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Forging the Past

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

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

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

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

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

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

EBA

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

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

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

As a citizen, each of us is of course free to support constitutional amendments that...
The National Museum of American History and "History"

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

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

The first floor space will be returned to what it was originally designed for—exhibits. It is prime exhibit space not simply because of its location, but because it meets the museum's objective conservation needs far better than ground floor space. And yes, Professor Kelley, books are not exhibits.

It seems remarkable to even have to say so. Most museums have bookstores, located in a variety of places. Most museums "treat" their bookstores, not as money-making ventures, but as central elements of their educational mission. We have always done so, and we will continue to do so. But museums do not exist in order to operate bookstores. They exist to display the material culture of past generations. Brooke Hindle's accompanying letter makes that case with more clarity and eloquence than I could bring to these pages.

But what disturbs me most about Professor Kelley's article is its ignorance about the purpose of museums, for that may be remediable, but its utter misplacement of vision. This museum has the good fortune to be able to inform, to inspire, to provoke vast numbers of Americans. If we do our job well, we need to do it better—then our exhibits will succeed in helping to bridge the growing gap between the history professionals' vision, including ourselves, and the history the American public knows. If we do our job well, the entire profession will benefit. And that has to matter far more than whether our bookstore is located on one floor or another.

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

Cary Kulik, Chair, Department of Social & Cultural History

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

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

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

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

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

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

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

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

Brooke Hindle, Senior Historian, National Museum of American History

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

It seems the museum's biggest crime is dedicating (what
Readers' responses to "Foxes and Chickens: 'AP' American History"

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

Instead, I am a high school teacher at Franklin K. Lane High School in New York City. Our student body is interracial, multi-ethnic, mainly working class or lower-middle income. Better than 3/4th of our graduates go to college, mostly the City University of New York. I've had 3 "encounters" with the ETS Advanced Placement Program. I got a "5" on their biology exam, in spring 1981. I attended a College Board seminar they sponsored for AP teachers, and my step-daughter completed the ETS American History program at another New York City high school.

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

I am not an ETS fan. I was disturbed by the College Board seminar I attended. The over-riding concern of staff and participants was tailoring classes to prep students for the exam. The ETS is a profit corporation, not answerable to any public or academic body, and I object to their determining either high school or college curriculum.

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

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

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

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

At Lane, we try to address these questions. We believe that high school students can successfully complete college work in a well-organized program. We feel the primary issues in high school and college are the same. Is the teacher capturing the student's imagination and stimulating him/her to want to know more, and is there adequate funding for books, teachers, tutors, and research facilities?

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

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

We believe that our transitional approach to advanced placement classes has decided advantages over courses geared...
to the ETS AP exam. Most students are excited by the program and are stimulated to continue the study of history in college.

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

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

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

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

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

The AP exams, for better or worse, are made to be quite separate from the day-to-day classroom processes. One could, if the teacher so wished, alter the AP exam, but it would be a rather futile experience. The multiple choice questions are unknown (as often in the knowledge of students, as in the guesswork of the teachers as to what they might cover), and the essays are generally devoted to specific topic comparisons of American history to non-American history. I have seen the difficulty in the British government's relations with the colonies prior to the Revolution. 

In American history, most examinees are taught the generalization that both the battle to the strong, but also the obligation to analyze carefully the kind of historical understanding and skills AP credit actually represents. It seems to me that colleges have not only the right, but also the obligation to analyze carefully the kind of historical understanding and skills AP credit actually represents.

The English as a Second Language (ESL) student fails to earn at least a 4 on the test. He takes five or six traditional high school courses: math, one or two sciences, English, one or two languages, and history. It is to our mutual advantage to offer the possibility of AP credit.

I allow students to decide whether or not to take the AP examination. Often my best students decide against the test. Their reasons are various, and of importance in relation to Professor Gettleman's questioning the avoidance of college history courses. While not a large sample, my students are academically oriented and carefully screened on admission, as are most college students. Their reasons for not taking the test were, first, that other AP tests needed their undivided attention (especially in a second foreign language), second, that they wanted to "ace" the college survey course, not avoid it, and, finally, that they had not done the work they thought necessary to do "well" on the exam. Also, about half our students receive scholarships and with fee waivers the cost of AP exams can exceed student and family budgets. Usually, in such cases, I offer to pay the difference if the student fails to earn at least a 3 on the test. Damon Runyon once said, "The race is not always to the swift nor the battle to the strong, but to those who have earned 'B's' or higher."

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

At Columbia, in the Graduate Faculties, when I took "American Political History 1877 to the present" with C. Van Woodward, and then took it again the next year with William E. Leuchtenburg, I had a difficult time persuading the Registrar that, despite the course title, two different courses and points of view were involved. My students, in fact most good students, understand early in their academic lives that different teachers produce different courses. Advanced Placement course are as various as their teachers and students make them. It seems that college students have not only the right, but also the obligation to analyze carefully the kind of historical understanding and skills AP credit actually represents. It seems to me that colleges have not only the right, but also the obligation to analyze carefully the kind of historical understanding and skills AP credit actually represents. Students should then be advised to take the courses which best meet their educational needs.

On the subject of policy. I don't believe students decide whether or not to take the AP exams for better or worse. While not a large sample, my students are academically oriented and carefully screened on admission, as are most college students. Their reasons for not taking the test were, first, that other AP tests needed their undivided attention (especially in a second foreign language), second, that they wanted to "ace" the college survey course, not avoid it, and, finally, that they had not done the work they thought necessary to do "well" on the exam. Also, about half our students receive scholarships and with fee waivers the cost of AP exams can exceed student and family budgets. Usually, in such cases, I offer to pay the difference if the student fails to earn at least a 3 on the test. Damon Runyon once said, "The race is not always to the swift nor the battle to the strong, but to those who have earned 'B's' or higher.

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

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

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

Gettleman brands the AP program as "the equivalent of educational snake oil." His
chief target is ETS, but in firing his broadside he has also disparaged the teachers who teach AP history. After arrogantly noting that he rarely grants course exemption at his school, "and even then with misgivings," he raises the suspicion that AP students may be cheating in the AP process as a means of escaping the minimal requirements of a liberal education." 

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

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

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

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

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

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

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

Abraham Hoffman, Benjamin Franklin High School, Los Angeles

In the August 1983 issue of the OAH Newsletter, Marvin Gettellman initiated a discussion of the advanced placement program in AP American history in an article entitled "Foxes and Chickens: Advanced Placement History and ETS--A Polemic Intended to Inoculate Discussion." In that article he suggests that while it is clearly in the interests of the Educational Testing Service of Princeton to promote and administer the advanced placement program in the history, students in such a program may not serve the interests of college professors who teach American history. He also makes the point that he pursues the issue of whether high school students "have the emotional maturity and sheer experience to handle adequately the materials offered in AP courses." It seems to me imperative that any discussion of the AP program in American history include some consideration of the functional role of the AP program in the high school community. It is, after all, in the chicken classroom of participating secondary schools—AP courses are taught.

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

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

ETS is not the only community with a vested interest in the advanced placement program. High school teachers, administrators, students, and their parents derive real or perceived benefit from it as well. The AP program is an educational bargain. As college tuition goes up by leaps and bounds, taking what is billed as the equivalent of at least three hours of college work for a mere forty-two dollars is very attractive. Taking such courses at the high school level also has the potential for saving time. For those students who are already considering the possibility of graduate or professional school, taking AP courses in history and other subjects can shorten their undergraduate program by as much as a year.

Marvin K. Gettellman's article on Advanced Placement (OAH Newsletter, August 1983) has achieved its purpose. As a teacher of American History at the high school level, I have had the opportunity to take what is in essence an honors course. Enhanced self-esteem is not the only reason such courses have considerable appeal, however. Some students want to take them because they believe doing so will give them a competitive edge over others in gaining admission to the "more selective" colleges and universities. In addition, the opportunity to take AP courses is an educational bargain. As college tuition goes up by leaps and bounds, taking what is billed as the equivalent of at least three hours of college work for a mere forty-two dollars is very attractive. Taking such courses at the high school level also has the potential for saving time. For those students who are already considering the possibility of graduate or professional school, taking AP courses in history and other subjects can shorten their undergraduate program by as much as a year.

Sylvia B. Hoffert, St. Louis Country Day School
The Educational Testing Service responded to a perceived need in their establishment of the Advanced Placement program. In the 1950s, high school teachers and administrators sought a way to limit the number of early admissions to colleges.

Although many high school juniors were capable of college work, many of those sixteen- and seventeen-year-olds who left the high school situation were not prepared for the more advanced nature and assimilation problems in the college setting. To afford these academically talented students an alternative to leaving high school in order to receive advanced study, ETS devised the AP system, thus providing challenge within an atmosphere more conducive to their social as well as their academic success.

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

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

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

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

In the face of declining enrollments in history, give the AP teachers in the high schools some credit continuing to make history an exciting, meaningful experience by teaching its complexities and interpretations to those who are intellectually capable of handling it. We consider our AP program in Upper Merion to be successful because, regardless of AP score or declared major, almost all of our graduates take some course work in history or political science when they go to college.

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

1911 MVHA meeting

Michael Ebner

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

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

As the seat of Northwestern University, Evanston was often portrayed as a cultural and intellectual haven within the rapidly expanding metropolis. Actually, the chartering of the university in 1851 had spawned the Village soon thereafter, an amendment to the charter enacted in 1855 contained the so-called "four-mile limit" prohibiting the sale of "spirits, vinous or fermented liquors" and quickly became a code for Northwestern and its surrounding environs. Frances W. Willard, the legendary reform advocate who adopted the place as her hometown about that time, would write in 1928: "Our great institution, the University, always the central focus in Evanston's lengthening and varied panorama...." In 1910, its citizens relished the statistic that amongst the 164 residents of the North Shore listed in the most recent Who's Who in America, ninety-four lived in Evanston, including a future Vice President of the United States, Charles G. Dawes; the acclaimed architects Daniel H. Burnham and William Holabird; the longtime associate of Frances Willard, Anna A. Gordon; and the editor of The International Socialist Review, Algie M. Simons, a year earlier the nominee of the Socialist Party to be the mayor of Evanston. Notably, twice between 1894 and 1911 voters rejected overwhelmingly propositions to consolidate Evanston with Chicago, its neighbor to the immediate south. "Against annexation are reasons of all sorts," said a Methodist clergyman in 1998, "economic, educational, aesthetic, and ethical."

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

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

"Friday night Judge Carter told many new stories of Lincoln and Douglas which had never been in print. He had
purchased from the son of Douglas, now practicing law in Greensboro, N.C., an autobiography of his father which had never been made public. The address was principally confined, however, to the careers of Lincoln and Douglas as lawyers in Illinois. He said:

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

Found Douglas' Height.

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

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

Recognized as Leader.

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

"Both were keen, shrewd debaters."

The following officers were elected:

"Mississippi Valley Historical Association—President, Prof. A.C. McLaughlin, University of Chicago; first vice-president, R. Howell, University of Illinois; second vice-president, Prof. J.A. James, Northwestern University; secretary and treasurer, C.S. Paine, Nebraska Historical society; Executive committee: Prof. J.J. Cox, University of Cincinnati; T.J. Sampson, Kansas Historical society; George Slusser, Seattle University; Tennessee; J.A. Woodburn, University of Indiana; Illinois Historical Society—President, Col. Clark E. Carr; secretary-treasurer, Mrs. Jesse Salser Weber."

A Typical Early Politician.

"A paper read at the meeting of the State Historical society by Prof. Isaac J. Cox, University of Cincinnati, on 'Thomas Sloo Jr.: A Typical Politician of Early Illinois,' was most interesting. The professor said that Thomas Sloo Jr. represents a type of man born on the frontier but trained among the best family influences found among the immigrants from the middle states and Virginia. After a varied business experience in Cincinnati, an honorable but minor position in the war of 1812, he came to Illinois after the panic of 1837, when the family nearly suffered. His father's family had already preceded him and had settled at Shawmawmet. Mr. Sloo became a resident of Hamilton county, a member of the state legislature, president of the state canal commission, an unsuccessful candidate for United States senator, and in 1826 he nearly won the governorship after an exciting campaign against Ninian Edwards. Shortly thereafter he moved to New Orleans, where he spent the remaining years of his life."

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

Fort Dearborn Massacre.

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

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

1984 State of Nominations

PRESIDENT-ELECT:
William E. Lauchtenburg, University of North Carolina, Chapel Hill

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

NOMINATING BOARD:
Lois Green Carr, Historian, St. Mary's City Commission
John N. Kurrin, Professor, University of Delaware
John G. Sprout, University of South Carolina
Glenn Porter, Deputy Director, Eleutherian Milly-Bagley Foundation
Thomas Dublin, University of California, San Diego
Norris Wyatt-Brown, Case Western Reserve University
The Pendleton Act
and the Civil Service Commission

Ari Hoogenboom

After nearly twenty years of agitation, civil service reformers triumphed on January 16, 1883. With President Chester Arthur's signature, the Pendleton Act was born. This legislation established a bipartisan civil service commission that aimed to overcome the influence of the "best people" (elected officials who wished to exploit issues in campaigns) and returned the debate to the merits of candidates instead of their party affiliations. The Pendleton Act exemplified the Progressive Era's emphasis on economy and efficiency in government, and it initiated a significant shift away from the spoils system toward a merit-based personnel management system.

The Pendleton Act established a three-member Civil Service Commission to devise rules applying the merit system to positions on a classified list. Competitive examination procedures were to be established to fill vacancies, and those ranking among the highest on these tests were to be appointed. Promotion was to be based on merit, not political considerations. Concessions not in the original bill were made to Democrats (entrance to the classified service was not limited to the lowest grade) and to the West and South (offices were to be apportioned among the states according to population). The classified list (approximately 14,000 out of 130,000 civil servants) included the offices at Washington and post offices and customshouses with over fifty employees and could in the future be expanded by the president. The Pendleton Act also forbade political assessments (but not voluntary contributions) throughout the civil service, both classified and unclassified.

After the Pendleton Act passed, the civil service restructured itself, replacing the merit system with a merit system. Though President William McKinley was unfriendly to reform and withdrew several thousand offices from the rules, assassination again aided reform by making Theodore Roosevelt president. The Pendleton Act was expanded to include eighty percent of the service in 1909 as it left office, sixty-six percent was under the rules.

The evolution of civil service reform into public personnel management began under Secretary of State Elihu Root in 1895, with the Progressive Era's emphasis on economy and efficiency in government. This movement became more有序, but the merit system made rapid strides in the federal service. From 1883 to 1897, the party control of the federal government changed, and presidents, after appointing their partisans to unclassified offices, extended the classified list to keep their appointees in office. By 1900, the Pendleton Act was transforming the civil service: unprofessional workers were becoming professionals, better educated civil servants were being recruited and were accorded a higher place in society, local political considerations were giving way to concerns of a federal office whose interests were national, and the influence and ideals of politicians were being clearly differentiated from patronage positions.

When a new administration represented a change of parties, it usually believed that the merit system had been extended too far, that classified civil servants were too representative of the outgoing party, and that they were inefficient and too hostile to the new regime. The merit system suffered after Woodrow Wilson took office. A result of the proscription of Republican administrations was a virtual doubling of 900,000 employees. The commission and the expanded bureaucracy functioned so well. Paul P. Van Riper notes (in his standard History of the United States Civil Service [Evanston, Illinois, 1951]) that private industry began to copy federal examination procedures to recruit employees. During the 1920s, Republican administrations extended the classified service to include eighty percent of the more than half million federal employees (560,000 in 1922) and accelerated the trend toward a career service. Finally, a retirement system and a new position classification scheme (in 1923).

The Great Depression had an enormous effect on the civil service. Franklin D. Roosevelt's New Deal created many new agencies to restore prosperity, and their staffs, appointed outside the merit system, brought ideas and energy to the service, but also bureaucratic
procedures, developed since 1883, were dismantled. By 1937, the weakened bureaucracy endangered the new social programs. In that year, Roosevelt’s Committee on Administrative Management, headed by Louis Brownlow, called for the reorganization of the executive branch and for the extension of the merit system to all personnel functions. An extensive overhaul of the rules in 1932, superseding those of 1903, provided for personnel sections in all departments to be coordinated by the civil service commission. Following the classic pattern and Brownlow’s advice, Roosevelt extended the classified list to freeze employees appointed outside the rules. When World War II began, ninety percent of the civil service was classified, and Roosevelt had his bureaucratic house in order.

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

Having fought the Great Depression and World War II, the public service lost its sense of mission in the postwar years. The bipartisan commission headed by former President Herbert Hoover investigated the executive branch in 1949 and recommended that personnel matters be decentralized, giving administrators more discretion and the Civil Service Commission less. The Hoover Commission also suggested that the Civil Service Commission maintain effective staff relations with the personnel offices in the various agencies, that procedures for appointment, promotion, and dismissal be simplified, and that uniform scales of pay be adopted. The Civil Service Commission, which had originated many of these suggestions, adopted those it could without legislation, and in 1949 Congress raised salaries and consolidated five occupation groups into two “services.” In 1950, it simplified these categories and established the Performance Rating Act. Powerful veterans groups, however, opposed any changes in the Veterans Preference Act.

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

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

No president sought to control the bureaucracy more thoroughly than did Richard M. Nixon. Though assistant secretaries of administration in each department customarily had been career civil servants, Nixon filled key positions with his people. Furthermore, the Civil Service Commission failed to resist orders from Nixon’s White House to make political appointments and promotions and to destroy commission records. The Watergate scandal also doomed Nixon’s grip on the civil service, and left him presiding over, but not controlling, a loose confederation of independent departments.

As in the Gilded Age, the exposure of corruption stimulated reform. President Jimmy Carter’s Civil Service Reform Act of 1978 (primarily the work of Alan K. Campbell, head of the Civil Service Commission) was the most sweeping reform legislation since 1883. It abolished the ninety-five-year-old Civil Service Commission and split up its functions among an Office of Personnel Management (housed in the Executive office and handling 2.1 million of the total 2.8 million civil servants), a Federal Labor Relations Authority to oversee labor-management relations, and an independent quasi-judicial Merit System Protection Board (whose members could serve only one seven-year term). Within the board, the act set up an Office of the Special Counsel to protect whistleblowers who expose irregularities. The act also provided merit raises, simpler dismissal procedures, and a Senior Executive Service of 8,000 supervisors who could be transferred where needed without loss of rank. Though government employee unions were unhappy with the legislation, which aimed to discipline uncooperative civil servants and to fire incompetent ones but did not legalize strikes by federal employees, it was a definite improvement. It both sorted out the functions of the old commission and increased civil service efficiency. Legislation, however, is not up to the people who administer it. Some of President Ronald Reagan’s appointees have had a devastating impact on the civil service, particularly in departments where they have been unsympathetic to ongoing programs. A bureaucracy is sensitive to its leadership. The point is best illustrated by the ineffectiveness of the Environmental Protection Agency under Anne McGill Burford and by the turnaround achieved at the EPA by the able and committed administration of William Ruckelshaus.

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

Ari Hoogenboom is a professor of history at Brooklyn College, City University of New York, and author of Outlawing the Spoils: A History of the Civil Service Reform Movement, 1865-1983.

Correction

In Wilcomb Washburn’s article “The Supreme Court’s Use and Abuse of History” in the August Newsletter, page 8, the word “no” was inadvertently dropped from the second sentence of the paragraph in the third column. The opening sentence of the paragraph in the third column should have been inserted at the end of the completed sentence in line 15 of the fourth column.
"Advanced Placement History": The AP Program and academic quality

Paul Holbo

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

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

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

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

He could have avoided some of these problems if he had read theUnderstanding the AP Program literature and the descriptive material on the Advanced Placement Program that he mentions. The College Board, as this material makes clear, is a nonprofit membership organization of about 2,500 colleges, schools, systems, and associations. Most of the institutions with which teaching members of the AP are affiliated belong to the College Board, and each college or school has a representative on the Board. The Board’s trustees are elected. The current chair is Henry Winkler, historian, former chair of the European History AP committee and Chief Reader of the European History examination, and currently president of the University of Cincinnati. Members of the AP can be sure that their actions are sincere and that their commitment to the subject of history and concern for high academic standards at the top levels of the Board.

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

The six professors and teachers who are chosen shape the program in each subject area, and they devise the examinations. Of course, within general College Board principles, and we are attentive to financial and academic constraints. We are very much like a history department, or committee of a department, except that the students about whom we are concerned are students all over the world. Writing a common examination for them is a difficult but not impossible task. In a number of years of association with the Board, I have never found that the AP Program office interfered with our efforts or sought to affect our deliberations, except in one recent instance when the costs of the Promotion reading became a serious concern. The issue was legitimate, and a satisfactory resolution was worked out. It is all much like life on campus with a supportive administration.

Where, then, does ETS come in? Many years ago, the College Board, with the aid of several foundations, created ETS, which is now a totally separate, nonprofit agency, located in Princeton, New Jersey (see Jack Arbojino, “At Last: A Mystery Unfolded...”). The true relationship between the College Board and ETS, College Board Review, 127 (Spring 1983). The Board employs ETS to assist in the preparation and evaluation of the Board’s examinations and to assist in the administration of those programs. Thus, in the case of AP American History, ETS, under its contract with the Board, provides two consultants to help the faculty Test Development Committee. ETS also furnishes valuable statistical information, skilled editorial help, and other assistance. Mr. Stephen Klein, whose name ranks at ETS as Senior Examiner, is one of the consultants to the committee; he is also a well-trained historian with a genuine concern for students. The committee could not function efficiently without the help of the ETS consultants, but the committee is itself solely responsible for the exam.

The committee also writes or asks other professors and teachers to prepare the substantive and descriptive brochures and letters to be sent to the secondary schools. ETS adds the administrative details, such as information on where and when schools sign up for examinations or pay the test fee, and is responsible for printing and distribution. I do not think that makes available a considerable amount of useful evaluative and statistical material.

All of the above is public information—most of it well-known to secondary-school teachers and administrators. Mr. Gettleman unfortunately neglected to find out how the Board and ETS work. The facts, in any event, do not support his thesis that ETS promotes and sells the AP exams for financial gain. ETS does not promote AP. Incidentally, the brief film and videotapes about AP were actually produced by the South Carolina Department of Education and graciously made available to the Board, which in turn provides them to anyone who is interested. The AP Test Development Committee in American History has often urged both the Board and ETS to increase its informational activity (publicity, if you prefer) about the AP Program, and some of the Board’s regional offices have helped substantially with mailings, sponsorship of conferences, and modest scholarships for secondary-school teachers.

We encourage such activity because we consider the program academically sound and worthwhile.

AP, moreover, was for years a deficit program at the Board, which nevertheless supported and promoted the AP program. Cautious emitter? Not of the Board or of ETS, for they have courageously sustained an academic program of demonstrated quality despite the financial costs. I am wary of Mr. Gettleman, however, for he professes to favor enriched teaching of history in the high schools but designates “the emotional maturity and sheer experience” of the students. Near the end of his piece he reveals what may be his real concern—that these “brightest incoming students” do not attend college “for financial reasons.” Perhaps here we see Mr. Gettleman as the “seller of a product.” I wish him luck but recommend that he try to build his enrollments as well as he can without running down the competition from fine courses in the secondary schools. Let me remind him, too, that the OAH Newsletter November 1983
I turn now to some of Mr. Gettleman's arguments. He states, as his second and third points, that "ETS and its constituencies" encourage students to have unreasonable expectations about what they can gain from AP courses, and that they foster "getting out of college courses." He provides this as no wonder, because the studies that I have seen are all to the contrary. For instance, the extensive monograph by Patricia Lund Casserly, published in 1968-69 following her nationwide survey reveals both the very positive reactions of college students who had earlier enrolled in AP courses—which they usually rated the best and most helpful courses they had ever taken—and that such AP students do not leave college early but take more advanced courses. (Patricia Lund Casserly, "Say About Advanced Placement," reprinted from the College Board Review, 69 [Fall 1968]; 70 [Winter 1968-69]; this is a 14,000-word evaluation of AP based on interviews with over 400 students from 252 schools and at twenty colleges.)

Several studies at Harvard and Yale in the same period reached similar conclusions about the later college work of AP graduates (P. S. Burnham and L. A. Hewitt, "The Rock Stands, Mr. Noyes," College Board Review, Spring 1972). A more recent study at Indiana University, which tested on the total number of course hours completed, the proportion of upper-division courses completed, and overall achievement, makes the same conclusion: that AP students perform better in college than did non-AP students in all measures (Mitchell C. Chamberlain, Richard C. Pugh, and James Schellerhamer, "Does Advanced Placement Continue Throughout the Undergraduate Years?" College Board Review, 69/2 [Winter 1978]). A 1982 study at the University of Michigan found again that AP students outperformed non-AP students in their college careers (Darryl Sinn, "Comparision of Academic Performance Between AP and Non-AP Students in the University of Michigan," manuscript copy, April 15, 1982).

The one article on AP which Mr. Gettleman gives evidence of having read is a recent item in the AHA newsletter by Mr. Klein on changes in the document-based question. Mr. Gettleman objects in this case that Mr. Klein treated his subject with too great solemnity and allegorical that this was done in order to get "the deeper question of the value of AP examinations." Mr. Klein would have been badly at fault if he had not treated his assigned subject seriously. For a substantial change had been made in the format of this required test question; hundreds of teachers had observed and deserved to know what was being done and why. The AP column in the AHA newsletter performed a valuable informational function. Mr. Gettleman's insinuation about Mr. Klein's ulterior motive is not worthy of an answer.

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

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

It is true that the weaker AP students answering the required document-based question tend not to sense partisanship, distinctions, and nuances. Not surprisingly, they receive lower rankings than do their more sophisticated AP peers. In order to earn the requisite grade of 3 the weaker students must do enough better on the other essay or on the multiple choice portion: The Test Development Committee's expectation is that students pass the test "as a way of demonstrating some knowledge of a range of historical material, be able to respond to analytic and evaluative questions, and organize and write fairly well. This is about what we look for from average students in college survey courses." And even AP grades are passing in many college surveys, and carry course credit. Numerous studies indicate that students getting a 3 score on an AP exam would get a "C" in a college course. Therefore, college credit is warranted.

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

I shall not respond as I would like to Mr. Gettleman's insinuations that teachers students with grades of 3 are "measurably substandard" (what measure or standard, he does not say), and that the AP examination "are the equivalent of educational snake oil, skillfully packaged and marketed by the folks in Princeton." There are shortcomings in AP American History, as in college survey and other courses; but Mr. Gettleman's essay provides no help, and such remarks are inappropriate.

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

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

1985 Call for Papers

The Program Committee for the OAH Annual Meeting to be held in Minneapolis, Minnesota, April 17-20, 1985, invites suggestions for papers, workshops, or panels on the theme "Teaching American History: Now New Is the 'New' History." Applicants should send three copies of each a brief vita and a two-page proposal of the project summarizing its thesis, methodology, and significance to the Program Committee at the address below.

The deadline for receipt of proposals is February 15, 1984.
ELLEN WOODWARD AND WOMEN'S ECONOMIC SECURITY, 1933-53

Martha Swain

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

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

Ellen Woodward's emergence as a national figure is remarkable in that she had no political constituency or national reputation prior to her call to Washington. Furthermore, she was a "southern lady" whose achievements in the field of public administration were unknown to the eastern and midwestern social feminists who had formed an effective network through their reformist activities, and she was a graduate of one of the eastern colleges which had educated many of the women leaders of the early post-Ku Klux Klan years. She did, however, possess an impressive set of credentials for the big job she undertook in the fall of 1933. These credentials added to the political savvy she had gained as the daughter of a turn-of-the-century Mississippi state legislator (for she was born in 1887), the wife of a respected Mississippi state legislator, and as a Democratic national committee woman, 1923-34. Widowed in 1925, Woodward was elected to a full term in the state House of Representatives, where, in her one term, she won acclaim for her championship of state libraries, elementary institutions, and women's education-areas of concern later heavily re­­­­­­duced. In 1929, Woodward was elected to a full term in the state House of Representatives, where, in her one term, she won acclaim for her championship of state libraries, elementary institutions, and women's education-areas of concern later heavily re­­­­­­uced. In 1929, Woodward was elected to a full term in the state House of Representatives, where, in her one term, she won acclaim for her championship of state libraries, elementary institutions, and women's education-areas of concern later heavily re­­­­­­uced. 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garden, school lunchroom, and mattress projects provided commodities in great demand by other needy people.

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

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

The number of women who applied for certification for relief work—it is impossible to know how many in need were too embarrassed to do so—and the number who were assigned to projects varied from month to month. Clearly, the needs of tens of thousands have not met. Woodward achieved her goal, set when the WPA was created in May 1935, to place 500,000 women between the ages of eighteen and sixty-five at work in a variety of projects. Employment peaked in March 1936 when 468,000 women were working in the strictly “women’s” programs. While others worked in Federal One (the Art, Music, Writers, and Theater Projects).

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

When Woodward succeeded Molly Dawson on the Social Security Board, she continued to publicize the need for greater economic security for women. During her seven-and-one-half years on the SSB (1935–46), she pressed for inequities in public assistance which penalized working mothers. She urged that social security insurance be extended to domestic workers and farm women and that unemployment benefits be adjusted to erase policies that provided fewer benefits for women than for men. Her voice was that of one crying in the wilderness. After 1944, she was alarmed about the effects of employment upon women workers. She told the 1945 graduates of a women’s college that “the voices of reaction would raise a cry of relief if women seemed to fall down on their wartime jobs or if postwar conditions forced them out. Shutting women out of jobs will never solve the problem of unemployment.”

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

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

The end of 1953 Woodward retired when the functions of her office were transferred to a new agency within the new Department of Health, Education, and Welfare. Her years of indefatigable work—of eighteen-hour work days—had taken their toll on her health, and she was at a good retirement age. A series of illnesses prevented her from remaining active as a professional. But she was international in her interests and her zeal for the furtherance of women’s welfare. Many of her former colleagues were in retirement and no longer living in Washington. Woodward was left alone to remain in her apartment. She lived until 1971, but in her latter years she was a victim of arteriosclerosis and was confined to her apartment.

Research in the agency records of the FERA, WPA, SSB, and WWD in the Hoover Institution, and the papers of the agencies made policy about important matters and proved to be effective administrators. The question arises: Did the new class of women professionals emerge from the women’s and professional organizations of which Woodward had hoped? Tentatively, the answer is “no.”

Many of the women either retired when the emergency programs ended, moved over into other government jobs, or left government service. Talid conclusions can be drawn only when there is much more research and writing about women’s work in the Roosevelt and Truman period.

One wonders, too, how many of the World War II relief programs did gain new skills and find permanent employment. Probably there are no records of the numbers. But the fact that the anonymity shrouds these records. If, however, the economic gains and professional opportunities of the period were only temporary, it is important to keep in mind that the jobs programs of the New Deal did include effective and caring administrators, both men and
women, who were convinced that women were due equal consideration for economic security—and an equal chance to survive. It is to be hoped that a rediscovery of that generation of women, whose relief work fifty years ago was enormously productive, innovative, and literally life-giving, may be instructive for those who are the policymakers of today.

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

OAH Access Committee seeks assistance

Athan Theoharis

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

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

The Access Committee is presently preparing a report, which we propose to submit to the Executive Committee of the OAH and to the National Coordinating Committee for the Promotion of History, disclosing research into certain questions or limiting access to relevant most examples we have uncovered involve "national security" policy during the Cold War years, and generally the files of the White House and the intelligence agencies, we have also uncovered instances of similar problems for other less sensitive agencies and much earlier periods of time.

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

Richard O. Curry

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

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

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

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

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

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

It is also a matter of public record that the Reagan administration made a serious effort in Congress to undermine the Fulbright program. As Congressman Toby Moffett phrased it: "Last year, proponents of cultural exchange were successful in blocking a proposal to reduce Fulbright funds by 66% [italics mine]; if the bipartisan coalition remains strong, we'll continue this cultural initiative" (letter to the author, March 30, 1982).

At the same time, however, the Reagan administration called for substantial increases in USIA's $135 million budget. Why? The only viable explanation seems to be the Reagan administration's desire for total control of all exchange programs. In short, if USIA administers Fulbright, it cannot arbitrarily choose recipients. Fulbright awards are based on bilateral agreements with 120 foreign countries which have as much input into the selection process as the U.S. government. Conversely, all participants in the USIA Speaker's Program are hand-picked by agency officials.

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

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

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

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

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

Former administrations have had similar policies, he said, but it has never been stated "quite so clearly."
Still another USIA functionary, Phyllis Kaminsky, Director of USIA's Public Liaison office, in identical letters to the Hartford Courant (September 26, 1982) and the OAH Newsletter (November 1982), reaffirmed that political considerations played a major role in selecting speakers sent out to discuss "current administration foreign policy." Kaminsky implied, however, that since it was not a foreign policy "expert," USIA was not concerned about my political views. Kaminsky nearly dodged the issue I raised by stating: "We are unable to verify Mr. Curry's account of his conversations with our diplomats in Australia."

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

"In my case the Agency planned a lecture tour of six African countries; an overall itinerary was developed, specific appointments made for me in each of these countries, and flights booked from New York City to leave in November 1981. Eight days before the planned departure date, the Agency phoned to tell me of the cancellation, because (as the Agency told me) and then Congress, I never had relevance to the selection process. Keep in mind that Wick did not state that the Agency had changed or repudiated its earlier publicly stated policy positions. Rather, he declared: "When a lecturer speaks on a topic which bears on current administration policy, we expect him to be able to explain what this policy is. He is not, however, required to defend it!" [Italics mine]."

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

Still, however, to mistake "the import" of an warning by an ICA official in Canberra that sharp criticism of Reagan administration policies could have only one result: "You'll never get another Fulbright!"

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For a time, I was puzzled by Wick's reply to Gejdenson. How, I wondered, could Wick possibly deny to a member of the House Foreign Affairs Committee that political considerations were not a factor in choosing individuals to participate in USIA's Speakers' Program since he and several other Agency bureaucrats a few days earlier admitted in public that this was precisely their policy?
the effect on the career services. (pp. 64–65)

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

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

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

In recent months, Mr. Wick has continued to occupy the high ground. In a recent profile by Bernard Weinraub (New York Times, August 31, 1983), Wick stated:

At the beginning there was this concern that we'd have a conservative, hardline bent... My defense was that this is preposterous. The VOA charter says we must tell about America in a balanced way. To do what was alleged and feared would be illegal.

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

At present, however, Wick is convinced that his performance is now a credible one. In the Weinraub interview Wick also stated that "after two troubled and dismaying years as the organization's leader, he had not only bowed it (USIA) but also began to quell criticisms of his personal style." Even so, Wick admitted: "The criticisms are hard for me to deal with and, frankly, there are a lot of noles in this place." USIA's mission "had been consistent," Wick declared. "We want to explain the policies of our Government and the values and character of its people to other countries and other people." According to Weinraub, Wick stated that his effectiveness was best measured by the Soviet reactions to his efforts.

"There's this vituperativeness, this personal... Sometimes it's a bit frightening, intimidating. They said I made millions of dollars in bribes, they call me a right-wing ideologue," he shrugged, and said he sometimes wondered if the K.G.B., the Soviet secret police, was "going to be after me."

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

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

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**Down the Line**

**BOOKS NEW AND FORTHCOMING FROM NORTHERN**

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

H. Roger Grant

Grant has written a colorful and thorough account of the Chicago Great Western Railroad, the spunky midwestern carrier that contributed mightily to the U.S. transportation industry. As it developed new ways to compete, the 1500-mile "Great Western" built to the ambitious A.B. Stickney, proved to be exceptionally innovative. Richly illustrated with photographs, The Corn Belt Route is a lively story of one of the great small railroads that once served the country. Approx. 225 pages. 150 illustrations. $29.00 (January)

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

Patrick J. Bearden

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

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

Joseph Perot

Perot is a fascinating account of the assimilation of the largest ethnic community in the U.S. "Both libraries and scholars with enduring interests in regional, American social history, and ethnic and religious studies should be fasting on such riches" (Choice). 316 pages. $22.50 (cloth), $10.00 (paper)

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

Edited by Hartmut Keil and John B. Jentz

Late nineteenth-century Chicago was in many ways typical of the newly industrialized cities where immigrants found work, but it came to be distinguished by the strength of its industrial economy and its labor organization. German immigrants contributed vitally to the development of Chicago's economy and its labor force, as well as to its culture. 230 pages. $22.50

Big City Boss in Depression and War:

Mayor Edward J. Kelly of Chicago

Roger Bies

The first biography of Mayor Kelly deals with the development of the Chicago Democratic machine at a time when political machines in most other big cities had become ineffectual. Reinterpreting Chicago political history, Bies demonstrates that largely by relying on local Democrats to the New Deal and by tapping the financial resources of organized crime, Kelly assembled the machine which Daley was the beneficiary. Approx. 225 pages. $20.00 (December)

The Growth of Federal Power in American History

Edited by Rhodri Jeffreys-Jones and Bruce Collins

Although many of the crises of American history have centered on issues having to do with the expansion or restriction of federal power, surprisingly little has been written on this important theme. This collection of essays examines various debates over federal power during the two-hundred years since the formation of government in America. Analytically in its approach, it includes 12 essays on key aspects of the American past in which federal power has been questioned and defined. Approx. 225 pages. $22.50 (October)
for example, Harold M. Hyman, one of our most distinguished constitutional historians, was not sent overseas by USIA last year despite numerous requests for lectures by scholars in the U.K. and Western European countries. Hyman was told that USIA's failure to send him abroad was the result of "bureaucratic inefficiency." "Your agency," Hyman wrote to W. Scott Thompson (USIA's Associate Director for Programs) on April 4, 1983,

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

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

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

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

"I was really horrified," a New Zealand academic wrote, to read about your experiences in Australia.... I think you have done a great service to the academic community here and in America by extracting this for publication. Unfortunately, the Australian I.C.A. have set us back 15 years.... How stupid can they be?

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

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

Still other examples of reactions from scholars in the Antipodes could be cited; but the central points have been made with one major exception--the determination of Australians and New Zealanders to resist any attempt to politicize the Fulbright Program. As one individual phrased it:

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

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

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

Barbara Howe

The National Council on Public History (NCPH) will hold its annual meeting in conjunction with the OAH in Los Angeles. The NCPH meeting will be held at the Los Angeles Hilton. Ten jointly-sponsored sessions will be held at the Biltmore on Thursday, Friday, and Saturday, and the NCPH meeting will begin Friday, April 6 at the Hilton. There will be a joint registration fee, allowing those attending the OAH Annual Meeting to register for NCPH sessions for an additional fee of $10.

Registration information will be available in the OAH Program in January. All those attending the meeting(s) must register. The jointly-sponsored sessions and workshops include such topics as: historical archaeology; immigration policy in historical perspective; the new Smithsonian exhibition on the U.S. after the American Revolution; promoting and tenuring professors of public history; ethics and the historian; and curriculum development in public history. For further information on the NCPH meeting, contact program co-chairs John Porter Bloom, Holt-Atherton Pacific Center for Western University of the Stockton, California 95211; Barbara Howe, Department History, West Virginia University, Morgantown, West Virginia 26506. Further details in February Newsletter.

FLIGHT RESERVATION FORM

OAH Annual Meeting

April 4-7, 1984

To make reservations, call Rosalyn Moss Travel Consultants (RMTC) toll free at 800-645-3437, in New York 516-536-3079, or mail coupon below to RMTC, 100 N. Village Avenue, Rockville Centre, New York 11570.

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Reno, Nevada __________
Mexico City, Mexico __________
Honolulu, Hawaii __________

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

Los Angeles Highlights

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

J. Paul Getty Museum

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

Art Lover’s Special

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

Historic Reno

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

Exotic Hawaii

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

Mexico City

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

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

★ RMTC has negotiated a discount of $20 below the 70 super-saver fares on United Airlines. The requirement for Saturday night stay has been waived along with other restrictions. You may travel on the United Airlines flights of your choice, subject to availability. These fares are not available to the general public.

★ RMTC will employ their "tariff expertise" to research and offer a lower fare, if available, on any carrier.

★ RMTC will offer complete travel service to additional destinations (i.e. flights, hotels, tours, cars).

...And after LA

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

ORGANIZATION OF AMERICAN HISTORIANS, 112 North Bryan Street, Bloomington, IN 47401.
Archivist of U.S.
Deprived of Personnel Control

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

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

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

National Archives Independence

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

House Historian Selected

On October 1, Ray Smock began his duties as Director of the Office for the Bicentennial of the House of Representatives. The success­ful passage of a House resolu­tion last December established this office and specified that a professional historian would be employed to head the office. Resisting pressure to turn the position into a political plum, Speaker Tip O'Neill (D-MA) stood by the conviction that a professional historian with strong qualifications should be chosen. Smock served as a co-editor for the Brookings Institution's Vietnam Papers, a firm that develops scholarly educational resources, is completing with two partners a project to publish a manuscript guide to the papers in the presidential libraries, and is the president of the Association for Documentary Editing.

Bicentennial of the Constitution

On September 30, President Reagan signed into law legislation that will establish a Commission on the Bicentennial of the Constitu­tion. While the Commission will initiate a limited number of projects, its primary goal will be to coordinate and en­courage the participation of state and local governments and private organizations in the commemoration. The legislation instructs the Com­mission to "give due con­sideration to the Senate for reflection upon both academic and scholarly views of the Constitution." Furthermore, the law states that the Com­mission shall seek the cooperation, advice, and as­sistance of learned societies, academic institutions, historical associations, as well as other professional and civic groups. Although the President will make the Com­mission, it is instructed to choose four names from recommendations supplied by the Speaker of the House, four from the Pro Tempore of the Senate, and four from the recommendations of the Chief Justice of the Su­preme Court. The President will choose eleven Com­mission members for a total of twenty-three. The legislation specifies that members should be chosen from among individuals who have demonstrated scholarship, a strong sense of public service, and abilities likely to contribute to the fulfill­ment of the duties of the Commission. If you wish to make recommendations for the ap­pointment of members for the Commission, you may write directly to President Reagan, Representative Tip O'Neill, Senator Thurmond, or Chief Justice Burger. A strong approach would be to urge your Representative or Senator to suggest your recommendation to one of the above.

NEH Funding

On September 29, the House and Senate reached a com­promise on the FY'85 appropri­ations for NEH. An increase of $10 million raised the budget from its FY'83 level of $130 million to $140 million. The largest area of increase occurred in the Research Division where $18.4 million was appropriated. This will aid the Endowment in launch­ing a program called "Travel to Collections," and it will al­low the new program of "Summer Scholars for Secondary Educa­tion" to expand. Despite some fears, the funds for the state humanities programs were not reduced but increased from $20.5 million to $21.8 mil­lion. Congress again showed its strong support for NEH by passing legislation that provides twenty percent more than President Reagan's recom­mendations.

CIA Seeks Increased Exemption from FOIA

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

Freedom of Information Act

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

Hollywood war films in the history classroom

This is part of a continuing series designed to explore applications of documentary and dramatic films to classroom teaching. To obtain information or to make recommendations concerning the series, contact Robert Brent Toplin, Editor, Department of History, University of North Carolina at Wilmington, Wilmington, North Carolina 28409.

Michael T. Isenberg

The theme of war has been a staple of Hollywood commercial releases from the very beginning. War films display the most intimate and forceful of human emotions: romance, daring, stupidity, fear, and hatred. Producers have dealt, with varying degrees of success, in the argot of heroism, outrage, triumph, and Shahis, while audiences have responded to the shocks of departure and loss as well as the healing catharsis of return and vindication.

Audiences have responded for three-quarters of a century to oft-told tales of the shocks of departure and loss as well as the healing catharsis of return and vindication. These stories generate thought and debate about national attitudes and presuppositions concerning war.

Western women to be topic of conference

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

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

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

For more information, contact Janice Monk, SIROW, 269 Modern Languages Building, University of Arizona, Tucson, Arizona 85721.
hymreonality, but the difference is one of degree and not of kind. Early productions on the conflict against the Japanese were excessively stereotypical, even by Hollywood standards, and, as regards the Japanese, exceptionally racist. Excellent, nonetheless more mature vision of America at war may be gleaned from films which highlight a sense of mission, discipline, and team effort. Noteworthy among dozens of possibilities are Air Force (1943), The Purple Heart (1946), and A Walk in the Sun (1946), all emphasizing the group cohesion of "average Americans."

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

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

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

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

Then there was Vietnam. The glaring absence of Vietnamese themes from movie screens in the sixties and early seventies remains compelling testimony to the increasing national uncertainty concerning this conflict. Older concepts of mission and heroism were doused off and recycled in John Wayne's The Green Berets (1968); this might be compared with the gritty, sweaty world of The Boys in Company C (1972). The artistic eloquence of The Deer Hunter (1979) and Apocalypse Now (1978) is extremely introspective and mature regarding social, communal, and personal themes relating to the Vietnam experience.

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

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

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

Filography

Twentieth Films (4700 Wadsworth Road, Dayton, Ohio 45401) has the following films: Birth of a Nation; The Caine Mutiny; and Fail-Safe. Films, Inc. (440 Park Avenue South, New York, New York 10016) has the following films: What Price Glory; The Purple Heart; A Walk in the Sun; Command Decision; Twelve O'Clock High; The Green Berets; and The Red Badge of Courage. Wings; On the Beach; and Patton are available from Films, Inc. (36 MacQuarrie South Parkway, Mount Vernon, New York 10550). Universal Films New York (445 Park Avenue, New York, New York 10016) handles All Quiet on the Western Front, while United Artist's, New York (729 7th Avenue, New York, New York 10019) has Heroes for Sale (Breadline; Attack!; Air Force; Pork Chop Hill; Paths of Glory; Coming Home; and Apocalypse Now. Swank Motion Pictures (Jones Branch Road, McLean, Virginia 22102) handles Dr. Strangelove; The Boys in Company C; and The Deer Hunter; while Hearts and Minds is available from Filmmakers Library (138 East Street, Hoboken, New Jersey 07030).

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

a revolution yet to come

Lawrence Douglas

The tidal wave of the computer revolution continues to sweep through the halls of academe, carrying professors, students, and administrators along to the promised rewards of the mint, the micro, and computer-assisted instruction (CAI, CBI, and CMII). As with most innovations in education, certain fields are more readily adapted or seem to "fit" better than others. At the college and university level, the disciplines that appear to have moved most rapidly in applying the computer to the classroom are mathematics, the sciences, engineering, and business.

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

The commercial interests that have moved eagerly into the development, production, and marketing of educational software have concentrated their efforts on those areas of the curriculum mentioned above with the result that the availability of "off-the-shell" software for American history is quite limited. Individual professors and some institutions have been actively developing software as personal interests and curricular needs dictate. For example, the faculty of Notre Dame has developed a two-semester introductory course in early American history. These courses are based on the interactive tutorial format in which a student is presented a review of previously covered material in the form of multiple choice questions. Each choice is accompanied by a programmed response that tells the student why the answer selected was correct, not entirely correct, or wrong. Each student who participates in a tutorial receives a printout of his or her interaction with the program for future study. The Western Civilization course consists of fifty-five tutorial programs and approximately 600 questions while the American history course has twenty programs and over 200 questions. These programs are designed for PDP-11 installations with the UST/68 operating system and are available for purchase. For additional information, contact Professor William T. Davison, College of Arts and Letters, University of Notre Dame, Notre Dame, Indiana 46556.

Inquiries to approximately thirty software distributors and a computer seminar of three database formation (the Software Database, Microcomputer Index, and ERIC) resulted in few leads to additional information regarding programs for historians on commercially available software. Most of the material listed as history programs is applicable to the elementary or secondary social studies teachers as opposed to the college or university professor. There is a movement in our direction, however, as indicated by the following examples. Micro Lab Learning Center (2695 Skokie Valley Road, Highland Park, Illinois 60035) is distributing a U.S. Constitution Tutor with seven sections of twenty-five questions each, at three levels of difficulty for the Apple II computer with 48K and disk drive for $30. QUEUE INC. (5 Chapel Hill Drive, Fairfield, Connecticut 06432) had indicated that they plan to market a program, American History through Contemporary Biographies, for the Apple and IBM computers this December. They currently have two other programs for the college market: Shiloh, a simulation of the Civil War Battle, and another that compares the early approaches to constructing our Constitution.

As is readily apparent from the foregoing, a major problem that may accompany the revolution as it moves into the history classroom is locating appropriate programs for the system or computers available on your campus. The three databases mentioned above can be accessed by most college libraries and will undoubtedly keep us apprised of new developments in the field. In addition, there are any number of software catalogue sources that carry full information about available software for educators. Software City (22 East Quackenbush Avenue, Dumont, New Jersey 07628) published Academic Software, a sourcebook for various computers. Swift's Educational Software Directory, published by the Sterling Swift Publishing Company (901 South IH-35, Austin, Texas 78744), provides a similar service, as do the publications of Opportunities for Learning, Inc. (8950 Lorache Avenue, Chatsworth, California 91311).

As mentioned before, individual professors are the prime movers in bringing computers into the classroom. If you are interested in putting together your own program, you can do it even if you have little or no experience with computers. Course authoring programs are available which help you build a program that may change your teaching forever. The Swift Publishing Company (see above) will soon market Super Quiz II, a program developed by a history professor at Southwest Texas State University. This computerized test bank of up to 10,000 questions. Too tame? How about developing an interactive video program, an instructional approach that uses television, a videotape recorder, and a microcomputer. With CAVRI Systems, Inc's. Ghostwriter authoring system you can produce a sophisticated program that integrates computer-assisted instruction and video presentations without using a programming language (CAVRI, 16 Tromball Street, New Haven, Connecticut 06511). Other interactive video authoring systems are available from BCD Associates (5800 Soniclele Street, Oklahoma City, Oklahoma 73128) and Advanced Interactive Systems, Inc. (46 Darby Road, Paoli, Pennsylvania 19071).

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

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

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

Software Survey

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

Literature in American Democratic Thought
Diana Walczewski & Charles Howlett

The mechanics of the course center around the use of basic texts, plays, literary essays, and novels. From a historical perspective, students are required to read Carl Degler's "American In Dahomey to Out of the Past;" supplementing Degler's book is Stov Peters's "Decline of American Centrality." People's work was selected for its insights and analysis of the "moral" of major literary figures for the gentry's intellectual and cultural denial of the condition three important reference works were made available for student use: "Amadeus's Growth of American Thought;" "Herman Melville's Literary History of the United States;" and Scully and Bradley's "The American Tradition in Literature."

A number of excellent works of literary analysis and content were read for each historical period. For example, after presenting a historical overview of Puritan society and the "splintering society," Miller's "The Crucible" was read and then augmented with copies of selected trials from George L. Burt, "Narratives of the Salem Witchcraft Trials." When studying Nationalistic Romanticism, students analyzed Ralph Waldo Emerson's "Concord Symposium. The social effects of Jacksonian Democracy were discussed after reading Cooper's "Home as Found." The New England Literary Tradition was studied from the perspective of Emerson's "The American Scholar," William Lyon's "The Confessions of Nat Turner was used for the slavery and abolitionist period in conjunction with Harriet Beecher Stowe's Uncle Tom's Cabin. The effects of the Civil War were dramatically illustrated by reading of Crane's "The Red Badge of Courage." The impact of Industrialism was looked at in Mark Twain's "Life on the Mississippi." The satirical novel "Gilgamesh" was read by Henry Adams as "Democracy." The American Novel offers a number of useful novels including Upton Sinclair's "The Jungle," Frank Norris's "The Octopus," and Jack London's "The Valley of the Moon. The post-World War I period was viewed from Ernest Hemingway's "Farewell to Arms." And, Scott Fitzgerald's "The Great Gatsby," F. Scott Fitzgerald's "Maxand Godd," and John Steinbeck's "The Grapes of Wrath were used to illustrate the problems of an "inadequate" to the role of democratic leadership, and poverty during the Great Depression. Finally, the themes of "independence" were cared for by reading Richard Wright's "Native Son," B.F. Skinner's "The Golden Twent," and Joseph Hel-ler's "Catch 22."

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

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

Diana Walczewski and Charles Howlett are teachers at Amityville Memorial High School.
A Concise History of the American People

by

Arthur S. Link, Princeton University
Robert V. Remini, University of Illinois at Chicago
Douglas Greenberg, Princeton University
and Robert C. McMath, Jr., Georgia Institute of Technology

A Concise History of the American People is a brief, rich textbook that combines the work of two senior scholars in political and diplomatic history with the specialized skills of a colonialist and a social historian. This text for the survey course includes all of the essential understanding of our complex history.

Illustrations  Suggestions for Further Reading
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Available December 1983

Also available

Student's Assistance Manual
by Robert F. Marcom, San Antonio College
Vol. 1: To 1877, paper,
Vol. 2: Since 1865, paper.

Instructor's Manual
by Sandra M. Hawley, University of Houston,
Downtown Campus
One volume, paper.

The Twentieth Century: An American History

by

Arthur S. Link, Princeton University,
and William A. Link,
University of North Carolina at Greensboro

Progressivism

by

Arthur S. Link, Princeton University,
and Richard L. McCormick, Rutgers University

The New Deal,

by

Paul K. Conkin, Vanderbilt University

The Cold War

by

Ralph K. Levering, Earlham College

Please write for an examination copy.

HARLAN DAVIDSON, INC.
3110 North Arlington Heights Road
Arlington Heights, Illinois 60004

A HISTORY OF AMERICAN BUSINESS

by C. Joseph Pusateri, University of San Diego

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

—Stuart Bruchey, Columbia University

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Available December 1983

Labor in America,
FOURTH EDITION

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

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

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Available December 1983

Louisiana: A History

Edited by Bennett H. Wall, University of Georgia

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

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

Illustrations  Maps
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Available December 1983

Please write for an examination copy.

THE FORUM PRESS, INC.
3110 North Arlington Heights Road
Arlington Heights, Illinois 60004
Administrative histories in the National Park Service

Sharon A. Brown

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

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

Each park area has different management needs, depending on the type of resource in the area. For many parks, historic resource studies, composed of all the research findings concerning an area’s historic resources, are used in making management decisions. Cultural site inventories (containing maps, bibliographies, and other research materials) are used to manage archæological sites. Collection preservation guides provide information for ensuring the proper care of museum collections.

Administrative histories, which should exist for each park, are used in conjunction with these other documents. Together they provide a historical basis for managing the many diverse NPS areas.

A park administrative history contains a brief discussion of the event(s) or person(s) commemorated by the park; and a history of the area prior to its inclusion in the National Park System, when applicable. It should be concise, selective, and readable, along with a discussion of various effects on the resources.

Administrative histories include discussions of the legislation establishing the park with reference to the various House and Senate hearings and committee bills, along with the original rationale for nationalization for key management decisions. Important management concerns include the impact of local interests, superstructure preservation, restoration, and reconstruction of structures; development of support facilities (visitor centers, roads, trails, and so on); major archæological excavations; and major museum collections activities. Information is provided about park legislation, monumentation, significant cooperative agreements, and major research projects and publications.

Listings of key staff people are normally appended.

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

Awareness of the management value of NPS administrative histories is not new. In 1971, National Park Service Director Arthur Dimeny urged all park staffs to prepare histories, but the review process was haphazard and only a few competent histories were written. The movement regained impetus in 1972 under Director George B. Hartzog, Jr. Politics intervened, however, Hartzog was ousted, and not until recently did several key NPS managers, including Chief Historian Edwin C. Bearss and current NPS Director Russell Dickinson, revive the practice.

National Park Service Bureau of History and Public Affairs, 1982

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

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

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

The memorial’s history proved to be a historian’s challenge. Primary sources included not only administrative records, but federal senators' and also representatives’ papers, and congressional documents as well. Local support and politicians’ papers in local and state archives provided information. Secretary of the Interior Harold L. Lyes’ “secret” diary, architect Eero Saarinen’s winning competition drawings of the Gateway Arch, and oral interviews with a former NPS director and the Arch’s transportation system designer were consulted. Nearly fifty years of history were covered in over a dozen volumes of correspondence from local citizens and congressman.

Assateage Island’s and Jefferson National Expansion Memorial’s histories are used by managers as resource documents in several different ways. Restoration procedures are planned through awareness of past alterations in a historic structure. Sound decisions are made concerning public use of the resource. Guidelines are provided for planning future development in light of these historical and legal precedents for protecting wildlife and historic resources are detailed. Background information on use permits and easements are included. Past errors are analyzed to avoid future mistakes.

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

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

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


PROJECT IS seeking letters to and from Emma Goldman (1869-1917), writer and social activist active in the U.S. from 1886-1919, and letters or articles about her written by contemporaries. Contact the Emma Goldman Papers Project, Institute for the Study of Social Change, 2420 Bowditch, Berkeley, California 94720.
Executive Secretary Indiana Historical Society

Executive Secretary, Indiana Historical Society, a not-for-profit corporation chartered in 1831. The executive secretary is the chief administrative officer of the Society, subject to the discretion and control of the board of trustees, with overall responsibility for full-time staff of 45 and a budget of $2,000,000. The Indiana Historical Society includes an excellent research library of rare books, manuscripts, maps, pictures, and ephemera relating to the history of Indiana and the Old Northwest, with a highly reputed publications program, that includes R.O. Buley's Pulitzer Prize-winning work, The Old Northwest (1990), and a Field Services division, which actively promotes state and local history and local historical societies. Special interests include: archaeology, family history, military history, and medical history. Qualifications: Advanced degree(s) in history, demonstrated record of scholarly achievement, with at least five years of administrative experience in relevant historical programs, and an ability to speak and write effectively, and to work harmoniously with others. Position available after July 1. Salary competitive. Excellent fringe benefits. Nominations and applications should be sent to Richard O. Ristine, Chair, Executive Search Committee, Indiana Historical Society, 315 West Ohio Street, Indianapolis, Indiana 46202, by January 15, 1984; those received after this date cannot be assured consideration.

Research Assistant

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

Professional Opportunities

Professional Opportunities is a service provided to the historical profession by the OAH Newsletter. All listings cost $350 and require publication permission, Elizabeth Rogers, Advertising Manager, OAH Newsletter, 112 North Bryan, Bloomington, Indiana, 47401.

Assistant Professor of Communication

The Department of Communication at the University of California, San Diego, is recruiting for at least one permanent position at the Assistant Professor level. In addition, there is a strong possibility for one or more additional permanent positions at Assistant, Associate, or Professor levels. One year temporary positions may also become available at Lecturer, Acting/Visiting Professor levels. Appointment(s) will be made in the following areas: (1) State, politics and communication; Candidates should have interest in one or more of the following fields: communication issues in the international/Third World arena; communication and policy; communication and education. (2) Social/political impact or context of new communication technologies: Impact of the computer, communication and the workplace; history of communication technologies. (3) Theories of interpretation: Familiarity with both semiotic and historical approaches to verbal and visual forms. (4) Production and theory of print and electronically produced media; television and especially video production within a theoretical context. Experience in feminist aesthetics and/or ethnic film/video are also highly desirable. Candidates must have Ph.D. or equivalent and demonstrated research and teaching ability. Significant publication record required at senior levels. Salary dependent on level of appointment. Send vita, statement of interests, and names of three references (DO NOT SEND LETTERS OF REFERENCE IN PRINT READY FORM FOR FILE) DEADLINE: January 15, 1984. USCS is committed to an Equal Opportunity/Affirmative Action Employer.

Assistant Professor of Social Science

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

New York Council for Humanities

The New York Council for the Humanities has just announced an important new program: The History Teacher Institutes of New York. An inaugural set of institutions for the history of New York, serving twenty-five participating high school teachers along with two master teachers and a directing scholar, will be in operation in July 1984. The main objective is to improve teaching in the high schools by linking teachers and scholars for the study of a central historical subject. The council will pay stipends for all participants and will cover administrative expenses. For further details about the program, the first statewide initiative in history teaching, contact Edward Bristow, New York Council for Humanities, 33 West 2nd Street, New York, New York 10012. Deadline for applications, which should be collaborative efforts between schools and colleges, is February 1, 1984.

Assistant Professor in American Material Culture and American Studies

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

OAH Executive Board supports separation of NARS from GSA

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

Robert Pomeroy


(Author's note: “The Humanist as Business Executive: Wistful Thinking?”

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

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

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

Absolutely not? Does this include programs in public or applied history? Why no reference to public historians? To me this is a key to historians' business credibility; it could well serve as a model for other humanists. Dr. Solomon will be wailed forth with the OAH Committee on Public History's Educating Historians for Business, the "Business and History" issue of the Public Historian (journal of the National Council on Public History), as well as George David Smith and Lawrence E. Steadman's article "Present Value of Corporate History" from the Harvard Business Review. These will provide some background on the nature of public history as it relates to business, with practitioners' opinions on the field's strengths, problems, and potentials.

Should Dr. Solomon himself wish to investigate the business careers of these or other public historians, I would suggest rapid grasp of business is needed. By generalizing common attributes, humanists' strengths tend to become less than the sum of the whole.

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

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

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

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


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**Upcoming Meetings & Conferences**

**December**

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

**February**

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

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

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

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

**April**

THE SOUTHERN NINETEENTH CENTURY STUDIES ASSOCIATION will hold its annual meeting at the Virginia Military Institute in Lexington on April 5-7, 1984. The topic will be "Propriety in the Nineteenth Century." Contact Wendy Greenberg at the Department of Foreign Language, Pennsylvania State University, Fogelsville, Pennsylvania 18031 for more information.

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


**May**

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

**June**

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

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

THE NATIONAL ENDOWMENT FOR THE HUMANITIES will hold a three-week institute in social history for secondary school social studies teachers at Chatham College in Pittsburgh, Pennsylvania on June 25 to July 13, 1984. The institute will focus on findings and teaching approaches in key thematic areas in the social history field, and participants will have an opportunity to examine various classroom materials in social history and to work with colleagues who have been teaching social history at the secondary level. For more information and application forms, write to Linda W. Rosenzweig, Chatham College, Woodland Road, Pittsburgh, Pennsylvania 15232.
RELIGION, THE CHURCHES AND THE HOLOCAUST, 1939-1945 is the theme of the third annual conference on the Holocaust to be held at Millersville University on April 1-2, 1984. Address all inquiries to Holocaust Conference Committee, Department of History, Millersville University, Millersville, Pennsylvania 17551.

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

December

NEW RIVER SYMPOSIUM will be held on April 12-14, 1984 at Appalachian State University Center for Continuing Education in Boone, North Carolina. Papers for the Symposium are being sought in natural history, folklore, geology, history, archaeology, geography, and other sciences, some aspect of the New River valley, past or present, including its natural, physical, and human environments, or the interrelation of these. Proposals for sessions and panel discussions are also sought. Proposals, which are due by December 1, 1983, should be sent to Gene Cox, National Park Service, New River Corge National River, P.O. Drawer V, Oak Hill, West Virginia 25551.

THE SOUTH TEXAS CONFERENCE ON THE TEACHING OF HISTORY will be held on February 4, 1984 at Pan American University, Edinburg, Texas. The focus of the conference will be on historical content and teaching methods for secondary school teachers. The deadline for receipt of papers is December 15, 1983. Abstracts and proposals for sessions should be sent to Mansel Blackford, Department of History, Mary's College of California, 31 Brook Lane, Great Neck, New York 11023.

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

January

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

THE GEORGIA INSTITUTE OF TECHNOLOGY'S Program in Science, Technology and International Affairs is sponsoring a two-day conference to be held on May 31-June 1, 1984 in Atlanta, Georgia. The conference will focus on the generic issues of international technology transfer and more specifically on the strategic dimension (East-West transfer), the economic development dimension (North-South transfer), and the competitive dimension (West-West technology trade). Abstracts and proposals for papers should be submitted by January 15, 1984. For more information, contact John R. McIntyre, School of Social Sciences, Georgia Institute of Technology, Atlanta, Georgia 30332.

THE FUTURE OF AMERICAN LABOR HISTORY: TOWARD A SYNTHEHSIS is the subject of a conference to be sponsored by the Department of History, Northern Illinois University on October 11-12, 1984. The goal of the conference is to contribute towards integrating labor history with the fragmented subfields in social history and move towards a synthesis of the new labor history with American history as a whole. Papers are solicited demonstrating new scholarship contributing towards this synthesis in one of these periods: formation of the American Working Class: Late 18th and early 19th centuries; class culture and ideology: the late 19th century; and labor capital and the state: the 20th century. Send title and one-page resume of the proposed paper by January 15, 1984. Correspondence should be directed to Carroll Woody and Alfred Young, Department of History, Northern Illinois University, DeKalb, Illinois 60115.

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

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

The Call for Papers:

THE SOCIAL SCIENCE HISTORY ASSOCIATION will hold its annual meeting on October 23-26, 1984 at the Ontario Institute for the Study of Education in Toronto, Canada. Paper and panel proposals should include:

- Title and summa of paper or session
- A 250-word abstract
- An outline of the paper or session
- Identification of any support or research grants
- List of sources
- A copy of the author's current vita

Deadline for receipt of proposals is January 31, 1984.
March

THE JOINT ATLANTIC SEMINAR IN
THE HISTORY OF BIOLOGY will be
held at the National Museum of
American History of the Smith­
sonian Institution on April
13-14, 1984. Those wishing to
present papers should send a
title and brief description by
March 3, 1984 to Pamela M.
Henson, Smithsonian Archives,
Washington, D.C. 20560.

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

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

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

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

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

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

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

**THE BENTLEY HISTORICAL LIBRARY** of the University of Michigan will offer fellowships for research on appraisal problems associated with modern documentation. Fellowships for the 1984 summer program in Ann Arbor will be awarded for periods of one, two, three, or four months. Up to $2,500 per month plus a housing allowance will be provided to support research while in residence in Ann Arbor. Interested archivists, historians, and other scholars should contact Francis X. Blouin, Bentley Historical Library, University of Michigan, 11550 Beal Avenue, Ann Arbor, Michigan 48109 before the December 12, 1983 deadline.

**THE STANFORD HUMANITIES CENTER** expects to offer four external fellowships for 1984-85. The deadline for applications is December 15, 1983. Application materials and further information are available from Morton Sosna, Associate Director, Stanford Humanities Center, Mariposa House, Stanford, University, Stanford, California 94305.

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

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

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

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

**UCLA'S INSTITUTE OF AMERICAN CULTURES** is offering fellowships to support study of Afro-Americans, Asian Americans, Chicanos, or American Indians. The stipend for the two-year grant fellowship is $4,800 per year plus registration fees, while the range for postdoctoral fellowships is $18,500 to $21,500. Postdoctoral awards can be for a period less than a year and may supplement sabbaticals. The deadline for applications is December 31, 1983. For information and applications, contact Charlotte Heth, American Indian Studies Center, 3220 Campbell Hall, UCLA, Los Angeles, California 90024.

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

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

**THE AMERICAN ANTHROPOLOGICAL ASSOCIATION** invites applications for a short-term fellowship program which supports bibliographical inquiry as well as research in the history of publishing and the book trades. Applications, including three letters of reference, are due on January 31, 1984. For more information, contact ASA at 185 Salisbury Street, Worcester, Massachusetts 01609-1634.

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

**THE HERBERT HOOVER PRESIDENTIAL LIBRARY ASSOCIATION, INC.** announces its sixth annual Hoover Presidential Fellowship and Grant competition. The Association offers up to $2,500 in competitive fellowships to scholars and others conducting original investigations into the personal and public careers of Hoover, and into national public policy during the Hoover Period, 1921-29. For information and application materials for the year are available each preceding September 1; deadline for receipt of applications is the following January 31. To obtain
necessary documents, write to the Chair, Fellowship and Grant Committee, Herbert Hoover Presidential Library Association, Inc., Box 966, West Branch, Iowa 52358.

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

Manuscripts and requests for information should be addressed to Wendell Tripp, New York State Historical Association, Box 800, Cooperstown, New York 13326.

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

THE UNIVERSITY OF FLORIDA is offering two $5,000 fellowships for graduate study in American history. Special preference will be given to students wishing to work in southern U.S. history. Applicants should contact the Graduate Coordinator, Department of History, University of Florida, Gainesville, Florida 32611 for additional information. Deadline for applications is February 15, 1984.

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

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

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

Activities of Members

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

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

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

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

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

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

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

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

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

The PAPERS of CARLOS MONTEZUMA, M.D.

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

"The papers of this extraordinary and articulate man provide fresh insights and a much-needed balance to traditional pediatric studies of the Native American."

—Blais M. Gagliano, Arizona State Archives

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

—Wilcomb E. Washburn, Smithsonian Institution
ROY E. FINKENSHINE, Florida State University, has received a grant from The Rockefeller University for his work on Tuskegee and black rural education in the South, 1861-1915.

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

FRED I. GREENSTEIN, professor of politics, Princeton University, has been awarded a grant-in-aid from the American Council of Learned Societies for his study of decentralized Urban Labor Forward Movements of 1913," which appeared in the October 1982 issue of New York History.

STEVEN THOMAS, professor of history, and RESEARCH INSTITUTE FOR THE STUDY OF THE UNITED STATES IN THE NATIONAL PARK SERVICE, has been named a Hoover Scholar for 1983.

MANFRED JONAS, Washington Irving Professor in Modern Literary and Historical Studies at Union College, has been named the new head of the department of history, College of Charleston, has been named an assistant curator of the Oral History Program at the University of Kansas, and has been named a Hoover Scholar for 1983.

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

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

ANNE C. LOVELAND, Louisiana State University, has received the Francis MacKenzie Award for 1980-82 from the Historical Foundation of the Presbyterian Church in the United States. She has been named the new head of the department of history, College of Charleston, has been named an assistant curator of the Oral History Program at the University of Kansas, and has been named a Hoover Scholar for 1983.

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

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

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

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

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

ROBERT BRENTO TOLPIN, University of North Carolina-Wilmington, and DAN T. CARTER, Emory University, have received an Am-ERICAN Historical Review grant for the pilot production of a series of PBS television programs about American history since the Civil War.

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

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

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

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

Recent Deaths

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

GENE BRACK, 49, died March 2, 1983, was professor of history at New Mexico State University. He was the author of Mexico: Views Manifest Destiny, 1871-1846: An Essay on the Origin of the Mexican War and of numerous articles.

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

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

GENE WISE, 67, died on August 26, 1983, was a professor of American studies at the University of Maryland. He was the author of American Historical Explanations and of many influential articles.

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OAH Publications

To order any of the OAH Publications listed below, just clip and return the coupon with a check or money order to the Organization of American Historians. Please include an additional $1.00 per publication for foreign postage.

American History Through Film

An anthology of eight essays originally published in the OAH Newsletter. This guide to using films in teaching American history (28pp.) is available for $4.50, published in a convenient three-ring binder. Please include $1.25 for postage and handling.

Public History Pamphlets

A series of pamphlets by the OAH Committee on Public History, each pamphlet describes a different area in which historians can be engaged by the history departments for public history careers. The first two publications are currently available: "Historic Preservation: A Guide for Departments of History" (19pp.) and "Educating Historians for Business: A Guide for Departments of History" (26pp.) at $2.50 per pamphlet. Please include $0.60 for postage and handling.

Restoring Women to History

A series of guides for integrating women's history into history surveys. These guides were produced with the help of a grant from the Lilly Endowment and the Fund for the Improvement of Post-Secondary Education. They provide methods and documentation for incorporating women's biographies in American and European history. The publications are available in three-ring binders at a cost of $8.00. Please include $1.00 for postage ($3.00 if first-class delivery is desired).

Publication Schedule

Western Civilization I (355pp.) — New available September 1984
Western Civilization II — Summer 1984
U.S. History I — To be announced
U.S. History II — Spring 1984

Mail in Coupon

American History Through Film — $4.50 each ($1.25 for postage and handling)
Public History Pamphlets — $2.50 each ($0.50 for postage and handling)
Historic Preservation
Educating Historians for Business
Restoring Women to History — $8.00 each ($2.50 for postage and handling)
Western Civilization I

Mail In Coupon

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

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Rights of Passage


Sport History in the United States: An Overview

A pamphlet which examines the history of sports into the American history classroom. The author is Mary E. Reames, an associate professor of physical education at Indiana University. The publication is especially applicable to the high school classroom. It will be available in December 1983.

Computer Applications for Historians


OAH Newsletter