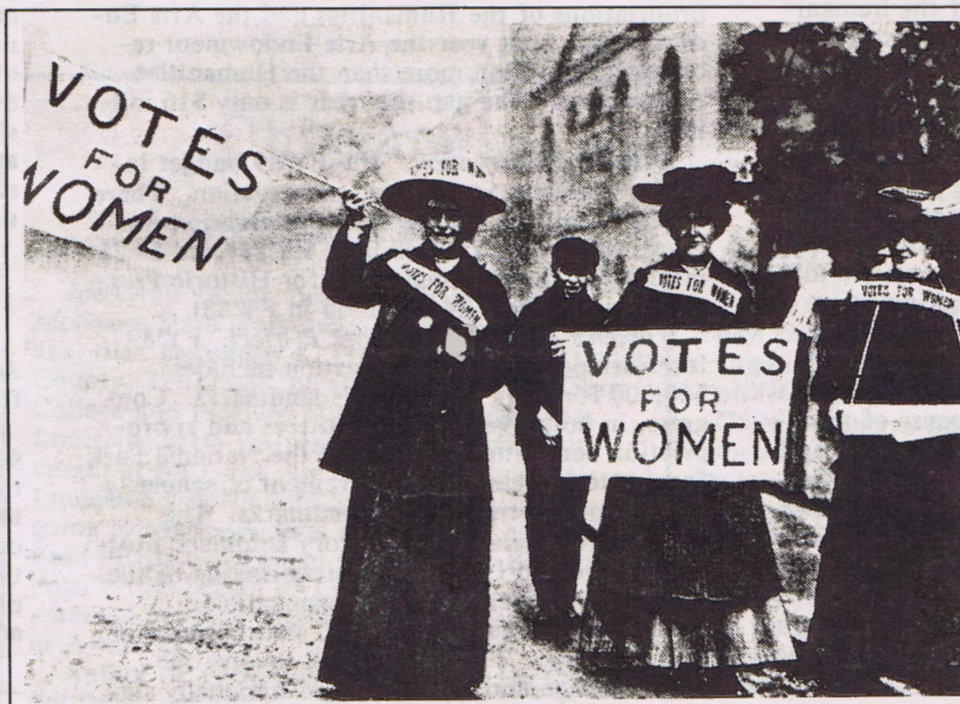
***Imagine Not Being
Allowed to Vote in November!***

British suffragists fought long battles for the right to vote at the beginning of this century. Through public confrontation with government figures, hunger strikes, imprisonment and speeches, they made themselves heard.

You can witness the fight of these pioneering women making history in the award-winning SHOULDER TO SHOULDER series from public television.

Available for the first time on videocassette, this dramatic series commemorates the 70th anniversary of British women winning the right to vote. The strong example of the British suffrage movement provided inspiration and strategy for American women, whose victory followed nine years later.

Relive this history... experience the triumph, the tragedy, the suffering and the ultimate, hard-won victory.



"SHOULDER TO SHOULDER stands as the singularly authentic media document on the British suffrage movement. A must for any women's studies collection."

Patricia A. Gozemba, Chair,
National Women's Studies Association

*Videocassettes in the
tradition of quality
you've come to expect
from PBS.*

SHOULDER TO SHOULDER
is available exclusively from:



Public Broadcasting Service
1320 Braddock Place
Alexandria, VA 22042

Call Toll-Free to Order:
800/424-7963

Purchase:
\$175 each videocassette

Series purchase (6 one-
hour programs): \$900

Rental: \$95 each

Please use this
code to order:
SHOU-A011

Capitol Commentary

Page Putnam Miller

New Historic Sites and Parks Established by 100th Congress

A major characteristic of recent legislation establishing historic sites and parks is the mandate for broad historical interpretations.

Jimmy Carter National Historic Site. Public Law 100-206 establishes a historic site in Plains, Georgia to preserve the key structures associated with Jimmy Carter, to provide for the interpretation of his life and presidency, and to present the history of a small rural southern town. The law provides for an advisory commission to provide advice on achieving a balanced and accurate interpretation of the historic site and specifies that the commission consist of five nationally recognized scholars with collective expertise on the life and Presidency of Jimmy Carter, the 20th-century rural south, historic preservation, and the American Presidency.

Natchez, Mississippi. A bill now awaits the President's signature that would create a National Historical Park at Natchez. The purposes of the Act include the preservation and interpretations of the sites and structures associated with all the inhabitants, including blacks both slave and free, and the interpretations of the region's social, political and economic developments with special attention to the pre- and post-Civil War periods and to the impact of the Mississippi River and cotton on the region.

Pinckney Historic Site. Public Law 100-421 authorizes the establishment of the Charles Pinckney National Historic Site in South Carolina. This site will interpret the life and home of Charles Pinckney, one of the key framers of the U.S. Constitution, and present the history of the United States as a young nation.

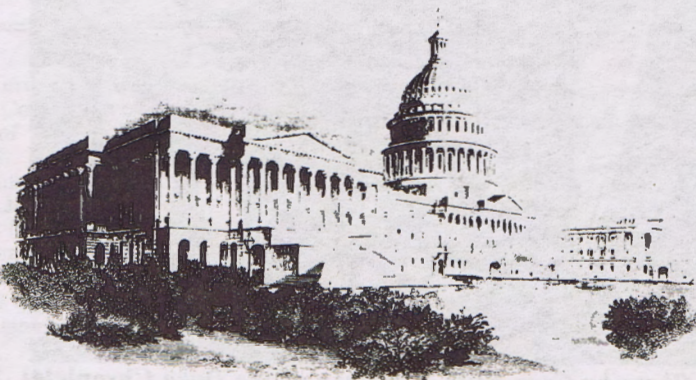
National Endowment for the Humanities

In September Lynne Cheney, Chairman of the National Endowment for the Humanities, issued a report on the status of the humanities titled "Humanities in America." Cheney organized the report around three institutional groups that affect the teaching and learning of the humanities in our society: colleges and universities; television; and public humanities organizations such as museums, libraries and state humanities councils. While Cheney commends television and the public humanities organizations, she expresses deep concern over the state of the humanities in higher education. The report specifically addresses the fact that in 37% of the nation's colleges and universities it is possible to earn a bachelor's degree without taking any course in history. In a section on "The Scholar and Society" the report concentrates on the adverse effects of specialization, of emphasizing research and publishing at the expense of teaching and of politicizing the curriculum. The full report appears in the September 21, 1988 *Chronicle of Higher Education*. A free copy of the report is available from the Office of Publications and Public Affairs, NEH, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506.

FY'89 Appropriations

This year Congress succeeded in passing all the appropriations bills prior to the beginning of the new fiscal year on October 1, thereby avoiding the confusion of an omnibus continuing resolution. Within a tight budget climate, history-related federal programs did fairly well.

National Archives. The FY'89 appropriation for the National Archives is \$121.9 million, up from \$116 million last year. Of this amount \$4 million is earmarked for the grants program of



the National Historical Publications and Records Commission. The National Archives budget also includes special one-time appropriations for transfer of the records of the Reagan Administration to California and some construction work at the Kennedy Presidential Library. Despite the overall increase in the appropriation, the anticipated operating budget for the National Archives will probably be closer to the FY'88 levels.

National Endowment for the Humanities. Although the President recommended a budget of \$140.435 million, which was the current funding level, for the National Endowment for the Humanities for FY'89, the Congress increased the NEH budget by almost \$13 million for a total of \$153 million. The increases can be attributed to several factors. Representative Sidney Yates (D-IL) launched a major effort to have NEH take a lead in dealing with the preservation of significant books and records that are deteriorating because they were published on acidic paper. The appropriation for the NEH Preservation Office will increase from \$4.5 million to \$12.5 million. Supporters of the state humanities councils worked hard this year to alert Congress to the importance of public humanities programs at the local and state levels and are pleased that funding increased from \$21.3 million for State Programs to \$25 million. Another factor working in favor of an NEH increase was a general undertaking on many fronts to close the funding gap that has existed for some years between the appropriations of the Humanities and the Arts Endowments. Last year the Arts Endowment received \$28 million more than the Humanities Endowment. The gap this year is only \$16 million.

Historic Preservation. The FY'89 budget includes increases for historic preservation. There is \$24.75 million for the state preservation programs (up from \$22 million in FY'88) and \$4.75 million for the National Trust for Historic Preservation (up from \$4.5 million in FY'88).

Women's History Landmark Project. FY'89 Interior appropriations legislation includes \$60,000 for work on women's landmarks. Congress, in both oversight committees and appropriation committees, has urged the National Park Service to increase the involvement of scholarly associations in researching landmarks. The funding for the women's history landmark project has evolved from a joint undertaking of the National Park Service, the Organization of American Historians, and NCC that began over two years ago. The project will involve the identification and nomination of nationally significant sites associated with women's experiences to the National Landmark Program and the preparation of appropriate theme study essays that integrate the tangible resources of women's past with recent scholarship on women's history. This FY'89 funding will launch the project. It is hoped there will be additional funds next year. Currently less than five percent of the approximately 2,000 properties identified as National Historic Landmarks commemorate women's experiences and contributions.

Congress Passes Legislation to Establish a History Program for the Judicial Branch

On September 13 the House of Representatives passed H.R. 4807, A Court Reform and Access to Justice Act of 1988. Following quick movement through the Senate Committees, the measure came up on the Senate floor for a voice vote on October 14 and passed. This legislation is now on the President's desk awaiting his signature. The significance of this legislation for historians is found in a small section, buried alongside the provisions regarding arbitration and multidistrict litigation, that gives the Federal Judicial Center the authority to implement a history program. The Federal Judicial Center, an independent agency in the judicial branch of government responsible for providing education, training and research services to the judicial branch, is authorized to "conduct, coordinate, and encourage programs relating to the history of the Judicial Branch of the United States government." House Report 100-889 Part I, which accompanies H.R. 4807, states: "Preservation and use of historical material is a useful and valid service to contemporary work. Knowing how and why things came to be the way they are contributes substantially to any assessment of current effectiveness and to appreciating the promise of proposals for change." Currently little attention is given to preserving the history of the judicial branch. The need for such a program is well documented.

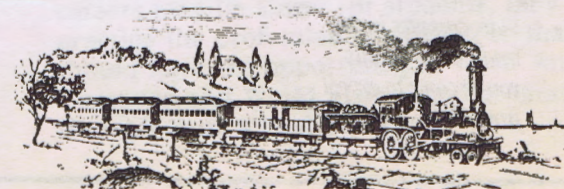
Legislation Introduced to Require Study of Land Grants

During the 100th Congress Representative Bill Richardson (D-NM) introduced H.R. 239, a bill to require the study of the history of Spanish and Mexican land grants in northern New Mexico. The House Judiciary Committee never voted on the bill and there was no parallel legislation in the Senate, but it will probably be reintroduced in the next Congress. As with the Superfund toxic waste legislation, which includes language on historical research of land use, this legislation mandates historical research of land ownership. In this case, the problem has evolved over centuries from questionable acquisitions of land grants. The legislation calls for an examination of the chain of title of ownership as well as an investigation of the conditions under which the lands were transferred.

Access to Records of the House Historical Office

The House did not schedule for a vote H.Res. 419, which would amend the Rules of the House to make most House committee records available to researchers after thirty years instead of the current fifty years. It appears likely, however, that this provision will become a part of the package of rules that the 101st Congress will adopt when the House convenes in January.

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



OAH CONSTITUTION BALLOT

FOR INDIVIDUAL MEMBERS ONLY

EXPLANATION: This latest version of the OAH Constitution contains several changes in boldface type and strikethroughs that we would like you to vote on by sending back the ballot at the top of the next page. Most of these changes represent deletions or additions that were not previously voted on by the entire OAH membership. After you detach the ballot and return it to the OAH office, we hope that you will file this as your own personal copy of the OAH Constitution.

At its November meeting the OAH Executive Board will be considering an amendment to the Constitution that will make it easier to distinguish a bylaw from ordinary business resolutions so there will be fewer mail ballots on purely housekeeping matters in the future. If passed by the Executive Board this amendment will be submitted to the membership by mail ballot for approval in a future issue of the OAH Newsletter.

All ballots must be returned no later than **January 15, 1989** to:

Constitution Ballot
Organization of American Historians
112 N. Bryan St.
Bloomington, IN 47408

CONSTITUTION OF THE ORGANIZATION OF AMERICAN HISTORIANS

Article I-Name

The name of this organization shall be the Organization of American Historians.

Article II-Object

The object of the Organization shall be to promote historical study and research in the field of American history, and to do all things necessary and proper to accomplish this purpose.

Article III-Membership

Section 1. Membership in the Organization is open to anyone interested in American history. There shall be the following classes of membership in the Organization: Regular, Associate, Foreign Scholar, Retired Emeritus, Dual, Life, Patron, and Student, at such dues and rates as shall be recommended by the Executive Board and approved by the membership at the annual Business Meeting. All classes of membership are eligible to participate in all affairs of the Organization.¹

Section 2. Institutions may subscribe to the publications of the Organization, but they are not eligible for membership.

Article IV-Officers and Terms of Office

Section 1. The officers of the Organization shall be a President, a President-Elect, who shall succeed to the presidency, an Editor, an Executive Secretary, and a Treasurer.

Section 2. The officers, together with former Presidents who continue to serve for three years immediately succeeding their presidency, and nine elected members shall constitute the Executive Board. Officers and other members of the Board must be members of the Organization.

Section 3. The President and President-Elect shall serve one-year terms. Members elected to the Executive Board shall be elected for three-year terms.

Section 4. In the case of death, disability, or resignation of the President, the President-Elect shall succeed as President. In the case of the death, disability, or resignation of both the President and President-Elect, the most recent past President shall serve as President Pro Tempore.

Section 5. The Editor, the Executive Secretary, and the Treasurer shall be appointed by the Executive Board for such terms as the Board shall from time to time report to the membership.

Section 6. The term of office of elected officers shall begin with the adjournment of the annual Business Meeting.

Article V-Elections

Section 1. There shall be an annual election by mail ballot.

Section 2. Nominations. Nominations shall be made by a Nominating Board of seven persons elected by the membership. Members of this board shall serve two-year terms, four being elected in odd-numbered years and three in even-numbered years. The President-Elect shall designate a chair from board members serving in their second year. The Nominating Board shall report to the Business Meeting its nomination of a candidate for President-Elect. In addition the Nominating Board will select a slate of at least six candidates for the Executive Board, and two or more candidates for each vacancy on the Nominating Board. These nominations shall be communicated to the Executive Secretary before July 1 and to the membership before October 1 in an appropriate publication of the Organization. One hundred voting members of the Organization may present a petition for an additional candidate for any office open for election, such petition to be presented to the Executive Secretary by October 15. The names of persons so nominated shall be placed on the official ballot, being identified as "candidate by petition." The ballot shall also contain a space where members may suggest candidates for the following year. Whenever more than two candidates shall have been nominated for a single office, by whatever means, a preferential ballot shall be used, providing for indication of first, second, third,

or more choices.

Section 3. Voting. The Executive Secretary shall prepare and mail the official ballot to the membership at least six weeks before the annual meeting. Ballots, to be valid, must be returned at least two weeks before the annual meeting to the chair of the Nominating Board who shall count the ballots and report the results to the Executive Secretary at least one week before the annual meeting. In case of a tie vote in the mail ballot, or in order to fill an emergency vacancy, the election in question shall be determined by ballot at the annual Business Meeting. When a vacancy occurs in the Executive Board with two or more meetings left in their term, the Executive Board candidate who received the next highest number of votes cast in the most recent election shall serve for the remainder of the term.² The election results shall be announced at the annual Business Meeting and in the September issue of the *Journal of American History*.

Article VI-Powers and Duties

The Executive Board shall have general charge of the affairs of the Organization including the call and the conducting of the annual and special meetings, supervision of business affairs, the publications program, and any other programs adopted by the Organization. It may authorize the establishment of branches or affiliates in other countries or regional branches in the United States. It shall be presided over by the President.

Article VII-Quorums

A quorum of the membership for the Business Meetings shall consist of fifty members. A quorum of the Executive Board shall be seven members.

Article VIII-Amendments, Bylaws, and Business Resolutions

Section 1. Amendments to the Constitution may be proposed by the Executive Board, by the annual Business Meeting through a motion adopted by a simple majority, or by a petition signed by 100 members and submitted to the Executive Secretary. All proposed amendments, along with clarifying information and pro and con arguments, must be submitted to the total membership through a mail ballot, and for ratification require a favorable vote by two-thirds of the members voting.

Section 2. The Organization must adopt bylaws to specify any added conditions of membership, procedures for holding annual meetings, duties or terms of officers, and requirements for fiscal responsibility, to constitute and empower permanent or recurring committees, and to make other changes in operational procedures as necessary. New bylaws, or amendments to existing bylaws, may be proposed by the Executive Board, by the annual Business Meeting through a motion adopted by a simple majority, or by a petition signed by 100 members and submitted to the Executive Secretary. Such proposed bylaws or amendments to bylaws must be submitted to the membership through a mail ballot, and for adoption each require a favorable majority of those voting. At its discretion, the Executive Board may add to such mail ballots clarifying information or pro and con arguments.

Section 3. Proposals for action by the Organization, consistent with Article II of this Constitution, which do not involve changes in the Constitution or bylaws shall be made in the form of ordinary motions or resolutions to be submitted to the annual Business Meeting. Motions or resolutions presented by the Executive Board become effective when carried by a simple majority vote of the meeting. Motions or resolutions originated by members and adopted by a majority of the meeting and Executive Board motions or resolutions amended on the floor may be reviewed by the Executive Board at its next meeting, but if rejected by the Executive Board must be submitted to the full membership in a mail ballot accompanied by a summary of the pro and con positions as developed in the debates within the Business Meeting and within the Executive Board. Such a motion or resolution is adopted by a favorable majority vote of the members voting.

Bylaws

1. Meetings. The Executive Board shall set a date between March 15 and May 15 or whenever the Executive Board approves another

appropriate time and a place of annual meeting at least two years in advance of said meeting.³ The Annual Meeting should be scheduled so as not to interfere with either the Easter Holiday or the Passover Holiday.⁴

2. Duties of Officers.

a. The President shall preside at the official meetings of the Organization and the Executive Board and shall appoint committees and perform all duties of the chief executive officer. The President-Elect shall serve in the absence of the President.

b. The Executive Secretary shall be responsible for the Business Office of the Organization and shall keep the records, arrange dockets for meetings, notify members concerned, inform persons of their appointment to committees and advise them of their duties, send minutes of meetings to members concerned, publish transactions that require publication, make arrangements for meetings of the Organization, and develop and put into effect programs under direction of the Executive Board.

c. The Editor shall be responsible for the publication of the *Journal of American History*, shall grant permission for reprinting of materials published therein, and shall be advised by an Editorial Board of nine members, each serving a three-year term. The Editorial Board shall be appointed by the Executive Board on recommendation of the Editor.

d. The Treasurer shall be responsible for carrying out the investment program of the Organization under the direction of the Executive Board, shall assist the Executive Secretary in preparing budget estimates and in estimating costs of activities sponsored, and shall serve as financial adviser and consultant to the Organization.

3. Business Operations.

a. The books and accounts of the Organization shall be audited by a public accountant.⁵

b. All payments of funds of the Organization shall be on vouchers numbered serially, made out by the Executive Secretary and approved by the Treasurer.

4. Committees. Committees of the Organization shall be appointed by the President unless otherwise provided by in these bylaws. The appointing authority shall also designate the chair unless otherwise provided for in these bylaws. Unless otherwise noted, all committee members must be members of the Organization on April 1 of the year in which they are appointed and remain members throughout their terms.⁶

a. Executive. The committee is composed of the officers of the Organization and the immediate past President. The committee acts as necessary between board meetings.

b. Service Committees. One of the members of each of the service committees should be an Executive Board Liaison appointed by the President from one of the Executive Board members in their second or third year of service.

1. Access to Documents and Open Information. This committee shall have five appointed members, both historians and archivists, serving three-year terms. At least one member of the committee should be located in the Washington, DC area. It should work closely with the Executive Secretary to represent the historical profession on access to public documents, freedom of information, and issues of secrecy and censorship.⁷

2. Bibliographical and Research Needs. The committee is composed of five members. Each member serves a two-year term, two being appointed in even-numbered years and three in odd-numbered years. The Editor is an *ex officio* member of the committee. The committee proposes programs and activities in the area of bibliographical and research needs of the profession.⁸

clip and mail

CONSTITUTION BALLOT

RETURN NO LATER THAN JANUARY 15, 1989

_____ I approve all changes noted in the above Constitution.

_____ I approve all changes noted in the above Constitution except those listed below:



clip and mail

clip and mail

clip and save

3. Educational Policy. This committee shall consist of the incumbent President, President-Elect and Executive Secretary as *ex officio* members and three members of the Executive Board, one from each of the three calendar categories. This committee is responsible for reviewing OAH proposals, initiatives, endorsements and undertakings concerning the teaching and dissemination of American History and joint or shared efforts with other associations in such matters.

4. History in the Schools and Colleges. The committee is composed of five members. Each member serves a two-year term. The committee works to improve the teaching and understanding of history at all levels of training.

5. Membership. The size of the committee is determined by the President. The President-Elect appoints the chair who serves during the ensuing year. The function of the committee is to promote membership in all areas of the United States and other countries.

6. Status of Minority Historians and Minority History. This committee shall have five appointed members serving three-year terms. The committee considers all professional problems bearing upon minorities in the historical profession as well as the study of minority history.⁹

7. Program. The membership of the committee may vary from five to seven, one member serving as liaison with the Convention Publicity Committee. The Program Committee is appointed by the President-Elect to serve during the year of his/her presidency. The committee is responsible for the program of the annual meeting and such other activities as the President may designate.

8. Public History. This committee shall have five appointed members serving three-year terms. It will maintain liaison with private and public history, and generate such proposals relating to OAH policy and program as seem suitable to its membership. Appointments to the committee are to be widely representative of the various professional pursuits embraced within the field.¹⁰

9. Convention Publicity. The size of the committee is determined by the President in consultation with the person who chairs the committee. The committee is appointed by the President who also names its presiding officer. The function of the committee is to assist the Executive Secretary in whatever areas deemed necessary in order to provide adequate publicity.

10. Status of Women in the Historical Profession. The committee is composed of five members. Each member serves a three-year term. The committee considers all professional problems bearing upon women in the historical profession.

11. Television, Film, and Radio and Media. The committee is composed of six members, each appointed for a three-year term. At least one and no more than two members shall be consultants from outside the history profession who have distinguished themselves in the mass communication field. The committee will collect and disseminate information regarding the use of history and of historians in creating, funding, distributing, and evaluating radio and television programs.¹¹

c. Award and Prize Committees.

1. ABC-CLIO America: History and Life Award. The President appoints a five member committee for a two-year term. The committee determines a winner

for the biennial ABC-CLIO America: History and Life Award which is given to recognize and encourage new scholarship in American history in the journal literature advancing new perspectives on accepted interpretations or previously unconsidered topics.

2. Erik Barnouw Award. The committee is composed of three members, each appointed for a two-year term. The award is given annually to an outstanding television or film program dealing with American history.¹²

3. Ray Allen Billington Prize. The committee is composed of three members, each appointed for a two-year term. The Ray Allen Billington prize is given each odd-numbered year for the best book about American frontier history, which is defined broadly to include the pioneer periods of all geographical areas, and comparisons between American frontiers and others.¹³

4. Binkley-Stephenson Award. The committee is composed of three members, each appointed for a three-year term. The committee selects the best article that appeared in the *Journal* during the preceding calendar year for the Binkley-Stephenson Award.

5. Avery O. Craven Award. The committee is composed of three members appointed annually by the president. The award is given annually to 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.¹⁴

6. Merle Curti Award. There are two committees each composed of three members representing the entire field of American history and serving for two years. The award is given each year, alternating between a book in American intellectual history and one in American social history published during the preceding two years.

7. Richard W. Leopold Prize. The committee is composed of three members, at least one connected with a government agency and none on any other prize committee of a historical association. The prize is given every two years for the best book on foreign policy, military affairs, the historical activities of the federal government or biography by a government historian.¹⁵

8. Louis Pelzer Memorial Award. The committee is composed of four members, one appointed each year for a four-year term. The committee members are appointed by the Executive Board on the nomination of the Editor. The Editor acts as *ex officio* chair of the committee. The committee selects the best essay in American history written by a graduate student as the winner of the Pelzer Memorial Award.

9. James A. Rawley Prize. This committee is composed of three members, one appointed each year for a three-year term. The prize is given annually for a book dealing with race relations in the United States.

10. Charles Thomson Prize. The committee is composed of three members, one appointed each year for a three-year term. The committee selects an essay based on archival research in the broadest possible spectrum of American history. The prize is made in cooperation with the National Archives and Records Administration and the winning essay is published in *Prologue*.¹⁶

11. Frederick Jackson Turner Award. The committee is composed of the immediate past President and two other members chosen by the current President. The committee chooses for the Turner Award a book or a book-length manuscript on American history which has not previously been published.

d. Joint Standing and Advisory Committees.

1. Historical Diplomatic Documentation. Members are nominated by the American Historical Association (3), the American Political Science Association (2), the Organization of American Historians (1) and the American Society of International Law (1).

2. American Council of Learned Societies. The Executive Secretary and one member representative will represent the OAH at meetings of the ACLS. The President appoints the OAH delegate to a four-year term.

3. The Defense of the Rights of Historians under the First Amendment. The committee is composed of the Presidents, the Executive Secretaries, and one appointed member from the Organization of American Historians and one from the American Historical Association. Appointed members serve three-year terms. The committee acts to protect the rights of historians.¹⁷

4. Historians and Archivists. The committee includes three members of the Organization of American Historians appointed for three-year terms, to act in conjunction with an equal number appointed by the American Historical Association and the Society of American Archivists, and members from other organizations as circumstances dictate. The committee acts to coordinate the activities of historical organizations interested in and/or involved in relations with the federal government. At its discretion, the committee may appoint ad hoc committees to deal with specific problems or cases.

5. Committee on International Scholarly Exchanges. This committee shall consist of two representatives each from the OAH, American Historical Association and the American Studies Association. The purpose of the committee is to bring into closer intellectual and physical contact Americanists in this country and abroad.

6. National Historical Publications and Records Commission. The Organizations representatives work with the NHPRC to develop policy and promote its grants programs. The OAH has two representatives, each serving a four-year term.

7. Oversight Committee: History Teaching Alliance. The History Teaching Alliance is a cooperative project of the OAH, the AHA and the National Council for the Social Studies (NCSS). OAH Representatives to this committee serve two-year terms.

8. National Coordinating Committee for the Promotion of History. The committee is composed of representatives from the American Historical Association, the Organization of American Historians, the Southern Historical Association, and members from other organization as circumstances dictate. Its purpose is to promote historical studies generally, in schools at all levels, to broaden historical knowledge among the general public, to restore confidence in our discipline throughout our society, and to educate employers about historians' special talents and the value of employing historians in nonteaching careers.¹⁸

clip and save



ENDNOTES

1. The current categories of emeritus and dual membership were approved at the April, 1982 Executive Board Meeting.
2. This change was made in a ballot mailed February 10, 1982 along with the 1982 official ballot.
3. This condition was approved by ballot. See OAH Newsletter, Feb. 1985, Vol. 13, No. 1.
4. The Executive Board decided this at its November, 1986 meeting.
5. A bylaw change approved by the membership in September 1983 removed the requirement for an audit by a certified public accountant. See ballot on Newsletter (May 1983) Vol. 11, No. 2.
6. The last sentence was added by a ballot in the Newsletter July 1980, Vol. 8, No. 1.
7. Added by February 10, 1982 ballot mailed with 1982 Official Ballot.
8. The Bibliographical and Research Needs Committee was abolished by the Executive Board in November, 1979. The Committee requested that they be allowed to serve at the own expense rather than being phased out. The Executive Board agreed to this request; however, it was found at the November, 1981 meeting that the committee overlapped the activities of the Committee on Access to Documents and Open Information and therefore it no longer exists.
9. At its November, 1986 meeting, the Executive Board abolished the Ad Hoc Committee on the Status of Minorities in the Historical Profession and replaced it with the service committee Status of Minority Historians and Minority History.
10. Originally the Historic Preservation committee, the Organization changed this committee's charge by a ballot included in the Newsletter July 1981, Vol. 9, No. 2.
11. The Television, Film and Radio Media Committee was abolished by the Executive Board at the request of the committee in November, 1984.
12. Added by ballot included in Newsletter July 1981, Vol. 9, No. 2. Changed by ballot included in Newsletter, May 1985, Vol. 13, No. 2.
13. The OAH began to award this prize in 1981 by virtue of a contract with Billington's students who had raised the funds for it.
14. Added by ballot in the Newsletter, May 1983, Vol. 11, No. 2.
15. Added by ballot included in Newsletter July 1981, Vol. 9, No. 2.
16. The Charles Thomson Prize was abolished by the Executive Board at its November, 1986 meeting in agreement with the decision made by the co-sponsoring agency the National Archives and Records Administration.
17. In practice, this committee is formed only when needed. The last time this committee functioned was the Yale-Aptheker controversy, 1976-1978. The membership voted for the committee to investigate the matter in a mail ballot included in the July, 1976 issue of the OAH Newsletter.
18. The NCC was defined and OAH participation formalized at the 1977 Business Meeting. The Executive Board subsequently adopted a charter for the NCC at its November 11, 1981 meeting.

Preservation of Brittle Books

The preservation budget for the National Endowment for the Humanities has nearly tripled for the coming fiscal year in a move that will allow the Endowment to launch the first phase of a nationwide program designed to address the problems posed by the deterioration of millions of books and other printed research resources (see "Capitol Commentary").

It has been estimated that as many as 77 million of the 300 million volumes in university and research libraries in the United States are in varying stages of deterioration that will result in their turning to dust by the year 2000. Of the 77 million, it has been estimated by the Commission on Preservation and Access that about 11 million are at risk immediately, and of that number some three million of the most important volumes in our nation's heritage should be saved.

Influential in raising congressional and administration awareness of the issue were Reps. Sidney Yates (D-IL), Chairman of the House Appropriations Subcommittee on Interior and Related Agencies, and Pat Williams (D-MT), Chairman of the House Education and Labor Subcommittee on Postsecondary Education.

Acid paper came into nearly universal use in the mid-19th century, when a process for producing cheaper and more abundant paper was developed using wood as the source for the cel-

lulose fibers that make up the body of paper. Alum, which is acidic, was used as filler in the papermaking process. The interaction between alum in the finished paper and water in the atmosphere results in the breakdown of the cellulose fibers; the paper eventually becomes so brittle it can be broken with only one or two folds. The resulting deterioration of books and other materials in libraries, archives and other repositories has become so widespread that preservation of the materials in their original format is economically unrealistic.

The nationwide program to be administered by NEH's Office of Preservation will focus initially on collections at the nation's largest research and university libraries. Because of the diverse and decentralized nature of research collections in the United States, however, many libraries large and small will eventually be contributors to the national program.

An ultimate result of the new program will be the creation of a new, national resource of microfilmed materials that will be available at modest cost to libraries and scholars throughout the nation and the world. This "access" feature of the program means that millions of documents now too fragile to be used or to be sent through normal inter-library loan channels will become known and available.

Computer Indexing at the NMHR

Recently the *New Mexico Historical Review* staff compiled a fifteen-year comprehensive index for the years 1970-1985. The *Review* is a quarterly journal published since 1926. Three previous fifteen-year indexes had been produced manually. In 1986, the *Review* staff contemplated using handwritten entries on index cards or a computer. Eventually, the staff opted for a computer.

The index presented some unusual problems. The *Review* looked at data-base and word-processing programs that might do the job, but no ready-made alphabetizing or indexing package was available. The staffs of the *Review* and UNM Computer center tried a data-base program but found it cumbersome and limiting. The *Review* needed to enter a great deal of data of varying lengths, to view material entered on full screen, and to expand, recast, move, or divide entries as they were compiled. Only a word processing program provided the flexibility and maneuverability needed to arrange an index by computer.

With an appropriation from the New Mexico State Legislature, the *Review* purchased a Zenith 158 with hard disk, a memory upgrade, an OfficeWriter 5.0 program, and paid students to complete the job. With training classes and advice from the Computer Center, *Review* personnel learned to apply computer and programs to the index project.

The 200-page index to the *Review* consists of

an introduction, list of past editorial personnel, contents section giving titles and authors of more than 245 articles from 60 issues, alphabetical lists of more than 700 books reviewed by author, title, and reviewer, an illustrations index, and a main body of comprehensive alphabetical names, places, historical events, and subject headings.

To process all this material the *Review* staff relied most on the "merge" and "end merge," "insert," "move" and "sort" functions of OfficeWriter 5.0. The index has a variety of entries, ranging from a few words to large main subject headings with more than two screenfuls of subentries. For the main body of the index, for example, twenty-six documents were created corresponding to the twenty-six letters of the alphabet. Material was drawn from each of the fifteen years and keyed into its appropriate alpha document, sorting one year into the next.

Duplicate diskettes of the hard-disk material were transferred to the UNM Printing Plant for the next step. There the ASCII codes triggered italic type and foreign characters for printing. Final corrections were made on proofs and blue-lines. Untold hours of hard work were required to prepare the index material for entry into the computer and for editing it, but thanks to the computer, the job was faster and easier. The result is a valuable reference tool for readers and students.

NHPRC Catalogue

Historical Documentary Editions, 1988 is a comprehensive guide to documentary publications supported by the National Historical Publications and Records Commission. The 77-page free catalogue is cross-referenced to aid researchers in finding sources quickly. An alphabetical descriptive list of the editions includes the title, author, publisher and a brief description of each publication funded or endorsed by the NHPRC. The catalogue also provides chronological, regional and topical breakdowns of the editions.

For a free copy, call the NHPRC at (202) 523-3092 or write NHPRC, National Archives, Washington, DC 20408. ■

Government Books

A free copy of the *U.S. Government Books Catalog* listing hundreds of useful and popular books and subscriptions published by the government is available upon request. The *Catalog* lists government books on research, census information, business, medicine, law and regulations, statistics, foreign trade and much more. These books are the results of millions of dollars worth of government research and statistical analysis and are available for sale by the government.

To get a free copy, write to: *Books Catalog*, U.S. Government Printing Office, Stop: SM, Washington, DC 20401. ■

The Routine of the Documentary Editor?

Mary A. Giunta

Documentary editors pursue historical truth, contribute to available sources for the study of history and help provide a complete historical record. In their work, they use skills and abilities not usually demanded of other historians. And yet, the work of the editor is often denigrated as mechanical or routine. Let us examine, then, this so-called "routine" editing. What is its nature? What is its contribution?

It is incumbent upon reviewers...to have full understanding of these editions.

The editor's work often begins with transcribing and deciphering difficult to fathom handwriting and script. Such persons as Reverdy Johnson and Montgomery C. Meigs had atrocious writing. So difficult is Meigs's handwriting that his wife, Louisa, attempted to improve the formation of words and individual letters, but she gave up in exasperation. Think what an easier time Meigs's biographer would have had if an edited version of the Meigs papers were available for use.

Beyond transcription of documents from manuscript to typescript, there may be need to determine the meaning of codes, ciphers, shorthand and to identify accurately the authors of documents and the documents themselves. While there exists a "codebook" for diplomatic exchanges, there does not usually exist a key to various private codes or word substitution schemes. In addition, documentary editors often face the uncertainties of a writer's use of shorthand. Meigs used Pittman shorthand and he further contracted the system. This prevents a comprehensive understanding of some of his letters. It was necessary for the editors of the Wilson papers to deal with this problem by engaging a Graham shorthand expert and then by learning the Graham system itself.

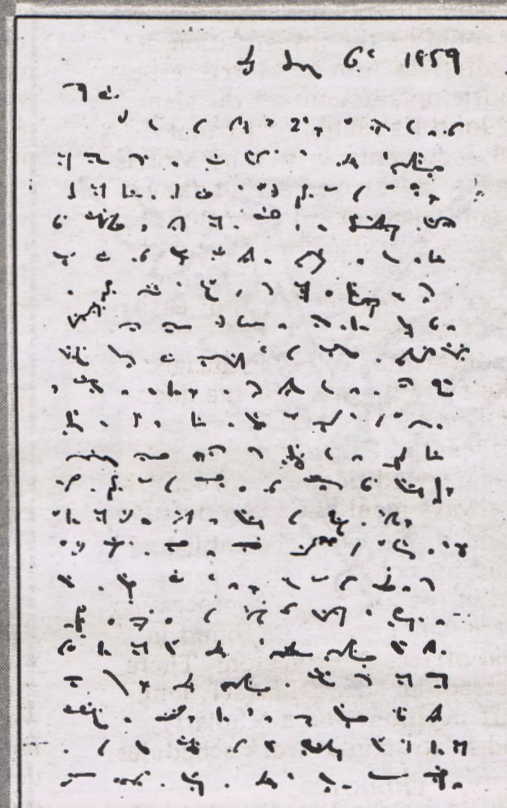
Recently, a French scholar was on the trail of the author of a two-volume manuscript purporting to be the Memoirs of Admiral d'Estaing for the period of 1778 to 1783. The document long had been in private hands and was practically unknown to the scholarly community. The establishment of the true identification of the author, Jean-Francois de Bourgoing, a French diplomat, required extensive research in the

diplomatic correspondence of the period and included handwriting analysis and other methods of historical investigation. The manuscript has value outside of d'Estaing authorship and will be published in France and the United States.

Historians often assume that a repository staff's identification of a document is accurate, especially when accuracy is affirmed by contemporaries of the writer and a bevy of scholars. This is not always the case. The true author of the notorious "cipher letter" of July 1806, erroneously attributed to Aaron Burr for more than 175 years, has been correctly identified by Mary-Jo Kline and Joanne Wood Ryan, the editors of the Burr papers. Full editorial treatment of this significant document and its reconstruction are now available for wide scholarly use in the *Political Correspondence and Public Papers of Aaron Burr* published by Princeton University Press.

The official diary and extensive correspondence of Robert Morris, Superintendent of Finance under the Articles of Confederation, is another case in point. Morris's papers allude to many varieties of paper money, bank notes and other instruments of credit, both public and private, in use during and after the American Revolution. Extant examples are rare. Some are located in the National Archives. But even there, archivists needed the assistance of the Morris editors to identify these documents.

Many documentary editors are faced with problems of translation. In this regard, the old comment can be heard: we should be able to read foreign languages. But language, whether written or spoken, is a "living" instrument of communication. Written 18th-century French has unique differences from modern French. These differences would be even greater for editors of a LaSalle project facing 16th-century French. The problem is true also for other languages, including English. I remember my own attempts to read 16th- and 17th-century English documents at the Folger Library in Washington. How grateful I was for a handwriting manual. It saved me from staring incomprehensibly at documents, their contents masked. How much easier it was to read documents from the same period in a expertly edited edition. Our friends in Tudor history, for example, must find their lives far less complicated for the impressively diligent and "routine" work of Muriel St. Clare Byrne, in



Courtesy of the Library of Congress

Letter by Montgomery C. Meigs in Pittman Shorthand

her monumental edition of *The Lisle Letters*, as well as others who have unmasked documents.

Other tasks of the editor include the extensive collection of documents both from public and private sources, the complete intellectual control of these documents, the compilation of annotations and the preparation in indices. All are basic keys for the time-troubled monographic historian; and all, of course, are routine.

John Niven, editor of the Salmon P. Chase microfilm and book editions being prepared at Claremont, in his presentation at the OAH Annual Meeting in Reno, humorously suggested ways in which the new political and social historians use the computer to over-quantify historical data through correlations of apparently unrelated materials. After our laughter had quieted, perhaps more than a few listeners raised "scholarly eyebrows." While no one can deny that narrative history and biography will continue to hold their own among the profession and the laity, quantification is here to stay. Carl Bridenbaugh's admonition with regard to the Bitch Goddess Quantification has not deterred historians from pursuing the use of such analysis of every imaginable subject. I believe edited publications, especially microform editions, can offer sources for these studies. Historians' innovative use of these records can produce fascinating results in future. In addition, there are sources for research of other than traditional political and economic history in long-existing editions. In preparing the index to the microfilm edition of the Albert Gallatin papers, the editor found many subjects for women's history. I doubt that the Gallatin papers would be immediately thought of as a likely source of women's history.

Historians' innovative use of these records can produce fascinating results in future.

Charles Cullen, former editor of the John Marshall and Thomas Jefferson papers, in his paper cites the example of the case of "Commonwealth v. Randolph" in his paper given at the OAH Annual Meeting. Documentary materials which he found among the records of this case may serve to motivate further study of infanticide or self-induced abortion. Certainly,

one has a better understanding of the case and the legal structure of the period from the editorial work in the Marshall volumes. Another offshoot of the case could be the investigation of the response of society to Ann C. Morris, especially during her attempts to counter the slanderous attacks of John Randolph of Roanoke. A reading of several documents written by Morris reveals an intelligent, clever woman not above using prominent politicians to aid her cause. The Marshall volumes as well as the papers of Washington, Adams, Grant, Goldman, Garvey and many others can provide a myriad of easily accessible sources of history.

There is some concern that other historians may not appreciate fully the work of the documentary editor. Often this is exemplified by questions over the length of time required to complete a documentary edition. The Woodrow Wilson project is always mentioned as a positive example. And, indeed, the work accomplished by Arthur Link and his colleagues is impressive, especially so when in the age of word processors and computers there is not one to be found in the Wilson editorial offices at Princeton! There is to be found, instead, an adequate staff, long-term tenure in staff positions and a scholarly regiment dedicated to structured work schedules and production.

The Jefferson project is always mentioned as a negative example. When I first visited the Jefferson project office in the 1970s, I was overwhelmed by the shelves of documents and filing cabinets. Ruth Lester, Julian Boyd's assistant and later his assistant editor, sat at one desk and Boyd at a somewhat smaller one which overflowed with papers and folders. It was evident that more staff was needed. When Charles Cullen became editor of the project, more staff was added and regimental order established. Let me add quickly that I have great respect for Boyd and his work. And I hasten to recall that Boyd himself believed in the use of microfilm

for comprehensive collections of papers. But he also felt that Jefferson's stature in American history demanded an extensive book edition, the compilation of which may require longer to complete than the time it took Jefferson to live his own life.

Most editors will tell you that they allow, as much as possible, their documents to speak for themselves. Charles Cullen has recalled that he was puzzled when he once held a document to the light and in so doing discovered a watermark from 1800 rather than an expected one of the

Most editors will tell you that they allow...their documents to speak for themselves.

early 1790s. He was thus able to date the document accurately. This accurate identification led the editor to show that the document was written in reaction to the publication of John Marshall's *Life of George Washington*. I suggest that in holding the document to the light, Cullen was acting out of the instinct to let documents speak for themselves. In this case, the words were important, but the medium was more so. His action further exemplifies the careful, detailed but routine work undertaken by documentary historians.

The apparent lack of understanding of the work of the documentary editor is often evidenced by peer review of proposals to fund documentary editions. Once when reading reviews of a project with which I was familiar, the contrast in opinions struck me. In one case the reviewer said forthrightly that the project papers should be microfilmed with an index. In the opinion of a second reviewer, stated just as firmly, the project should be done in a selected book edition. Each reviewer described his need for access to the documents involved; neither saw the project as other than a research base. It

is incumbent upon reviewers, especially those outside the editing profession, to have a full understanding of these editions and to realize their significance not only to historical scholarship but to the overall understanding of history.

It is apparent that the value of in-depth historical research required in the preparation of scholarly editions is underestimated by many and that there is a need on the part of all historians to make greater use of these editions. Salmon P. Chase will be better known through John Niven's edition of his papers. It may take time but there will be a wider use of Chase's papers and a better knowledge of his actions and the actions of others. The Chase publication along with the Marshall, Jefferson and other editions will continue to contribute to the better understanding of American history. And as we become aware of the innovative, imaginative approaches to research in the use of documents that these editions represent, we will have an even greater appreciation of the work performed by the documentary editor.

On the point of imaginative approaches to historical research, I would like to share an incident which is at once amusing and educational. Some time ago, I saw Charles Cullen's reaction when asked what he expected to find new about Jefferson through the editing of the papers. A look of surprise left Cullen's face. Surely the question was asked in jest. But no, the questioner was in earnest. Possibly suppressing a smile if not a laugh, Cullen replied, "It would be interesting to find the humor of Thomas Jefferson." Now that is an example of an imaginative approach to the use of these editions that other historians might be wise to follow. ■

Mary A. Giunta is Acting Director of the Publications Program at the National Historical Publications and Records Commission, Washington, DC. This article is based on comments she made at a session on documentary editing during the 1988 OAH Annual Meeting in Reno, Nevada.

California Secretary of State Opens RFK Records

California's Secretary of State, March Fong Eu, standing before a battery of television camera and radio microphones at the California State Archives, formally opened the Senator Robert F. Kennedy Assassination Investigation files to the public. The files had been under the jurisdiction of the Los Angeles Police Commission and closed since 1968.

"When these materials were transferred to the California State Archives in August of 1987, we pledged to make them available to the public as quickly as possible," noted the Secretary of State. "The Archives staff deserves to be commended for the excellent job they have done in reviewing the papers and determining whether or not portions of the records were legally prohibited from public disclosure."

She stated, "It is particularly significant that the over 50,000 pages of documents in this collection should be opened to the public during the 20th anniversary year of Senator Kennedy's assassination. While there is a whole generation of Americans who have grown up knowing

Senator Kennedy only as a name on the pages of history, both they and the scholars and researchers who have devoted a major portion of their lives to documenting the Robert Kennedy story will benefit from the opening of these records," remarked the Secretary of State.

"The State Archives strives to preserve historic materials relating to California and to make them available both for contemporary and historic research," the Secretary of State told reporters at the news conference. "Beginning today, these records and artifacts will be available for inspection by all the public whether they are serious scholars or just have a passing interest in the Kennedy assassination."

The open records are organized in two categories: those dealing with the investigation of the assassination, 1968-69; and those relating to a reinvestigation of the assassination in the mid-1970s. The vast majority of the materials relate to the first category. Only a few files, such as autopsy photos and some confidential files, remain closed.

Many different types of records are included within the collection. However, for easy access to the materials, a videotape has been made which combines some of the short-segment motion picture films. Audio tapes have also been produced from existing short audio segments. This provides better access to the records and preserves the originals.

State Archivist John F. Burns cited a published article which stated that questions about the Kennedy assassination investigation could only be resolved when the Los Angeles Police Department materials had been opened to the public. "We are providing public access for the first time to all audio-visual materials, to eyewitness interviews, police reports on Sirhan's activities and police radio transmissions," noted Burns. "This should open the final chapter in the study of the assassination."

Reprinted from California Originals, newsletter of the California State Archives.

New Exhibit Asks "Why the South Lost"

"Why the South Lost the Civil War," an exhibition examining the latest research on the subject, recently opened at the Valentine Museum in Richmond, Virginia. Open until January 9, 1989, the exhibit is part of the museum's study to reinterpret Richmond's past by using the most recent scholarship in American urban and social history.

According to museum director Frank Jewell, Loss of the Civil War affected Richmond as no other single event has done. In writing a new interpretation of the city, it is critical that our staff place the Civil War in an appropriate historical, emotional and ethical context."

In 1986, four historians of the American Civil

War proposed that "The epitaph on the Confederacy's tombstone should read, 'Died of Guilt and Failure of Will'" in the controversial book *Why the South Lost the Civil War*. Authors Richard Beringer, Herman Hattaway, Archer Jones and William Still argue that Confederate forces were better trained and equipped than their northern counterparts and could have carried on the war indefinitely. That they chose not to do so was a failure of the South's will to win. In the past year other scholars have challenged the notion of a southern loss of morale. This exhibition will explore both sides of the issue.

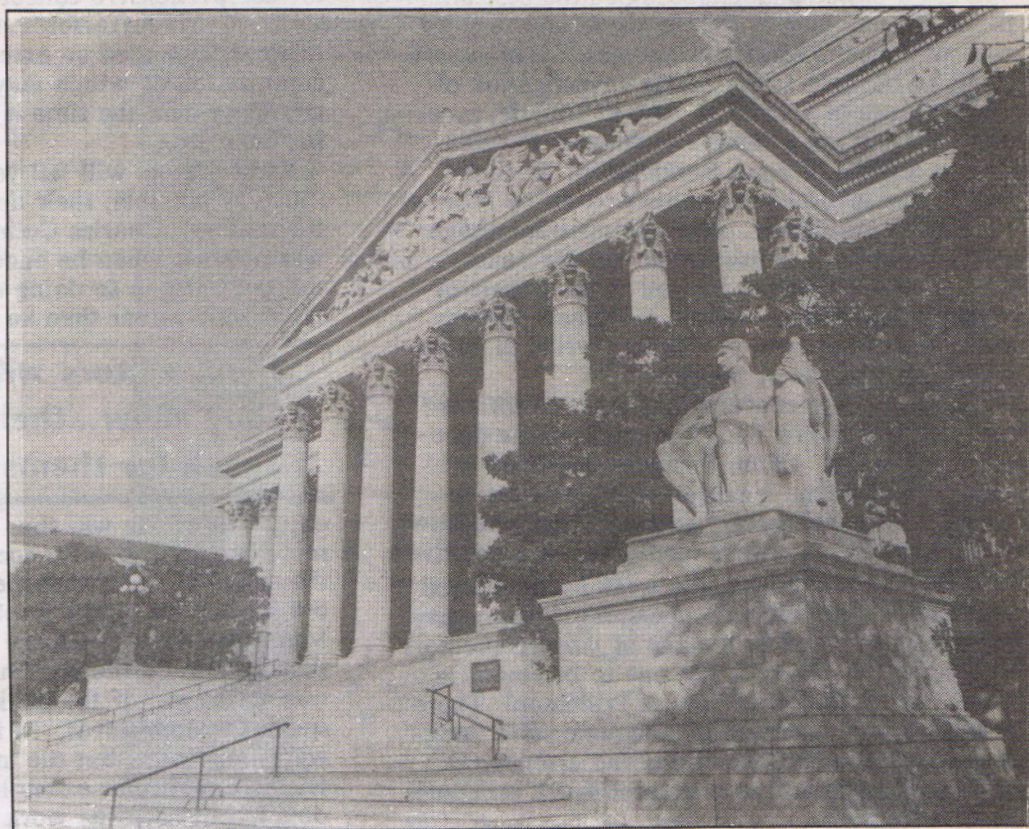
Curated by Barbara C. Batson, the exhibit

examines Richmond's response to secession and the city's shift from a unionist city to the capital of the Confederacy. It looks also at how Southerners coped with defeat and humiliation by creating the myth of the Lost Cause evident in works of art produced after the war.

"Why the South Lost the Civil War" questions if there was the idea of nationalism in the modern sense and if Southerners truly wanted to live as a separate nation. Despite a common culture, language, legal heritage and religious roots, Southerners repeatedly claimed their "right to secede" in order to maintain slavery, their only significant difference from the North. ■

A New Building for the National Archives

Michele F. Pacifico



The National Archives Building

Photo Courtesy of the National Archives

The National Archives and Records Administration (NARA) is planning to construct a new archival facility, Archives II, in College Park, Maryland. The present National Archives Building, located on Pennsylvania Avenue in Washington, DC, was completed in 1935 and reached its records storage capacity of approximately 800,000 cubic feet in the late 1960s. To alleviate the space shortage, over 500,000 cubic feet of archival records received since 1970 have been diverted to several federally owned and leased buildings in the Washington, DC, area. NARA also has been forced to move various administrative support activities out of the National Archives Building into numerous office buildings in the District of Columbia.

Some of the nation's historically valuable records are currently stored in space that was not designed to provide environmental conditions necessary to prolong the life of these important documents. In the future, more records will have to be stored in archivally unsuitable space unless a new archival facility is constructed that meets the environmental requirements for archival records recommended by the National Bureau of Standards. Further dispersal of records to additional sites will increase operational inefficiencies including the duplication of various support activities (e.g., research rooms and laboratories) and will further impede researchers wishing to use the records.

Additionally, a study of the National Archives Building completed in 1985 recommended renovations to the National Archives Building to correct deficiencies in environmental and records storage conditions and to expand currently inadequate public use areas. These essential renovations will require that records be temporarily stored offsite during work to the National Archives Building.

The Design Program for a National Archives Facility in Maryland, completed in January 1988, identifies NARA's program requirements, documents functional relationships and recommends the type and configuration of building that meets NARA's special needs. As part of this study, facility planners also prepared design and construction cost estimates and evaluated alternative building sites in College Park and Suitland, Maryland.

The design program describes an archival facility of 1.7 million square feet for records storage and program support areas. A facility of this size will meet NARA's requirements to the year 2004. The building, however, will be specially designed to allow the addition of new wings to meet future storage needs. These

wings, providing additional records storage and processing space totaling 375,000 square feet, should fulfill NARA's space needs to 2025.

Archives II will provide state-of-the-art storage, reference and laboratory facilities. Current standards established by the National Bureau of Standards and National Academy of Sciences will serve as the basis for the building's environmental controls. Both national and international guidance relating to reference services, general building security and classified records security systems will be reviewed and the best of these guidelines incorporated into the building design. In addition to the archival functions, Archives II will provide space for offices and general facilities, including a theater, conference rooms and a cafeteria.

Archives II will provide state-of-the-art storage, reference and laboratory facilities.

Archives II will not replace the current National Archives Building. Both buildings will operate as archival facilities but will emphasize different programs. NARA will continue to use the downtown facility as a records storage and public-use facility. With some renovation, the centrally located National Archives Building will provide improved records storage space for the same amount of records that are housed there today. Since Archives II will be located outside the District of Columbia, the focus of most public activities will remain in the renovated National Archives Building. Expanded public-use areas in the National Archives Building will include a new Genealogical Research Center and special areas for lectures, conferences, tours, exhibits and film festivals.

After much searching for suitable land in the District of Columbia and surrounding suburbs, NARA considered three sites for Archives II: one at the Federal Complex in Suitland, Maryland, and two sites at the University of Maryland in College Park, Maryland. Site selection was based on site characteristics to accommodate the building's size, construction factors, the relationship of the structure to its surroundings and its accessibility to transportation and other services.

NARA has selected one of the University of Maryland sites as the one that best fulfills the site selection criteria. The proposed site is approximately 33 acres on the northwest end of the campus in College Park, Maryland. A major benefit of this site is that the Federal Govern-

ment will receive the use of this land without charge.

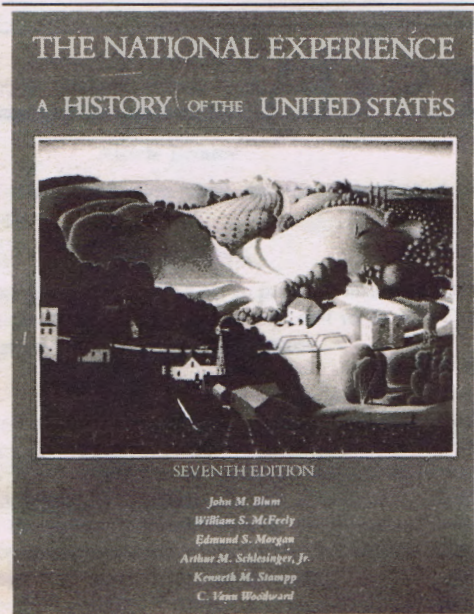
In NARA's search for a suitable site, easy access for researchers was a top priority. Current plans for Washington's subway construction include a College Park station on the Metro Green Line. In addition there will be parking available at the facility for researchers. While NARA realized that there will be some inconvenience for researchers who will need to use records in downtown and suburban buildings, centralizing the records in one facility is not an option. NARA currently ensures that researchers have easy access to the three sites in the Washington, DC, area, where archival records are stored, by running a free shuttle service and plans to provide this same shuttle service to and from the College Park subway station.

Archival records will be located both in the downtown National Archives Building and Archives II. The National Archives Building will house approximately 800,000 cubic feet of textual records. Archives II will house all special media records, including motion pictures, photographs, maps, drawings and machine readable records, in addition to over one million cubic feet of textual records.

NARA has tentatively decided to consolidate genealogically-related records, Congressional and Supreme Court records and pre-1947 military records in the downtown National Archives Building. Locating genealogically-related records in the downtown building will ensure that the core records needed for genealogical research are together and convenient to researchers using the new Genealogical Research Center. Congressional and Supreme Court records will continue to grow although their projected growth can be managed for many years within the confines of the National Archives Building. While 1947 is used as a general cut-off date for the military records to be located in the downtown facility, in fact not all military records can be split at that precise date. NARA will be dividing the military records series where appropriate breaks appear after World War II. All other textual records housed by NARA will be located at Archives II.

With the onset of the design of Archives II, NARA needs to continue planning the division of its operations between the two facilities. NARA would appreciate comments and suggestions. Please send all inquiries and suggestions to the Archives II Project (NAA), National Archives and Records Administration, Washington, DC 20408, or call Ms. Adrienne C. Thomas at (202) 523-3621. ■

Outstanding Selection and Exceptional Quality from HBJ



THE NATIONAL EXPERIENCE A History of the United States

Seventh Edition

JOHN M. BLUM, EDMUND S. MORGAN, WILLIAM S. McFEELY, ARTHUR M. SCHLESINGER, JR., KENNETH M. STAMPP, and C. VANN WOODWARD

Hardcover, 900 pgs. or two-volumes
paperbound: TO 1877, 450 pgs. and
SINCE 1865, 560 pgs.
All Available December 1988

A HISTORY OF THE AMERICAN PEOPLE Volumes I and II

Second Edition

STEPHAN THERNSTROM

Both volumes paperbound, 400 pgs.
Available December 1988

AMERICA IN THE TWENTIETH CENTURY A History

Third Edition

JAMES T. PATTERSON

Paperbound, 550 pgs.
Just Published!

TECHNOLOGY IN AMERICA

A Brief History

ALAN I. MARCUS

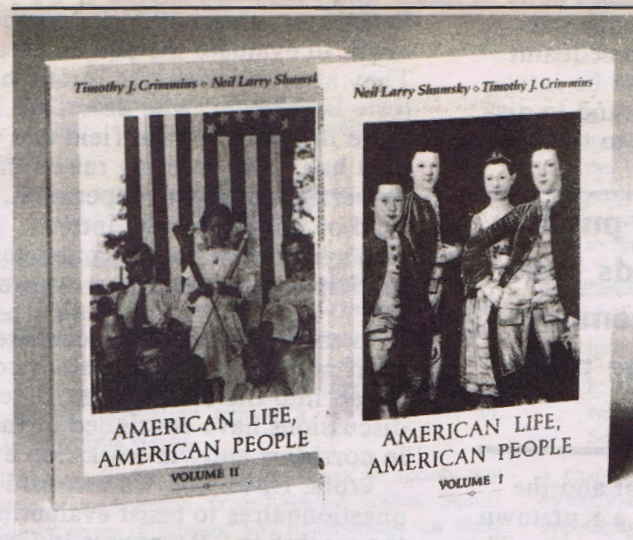
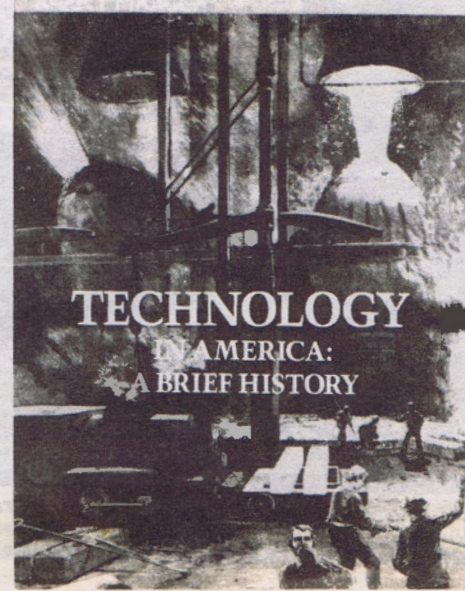
HOWARD P. SEGAL

Hardcover, 288 pgs.
Just Published!

AMERICA IN THE TWENTIETH CENTURY A HISTORY



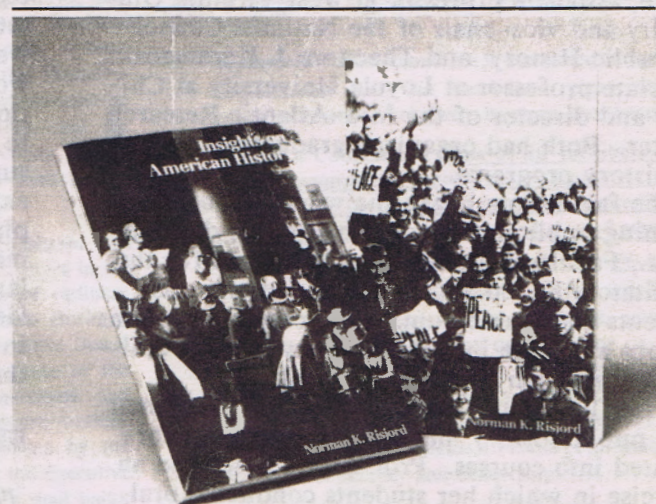
JAMES T. PATTERSON



AMERICAN LIFE,
AMERICAN PEOPLE
Volumes I and II
TIMOTHY CRIMMINS
NEIL LARRY SHUMSKY
Both paperbound,
298/322 pgs., 1988

INSIGHTS ON AMERICAN HISTORY

Volumes I and II
NORMAN RISJORD
Both paperbound,
273/292 pgs., 1988



HBJ

HARCOURT BRACE JOVANOVIICH, Inc.
College Sales Office
7555 Caldwell Avenue, Chicago, IL 60648
(312) 647-8822

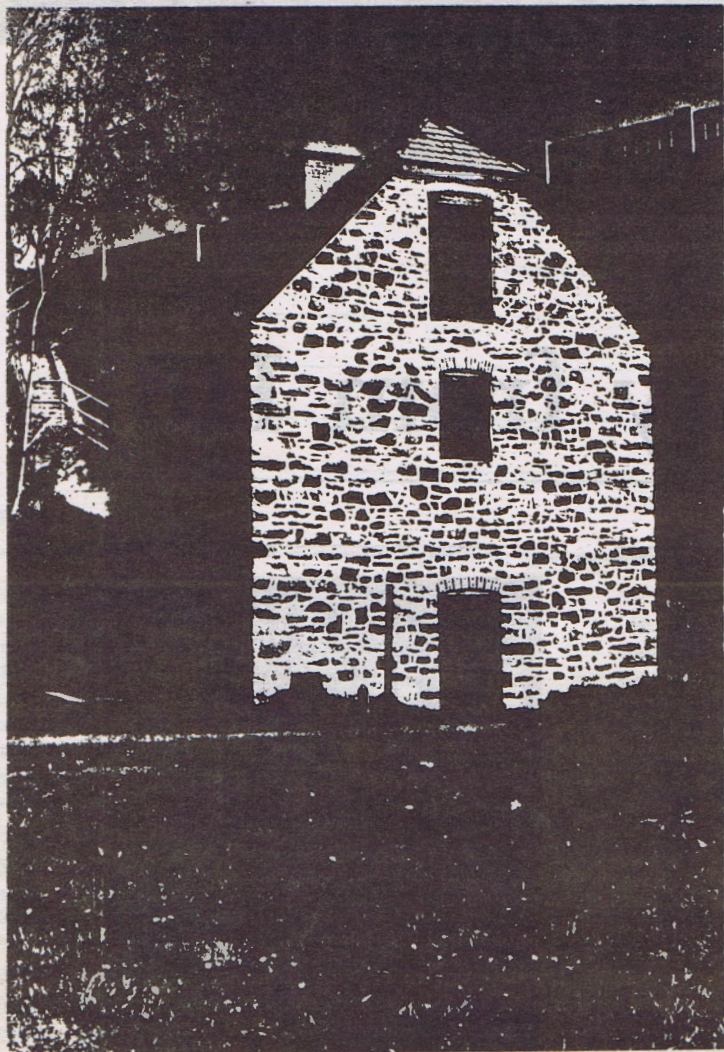


Photo Courtesy of Gordon Goldberg

Restored 1762 Waterworks, Bethlehem, Pennsylvania

Public History at Kutztown University

Mary Elizabeth Brown
and
Gordon Goldberg

The Kutztown University History Department held an OAH workshop on "Integrating Public History into the Curriculum" earlier this year. Fourteen people attended in order to acquaint themselves with this growing field, to be introduced to new material and methods, and to discuss adding public history offerings to the History Department curriculum.

All historians need to be public historians, aware of trends that will affect training requirements for public history over the next few years.

The Kutztown History Department and the OAH co-sponsored the event, using a Kutztown Professional Development Committee grant. The OAH provided two facilitators: Barbara J. Howe, associate professor at West Virginia University and vice-chair of the National Council on Public History; and Theodore J. Karamanski, associate professor at Loyola University at Chicago and director of the Mid-Atlantic Research Center. Both had organized graduate-level public history programs.

The facilitators began the workshop by defining public history and tracing its development. Faculty members then described for the facilitators Kutztown's specific situation, its students and curriculum. Next came discussions of jobs available in public history and the ethical concerns particular to this field.

After lunch, the workshop leaders illustrated how public history methodology can be incorporated into courses. Prof. Howe described an exercise in which her students conducted oral history interviews. She also took the group on a walking tour of Morgantown, West Virginia, via slides and constructed a history of the town. Prof. Karamanski showed how public history can support policy analysis with a model lesson in which students applied to modern situations insights derived by reading documents about the Peloponnesian War. The demonstration concluded with a discussion of incorporating public

history into survey courses.

The next morning the group visited Historic Bethlehem, about 30 miles northeast of Kutztown, to evaluate the site as a teaching tool. They also met with two public historians at Historic Bethlehem, who described how they became interested in the field and what training they had. The meeting raised the possibility of university-museum cooperation, especially in the field of undergraduate interns. Historic Bethlehem's historians accompanied some workshop participants to lunch in a restored 18th-century inn.

In the last session, the conferees considered what aspects of public history could be introduced into the curriculum. Since the workshop, discussions have continued at faculty meetings, in corridors and via workshop evaluation forms.

Profs. Howe and Karamanski distributed questionnaires to assist evaluating and improving the workshop. Responses indicated that most faculty reacted favorably to the workshop. In response to the question "What were your expectations for the workshop?" most faculty said they were not familiar with public history, and the workshop met their expectations as an introduction to it. But they wondered how to do justice to public history within the context of existing survey courses and how to balance hands-on experience with documents against historiography. In the space for "other comments," faculty mentioned aspects of the workshop that particularly appealed to them, such as going on the field trip, talking to historians already involved in public history, and the information packets the facilitators gave them.

The faculty has continued to debate several issues raised in the workshop, including:

What is the relationship between "public" and "non-public" history? The field trip made clear some of the similarities and differences between those who organize and interpret museums and those who teach and research. Historians in both settings do some research, teaching and fund raising, though academic historians do much less of the latter. Public historians, particularly in the museum field, may spark an interest in history, but they cannot do systematic work developing historical knowledge and skills.

Historic Bethlehem's museum workers read journals and attend conferences in public history, but have little time to interact with those who teach history or engage in archival research.

How can public history be included in existing courses? Identifying and using sources are goals professors often build into their courses. Usually, this is done with written documents; public history reminds us of the resources available in interviews, art, architecture and artifacts.

What resources are needed to support courses or programs? If someone is not already available to teach courses, the history department would have to hire someone or encourage sabbatical study for this purpose. History departments can also seek expertise from other departments, such as art, geography, or library and business faculties. Public history programs need administrative support, budgets, library collections and internship opportunities in antique

Pressure to make history degrees marketable may lead to undergraduate public history offerings.

businesses, archives, historic sites, historical societies and museums.

Should courses or programs be undergraduate or graduate? If public history is a specialized branch of history, then individuals would need to complete their basic history first. If public history is an integrated part of history, then students should be exposed to it in surveys and upper-level undergraduate courses, just as they are exposed to other methodologies. This raises questions of job training. Public history has developed by utilizing the post-baccalaureate training of those who did not complete a Ph.D. If public historians continue focusing on this group, training should remain on the graduate level. However, pressure to make history degrees marketable may lead to undergraduate public history offerings. All historians need to

See Kutztown, Page 2

Service: The Moloch of the Academy?

Lawrence O. Christensen and Jack B. Ridley

When we completed our graduate work and entered the academy as junior members of the faculty, we anticipated the opportunity to teach and conduct research in our areas of specialty as well as to offer general survey courses. We expected our success as professionals to be judged on the basis of published research and satisfactory performance in the classroom. We had little understanding of or appreciation for that area known as "service." We vaguely suspected that it merely entailed occasional committee work devoted to something regarding "personnel matters" and perhaps serving our profession through holding office in professional societies.

We must deal with this proliferation of service responsibilities before the beast devours us, not just our time.

After toiling in the academy for approximately twenty years, our perspective on service remains vague, though we find we are devoting a disproportionate amount of time to departmental, campus, university (ours is a four-campus system), community and state-wide service. In spite of the amount of time devoted to service, it remains an ill-defined function of the faculty in an academic setting. Most institutions define their general missions as teaching, research and service. In spite of the rhetorical parity of each mission, the means of achieving promotion, tenure and salary increments continue to be research productivity coupled with an occasional nod toward classroom teaching.

What then of service? In recent years, col-

leges and universities, in an attempt to attract more public support for higher education, have emphasized service to the community. Moreover, as our institutions have become more complex, college and university administrators, partly in response to the faculty's appeal for more authority and partly in order to diffuse responsibility for decisions, have created more and more advisory committees. Committees seem to proliferate in proportion to the layers of administrative bureaucracy present in the academic setting. Thus, it seems reasonable to assume that junior college faculty members serve on fewer committees than members of the faculty in a multi-campus university.

Whatever the academic setting, faculty members in all disciplines are asked to devote more and more time to service, and service often assumes the characteristics of a "moloch." In mythology, a moloch was a tyrannical power to be propitiated by sacrifice. Faculty members shoulder ever-advancing service loads and sacrifice teaching, research and writing time, which the beast gobbles up.

We are not the only historians in this nine-person department to feel the oppressive burden of service, for at least three other department colleagues serve on numerous and "important" committees. Indeed, during the 1986-1987 school year, department members served on two university committees, twenty-one campus committees, fourteen college committees and eleven national, regional and state professional committees. The total came to forty-eight with members of our department chairing nine of those. The service burden has not abated during the current school year.

Why are we asked to do so much? Are we asked to serve because of the excellence of our

academic training or because of our proclivities? How much do we accomplish through our service efforts? Is it worthwhile for professional development? When is it appropriate to say no?

We accepted these appointments or submitted to election because we thought we could perform the tasks better than others; because we had an interest in the questions to be dealt with; or, because we preferred to spend our time in service activities instead of preparing lectures or doing research. No doubt a combination of these factors caused us to accept election or appointment to one or another committee. Successful performance on one committee led to more elections and appointments until we came to face our current predicament.

Faculty members shoulder ever-advancing service loads and sacrifice teaching, research and writing time.

We are fearful of academic burn-out, not because of heavy teaching loads or ambitious research agendas, but because of long meetings that dissipate our energy and severely test our bottoms while doing little to stimulate our brains. We must deal with this proliferation of service responsibilities before the beast devours us, not just our time.

We hope that this brief essay will stimulate responses from colleagues who can add perspective to what we perceive as a serious problem for the academic historian. ■

Lawrence O. Christensen and Jack B. Ridley are professors of history at the University of Missouri-Rolla.

Correspondence

To the Editor:

I was disappointed by James Klotter's sarcastic "Advice for ABDs" (*August 1988*). Klotter's diatribe betrayed a total lack of sensitivity to institutional forces within the profession. The length of graduate study in history has grown in direct response to the job crisis. Students who have chosen broader subjects to study and have extended their graduate years in order to polish their dissertations generally have done so as a rational response to a market requiring rapid publication of a significant first book. Faculty advisors have tailored their advice to students in response to a bleak market where "graduating quickly," as Klotter recommends, has often cut short an academic career. If the profession is to continue to train future historians, we should resist the temptation to belittle our graduate students and instead seek to understand and control the institutional forces which are structuring entrance to academia.

*Mark Lawrence Kornbluh
Washington University
St. Louis, Missouri*

The Newsletter welcomes readers' letters. Write Editor, OAH Newsletter, 112 N. Bryan St., Bloomington, IN 47401. Letters should be brief and if necessary may be edited for publication.

Obituary

Joe Gray Taylor

Joe Gray Taylor, professor of history at McNeese State University, Lake Charles, Louisiana, died December 8, 1987. A native of Tipton County, Tennessee, he attended Memphis State College and received advanced degrees from Louisiana State University. Professor Taylor taught at LSU, the Air University, Southeastern Louisiana and Nicholls State University before going to McNeese State in 1963. He became head of the department of history in 1968 and dean of the School of Liberal Arts in 1983. He received the first McNeese Distinguished Teacher Award in 1979.

Author of numerous books on the history of the South and the history of the U.S. Air Force, Dr. Taylor received the Louisiana Literary Award in 1976 for the best book on a Louisiana subject, and the L. Kemper Williams Prize for the Best Book on Louisiana history. Among his works on Southern history are *Negro Slavery in Louisiana* (1963), *Louisiana Reconstructed, 1863-1877* (1974) and *Louisiana: A Bicentennial History* (1976). He had recently completed an as yet unpublished history of McNeese State University.

Policy for Non-Profit Tables at OAH Annual Meeting

The OAH Executive Board has established a new policy regarding free table space at the Organization's Annual Meeting. Any small non-profit organization of historians (defined by the OAH Executive Board as having less than one thousand members) may establish, without cost, a table at a convenient, public place to be determined by the convention manager. Table requests will be accepted on a first-come, first-serve basis, depending on space available in any given year. At this table, the organization will be permitted to distribute materials, solicit members and subscriptions, and sell journals and other products of the organization to promote its activities. Such organizations must notify the OAH convention manager of their desire to establish a table *two months* prior to the annual meeting. Table space can not be requested at the time of the annual meeting. The deadline for the 1989 annual meeting is February 6, 1989. Written requests should include the organization's tax exempt number (or other proof of non-profit status) and a statement of the organization's size. Correspondence should be directed to OAH Convention Manager, OAH, 112 N. Bryan St., Bloomington, IN 47408.

INDEX 1988

- "Advice for ABDs," James C. Klotter, 16: 3, 6.
- "The Allensworth Saga as Public History," Lonnie G. Bunch, 16: 4, 4.
- "American History Textbooks: A Literary Disaster?," Gilbert T. Sewall, 16: 2, 3.
- "The Bicentennial's Scholarly Impact," Paul L. Murphy, 16: 3, 10.
- "The Bicentennial in a Small Town," Norman H. Murdoch, 16: 2, 12.
- "Britain: A Struggle for Survival," Peter J. Parish, 16: 2, 6.
- Brown, Mary Elizabeth and Gordon Goldberg, "Public History at Kutztown University," 16: 4, 17.
- Bunch, Lonnie G., "The Allensworth Saga as Public History," 16: 4, 4.
- "Capitol Commentary," Page Putnam Miller, 16: 1, 9; 16: 2, 8; 16: 3, 8; 16: 4, 10.
- Carnes, Mark C. and Clyde Griffin, "Men's History: Whither and Whether?," 16: 3, 12.
- Chan, Sucheng, "Report of the Committee on the Status of Minority Historians and Minority History," 16: 3, 18.
- Christensen, Lawrence O. and Jack B. Ridley, "Service: The Moloch of the Academy?," 16: 4, 18.
- "The Comstock Brewing Industry," Eric N. Moody and Robert A. Nylen, 16: 1, 4.
- Curt, Judith Nine and Milagros Hernández de Naboa, "Puerto Rico Discovers Its Hawaiian Colony," 16: 1, 6.
- Davis, Cullom, "Report of the Treasurer," 16: 2, 19.
- Degler, Carl N., "Is the New Social History Threatening Clio?," 16: 3, 4.
- Diffendal, Anne P., "Nebraska Museums Explore Great Plains History," 16: 2, 14.
- "Educators' Tour to Vietnam, January 1987," Jonathan Goldstein, 16: 1, 14.
- Foner, Eric, "Report of the Avery O. Craven Award Committee," 16: 3, 17.
- Giunta, Mary A., "The Routine of the Documentary Editor?," 16: 4, 14.
- Glass, Brent D., "Report of the Public History Committee," 16: 3, 19.
- Goldberg, Gordon and Mary Elizabeth Brown, "Public History at Kutztown University," 16: 4, 17.
- Goldstein, Jonathan, "Educators' Tour to Vietnam, January 1987," 16: 1, 14.
- Griffen, Clyde and Mark C. Carnes, "Men's History: Whither and Whether?," 16: 3, 12.
- Hall, Kermit L., "Report of the Ad Hoc Committee on the Bicentennial of the U.S. Constitution," 16: 3, 17.
- "A Historian Must Have No Country: John Quincy Adams' Standard for Historians," Edward Pessen, 16: 1, 2.
- "Historians and the Bicentennial," Peter S. Onuf, 16: 2, 4.
- "Historians and Historic Preservation," Jannelle Warren-Findley, 16: 1, 16.
- Hoff-Wilson, Joan, "Report of the Executive Secretary," 16: 2, 18.
- "International Federation for Research in Women's History," Karen Offen, 16: 2, 5.
- "Is the New Social History Threatening Clio?," Carl N. Degler, 16: 3, 4.
- Keller, Clair W., "Report of the Committee on History in the Schools and College," 16: 3, 19.
- Kelley, Robert, "Report of the Richard W. Leopold Prize Committee," 16: 3, 17.
- Klotter, James C., "Advice for ABDs," 16: 3, 6.
- Little, Prescilla Cortelou and Anne Firor Scott, "Southern Women's Cultural History," 16: 3, 3.
- Litwack, Leon F., "Report of the Frederick Jackson Turner Award Committee," 16: 3, 19.
- "The Living History Program," Richard L. Watson, 16: 4, 8.
- McFeely, William S., "Report of the Binkley-Stephenson Award," 16: 3, 17.
- McGregor, Deborah Kuhn and Robert Kuhn McGregor, "Strange Brew: 'New' History and Old Methods," 16: 2, 10.
- McGregor, Robert Kuhn and Deborah Kuhn McGregor, "Strange Brew: 'New' History and Old Methods," 16: 2, 10.
- "Men's History: Whither and Whether?," Mark C. Carnes and Clyde Griffin, 16: 3, 12.
- Miller, Page Putnam, "Capitol Commentary," 16: 1, 9; 16: 2, 8; 16: 3, 8; 16: 4, 10.
- Moody, Eric N. and Robert A. Nylen, "The Comstock Brewing Industry," 16: 1, 4.
- Murdoch, Norman H., "The Bicentennial in a Small Town," 16: 2, 12.
- Murphy, Paul L., "The Bicentennial's Scholarly Impact," 16: 3, 10.
- Naboa, Milagros Hernández de and Carmen Judith Nine Curt, "Puerto Rico Discovers Its Hawaiian Colony," 16: 1, 6.
- "Nebraska Museums Explore Great Plains History," Anne P. Diffendal, 16: 2, 14.
- "A New Building for the National Archives," Michele F. Pacifico, 16: 4, 16.
- Nylen, Robert A. and Eric N. Moody, "The Comstock Brewing Industry," 16: 1, 4.
- Offen, Karen, "International Federation for Research in Women's History," 16: 2, 5.
- Onuf, Peter S., "Historians and the Bicentennial," 16: 2, 4.
- Pacifico, Michele F., "A New Building for the National Archives," 16: 4, 16.
- "The Papers of Mother Jones," Edward M. Steel, 16: 1, 11.
- Parish, Peter J., "Britain: A Struggle for Survival," 16: 2, 6.
- Pessen, Edward, "A Historian Must Have No Country: John Quincy Adams' Standard for Historians," 16: 1, 2.
- Pessen, Edward, "To Continue or Not to Continue: A Cliophile's Early Crisis," 16: 4, 3.
- "Public History at Kutztown University," Mary Elizabeth Brown and Gordon Goldberg, 16: 4, 17.
- "Puerto Rico Discovers Its Hawaiian Colony," Milagros Hernández de Naboa and Carmen Judith Nine Curt, 16: 1, 6.
- "Report of the Ad Hoc Committee on the Bicentennial of the U.S. Constitution," Kermit L. Hall, 16: 3, 17.
- "Report of the Avery O. Craven Award Committee," Eric Foner, 16: 3, 17.
- "Report of the Binkley-Stephenson Award," William S. McFeely, 16: 3, 17.
- "Report of the Committee on History in the Schools and Colleges," Clair W. Keller, 16: 3, 19.
- "Report of the Committee on the Status of Minority Historians and Minority History," Sucheng Chan, 16: 3, 18.
- "Report of the Committee on the Status of Women in the Historical Profession," Marian Elizabeth Strobel, 16: 3, 19.
- "Report of the Erik Barnouw Committee," Robert A. Rosenstone, 16: 3, 17.
- "Report of the Executive Board Meetings," 16: 2, 17.
- "Report of the Executive Secretary," Joan Hoff-Wilson, 16: 2, 18.
- "Report of the Frederick Jackson Turner Award Committee," Leon F. Litwack, 16: 3, 19.
- "Report of the Merle Curti Prize Committee," Virginia Yans-McLaughlin, 16: 3, 17.
- "Report of the Nominating Board," David D. Van Tassel, 16: 3, 18.
- "Report of the Pelzer Committee," David Thelen, 16: 3, 18.
- "Report of the Program Committee," Paul Boyer, 16: 3, 18.
- "Report of the Public History Committee," Brent D. Glass, 16: 3, 19.
- "Report of the Richard W. Leopold Prize Committee," Robert Kelley, 16: 3, 17.
- "Report of the Treasurer," Cullom Davis, 16: 2, 19.
- Ridley, Jack B. and Lawrence O. Christensen, "Service: The Moloch of the Academy?," 16: 4, 18.
- Rosenstone, Robert A., "Report of the Erik Barnouw Committee," 16: 3, 17.
- "The Routine of the Documentary Editor?," Mary A. Giunta, 16: 4, 14.
- Scott, Anne Firor and Priscilla Cortelou, "Southern Women's Cultural History," 16: 3, 3.
- "Service: The Moloch of the Academy?," Lawrence O. Christensen and Jack B. Ridley, 16: 4, 18.
- Sewall, Gilbert T., "American History Textbooks: A Literary Disaster?," 16: 2, 3.
- "Southern Women's Cultural History," Priscilla Cortelou Little and Anne Firor Scott, 16: 3, 3.
- Steel, Edward M., "The Papers of Mother Jones," 16: 1, 11.
- "Strange Brew: 'New' History and Old Methods," Deborah Kuhn McGregor and Robert Kuhn McGregor, 16: 2, 10.
- Strobel, Marian Elizabeth, "Report of the Committee on the Status of Women in the Historical Profession," 16: 3, 19.
- "Testing the Final," Stanley B. Winters, 16: 3, 6.
- Thelen, David, "Report of the Pelzer Committee," 16: 3, 18.
- "To Continue or Not to Continue: A Cliophile's Early Crisis," Edward Pessen, 16: 4, 3.
- Warren-Findley, Jannelle, "Historians and Historic Preservation," 16: 1, 16.
- Watson, Richard L., "The Living History Program," 16: 4, 8.
- Winter, Jill M., "Woman Suffrage in Nevada During the Progressive Era," 16: 1, 8.
- Winters, Stanley B., "Testing the Final," 16: 3, 6.
- "Woman Suffrage in Nevada During the Progressive Era," Jill M. Winter, 16: 1, 8.
- Yans-McLaughlin, Virginia, "Report of the Merle Curti Prize Committee," 16: 3, 19.

Bradley Commission Report

What do young people need to know about themselves, their country and the world? Much more than they do now, if democracy is to prosper and we are to raise the level of our public debates, say the members of the Bradley Commission on History in Schools in their recently released report, *Building a History Curriculum*.

Calling the current history curriculum in U.S. schools "seriously inadequate in both quantity and quality," the Commission declared that history should have a larger and more vital place in education.

Its report noted that 15 percent of current students do not take American history in high school, and at least 50 percent do not study either World history or Western civilization. The Commission urged that the study of history be required of *all* students, whether or not they are preparing for college.

The Bradley Commission is made up of some of America's most distinguished historians, including the following members of the OAH: Kenneth T. Jackson, Marjorie Wall Bingham, Robert H. Ferrell, Hazel Hertzberg, Nathan I. Huggins, Michael Kammen, William E. Leuchtenburg, Leon F. Litwack and C. Vann Woodward. The Commission's major recommendations pose direct challenges to several sectors of the American educational system.

¶State and local policymakers are urged to revamp the social studies curriculum, both elementary and secondary, to provide a continuing core of history and geography.

¶University departments of history are called upon to reorder their priorities, both in teaching and scholarship, and to end their isolation from the schools.

¶Local school boards and supervisors are urged

to give teachers the authority to design their own courses and methods, and to teach from their own individual strengths.

¶Textbook publishers are urged to stop overloading their schoolbooks with facts and go back to telling a good story, built around questions that are meaningful to students.

The recommendations are based on the premise that knowledge of history is essential for citizens of a free society, and that schools are not devoting ample time to history. Members of the Bradley Commission declared that whatever careers may lie ahead for students, they will all practice the profession of citizen, so that all should have the opportunity to learn American, European and World history and geography through their school years. ■

Research Collections in American Politics

General Editor: William E. Leuchtenburg

William Rand Kenan Professor of History, University of North Carolina at Chapel Hill

PAPERS OF THE NIXON WHITE HOUSE

Series Editor: Joan Hoff-Wilson, Professor of History, Indiana University
Executive Secretary, Organization of American Historians

The important news is that the basis for serious scholarship into the Nixon years has arrived, and in a form available to any research library. Historians and other students will welcome access to this microfiche edition and will appreciate its utility as an introduction to a closer examination of virtually every aspect of the administration.

These papers, if read by themselves, raise questions about saddling Nixon with conventional ideological labels. The most powerful impression is that of a well-informed, thoughtful leader whose decisions are heavily guided by the exigencies of politics but who, at the same time, clearly sees himself as the architect of a post-New Deal alliance, one that would recombine the virtues of nationalism, entrepreneurialism, traditionalism, and internationalism, all bonded together with a heavy dose of anti-elitist, anti-establishment populism. At many points, these files offer glimpses into his mind that rival the intimacy of the Watergate tapes.

—Herbert S. Parmet, Professor of History, The City University of New York

Papers of the Nixon White House is an invaluable source for the study of the modern American presidency. These documents belong in every major research library.

—Fred Greenstein
Professor of Political Science, Princeton University

It is fabulous news that University Publications of America is making the Nixon papers accessible to scholars.

—Stephen E. Ambrose
Professor of History, University of New Orleans

NOTE—To enhance the accessibility of this publication, a cumulative index will be prepared by Congressional Information Service, Inc.

Official Inventories of Papers and Other Historical Materials of the Nixon White House

The *Official Inventories* collects in one convenient publication the finding aids to all of the Nixon presidential files that have been opened to the public. Each of the ninety-five official inventories included in this collection contains a scope and content note, a biographical or organizational note, and a box-by-box, folder-by-folder description of the papers that make up a given file. These official inventories provide an excellent introduction and overview to the millions of pages of newly released documents from the Nixon White House. The following is a list of just some of the finding aids that can be found in this collection: the White House Papers of Patrick Buchanan, Charles Colson, John Dean, John Ehrlichman, H.R. Haldeman, Alexander Haig, Egil Krogh, Ron Zeigler; President Nixon's Office Files; the President's Personal Files; the President's Daily Diary; and the White House Central Files.

The President's Meeting File, 1969–1974

This collection consists of detailed memoranda describing the numerous official sessions in which President Nixon met with key political figures and members of his administration. Nixon's meetings with Republican and Democratic leaders, the Cabinet, and the Quadripart (the administration's economic policy makers) are particularly well documented. Although each of the meetings in this collection includes individuals outside the White House staff, the memoranda were written by staff members whose attendance was required at the meetings. Among the chief authors of the memoranda are Patrick Buchanan, Charles Colson, Alexander Haig, Henry Kissinger, and Caspar Weinberger. The following are among the hundreds of meeting sessions detailed in this collection: with Roy Wilkins on civil rights; Nelson Rockefeller on urban affairs; the Cabinet on welfare reform; legislative leadership on the nomination of Judge Haynesworth to the Supreme Court; Senator Dole on the new Republican leadership in the Senate; the deans of major universities on Kent State and campus disorders; George Meany on political support from the AFL-CIO; and Robert Byrd on school busing.

John Ehrlichman: Notes of Meetings with the President, 1969–1973

John Ehrlichman was President Nixon's chief assistant in dealing with domestic policy matters; as such, his access to the President was second only to H.R. Haldeman's. Ehrlichman's contemporaneous handwritten notes for approximately one thousand meetings and telephone conversations with Richard Nixon shed valuable light on White House attitudes and strategies toward a host of domestic issues, such as inflation, crime, the budget, the ITT case, Wounded Knee, the drug problem, the new federalism, environmental legislation, wage and price controls, and draft reform. In addition, Ehrlichman's notes recount dozens of conversations with Nixon and administration officials concerning various aspects of Watergate.

The John Ehrlichman Alphabetical Subject File, 1969–1973

Throughout his years in the White House, John Ehrlichman maintained an alphabetical subject file consisting of memoranda and reports documenting his varied activities on behalf of the Nixon administration. Since Ehrlichman was given wide-ranging responsibilities in many areas of domestic affairs, his files are particularly rich on such major policy issues as revenue sharing, antitrust, integration in housing and education, government reorganization, and the 1972 election strategy. These files also document Ehrlichman's investigation of or participation in certain other activities, such as the Pentagon Papers case, the My Lai massacre, the Fulbright leaks, and the break-in of the office of Daniel Ellsberg's psychiatrist.

H.R. Haldeman: Notes of White House Meetings, 1969–1973

As the President's chief of staff from January 1969 through May 1973—and as Nixon's most trusted aide—H.R. Haldeman attended innumerable White House meetings and was privy to almost every political decision that Richard Nixon made. Haldeman's extensive and meticulous handwritten notes of these meetings—from one-on-one discussions with Nixon; to formal policy sessions attended by Nixon, his advisers, and aides; to strategy sessions with other staff members and Cabinet officials—provide the quintessential inside view of the administration. These notes are particularly revealing in their coverage of Nixon's approach to partisan politics, relations with the press, high-level administrative and judicial appointments, reorganization of the executive branch, Republican National Committee matters, fund raising, opinion polls, the President's reactions to daily news summaries, use of milk

producers' money, campus opposition, Cambodia, détente with the Soviet Union, rapprochement with China, and testimony before the Ervin Committee.

The President's Office Files

The materials in these files, which date from 1969 to 1974, provide a detailed record of President Nixon's official responsibilities as head of state, chief executive, commander in chief, and political leader. *Part 6, Series A: Documents Annotated by the President, 1969–1974* contains memoranda, incoming and outgoing correspondence, news clippings, and reports bearing notes in President Nixon's handwriting. The annotations themselves range from underlined passages to in-depth summaries of policy on such subjects as Vietnam, revenue sharing, crime, the ABM, Cambodia, the 1972 presidential campaign, urban affairs, wage and price controls, campus disorders, school busing, China, the energy crisis, and women's rights.

Part 6, Series B: Daily News Summaries Annotated by the President, 1969–1973 comprises a collection of all of the daily news summaries on which President Nixon made handwritten notations. Nixon's marginalia on the news summaries covers a wide field of subjects and, as with the annotated documents, the notations were often intended to be directions to the staff.

Ordering Information

Papers of the Nixon White House.

Part 1. Official Inventories of Papers and Other Historical Materials of the Nixon White House.

Microfiche: \$400. Available now.

Printed Index: \$50. Available now.

Part 2. The President's Meeting File, 1969–1974.

Microfiche: \$980. Available now.

Printed Index: \$90. Available now.

Part 3. John Ehrlichman: Notes of Meetings with the President, 1969–1973.

Microfiche: \$350. Available now.

Printed Index: \$80. Available now.

Part 4. The John Ehrlichman Alphabetical Subject File, 1969–1973.

Microfiche: \$800. Available now.

Printed Index: \$90. Available February 1989.

Part 5. H.R. Haldeman: Notes of White House Meetings, 1969–1973.

Microfiche: \$420. Available now.

Printed Index: \$80. Available January 1989.

NEW—

Part 6. The President's Office Files.

Series A. Documents Annotated by the President, 1969–1974.

Microfiche: \$1,550. Available now.

Printed Index: \$75. Available March 1989.

Series B. Daily News Summaries Annotated by the President, 1969–1973.

Microfiche: \$980. Available now.

Printed Index: \$65. Available March 1989.

Standing Order: Under the general editorship of Dr. Joan Hoff-Wilson, UPA will continue to add new parts to *Papers of the Nixon White House* at the rate of four to six parts per year. A library that wishes to receive all parts on the basis of a standing order should include on its purchase order the notation "Standing Order for All Parts on Approval." UPA will then ship on 45-day approval all new parts as they are produced. The standing order discount is 15 percent.

Supplemental Materials: Many of the parts that will be published in *Papers of the Nixon White House* contain withdrawal sheets that indicate that items have been removed pursuant to Title I of the Presidential Recordings and Materials Preservation Act of 1974 and implementing regulations. These items, which have been found to contain personal and private materials or security classified materials, will be published by UPA if and when they are finally released. A library that wishes to receive automatically all such pages that are released for any single part of *Papers of the Nixon White House* should include on its purchase order for that part the notation "Supplemental Materials on Approval." UPA will then ship on 45-day approval the appropriate microfiche and printed index as they are produced.

Technical Specifications: *Papers of the Nixon White House* is published on 98-frame positive silver halide microfiche that conforms to ANSI and AIIM standards. The reduction ratio is 24:1. Each microfiche features an eye-readable title strip. The printed index for each part contains a document-by-document listing of all materials, as well as comprehensive subject and name indexes.

Kindly direct all orders and inquiries to

UNIVERSITY PUBLICATIONS OF AMERICA

Dept. A-OAH1188 • 44 North Market Street • Frederick, MD 21701 • Call Toll Free 1-800-692-6300

Announcements

Professional Opportunities

"Professional Opportunity" announcements should be no longer than 100 words and must represent an equal opportunity employer. There is a \$50 charge per announcement. The closing date for applications listed in the announcement should not be earlier than the end of the month in which the announcement appears.

Please send "Professional Opportunity" announcements to Advertising Director, Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47401. Deadlines by which announcements must be received for publication are: December 15 for the February issue; March 15 for May; June 15 for August; and September 15 for November.

Wabash College

Wabash College, a selective liberal arts college for men, invites applicants for the 1989-90 Owen Dutton Minority Visiting Professorship, a one-year position in American History for a promising or outstanding teacher with special interests in Black, African, Native American or Hispanic history, preferably with training in ethnographic and/or quantitative skills. The 10-year old Owen Dutton Minority Faculty program attracts distinguished and emerging Black or other minority scholars and artists to the College for a week, a semester or a year. Competitive salary and additional support available for research and travel. Women are especially encouraged to apply. Send application, c.v., and recent references by December 1, 1988 to Peter Frederick, Chair, Social Sciences Division, Wabash College, Crawfordsville, IN 47933. AA/EOE.

Carleton College

The Carleton College Department of History seeks a scholar with demonstrated evidence of effective college-level teaching and scholarly potential to offer introductory and advanced courses in Afro-American and American history. This is a tenure-track position. Rank open. Salary competitive. Carleton College is a highly selective liberal arts college committed to racial and ethnic diversity and academic excellence. Review of applications will begin on December 15, 1988 and continue until the position is filled. The department will conduct preliminary interviews at the American Historical Association Convention in Cincinnati. Send credentials plus two letters of recommendation to Professor Clifford Clark, History Department Chair, Carleton College, One North College St., Northfield, MN 55057.

DePaul University

Assistant Professor, tenure track, September 1989, American Social History. Ph.D. and preferably some teaching experience. Position requires willingness/ability to teach courses in world civilization. Secondary background in non-European history and publications desirable. Send applications before December 10, 1988 to Professor Robert Garfield, Chair, Search Committee #2, History Department, DePaul University, 802 W. Belden Ave., Chicago, IL 60614. Will interview at AHA in Cincinnati. Women and minority candidates are encouraged to apply. AA/EOE.

University of Sussex, England

Lecturer (i.e., assistant professor) in American history. Nineteenth-century research interest and Ph.D. preferred. Permanent appointment (subject to probationary period). Starting date October 1989. For further details contact A. Harman, Personnel Office, Sussex House, University of Sussex, Brighton, BN1 6RD England, by January 9, 1989.

University of Kansas

Colonial American History. Assistant Professor. Tenure-track position in early U.S. history. Area of specialization open. Required qualifications: Ph.D., capability to teach first half of U.S. history survey and course in colonial history at all levels. Preferred qualifications: teaching experience, publications and clearly-defined research interests. Salary range: \$23,000-27,000. Send credentials (letter of application, c.v. and three letters of recommendation) to Professor N. Ray Hiner, Department of History, University of Kansas, Lawrence, KS 66045. Application deadline is December 2, 1988. AA/EOE.

USDA Forest Service

USDA Forest Service History Section announces plans for a 30-month contract for a history of the southern region. To obtain contract announcement call (703) 235-3325 in January 1989, or write Brace Rodenhiser, Procurement and Property Staff, Forest Service, USDA, P.O. Box 96090, Washington, DC 20090. Academic and independent scholars invited to submit proposals. (Pending funding a history of the Pacific Northwest region will also be contracted.)

Northeast Missouri State University

Tenure track assistant professor. Teach courses on undergraduate and graduate level including basic general education course in U.S. survey, U.S. public history, and one of the following: economic, Afro-American or science and technology. Supervise undergraduate student research. Salary competitive, Ph.D. required, for appointment anticipated August 21, 1989. Send c.v., all transcripts including undergraduate, and three references to James J. Lyons, Head, Division of Social Science, Northeast Missouri State University, Kirksville, MO

63501. Northeast is Missouri's public arts and sciences university, with an enrollment of 6,500 undergraduates. AA/EOE.

Washburn University of Topeka

Washburn University invites applications for a tenure-track nine-month faculty position in 19th-century American history with teaching/research interest in state/local history. This appointment requires 12 hours teaching each semester in 19th century, U.S., European history. Evening courses may be assigned; participation in departmental duties/meetings required. Ph.D. required for assistant professor rank; salary/rank commensurate with qualifications up to \$22,000 maximum. Application deadline: February 15, 1989, or until suitable candidate identified. Send c.v., transcripts, three letters of reference to Dr. Marilyn Geiger, Chair, Department of History, Washburn University, Topeka, KS 66621. AA/EOE.

University of California, Santa Barbara

Dissertation fellowship. Asian American Studies Program, 1989/90 academic year. Applicants must be writing dissertation on an Asian American topic. Duties include serving as teaching assistant and offering one course independently. Nine-month fellowship; may be renewed a second terminal year. Residence is required at UCSB. Stipend is \$16,000; may be augmented. Submit c.v., dissertation prospectus, and writing sample to: Professor Sucheng Chan, Director, Asian American Studies Program, University of California, Santa Barbara, Santa Barbara, CA 93106. Send three letters of recommendation (including one from the dissertation chair) directly to selection committee. Application deadline January 6, 1989. Award will be announced by March 15, 1989. AA/EOE.

Mary Washington College

The Department of Historic Preservation at Mary Washington College invites applications for a tenure-track position at the rank of assistant professor or higher in the area of preservation planning and cultural resources management to begin August 15, 1989; Ph.D. with demonstrated commitment to excellence in undergraduate teaching and research desired. Subfields in architectural history or folklore are desired. The successful candidate will also hold an appointment in the College's Center for Historic Preservation and participate actively in its research and public programs. Letters of application and c.v. should be sent to Carter L. Hudgins, Chair, Department of Historic Preservation, Mary Washington College, Fredericksburg, VA 22401 by November 15, 1988. AA/EOE.

Skidmore College

Skidmore College seeks a two-year sabbatical replacement (1989-1991) for the Department of American Studies. Three courses each

semester, including an interdisciplinary course in the Liberal Studies Program each academic year. Survey and upper-level seminar courses. Specialization in ethnic and minority studies, women's studies, folklore welcome. Teaching experience is essential, and Ph.D. in American Studies or U.S. social and cultural history preferred. Submit application with c.v. to Joanna S. Zangrando, Chair, Department of American Studies, Skidmore College, Saratoga Springs, NY 12866 by November 15, 1988. AA/EOE.

University of North Carolina at Chapel Hill

The Department of History at the University of North Carolina at Chapel Hill seeks to make an appointment to a chair in Southern History, effective July 1, 1989. Candidates must have demonstrated a substantial record of distinguished scholarship and excellence in teaching. Teaching responsibilities will include advanced undergraduate and graduate courses in Southern History. Please send letter of interest and c.v. to William E. Leuchtenburg, Chair, Search Committee, Southern History, Department of History, University of North Carolina, Chapel Hill, NC 27599. The committee will begin its review October 15, 1988. AA/EOE.

Pennsylvania Historical and Museum Commission

Chief, Division of History. Responsible for planning, directing, coordinating and evaluating a public history program that includes research, publications, and public programming in Pennsylvania history. Work involves directing a staff of professional, technical and clerical employees. Candidates should have an M.A. in history and four years of progressively responsible experience in historical, archival or comparable work. Minimum salary is \$28,500 plus a liberal benefits package. Submit letter of interest and resume to Personnel Services Unit, P.O. Box 1026, Pennsylvania Historical Museum Commission, Harrisburg, PA 17108.

University of Wisconsin, Madison

Departments of History and Afro-American Studies invite applications for a joint tenure-track assistant professorship (unless qualifications require appointment at higher rank). Specialization in Afro-American history, preferably post-Civil War with strengths in U.S. Southern history and/or cultural/intellectual. Candidates should have a Ph.D. in History and be prepared to teach undergraduate and graduate courses; direct graduate students' research; conduct scholarly research in area of specialization; participate in university professional service. Salary commensurate with qualifications and experience. Starting date, August 1989. Send resume by December 15, 1988 to John M. Cooper, 455 North Park Street, 3211C Humanities, Madison, WI 53706. AA/EOE.

Activities of Members

Jonathan Lurie, professor at Rutgers University at Newark, has been appointed historian of the United States Court of Military Appeals. Lurie will spend the next two years researching and writing the judicial body's official history.

Wendy Gamber, graduate student at Brandeis University, has received a \$1,250 doctoral dissertation grant from Radcliffe College's Schlesinger Library on the History of Women in America to work on "The Female Economy: Proprietors, Workers and Consumers in the Fashion Trades, 1830-1930."

Joan Zimmerman, lecturer on history and literature at Harvard University, has been appointed honorary scholar at the Arthur and Elizabeth Schlesinger Library on the History of Women in America to work on "Creating a Republican Jurisprudence: The Confrontation between Instrumentalism and Conceptualism in the Debate over the Drafting of the First Equal Rights Amendment, 1905-1923."

The American Council of Learned Societies has awarded post-doctoral research grants to the following OAH members: Douglas C. Abrams, Bob Jones University; David W. Blight, Harvard University; Sally H. Clarke, University of Texas; Nancy F. Cott, Yale University; Candace S. Falk, University of California, Berkeley; John D. W. Guice, University of Southern Mississippi; Christina C. Simmons, University of Cincinnati; Thomas P. Slaughter, Rutgers University; and Judith S. Stein, CCNY. The ACLS also awarded fellowships to recent recipients of the Ph.D. in humanities and related social sciences, including: Steven C. Bullock, Vassar College; and Lori D. Ginzberg, Pennsylvania State University.

R. David Myers, formerly on the staff of the Library of Congress, has been appointed head librarian of the State Historical Society of Wisconsin. He began his new duties August 1.

Awards from the New York State Archives and Records Administration Research Residency Program have been recommended for OAH members Vivian Bruce Conger, Cornell University, and Lawrence Kohl, University of Alabama.

Jurgen Herbst, professor of educational policy studies and of history at the University of Wisconsin-Madison, has been elected chairman of the International Standing Conference for the History of Education. He is the first American scholar to hold that position.

William J. Trampusch, a director of The Colonial Williamsburg Foundation, has been appointed executive director of the Oregon Historical Society, effective July 1, 1989.

Terrence J. McDonald, associate professor of history at the University of Michigan, has received both the 1987 Allan Sharlin Memorial Award of the Social Science History Association and the 1988 J. S. Holliday Award of the California Historical Society for his book *The Parameters of Urban Fiscal Policy: Socioeconomic Change and Political Culture in San Francisco, 1860-1906*, University of California Press.

The Abel Wolman Award for the best new book in the field of public works history has been won by Bruce E. Seely for *Building the American Highway System: Engineers as Policy Makers*, Temple University Press. Seely is assistant professor of history and science at Michigan Technological University at Houghton. Recipients of honorable mention are Ira G. Clark, professor emeritus at New Mexico State University at Las Cruces, and Michael E. Welsh, Cameron University.

Annette Cox, lecturer at the University of North Carolina at Chapel Hill, has received an Archie K. Davis Fellowship from the North Caroliniana Society for Burlington Industries corporate records research for a biography of J. Spencer Love.

Brit Allan Storey is the new senior historian at the Bureau of Reclamation. Storey, who has been active on the Public History Committee, has been at the Advisory Council on Historic Preservation for fourteen years, and has also worked at the State Historical Society of Colorado.

Martin V. Melosi, professor of history and director of the Institute for Public History at the University of Houston, has received a \$165,000 grant from the National Endowment for the Humanities which will support research on "The Consequences of Growth: Technology, Environment and the City-Building Process, 1840-1980."

Calls for Papers

Notices submitted for "Calls for Papers," "Meetings and Conferences," "Grants, Fellowships and Awards" and "Activities of Members" should be no more than 100 words and typed in double space. Please include only information basic to the announcement. Deadlines are: December 15 for the February issue; March 15 for May; June 15 for August; and September 15 for November.

The Department of History and Political Science of the University of Missouri-Rolla invites session and paper abstracts on all topics for the Missouri Conference on History at the Lake of the Ozarks, March 17-18, 1989. Send abstracts and c.v. to Marvin R. Cain, Program Chairman, Department of History and Political Science, University of Missouri-Rolla, Rolla, MO 65401

by November 15, 1988.

The Ontario County, NY, Historical Society will sponsor a symposium entitled, "New Views of Ontario County and Western New York History, 1789-1989," on April 1, 1989. Papers should examine Indian occupation, family and community development, agricultural, industrial and post-industrial development of the region. Proposals should include an abstract and c.v. Send to Christopher Clarke-Hazlett, Director, Ontario County Historical Society, 55 N. Main Street, Canandaigua, NY 14424; telephone (716) 394-4975. Deadline is November 18, 1988.

On October 13-14, 1989, the Strong Museum will sponsor a symposium on popular heroes and hero-worship in the U.S. during the nineteenth and early twentieth centuries. Proposals, due by November 30, 1988, should include a 200-word abstract. Presentations can run up to forty minutes. Send c.v. with proposal to Michael D. Cook, Educator, The Strong Museum, One Manhattan Square, Rochester, NY 14607; telephone (716) 263-2700, x213.

The American Studies section of the Western Social Science Association invites proposals for papers and panels on all aspects of American culture for its conference in Albuquerque, NM, on April 26-29, 1989. Proposals for panels should contain a brief statement of purpose and c.v. for each participant. Proposals for papers should contain a 150-word abstract and c.v. of the presenter. Write Fred Erisman, Department of English, Box 32872, Texas Christian University, Fort Worth, TX 76129 by November 30, 1988.

The 1989 Southwest Labor Studies Conference at San Francisco State University April 28-29, 1989 will be hosted by labor studies programs of the Bay Area. Proposals are invited to address labor topics such as labor history, economics, social and cultural aspects of work and the labor movement, labor education, organizing and current issues of concern to the labor movement. Proposals should be submitted by November 30, 1988 to Barbara Byrd, Labor Studies Program, San Francisco Community College District, 33 Gough St., San Francisco, CA 94103; telephone (415) 239-3090.

The New River Gorge National River and New River State Park in North Carolina will sponsor the New River Symposium April 20-22, 1989 in Radford, VA. Papers may address physical, social and historical topics pertaining to the New River. Proposals should be 250-400 words long and sent to Chief of Interpretation, National Park Service, New River Gorge National River, P.O. Box 1189, Oak Hill, WV 25901; telephone (304) 465-0508. Deadline is December 1, 1988.

The Society for Historians of American Foreign Relations will hold its annual conference at the

College of William and Mary, Williamsburg, VA June 14-17, 1989. The program committee welcomes proposals for panels and papers. The deadline is December 1, 1988. Send a one page abstract and c.v. to Robert J. McMahan, Dept. of History, University of Florida, Gainesville, FL 32611; telephone (904) 392-0271.

The Program Committee of the Ohio Academy of History invites papers for its annual meeting at the Ohio State University. Send one-page abstracts to Richard Francis Spall, Jr., Program Chairperson, OAH, Dept. of History, Ohio Wesleyan University, Delaware, OH 43015 by December 9, 1988.

The Marjorie Kinnan Rawlings Society invites papers relating to Rawlings' life and work for the Second Annual Rawlings Conference to be held in St. Augustine, FL, April 13-15, 1989. Send papers or proposals by December 15, 1988 to Anne Goodwyn Jones, Dept. of English, University of Florida, Gainesville, FL 32611.

The Conference on New York State History will be in Tarrytown, NY on June 2-3, 1989. The program includes topics related to the history of New York colony and state. Direct proposals to Stefan Bielinski, Colonial Albany Social History Project, 3093 Cultural Education Center, Albany, NY 12230; telephone (518) 474-6917. Deadline is December 31, 1988.

The Society for Historians of the Early American Republic invites proposals for papers and sessions for its Eleventh Annual Meeting at the University of Virginia, Charlottesville, and Thomas Jefferson's Monticello, July 20-22, 1989. Young scholars, local or regional historians and public historians interested in American history from the Revolution through the Mexican War are encouraged to participate. Send one-page proposals and c.v. to John L. Larson, SHEAR Program Committee, Dept. of History, Purdue University, West Lafayette, IN 47907. Deadline is January 1, 1989.

The Association for Gravestone Studies invites proposals for presentations at its conference June 22-25, 1989, at Governor Dummer Academy, Byfield, MA. Submissions on Essex County, MA carvers and on ethnic, Afro-American and Native American traditions are especially encouraged. Send one-page abstracts and inquiries to David Waters, Department of English, University of New Hampshire, Durham, NH 03824 by January 15, 1989.

The Centennial Dakota History Conference will be held April 6-8, 1989, in Madison, SD. Prizes will be given for the best papers in various categories of South Dakota history. All papers submitted in the prize competition must be read by the author and, if desired, will be published. Deadline is January 31, 1989. For information contact H. W. Blakely, Director, Dakota Histo-

ry Conference, Business and Education Institute, Dakota State College, Madison, SD 57042.

Yale University holds a Joint Atlantic Seminar in the History of Biology March 31-April 1, 1989. Preference for paper presentation will be given to recent Ph.Ds and advanced graduate students. Those wishing to present a paper should send a title and short abstract by February 1, 1989 to F. L. Holmes, History of Medicine, Yale University, P.O. Box 3333 Yale Station, New Haven, CT 06510.

The Berkshire Conference on the History of Women, "Crossing Boundaries in Feminist History," will be June 7-10, 1990, at Douglass College, Rutgers University, New Brunswick, NJ. Submit proposals in triplicate for complete panels or roundtables addressing the relations between women's history and social and political practice to Jane Kaplan, History Dept., Bryn Mawr College, Bryn Mawr, PA 19010, or Nancy Cott, American Studies Program, 1504A Yale Station, New Haven, CT 06520. Deadline is February 1, 1989.

The Institute of Culture and Communication, Temple University, invites paper and panel submissions for the Seventh International Conference on Culture and Communication October 4-7, 1989. Proposals should utilize special submission forms from the Institute. For information contact Sari Thomas, Institute of Culture and Communication, Annenberg Hall, Temple University, Philadelphia, PA 19122; telephone (215) 787-8725. Deadline is February 10, 1989.

The Social Science History Association will meet November 16-19, 1989, in Washington, DC. Those interested should send a short description of papers or panels with their address and phone number to Carole Shammas, Dept. of History, University of Wisconsin-Milwaukee, Milwaukee, WI 53201; or Jack Goldstone, Dept. of Sociology, Northwestern University, Evanston, IL 60208 by February 15, 1989.

The University of Florida's Graduate School Monographs in the Social Sciences seeks unpublished works on any theoretical and/or empirical social scientific topic. The winning manuscript will receive an offer of publication. Potential entrants should first submit a brief prospectus. The committee will then request completed manuscripts of about 125-225 pages and send additional information. Deadline for finished manuscripts is February 15, 1989. For information contact George E. Pozzetta, Department of History, University of Florida, Gainesville, FL 32611.

The annual meeting of the Northern Great Plains History Conference will be held October 5-7, 1989, in St. Cloud, MN. Proposals for papers or complete sessions should include a one-page description and should be submitted to Cal Gruver, Department of History, St.

Cloud State University, St. Cloud, MN 56301; telephone (612) 255-3165 by April 1, 1989.

The Illinois History Symposium Committee will accept proposals on any facet of the State's history for presentation at the Tenth Annual Illinois History Symposium which will be held December 1-2, 1989. Proposals should be 300-600 words long and include c.v. Deadline is April 15, 1989. Materials should be sent to The Illinois Historical Symposium Committee, Illinois State Historical Society, Old State Capitol, Springfield, IL 62701; telephone (217) 782-4836.

Research in Social Policy: Critical, Historical and Contemporary Perspectives is soliciting papers and abstracts focusing on theoretical analysis of social policies. Papers should not exceed forty pages and abstracts should be at least four pages. Submit both to John H. Stanfield II, General Editor, *Research in Social Policy*, Sociology Department, The College of William and Mary, Williamsburg, VA 23185 by April 30, 1989.

Ferris State University welcomes proposals for papers or entire sessions for its conference on "Humanities, Science and Technology" April 7-8, 1989. Proposals should include a 300-word abstract and participant's c.v. and should indicate if you are interested in serving as session chair or commentator. Send proposals to Craig Newburger, Coordinating Program Committee, Department of Humanities, Ferris State University, Big Rapids, MI 49307; telephone (616) 592-2771. (No deadline mentioned.)

Grants, Fellowships and Awards

The Institute of Early American History and Culture offers two postdoctoral fellowships to junior scholars. Fellows hold a concurrent appointment as Assistant Professor at the College of William and Mary. Candidates must not have published a book previously, must have satisfied all requirements for the doctorate and must be able to provide a copy of a significant portion of their dissertation with application. For information contact the Director of the Institute of Early American History and Culture, Box 220, Williamsburg, VA 23187. Deadline is November 15, 1988.

The Log of Mystic Seaport seeks manuscripts of no more than 6,000 words on any aspect of American maritime traditions. Strictly naval topics and works of fiction are excluded. A \$500 prize and publication in *The Log* will be awarded. For information contact The Editor, *The Log of Mystic Seaport*, Mystic Seaport Museum, Mystic, CT 06355. Deadline is December 1, 1988.

The Temple Hoyne Buell Center for the Study of American Architecture offers two residential fel-

lowships of up to \$30,000 and \$50,000 for junior and senior scholars researching American architecture. Deadline for applications is December 1, 1988. For information contact the Temple Hoyne Buell Center for the Study of American Architecture, Graduate School of Architecture, Planning and Preservation, Columbia University, New York, NY 10027.

The Friends of the New Netherland Project announce the 1989 Hendricks Manuscript Award for manuscripts on any aspect of New Netherland history. Works of fiction and articles are not eligible. Three copies should be submitted by December 1, 1988 with a letter of intent to the Hendricks Manuscript Award Committee, Friends of the New Netherland Project, P.O. Box 2536, Empire State Plaza Station, Albany, NY 12220.

Haverford College invites applications for its T. Wistar Brown Fellowship for academic year 1989-90. Fellows spend one or two semesters researching in the library's Quaker Collection and in nearby scholarly collections. The Fellowship is usually awarded to mature scholars and the stipend is \$10,000. For information contact Office of the Provost, Haverford College, Haverford, PA 19041. Deadline is December 31, 1988.

UCLA's Institute of American Cultures and the University's four ethnic centers offer fellowships to postdoctoral scholars of Afro-Americans, Asian Americans, Chicanos or American Indians. Awards range from \$20,000 to \$25,000 per year. Fellowships can be awarded for less than one year. Deadline is December 31, 1988. For information contact the appropriate ethnic center: Afro-American Studies Center, Los Angeles, CA 90024-1545; Asian American Studies Center, Los Angeles, CA 90024-1546; Chicano Studies Research Center, Los Angeles, CA 90024-1544; American Indian Studies Center, Los Angeles, CA 90024-1548.

The History Teaching Alliance accepts topics in all fields of history, especially world history and ethnic and minority aspects American history. The deadlines applications will be January 1989. The Oversight Committee will review applications and promptly notify successful applicants. Direct inquiries to Jane Landers, Director, History Teaching Alliance, 4131 Turlington Hall, University Florida, Gainesville, FL 32611; telephone (904) 392-8188.

Two Rockefeller Foundation Humanist-in-Residence Fellowships will be awarded in 1989-1990 to post-doctoral scholars to work on a book-length original manuscript that focuses on the relationship between cultural context and women's lives and, ideally, addresses issues of race and feminist theory. Fellows receive a stipend of \$30,000 and will be in residence from August 24, 1989 to May 11, 1990. Applications are due January 13,

1989. For information contact Women's Studies/Southwest Institute for Research on Women (SIROW), University of Arizona, 102 Douglass Bldg., Tucson, AZ 85721; telephone (602) 621-7338.

The National Research Council announces the Resident, Cooperative and Post-doctoral Research Associateship Programs for research in the sciences and engineering. Awards are made for one or two years, renewable to a maximum of three years. Stipends for recent Ph.D.s vary from \$27,150 to \$35,000. Application deadlines are January 15, 1989 (December 15 for NASA), April 15 and August 15, 1989. For information contact the Associateship Programs (GR430A-D2), Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Ave., N.W., Washington, DC 20418; telephone (202) 334-2760.

The John Carter Brown Library awards short-term and long-term fellowships for research in its holdings. Short-term stipends are \$800 per month; long-term stipends are from \$13,750 to \$27,500. Travel grants of up to \$600 are also available. For information contact the Director, John Carter Brown Library, Box 1894, Providence, RI 02912. Deadline for fellowship applications is January 15, 1989.

The Francis C. Wood Institute for the History of Medicine of the College of Physicians in Philadelphia announces its Rockefeller Foundation Humanities Residency Program. One grant of \$25,000 will be awarded to a scholar who will spend the academic year 1989-90 in residence researching in the College library and participating in the Wood Institute seminar program. Deadline is January 15, 1989. For further information contact Carla B. Cohen, Wood Institute, 19 S. 22nd Street, Philadelphia, PA 19103.

The Beinecke Rare Book and Manuscript Library offers short-term post-doctoral fellowships of \$1,000 per month between September 1989 and May 1990. Length varies. Applicants should submit a c.v. and brief proposal emphasizing the collection's use in the research and stating dates of residence, along with two confidential letters of recommendation, to the Director, Beinecke Rare Book and Manuscript Library, Box 1603A Yale Station, New Haven, CT 06520. Deadline is January 15, 1989.

Maurice L. Richardson Fellowships are available for graduate students in the History of Medicine at the University of Wisconsin-Madison. Stipends range from \$500 to \$10,000 per academic year. Students are eligible to apply for up to three years of support, one of which may be at the dissertator level. Deadline for applications is January 15, 1989. Apply to Department of the History of Medicine, 1415 Medical Sciences Center, 1300 University Avenue, Madison, WI 53706.

The Travel to Collections Program of the National Endowment for the Humanities provides grants of \$750 to assist American scholars to meet costs of long-distance travel to libraries, archives and museums throughout the world. Deadlines are **January 15, 1989** for travel between June 1 and November 30, and **July 15, 1989** for travel between December 1 and May 31. Contact, Travel to Collections Program, Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, 1100 Pennsylvania Ave., N.W., Washington, DC 20506; telephone (202) 786-0463.

The National Air and Space Museum offers a one-year resident Guggenheim Fellowship for pre- or postdoctoral research. Predoctoral candidates will receive a \$12,500 stipend and postdoctoral candidates will receive a \$20,000 stipend. Deadline is **January 15, 1989**. For application, contact the Office of the Deputy Director, Guggenheim Fellowship, National Air and Space Museum, Smithsonian Institution, Washington, DC 20560.

Rockefeller Foundation Postdoctoral Fellowships in the Humanities at the University of Oklahoma are awarded for advanced research and writing which integrate historical knowledge about the results of scientific enterprise into general studies of modern western civilization. Junior- and senior-level postdoctoral fellowships are open to candidates with doctorates in history or science. For information contact Kenneth L. Taylor, 622 Physical Sciences Bldg., University of Oklahoma, Norman, OK 73019; telephone (405) 325-2213. Deadline is **January 16, 1989**.

The American Antiquarian Society will award a number of short- and long-term Visiting Research Fellowships during the year June 1, 1989-May 31, 1990 to conduct research in subjects for which the Society has holdings. Deadline for applications and three letters of recommendation is **January 31, 1989**. Contact John B. Hench, Assoc. Director for Research and Publication, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609; telephone (508) 752-5813.

The American Antiquarian Society and the American Society for Eighteenth-Century Studies will fund one or two research fellowships of one to two months in the library of the AAS with stipends of \$800 per month. For information, contact John B. Hench, Associate Director for Research and Publication, American Antiquarian Society, 185 Salisbury St., Worcester, MA 01609. Deadline is **January 31, 1989**.

The Historical Society of Pennsylvania and The Library Company of Philadelphia offer fellowships for research in their holdings. The fellowships cover one to two months from June-September 1989, and carry stipends of \$1,000. Fellowships are also available for both

post-doctoral and doctoral work. Send c.v., names of three references, and description of the project to James Green, Curator, Library Company of Philadelphia, 1314 Locust St., Philadelphia, PA 19107; telephone (215) 546-3181. Deadline is **February 1, 1989**.

The American Institute of the History of Pharmacy is accepting applications for its Teaching Improvement Award. A recipient can receive up to \$15,000 for up to one year of full-time study aimed at improving resources for instruction in the history of pharmacy. For information contact AIHP, Pharmacy Bldg., 425 N. Charter St., Madison, WI 53706; telephone (608) 262-5378 by **February 1, 1989**.

The American Institute of the History of Pharmacy offers grants-in-aid to graduate researchers. Deadline for applications is **February 1, 1989**. For information contact the American Institute of the History of Pharmacy, Pharmacy Bldg., 425 N. Charter St., Madison, WI 53706; telephone (608) 262-5378.

Fellowships with the Hagley Museum and Library are available for advanced research in the humanities and social sciences and for doctoral work in business and technological history. Deadline for applications is **February 15, 1989**. Short-term research grants are also available. For information contact the Executive Administrator, Center for the History of Business, Technology and Society, Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19807.

The Virginia Historical Society invites applications for its 1989 resident research fellowship. Awards are for \$250 per week (up to four weeks). Applicants should send c.v., two letters of recommendation, description of the project and a cover letter. Deadline for summer and fall 1989 awards is **February 15, 1989**. Contact Nelson Lankford, Chairman, Research Fellowship Committee, Virginia Historical Society, P.O. Box 7311, Richmond, VA 23221-0311; telephone (804) 358-4901.

The Hagley Museum and Library announces the availability of advanced research fellowships, dissertation fellowships and grants-in-aid for research in the Library's holdings. The fellowships have varying lengths, stipends and requirements. Deadline for advanced research fellowships and dissertation fellowships is **February 15, 1989**. Grants-in-aid are awarded on a rotating basis year-round. Contact Executive Administrator, Center for the History of Business, Technology, and Society, Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19807.

The Massachusetts Historical Society will award seven short-term fellowships to independent scholars, advanced graduate students and scholars holding the Ph.D. Several four-week grants for research on American Unitarianism and Ameri-

can Universalism will also be awarded to members of the UUA clergy and divinity students. Fellowship stipends will be \$1,500; successful candidates must spend at least four weeks at the Society between July 1, 1989 and June 30, 1990. For information contact the Editor of Publications, Massachusetts Historical Society, 1154 Boylston St., Boston, MA 02215. Deadline is **March 1, 1989**.

The New York State Archives and Records Administration offers doctoral and post-doctoral awards of up to \$3,000 for research based on its holdings in publishable New York State public policy topics. Awards support travel and living costs related to research. Applications are due **March 1, 1989**. For information, contact Ms. Terri Sewell, Education Program Aide, New York State Archives and Records Administration, 10A46 Cultural Education Center, Albany, NY 12230; telephone (518) 473-8037.

The Newberry Library Center for Renaissance Studies announces its 1989 Summer Institute in Hispanic and Hispano-American Archival Sciences. The Institute will provide intensive training in reading, transcribing and editing Spanish and Hispano-American texts from late medieval through the early modern periods. Faculty, librarians and advanced graduate students are encouraged to apply. Deadline for application is **March 1, 1989**. Contact Center for Renaissance Studies, The Newberry Library, 60 West Walton Street, Chicago, IL 60610; telephone (312) 943-9090.

The National Historical Publications and Records Commission offers three 10-month documentary fellowships. Participating projects are at Claremont Graduate School, American University and the Supreme Court Historical Society. Stipends are approximately \$20,000. Applicants should hold a Ph.D. or ABD. For information contact the NHPRC, Room 300, National Archives Building, Washington, DC 20408; telephone (202) 523-3092. Deadline is **March 15, 1989**.

The Naval Historical Center offers awards for pre-doctoral and postgraduate students and a one-year senior fellowship for research in U.S. naval history. The pre-doctoral fellowship amounts to \$7,500; the postgraduate grants range to \$2,500; the senior fellowship amounts to \$50,000 plus allowances. Applications are due **March 31, 1989**. Direct inquiries to the Director, Naval Historical Center, Bldg. 57, Washington Navy Yard, Washington, DC 20374.

The Rockefeller Archive Center of The Rockefeller University invites applications for its scholar in residence program for the field of history of philanthropy. The fellowship, for the 1989-90 academic year, carries a \$30,000 stipend for nine months of study at the Archive Center. Applications should contain c.v., a brief abstract detailing the project and the applicant's

knowledge of the library's holding and three letters of reference. Deadline is **April 1, 1989**. Address inquiries and applications to Darwin H. Stapleton, Director, Rockefeller Archive Center, Pocantico Hills, North Tarrytown, NY 10591.

The Charles Redd Center for Western Studies at Brigham Young University offers a \$500 prize and guarantee of publication for a monograph-length manuscript in the field of Western American Studies relating to the Mountain West. Manuscripts from any area in the humanities, social sciences or behavioral sciences are eligible. The manuscript must be unpublished and between 100 and 200 double-spaced typewritten pages. Applicants must send manuscript, a statement agreeing to publication, and an indication whether the manuscript is on an IBM compatible system to The Charles Redd Center for Western Studies, 4069 Harold B. Lee Library, Brigham Young University, Provo, UT 84602; telephone (801) 378-4048. Deadline is **May 1, 1989**.

The Walter P. Reuther Archives of Labor and Urban Affairs at Wayne State offers awards of up to \$700 to cover travel and expenses related to research for doctoral students and junior faculty using the Archives. For information contact Philip P. Mason, Director, Archives of Labor and Urban Affairs, Walter P. Reuther Library, Wayne State University, Detroit, MI 48202; telephone (313) 577-4024. (No deadline mentioned.)

The National Science Foundation Program for Studies in Science, Technology, and Society offers one award for research in federal science and technology policy and/or government science and technology programs. Applicants must have at least five years of advanced teaching and/or research experience. The award may be used to support full or half-time activities for up to two years. Total stipends will not exceed \$36,000. For additional information, see NSF Program Announcement No. 88-82. (No deadline mentioned.)

The Landmarks Graduate Fellowship will be available at The American University for post-graduate students in U.S. History who are also interested in museum work. The Fellow will be a full-time graduate student at The American University, assisting the Landmarks Assistant Professor, whose responsibilities are divided between AU and the National Museum of American History of the Smithsonian Institution. The fellowship provides a stipend of \$7150 and tuition remission of 18 to 24 credit hours, and is potentially renewable for two years for doctoral students, one year for master's students. Address inquiries to the Office of Graduate Affairs and Admissions, The American University, 4400 Mass. Ave., N.W., Washington, D.C. 20016. (No deadline mentioned.)

The Newberry Library Summer Institute in Transatlantic Encoun-

ters invites applicants to enroll in the 1989 program "New Systems of Thought and Action in England and America, 1400-1700." The institute, partially funded by the NEH, is designed to provide an intensive four-week exposure to the study of early English-American relations. Address inquiries and applications to Transatlantic Encounters Program, The Newberry Library, 60 W. Walton, Chicago, IL 60610; telephone (312) 943-9090. (No deadline mentioned.)

Meetings and Conferences

The New Jersey Historical Commission's annual conference will be at Princeton University December 3, 1988. It is titled "Woodrow Wilson and New Jersey: The Progressive Agenda" and will feature Arthur S. Link, Richard L. McCormick and a panel discussion on the Progressive Era. For information contact New Jersey Historical Commission, Department of State, 2-8 N. Broad Street, CN 305, Trenton NJ 08625; telephone (609) 292-6062.

The National Endowment for the Humanities will offer sixty Summer Seminars for School Teachers in 1989. Participants will study major texts in the humanities for periods of four to six weeks. Stipends range from \$2,000 to \$2,750. For

information contact the National Endowment for the Humanities, Division of Fellowships and Seminars, SSST-Room 316, 1100 Pennsylvania Ave., N.W., Washington, DC 20506. Deadline is March 1, 1989.

The Institute for the Editing of Historical Documents is scheduled for June 19-30, 1989, in Madison, WI, and will provide theoretical and practical instruction in documentary editing. Contact the National Historical Publications and Records Commission, Room 300, National Archives Building, Washington, DC 20408; or telephone (202) 523-3092 by March 15, 1989.

The United States Capitol Historical Society will sponsor a symposium "The Transforming Hand of Revolution: Reconsidering the American Revolution as a Social Movement," March 15-16, 1989 in the Senate Caucus Room, SR-325, in the Russell Senate Office Building, Washington, DC. All proceedings will be free of charge and no advance registration is required. For information contact Ronald Hoffman, Department of History, University of Maryland, College Park, MD 20742.

The Luncheon of the American Urban History Association will be held April 8, 1989 in St. Louis, Missouri. The luncheon is in conjunction with the OAH convention. Tickets will be available with the

pre-registration package or at OAH Registration. Purchase through pre-registration is encouraged. For information contact Blaine A. Brownell, College of Social and Behavioral Sciences, University of Alabama at Birmingham, Birmingham, AL 35294; telephone (205) 934-5643.

The William O. Douglas Institute is sponsoring a symposium in Seattle, Washington, April 15-17, 1989 to commemorate the 50th anniversary of Justice Douglas's appointment to the Supreme Court. For information, write the William O. Douglas Institute, Box 45745, University Station, Seattle, WA 98145.

The Università di Genova will hold its annual conference on North American history April 16-19, 1989 as part of the quinquennial celebrations of the discovery of the new world. The theme is "From Melting Pot to Multiculturalism: The Evolution of Ethnic Relations in the United States and Canada." Contact Valerie Lerda, Istituto di Storia Moderna e Contemporanea, Università di Genova, Via Balbi 6, 16126 Genova, Italy.

The Museum of Early Decorative Arts in Winston-Salem, North Carolina and the University of North Carolina at Greensboro will sponsor a graduate Summer Institute entitled "Early Southern History and Decorative Arts," June 25-July 21, 1989. Graduate credit in history will be awarded and partial fellow-

ships will be available to a limited number of applicants. Enrollment is limited to twenty. Write Sally Gant, Education Coordinator, Summer Institute, Museum of Early Southern Decorative Arts, P.O. Box 10310, Winston-Salem, NC 27108; telephone (919) 721-7360. Deadline is April 20, 1989.

"Water and the City," an international urban water management conference, will be held in Chicago June 7-10, 1989. For information contact the conference manager, Public Works Historical Society, 1313 E. 60th St., Chicago, IL 60637; telephone (312) 667-2200.

The Center for Civic Education announces a summer institute on "The Political Philosophy of the United States Constitution." The Institute for elementary and secondary teachers will be held July 10-August 5, 1989. Participants will receive stipends of \$250 per week plus expenses. For information contact Duane E. Smith, The Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302.

In September, 1991, the John Carter Brown Library will hold a four-day international conference on "America in European Consciousness: The Impact of the New World on the Old, 1492-1750." Direct inquiries to Quincentennial Conference, John Carter Brown Library, P.O. Box 1894, Providence, RI 02912.

Report of the ACLS Delegate

Reflecting the theme of its 1988 annual meeting—"The Humanities in the University: Strategies for the 1990s"—the ACLS has entered into a number of activities to strengthen humanistic studies. Together with the Council on Library Resources, the Social Science Research Council and the Association of American Universities, the ACLS has sponsored the establishment of a Research Library Committee, to address the concerns of scholars, librarians and academic administrators about the future of research libraries in the United States. Among problems the committee will consider are finances, access, the impact of technology and book and document preservation. The Council is also working closely with the Association of American University Presses to promote the publication of books in arcane areas of learning—works which will contribute to humanistic scholarship, but which are not likely to sell many copies.

As a member of the Coalition for the Advancement of Foreign Languages and International Studies, ACLS is advocating improved federal support for education and research in these areas. Council President Stanley Katz is working closely with the National Commission on Social Studies in the Schools to enhance the quality and amount of history teaching and the teaching of the humanities generally.

On the larger scene, ACLS has established a task force with the Federation of State Humanities Councils to help promote the public humanities. Plans also are underway for a major conference on the state of the humanities, to be sponsored jointly by ACLS, the National Humanities Center and the Mellon Foundation. And, having signed a contract with Oxford University Press to produce *American National Biography*, the Council is moving ahead with the development of an on-line electronic version of this major biographical resource as well as the multi-volume print version. Application has been made to a number of foundations for the substantial financial support this project will require.

In its international activities, the Council has completed phase one of its two-year program on Comparative Constitutionalism, with the first of several institutes planned worldwide on "Foreign Perspectives on the United States Constitution." Scholarly exchanges under ACLS supervision continue to expand, especially in Eastern Europe, although the IREX program clearly needs revision and new funding if it is to take full advantage of the changing conditions for scholarly research in Eastern Europe and the Soviet Union. ■

Submitted by John G. Sproat,
OAH Delegate to the ACLS

FIVE COLLEGE FELLOWSHIP PROGRAM FOR MINORITY SCHOLARS

Located in western Massachusetts, the Five College Consortium is comprised of Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts.

The Five College Fellowship Program brings to the Five Colleges minority graduate students who have completed all requirements for the Ph.D. except the dissertation. The program's purposes are to: provide a supportive environment for the Fellow to complete the dissertation; encourage interest in teaching as a career; acquaint the Fellow with the Five Colleges. Each Fellow will be hosted within a particular department or program at one of the five colleges. (Fellows at Smith College will hold a Mendenhall Fellowship.)

The one-year fellowship includes a stipend, office space, computer support, library privileges and housing or housing assistance. Although the primary goal is completion of the dissertation, each Fellow will also have many opportunities to experience working with students and faculty colleagues on the host campus as well as with those at the other colleges.

Date of Fellowship: September 1, 1989-May 31, 1990 (non-renewable)

Stipend: \$20,000

Application deadline: February 1, 1989

Awards will be announced by May 15, 1989

For further information and application materials contact:

Lorna M. Peterson

Five College Fellowship Program Committee

Five Colleges, Incorporated

P.O. Box 740

Amherst, MA 01004

(413) 256-8316

Smithsonian Institution Fellowship Program

GRADUATE STUDENT, PRE-, POST-, and SENIOR POSTDOCTORAL FELLOWSHIPS in American history and material culture, anthropology, biological sciences, earth sciences, history of art, history of science and technology. Tenable in residence at the Smithsonian and its research facilities. Stipends and tenures vary.

Deadline: January 15th annually.

Contact: Smithsonian Institution
Office of Fellowships and Grants
955 L'Enfant Plaza, Suite 7300, Desk H
Washington, D.C. 20560

(202) 287-3271

Awards are based upon merit, without regard to race, color, religion, sex, national origin, age, or condition of handicap of applicant.



To Continue or Not to Continue

From *Cliophile*, Page 3

threatened with loss of my union card for what I was told was my "commie belief" that such cosmetic on whites was demeaning to blacks. When asked, in a star chamber proceeding, "Would you want your daughter to marry one?" I thought to myself: "Good grief! I'm only nineteen." I had the inspiration to threaten to go to Mrs. Eleanor Roosevelt, then a New York City columnist, if they persisted, and that ended that. In any case, the problem concerned not my talent but my sensibility. And had I not, to avoid KP, tried out for and won the hot singing spot at Fort Dix, one week after I was inducted, to complement the sweet singing of Jack Leonard no less, he who did the great "Marie" record with the Tommy Dorsey band? True, I did not stay long in this stint, but, again, not because of any problems with my vibrato but this time because, on reflection, I realized I could not one day tell my grandchildren that I had fought the war against the Axis in New Jersey by belting out "Body and Soul" and "I'm Confessin'." Benny Goodman had written that in jazz singing "feeling" is all. Maybe so. Yet my own suspicion was that jazz feeling was all I had and it might not be enough. And what of the future? What is sadder than an aging "romantic entertainer" who is not so much a has-been as a never-was? And what sort of contribution, as we historians love to put it, would he have made?

The possibility of a business career was out of the question. It lacked the excitement of buccaneering and the beauty and pleasure of music. For all the big bucks possible from success in it, what kind of life was it to wear someone else's collar selling pink shirts—all the rage that season—or anything else for that matter? For all the sweet talk its bought propagandists promulgated about its virtues and about how these virtues allegedly compensated for the flagrant inequities that accompanied the way of life built around it, what kind of contribution to human betterment was success in moneymaking in a world disfigured by unreason and injustice? Could an idealistic man look his grandchildren in the eye and tell them he had settled for "making his"?

As someone seeking to make a significant and above all a valuable contribution to the life of our species and as someone, too, who believed himself sensitive to life's atrocities and absurdities, a life dedicated to what the jaundiced among us call "doing good" seemed on the face of it to be most appealing. But I think I had the wit to understand that neither the do-gooder's good intentions nor his or her deep convictions offered assurance that good would in fact be done. Any thinking historian had to be aware of the disconcerting fact that seemingly high-minded persons dedicated to human uplift had perpetrated ghastly enormities, whether out of arrogance, insensitivity, ignorance, stupidity or a combination of these and other deficiencies.

Dostoevsky in *The Possessed* portrays vividly the disastrous consequences that sometimes attend the activities of the humorless, the Omniscient, the Unswervingly Righteous of the earth. Alas, those who do not well understand either history or the human beings who create history do not help matters much, for all their doubtless sincere efforts to Set Things Right.

On further pondering which direction to follow, it suddenly occurred to me that few things are more important than what we historians do—helping students (and readers) attain a deeper and truer understanding of human affairs. Far from being mere passive commentary on what others have done, our activity was no less a Do-ing than were the actions of kings, priests, warriors, merchants, landlords, farmers, industrial workers. For do not our descriptions and observations and above all our explanations and interpretations influence, no matter how slightly, those we teach? Shaw's aphorism ("Those who can, do, those who can't, teach.") unwittingly reveals its clever author's surprising disrespect for the intellectual life. Adding nobility to our occupation, making it something that we can proudly tell our grandchildren about—as indeed I do—is that searching for truths is not simply a virtuous occupation but an invaluable one as well.

Even though some of the best of us may scoff at the notion that one of the historian's purposes is to promote human betterment, it remains true that our best and most insightful perceptions of the past make possible a better present and future. They have it wrong who conclude in the face of the persistence of war, poverty, bigotry and all manner of irrationalities that history has evidently taught us little or nothing. For it is history and historians, amateur as well as professional, that have taught us how difficult it is to remake our institutions and ourselves, to overcome inertia, human stubbornness and foolishness, the resistance of long-enduring human institutions to change. We historians have learned the important lesson about past societies that sensible Freudians have only recently learned about individuals; that insight into the causes or origins of a problem, while invaluable, is no assurance that the problem will be solved.

And so, cheerfully and it turns out enduringly, I became convinced that the work of a historian can be significant and valuable as well as fulfilling and joyous. I thus met this early career crisis, secure now in what I trust is not the delusion that we make history as we teach and write it. ■

Edward Pessen is distinguished professor of history at the Baruch College and The Graduate School and University Center, The City University of New York. Professor Pessen very graciously prepared this essay at the request of the editor of the Newsletter.

Public History at Kutztown

From *Kutztown*, Page 18

be public historians, aware of trends that will affect training requirements for public history over the next few years.

For the time being, Kutztown's history department plans to offer an undergraduate course, "Introduction to Public History," in the 1988-89 year, complementing existing courses in Pennsylvania state history and local and community history. Successful students can be placed in the department's internship program. The department will have to re-evaluate progress in public history frequently to determine future action.

In conclusion, the faculty and facilitators found the workshop stimulating in many ways: the interaction between "academic" and "public" historians, the opportunity to assess one's own course offerings in the light of new methods, the

Workshop leaders illustrated how public history methodology can be incorporated into courses.

chance to evaluate the department's program, and an occasion to reflect on the university's role in training students in liberal arts and for careers. ■

Mary Elizabeth Brown is visiting assistant professor, and Gordon Goldberg is professor and department chair at Kutztown University, Pennsylvania. For information on organizing a workshop, contact: Barbara Howe, University of West Virginia, Morgantown; or Michael Regoli at the OAH, 112 N. Bryan St., Bloomington, IN 47401.

Questionnaire

for the OAH Directory of Minority Historians

This survey is part of the Committee on the Status of Minority History and Minority Historians' ongoing effort to develop a directory of minority historians. If possible, make copies and share them with colleagues and advanced graduate students. If you are not a minority historian, please pass the survey to appropriate colleagues and students. Please fill it out and return it to:

Waldo E. Martin, Jr.
Department of History
Randall Hall
University of Virginia
Charlottesville, VA 22903



clip and mail

Name: _____

Title: _____

Institution: _____

Preferred mailing address: _____

Phone: _____

Ethnic background (optional): _____

Education: B.A. M.A. Ph.D.

Field _____ _____ _____

Institution _____ _____ _____

Year _____ _____ _____

Major teaching area(s): _____

Minor teaching area(s): _____

Current research topics: _____

Type of institution you teach at or would most like to teach at (check one):

research univ.	four-year
two-year	private
public	church-related
no preference	

Would you be interested in working at museums, historical societies, and similar institutions?:

yes no maybe

Preferred location (check one):

New England	Mid-Atlantic
Southeast	Midwest
South Central	Mountain states
Southwest	Pacific coast
Abroad	Other

clip and mail

Main publications (Please give full citations and use a separate sheet of paper if necessary. If you do not have any publications, please indicate the title of your Ph.D. dissertation):

Toward expanding minority participation in the OAH, the Committee on the Status of Minority History and Minority Historians would like to encourage each graduate history department to sponsor attendance of at least one minority graduate student at the 1989 annual meeting in St. Louis. Several departments did this last year for the meeting in Reno. Given the positive response we received from innumerable sources, our committee would like to see the practice expanded.

announcing the new

RUTGERS CENTER FOR Historical Analysis

which invites applications for senior and post-doctoral fellowships from individuals engaged in research on topics related to

the Historical Construction OF Identities

During the academic years 1989-90 and 1990-91, the work of the Center will focus on the multiple ways that western and non-western societies have constructed personal and collective identities. A series of seminars and conferences will explore the meaning of identity in a variety of times and places for the purpose of enhancing understanding of the concept and refining its historical uses. While the Center is concerned with change over time, a multidisciplinary approach will be encouraged and applications from members of all historically oriented disciplines are welcome. Applicants need not be United States citizens. AA/EOE.

For further information and fellowship applications, write to

Professor Richard L. McCormick, Director
Professor John R. Gillis, Project Leader
Rutgers Center for Historical Analysis
Department of History CN 5059
Rutgers University
New Brunswick, New Jersey 08903
Phone: 201-932-8493

Closing date for 1989-90 fellowship applications is February 1, 1989. Those wishing to give a paper in either 1989-90 or 1990-91 should write to Professor John R. Gillis as soon as possible.

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Harvard University CHARLES WARREN CENTER for Studies in American History

FELLOWSHIPS 1989-90

The Charles Warren Center will make six awards for 1989-90 to scholars of American history, broadly defined, who are involved in some stage of a major research project and for whom location at Harvard or in the Boston area would be particularly useful. Scholars of American history who are not citizens of the United States are eligible. Fellows must not be degree candidates at any institution, and applicants should have, or expect to receive no later than June 1989, a Ph.D. or equivalent degree. Preference will be given to scholars who have received their Ph.D. degree or have otherwise completed their professional training since 1980 and who can accept a full-year fellowship.

Fellows are granted membership in the University, with access to the Harvard libraries and other facilities; a private office in the Center; photocopying and postage privileges; and some secretarial assistance. The Center makes no demands on the time of its fellows, beyond the requirement that they remain in residence at the Center for the nine-month academic year (or four months in the case of one-semester fellows). Fellows have the opportunity to participate in the Center's ongoing series of colloquia, seminars, and other professional activities.

Where financial support is necessary, fellowships will carry stipends, with a maximum of \$20,000 each. Appointments will also be available for scholars of American history who do not need financial assistance but who would benefit from affiliation with the Center for one or both semesters.

Application forms, due in the Center by January 15, 1989, may be obtained by writing to the Charles Warren Center, 118 Robinson Hall, Harvard University, Cambridge, MA 02138.

The University of Connecticut Graduate Program in History

The Department of History at The University of Connecticut offers a full range of fields in graduate studies leading to the Master's degree and the Doctorate. The Department has recently been awarded a National Endowment for the Humanities grant to train practicing and future teachers of Western Civilization courses. All graduate students in the Department are eligible for teaching assistantships, fellowships and other forms of financial assistance. The Department's specialized graduate programs include:

- **Archival Management.** A two-year program leading to a Certificate in Archival Management and a Master's in History. Doctoral students may also earn the Certificate in Archival Management. The program trains historian-archivists. It includes a one-semester internship. Fellowship funds are earmarked for students in the program.
- **Medieval Studies.** An interdisciplinary program that allows students to obtain degrees in Medieval Studies with a concentration in history. Fellowship funds are earmarked for students in the program.
- **Latin American and Caribbean Studies.** An interdisciplinary Master's Degree is offered through the Center for Latin American & Caribbean Studies, one of ten federally funded centers in the nation. U.S. Department of Education Title VI Foreign Language and Area Studies Fellowships are available to students in this program as well as to doctoral students in History concentrating on Latin America. The Center also offers a joint interdisciplinary program with the School of Business Administration leading to an M.A. and an M.B.A. in Business and International Studies.
- **Museum Research.** Students in the field of Early American History may obtain a Certificate in Museum Research and Interpretation by taking an additional 12 hours of course work in history and related disciplines and by completing a 15-week internship at Old Sturbridge Village.
- **Soviet and East European Studies.** An interdisciplinary Master's Degree is offered through the Center for Soviet and East European Studies.

For further information, contact:

Director of Graduate Studies
Department of History
Box U-103, 241 Glenbrook Road
The University of Connecticut
Storrs, Connecticut 06268
(203) 486-3717.



Joan Hoff-Wilson, Executive Secretary
Organization of American Historians
112 North Bryan Street
Bloomington, Indiana 47401
ISSN: 0196-3341

OAH NEWSLETTER

Organization of American Historians