Report of the Executive Secretary

Joan Hoff-Wilson

In looking back on the Organization of American Historians since the fall of 1981 when I became Executive Secretary, I am somewhat bemused by reflecting on those projects and ideas that developed and those that did not. Despite what I thought was a fairly well thought-out assessment of the profession's problems and plan of action as stated in the 1980 article "His History an Endangered Species" (The Public Historian 2 [1980], 4-21), implementation has been more erratic than I would have desired or guessed possible four and one-half years ago.

The "job crisis" in the profession was then still very much the critical problem, although much less so now, because of retirements and the increased demand for teachers experienced in the late 1980s and early 1990s. There were, however, other crises on our minds as well at the beginning of this decade, namely:

1. how to teach history better at all educational levels and restore it to a place of prominence, inside and outside academe;
2. how to prevent more exemptions to the FOIA;
3. how to resolve classification problems within the State Department on the Foreign Relations papers;
4. how to obtain independence for the National Archives; and
5. how to work more effectively with historians outside academe, particularly those in the federal government and also those in both the public and private sectors calling themselves public historians.

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5. how to work more effectively with historians outside academe, particularly those in the federal government and also those in both the public and private sectors calling themselves public historians.

Little did I realize in 1981 that the spring of 1986 the phrase "job crisis" would be almost completely out of our vocabulary due to a level job market and more stabilized graduate and undergraduate enrollments (if not majors). I believe it is to the credit of the OAH that we followed through in trying to resolve a number of these problems and were particularly successful in the area of advocacy activity.

Of all these crises the one involving better teaching of history in secondary and higher educational institutions (especially the survey classes) remains very much with us. But for high school history teachers was not a high OAH priority in 1981, but we are now engaged in major outreach activities on the secondary level. At the moment, the OAH has or is supporting the following high school projects:

1. Professional Day at the annual meeting;
2. the OAH/Exxon study "Strengthening History Education in High Schools; A Cooperative Project of Secondary and University History Teachers" compiled by Page Miller;
3. cooperation with the national ERIC/Clearinghouse (which recently has relocated to the Indiana University campus) and the National Council for the Social Studies on high school materials;
4. in-house OAH publications geared for high school use.

This currently unprecedented number of high school programs is due in large measure to a shift in available funds targeted for high school projects on the part of the Rockefeller Foundation and the several other major funding agencies.

To augment and strengthen our outreach activities on behalf of high school teachers, I will be encouraging the OAH standing committees, particularly the ones on the Committee on the Status of Women in the Historical Profession, the Committee on History in the Schools and Colleges, and the Public History Committee, to...
generate ideas for producing more professional-oriented (as opposed to research-generated), materials, curriculum and teaching guides, and general guidelines for the teaching of history in public schools. Finally, the OAH Program Committees will be asked to solicit sessions at the Annual Meeting for Professional Day to supplement the one currently organized for high school history teachers so that Professional Day for high school teachers can be folded into our permanent structure.

Outside of Professional Day, however, our soft-money projects, the FIPSE Faculty Teams and the Magazine of History, must become self-sufficient over the next two years in order for them to remain part of the OAH's traditional functions. I have every confidence that both Dr. Judith Roman, the new editor of the Magazine, and Dr. William H.A. Williams, FIPSE Project Director, have the energy and initiative it takes to accomplish this difficult task. In particular, if the FIPSE project becomes self-sufficient by the end of 1987, under-staffed history departments all over the country will be able to conduct research projects (using OAH materials) and then consult us for specialists to help them improve course offerings on campuses and in local high schools and locate history-related internships for their students in the community at large.

It is essential that the OAH not be lulled into complacency because some of the problems facing the profession at the end of the last decade have not been resolved or are no longer seen as important as they once did. In fact, even if the demand for teachers at high school, community college, and university levels does increase, there is no guarantee at the moment that we will be prepared to meet it either with thorough Ph.D. students or with assurance that the lines of those retiring from history departments will be filled with full-time replacements.

This is why I believe that the OAH should make a concerted effort now to organize both graduate student and department chairs to promote good teaching, and to monitor the training and survival in the profession of young Ph.D.s so that sufficient numbers of them will be available in the next decade. The department chairs, I believe, should be organized under the auspices of the current OAH/FIPSE Faculty Team grant and begin to meet each year at the annual conventions of the OAH and the AHA. Their high position in the priorities for the rest of this decade, as they meet with administrators at their various institutions, should be the guarantee of retirement lines. I would like to see the OAH hold the first such meeting this December.

In addition to expanding or initiating new advocacy and outreach activities, the OAH has continued to carry on with our traditional activities. Interestingly, only one of our traditional functions (assuming the OAH, the Annual Meeting, and committee structure to be the standard services of the OAH to its members) actually returns a profit to the organization—that is the Annual Meeting. Income from the sale of the booths at the Annual Meeting has averaged $13,969.50 in the last five years and has been almost $5,000 above that average in the last two years due to increased sales efforts by Mary Belding, Convention Manager. However, many similar organizations profit much more from their annual meetings and I would like to see the OAH follow their example in the immediate future.

The OAH committee structure now needs some streamlining and less costliness because several committees were eliminated (although several new ones are now under consideration), and funding for the service committees has been reduced. Grants have multiplied and Business Manager Jeanette Chafin continues to manage these as well as the operational budget. We have changed our method of membership promotion to targeted mailings rather than using individual members of the National Membership Committee because this is no longer cost-effective. In 1985 we targeted students; this year we will target institutions.

Finally, several major staff changes have occurred in the last year. Judith Roman has replaced Kathy Rogers as editor of the OAH Magazine of History, and Lori Alexander has replaced Liz Rogers as Promotions Director. I also regret to announce that Donna Littrell, who has served the OAH so loyally and well as my assistant since 1980, is leaving the staff. Those of you who have had contact with her over the years know how difficult she will be to replace.

Report of the Treasurer

Cullum Davis

During 1985 the organization continued its recovery from a period of deficit finances and eroding capital. Our operating account, revolving funds, and our investment portfolio all showed favorable results for the year.

OAH operating funds support our basic membership services. In 1985, careful management and some pleasant surprises yielded a generous operating surplus of $24,452. This was the product of that rarely realized dream of treasurers: actual receipts were above budget and actual expenditures were below budget. A major source of the higher income was a substantial early receipt from exhibitors for our 1986 Annual Meeting. The resulting surplus enabled us to eliminate a carry-over deficit of $8,408.

Separate from our operating account are funds we receive and spend pursuant to grants, awards, and other special or restricted activities. These are called revolving funds, and in 1985 they exhibited healthy turnover and balances.

Our investment portfolio experienced a 25% increase in the market value of its assets, from $282,000 to $352,000. This generous growth resulted from our ability to reinvest 1985 income, a new investment policy stressing capital appreciation, and favorable market conditions. Gradually but actively we restructured the portfolio in response both to the new investment policy and the Executive Board's decision to divest holdings of companies doing business in South Africa.

Last November the Executive Board adopted a 1986 operating budget that anticipates income and disbursement levels of nearly $550,000, a substantial 15% increase over 1985. Major new expense commitments include additional staff and support for the Journal of American History, higher data processing costs, and increased sales and membership promotion campaigns. While these increases leave no income cushion for the year, we regard them as vital investments in the future of the Organization. We will have to manage our activities prudently to sustain the healthy trend of recent years.

I am indebted to OAH Business Manager Jeanette Chafin, who performs her duties with skill and dedication.

OAH Call for Paper

The Program Committee for the 1988 Annual Meeting to be held in Reno, Nevada, March 30-April 2, 1988, invites proposals for entire sessions, individual papers, panels, or teaching workshops, although the Committee strongly encourages submissions of complete sessions. Those who participate on the 1988 program must be members of the organization.

Proposals should include a two-page synopsis that summarizes the thesis, methodology, and significance of each paper, and one vita for each participant. Two copies of each proposal should be sent to the 1988 Program Chair, Paul Boyer, Department of History, Humanities Building, Room 413, University of Wisconsin-Madison, Madison, Wisconsin 53706. The deadline for submissions is March 15, 1987.
## 1985 OAH Financial Report

### OPERATING FUNDS

<table>
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<th>Receipts</th>
<th>1985 Budget</th>
<th>1985 Actual</th>
<th>1986 Budget</th>
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<tr>
<td>Membership Dues</td>
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<td>Journal (ads, sales)</td>
<td>33,627</td>
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<td>Newsletter (ads, sales)</td>
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<td>Other Publications (sales)</td>
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<td>Annual Meeting</td>
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<td>Other (interest, gifts, grant, overhead, reimbursements)</td>
<td>15,764</td>
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**Totals**

$456,935

### Disbursements

<table>
<thead>
<tr>
<th>Publications</th>
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<th>1986 Budget</th>
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**Totals**

$456,860

### Surplus (deficit)

$75

### REVOLVING FUNDS

- **Beginning Balance January 1, 1985**: $13,019

#### Receipts

- $94,988

#### Disbursements

- $94,607

**Ending Balance December 31, 1985**: $13,600

### TRUST FUNDS

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<tr>
<th>Fund</th>
<th>Cash Principal</th>
<th>Income</th>
<th>Assets (cost)</th>
<th>Invested Income</th>
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<td>$1,064</td>
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**Procedures**

- **Redemption of Money**
  - Market Certificates: $67,000
  - Securities Sold: $16,944
  - Purchase of Money: $41,172
  - Less Cost Basis: $21,191
  - Securities Investment: $(83,142)
  - Payment of Bank Fees: $(2,204)

| Ending Balance                     | $1,000         | $303,927 | $10,891 | $315,818 |

### Business Meeting Minutes

The annual business meeting of the Organization of American Historians convened at 5:20 p.m. on April 12, 1986, in New York City, New York.

Outgoing OAH President William E. Leuchtenburg opened the meeting by expressing his warmest thanks to Joan Hoff-Wilson and the OAH staff for the cooperation they gave him during the past year.

Leuchtenburg thanked the Program Committee and its chairs, Kenneth Jackson and Deborah Gardner, for their work on the Annual Meeting.

Nominating Board Chair Bertram Wyatt-Brown presented the results of the Nominating and Executive Board elections. Elected to the Executive Board were Suellen Hoy, Linda Kerber, and Samuel P. Hays. Elected to the Nominating Board were Clayborn Carson, Vicki Ruiz, and David Van Tassel. The Nominating Board has selected David Brion Davis as President-elect for 1987.

Cullom Davis presented the Report of the Treasurer. (See page 2.)

David Thelen presented the Report of the Editor of the Journal of American History, which will be printed in the September issue of the Journal.

Joan Hoff-Wilson, after commenting on the high attendance (over 2,500) at the Annual Meeting, presented the Report of the Executive Secretary. (See page 1.)

Three resolutions were then offered for consideration. Each was passed by voice vote after some discussion. (See page 5 for the text of the resolutions.)

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The National Advisory Board of the OAH/FIPSE Project had its first meeting in Indianapolis January 30-31. Much of the meeting was devoted to working with the staff to develop a more detailed policy concerning the Project's present activities. Currently the staff develops regional workshops for department chairs and graduate program directors, and consults teams that visit departments of history. However, the Board also took time to examine the need for greater secondary school-university collaboration. Finally, the Board considered the widening career options for history graduates. All of this discussion took place within the context of the Project's goal—the revitalization of graduate training in American History. It became obvious during the meeting that there are several pieces to the puzzle of the revitalization process: curriculum innovation on both the undergraduate and graduate level; faculty development; new career options for majors and graduates; and the improvement of history teaching on the secondary level. In an attempt to pull these elements together in ways that will strengthen the Project's existing activities while at the same time expand its scope, the Board recommended that the staff establish a networking and clearinghouse operation. In so doing, the Project will actively gather and disseminate, through its faculty consulting teams, workshops, and forthcoming newsletter, the varieties of information that will help the historical profession build for the future. The Project is particularly interested in models of innovative efforts in the following areas:

- undergraduate curriculum;
- graduate programs;
- collaborative efforts between secondary schools and colleges or universities, and;
- departmental activities in placing graduate students in internship programs.

"The success of our clearinghouse effort will largely depend upon the willingness of departments to share the results of their discoveries and experiments," said Dr. William H. A. Williams, Project Director. "There are good and exciting ideas out there. Many of them already have been successfully put into practice. All we need to do is make them available to anyone contacting the Project.

"If we could gather all of these programs together, I think we would very quickly put an end to the silly story that those in the humanities have been sitting on their hands while their disciplines wither and die. Nowhere has there been more innovation than in the field of history," he added.

The networking and clearinghouse operations of the Project have been in operation for several months. History department chairs and graduate program directors are asked to send information about their innovative models to Dr. Williams at the OAH/FIPSE Project office, 112 W. Bryan Street, Bloomington, Indiana 47401. This information will be placed in a standardized format and made available to the history profession as a whole.

**Magazine Examines Progressive Era, Plans Issue on Cold War**

The latest issue of the Organization of American Historian's Magazine of History, a publication aimed at high school history and social studies teachers, recently has been distributed to subscribers. This issue, which focuses on the Progressive Era, contains articles on many different aspects of that period.

The regular Historiography column features a discussion of the Progressive movement entitled "Where Have All the Progressives Gone?" by Nancy Schrom Dye, professor of history at the University of Kentucky. An article by Joe F. Decker, "The Progressive Era and the World War II Draft," covers the views of different progressives on the draft and the effect of their views on the movement. Decker teaches at the University of Tampa. This article is accompanied by a set of classroom activities, compiled by Randy Mills, which is included in the Magazine's regular section of lesson plans. Mills has taught at Loogootee High School in Loogootee, Indiana for ten years.

"Evanston Women in the Progressive Era," by Darlene E. Fisher, a social studies teacher at New Trier Township High School in Winnetka, Illinois, provides a look at the charitable, philanthropic, and social activities of a group of women during this era. This article demonstrates ways in which research materials can be used by students.

Other articles include "Getting a High School American Studies Program," by New Jersey high school teachers Doris Gelman and Frini Sagan, as an essay on implementing concepts from the fields of literature and history. The issue contains two more sets of lesson plans. One of these, by George Chilcoat, professor of education at the University of Texas at Arlington, involves students in developing their own "mockraking" journalism in order to learn more about the Progressive Era. The other lesson plan consists of a role-playing exercise created by Sherman Barker, a history teacher at the Botnick School in Lakeville, Connecticut.

"The Magazine of History's upcoming issue on the Cold War will include a new column on resources available through the Educational Resources Information Center (ERIC), now located in Bloomington, Indiana. The column, edited by Lynn Parisi of the ERIC Clearinghouse for Social Studies/Social Science Education, provides a partial listing of teaching materials and articles related to the Cold War.

The Classroom Media column will contain an article called "Simulating the Cold War: A Software Review of 'The Other Side'" by Charles White, director of the Center of Interdisciplinary Educational Technology at George Mason University. This essay examines a computer program that can be used to help students learn about the Cold War by using classroom computers to simulate a global conflict situation which students must resolve.

"The Origins of the Cold War," by Thomas G. Paterson, professor of history at the University of Connecticut, makes up the Historiography column of the upcoming issue. This article discusses views on the causes of the Cold War that differ from traditional, anti-Soviet opinions. Paterson also mentions the cultural changes that inspired these alternative viewpoints and describes the revisionist interpretations of the Cold War.

Other articles scheduled for the Cold War issue include the text of a speech given by Gerda Lerner at the 1986 Professional Day Luncheon in New York City and "The Cold War: A Yearbook Perspective," by William Graber, professor of history at SUNY at Fredonia. This article describes ways in which yearbooks can be used to gain an understanding of students' views during the Cold War. Two articles on teaching about civil rights will also appear in the issue.

In the Lesson Plans section, the Cold War issue will feature an article by high school social studies teacher Kevin S. O'Neil, "Teaching the Revisionist History of the Cold War." The plan offers short texts of alternative views about the Cold War and encourages students to consider opinions that differ from their own. There is also a set of lesson plans to accompany an article by Ron Briley, "Basketball and the Cold War: An Examination of Values." This article appraises the sport as a reflector of American life and values and discusses the study of basketball during the Cold War era as a means of understanding American attitudes during the period. Briley is the chair...
of the department of history of Sandia Preparatory School in Albuquerque, New Mexico.

The upcoming issue contains articles on two books dealing with various aspects of the Cold War. Steven Weiland's article, "Past to Present, St. Paul to Prague: A Cold War Autobiography," discusses Patricia Hampl's autobiography, A Romantic Education. Weiland directs the department of Professional Development and Conference Services at the University of Minnesota. Also included in the book section is an interview with Walter Isaacson and Evan Thomas, both editors at Time magazine, and the authors of The Wise Men: Architects of the American Century, a biography of six Cold War diplomats. The interview was conducted by writer Tom Curry, a former high school teacher.

The next two issues of the Magazine of History will focus on the New Republic and American Indians. Contributions to these issues are still being accepted; both contributions and subscriptions may be sent to the Editor, Magazine of History, 100 N. Bryan Street, Bloomington, Indiana 47404.

Board Approves Resolutions on Nicaragua, Library of Congress, and U.S. Archivist

What follows is the text of a resolution passed by the Executive Board of the OAH, stating its opinion on President Reagan's use of history in explaining the current Nicaraguan situation. During the OAH meeting, a more strongly worded petition was circulated and signed by 12% of the registered participants. That petition, however, did not represent the participants. That petition, strongly worded petition was circulated and signed by 12% of the Organization as a whole. However, the following resolution does reflect the position of the OAH, as it was approved both by the Executive Board on April 10 and at the OAH business meeting on April 12.

Whereas, President Reagan has called the Nicaraguan Contras "the moral equivalent of the founding fathers."

Be it resolved, that the Organization of American Historians opposes the candidacy of John Agresto. Among those under current consideration, the OAH therefore supports the candidacy of Don Whitman Wilson, current director of the Gerald R. Ford Presidential Library, who has these qualifications.

Concerned by recent cutbacks in the funding of the Library of Congress, the OAH Executive Board passed the following resolution.

Whereas, one measure of a culture's strength is its willingness and ability to preserve its heritage;

Whereas, the Library of Congress has traditionally borne the final responsibility for collecting and preserving the books, periodicals, pamphlets, and other documents that are created by and reflect American civilization;

Whereas, materials that are not collected and preserved by the Library of Congress run the risk of being lost to our heritage;

Whereas, the Library of Congress is truly the people's library with a tradition and responsibility for opening its collections and its doors to all people and at hours that permit citizens to use its collections after they finish their ordinary occupations;

Whereas, recent Federal budget cuts have slashed the Library's budget by $18 million over the previous year's level, with a resulting cut of 132 in the budget for acquiring new materials, 162 in the budget for preservation, and a cut in weekly hours of service in reading rooms from 77 1/2 hours to 54 1/2 hours;

Be it Resolved, that we, the Organization of American Historians, call upon Congress to restore full funding to the Library of Congress.

Executive Board Actions

At the OAH Annual Meeting held in New York City, the Executive Board voted to recommend an increase in the cost of life memberships and annual institutional subscriptions. For these changes to take effect, the members of the Organization must approve them by mail ballot. Currently the cost of a life membership in the Organization of American Historians is $500, and an annual institutional subscription is $40. The Board noted that both figures are below those of other comparable organizations.

The Executive Board met April 10 and 13, 1985, at the Penta Hotel in New York, and took the following major actions:

APPROVED the minutes of the November 1984 meeting.

VOTED in favor of a resolution requesting that the recent budget cuts for the Library of Congress be rescinded so that its acquisitions, preservation, and reading room functions may not be impeded. Also, VOTED in favor of a resolution opposing President Reagan's recent equation of the Nicaraguan contras and "our founding fathers." (See text on this page.)

VOTED that the Executive Board authorize the executive secretary to enter into a cooperative agreement with the Educational Resource Information Center (ERIC).

AUTHORIZED the editor of the Journal of American History to report to the board in November about the application of the 1979 policy placing a ten-year restriction on access to OAH records.

EXECUTED with appreciation the report of the committee to review the office of Executive Secretary, and reappointed Joan Hoff-Wilson as Executive Secretary for a five-year term.

ACCEPTED a resolution to double the membership fees of institutional members from $40 to $80, and to increase the life membership fees from $500 to $750, subject to approval by mail ballot. (See ballot on this page.)

ACCEPTED David Thelen's nominees to replace three outgoing members of the Editorial Board. The nominees are: Nathan Buggins, Jack Greene, and Jack Larson.

ACCEPTED Emily Rosenberg's nomination to the Pelzer Committee.

VOTED to increase the Leopold Award from $500 to $1,000, and give the award every two years.

VOTED to authorize the executive secretary to enter into an agreement with the National Park Service and the National Coordinating Committee for the Promotion of History to participate in the Women's History Landmark Project.
Lecturers Raise Money for the OAH

The following scholars delivered lectures during 1984 and 1985 and donated the proceeds to the Organization of American Historians. The OAH thanks them for their generosity.

Mary Berry
Marian College, Indianapolis, Indiana

Allan G. Bogue
donated lecture

William Chafe
University of Oklahoma, Norman, Oklahoma

Darlene Clark Hine
Arkansas College, Batesville, Arkansas

Joan Hoff-Wilson
Middle Tennessee State University, Murfreesboro, Tennessee

Darlene Clark Hine
Arkansas College, Batesville, Arkansas

Robert Kelley
Del Mar College, Corpus Christi, Texas

Linda Kerber

California State University at Fresno

John Garraty
Alexander City State Junior College, Alexander City, Alabama

Joan Hoff-Wilson
Middle Tennessee State University, Murfreesboro, Tennessee

Wabash College, Crawfordsville, Indiana

Washington State University, Pullman, Washington

Del Mar College, Corpus Christi, Texas

Middlebury College, Middlebury, Vermont

Richard S. Kirkendall
Hastings College, Hastings, Nebraska

Georgia State University, Atlanta, Georgia

Walter LaFeber
University of Texas, Austin, Texas

Garda Lerner
Oakland University, Rochester, Michigan

Gloria Main
University of Wyoming, Laramie, Wyoming

Robert Murray
Brookdale Community College, Lincroft, New Jersey

George Tindall
Austin College, Sherman, Texas

OAH Awards & Prizes

The Organization of American Historians sponsors ten awards and prizes given in recognition of scholarly and professional achievements in the field of American history. These awards and prizes are presented at the OAH Annual Meeting. The deadlines for submission of entries listed below refer to the dates by which each award or prize committee member should receive a copy of the book(s) or article(s) to be considered. For a current list of committee members for these awards, write to the OAH Business Office, 112 N. Bryan, Bloomington, Indiana 47401 or call (812) 335-7311.

The American Heritage Foundation Awards for Outstanding Books in American History were first given in 1965 to encourage and recognize new scholarship in developing fields by historians in both the public and private sector. The winner of this biennial award receives $750 for his or her published article and a certificate. The deadline is September 1 of even-numbered years.

The Erik Barnouw Award, first given in 1983 to encourage and recognize new scholarship in developing fields by historians in both the public and private sector. The winner of this biennial award receives $750 for his or her published article and a certificate. The deadline is September 1 of even-numbered years.

The Binkley-Stephenson Award, first given in 1967, is an annual prize of $500 and a certificate for the best article published in the Journal of American History during the preceding calendar year. The winner receives a certificate and $500. The award is given annually to the best essay on any topic in the history of the United States, and the author must be enrolled in a graduate program at any level, in any field. Entries should not exceed 7,500 words and should be mailed to the office of the Journal of American History, 1122 E. Atwater, Indiana University, Bloomington, Indiana 47401. The deadline is January 1.

The Richard W. Leopold Prize, first given in 1985, is awarded annually for the best article on the history of the federal government, or biography in one of these areas. The winner must have been employed in a government position for at least five years. The deadline is September 1.

The American Historical Association Awards for Outstanding Books in American History were first given in 1959 to encourage and recognize new scholarship in developing fields by historians in both the public and private sector. The winner of this biennial award receives a certificate and $500. The award is given annually to the best essay on any topic in the history of the United States, and the author must be enrolled in a graduate program at any level, in any field. Entries should not exceed 7,500 words and should be mailed to the office of the Journal of American History, 1122 E. Atwater, Indiana University, Bloomington, Indiana 47401. The deadline is January 1.

The Raymond B. Hinkley Award, first given in 1984, is awarded annually for the best book in American history, defined broadly so as to include the pioneer periods of all geographical areas and comparisons between American frontiers and others. The winner receives $500, a certificate, and a medal. The deadline is October 1 of even-numbered years, and final page proofs may be used for books to be published after October 1 and before January 1 of the following year.

The Joseph T. A. Cherry Award, first given in 1979, is awarded annually for the best book in American history, defined broadly so as to include the pioneer periods of all geographical areas and comparisons between American frontiers and others. The winner receives $500, a certificate, and a medal. The deadline is October 1 of even-numbered years, and final page proofs may be used for books to be published after October 1 and before January 1 of the following year.

The Allan R. Langer Award, first given in 1985, is awarded annually for the best book in American history, defined broadly so as to include the pioneer periods of all geographical areas and comparisons between American frontiers and others. The winner receives $500, a certificate, and a medal. The deadline is October 1 of even-numbered years, and final page proofs may be used for books to be published after October 1 and before January 1 of the following year.

The American Historical Association Awards for Outstanding Books in American History were first given in 1959 to encourage and recognize new scholarship in developing fields by historians in both the public and private sector. The winner of this biennial award receives a certificate and $500. The award is given annually to the best essay on any topic in the history of the United States, and the author must be enrolled in a graduate program at any level, in any field. Entries should not exceed 7,500 words and should be mailed to the office of the Journal of American History, 1122 E. Atwater, Indiana University, Bloomington, Indiana 47401. The deadline is January 1.

The Charles Thomson Prize, sponsored by the Organization of American Historians and the National Archives and Records Administration (NARA), honors Charles Thomson, first Secretary of the Continental Congress. Begun in 1975, the prize is given annually for a previously unpublished article reflecting significant research in the holdings of the National Archives. This includes regional archives and presidential libraries as well as the National Archives in Washington, D.C. Entries should be sent by August 1 to Editor, Prologue, NEH National Archives and Records Administration, Washington, D.C. 20408. The winning entry will forward entries to OAH committee members. The winning entry is awarded $500 and a certificate from the National Archives.

The Student Paper Prize, first given in 1985, is awarded annually for the best essay on any topic in the history of the United States, and the author must be enrolled in a graduate program at any level, in any field. Entries should not exceed 7,500 words and should be mailed to the office of the Journal of American History, 1122 E. Atwater, Indiana University, Bloomington, Indiana 47401. The deadline is January 1.

The OAH President's Memorial Award was first given in 1949 for the best essay in American history by a graduate student. The prize is $500, a medal, a certificate, and publication in the Journal of American History. The essay must be about any period or topic in the history of the United States, and the author must be enrolled in a graduate program at any level, in any field. Entries should not exceed 7,500 words and should be mailed to the office of the Journal of American History, 1122 E. Atwater, Indiana University, Bloomington, Indiana 47401. The deadline is January 1.

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History Over The Years: One Woman's Perspective

Jo Ann Carrigan

Someone pointed out to me recently that I had been a member of the Organization of American Historians for almost thirty years. Hard for me to believe, but true. (Of course I did join the organization while still a graduate student and while the OAH was still the Mississippi Valley Historical Association.) Thirty-odd years in the historical profession. Hardly a matter of longue durée but perhaps enough years out of a lifetime to justify some reflection on individual experience and observe changes and continuities since the 1950s. We usually stay "settled." And that is probably not entirely a bad way to have it.

The work of historians is enormously more interesting, complex, diversified, sophisticated, and comprehensive today than it was thirty years ago. The field has expanded its scope to include the study of many areas of human behavior and experience as well as numerous varieties of human beings (including women) previously neglected. Some of the most exciting work in recent years has been in fields not yet invented when I was in graduate school. (Courses have taught in the past fifteen years—such as the history of women, families, cities, health care—had no place in the curriculum in the 1950s.) The "new histories," no longer so new, as well as the regular old fields imaginatively cultivated, have added immeasurably to the scope, depth, significance, and relevance of history—as human science and as one of the humanities. We, of course, know this, but still have the large task of propagating the gospel beyond the classroom and our own circles. Sometimes it's called "popularization" and less worthy than "scholarship," such work deserves more attention than it has been given. I have failed miserably to convince most of these outside the academy (and even many within it) that history has any value except as a set of traditions (conservative and patriotic), or as an antiquarian hobby, a "trivial pursuit."

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Change and continuity (the complementary principle in history) are much in evidence wherever we look, depending on how and what we measure, and the nature of our concern. Regarding the status and expe-riences of women in the historical profession, one can find both change and continuity in the past thirty years. Personal history and observations are always provided the best measure of the larger picture, but can serve as one view of the changing scene. I cannot speak for "women in general," as a woman is sometimes expected to do, but simply as one whose experiences in the profession may resemble in certain respects those of some others in my generation.

Not until 1970 during an OAH meeting in Los Angeles (after some ten years as a faculty member in two state university history departments), was my "consciousness" suffused and strengthened to allow me to reflect upon my experiences as a woman in graduate school and in the job market, to confront the realities of the way the university's decisions, no matter how painful, and to believe that something might actually be done to change the inferior status of women (which I had more and more come to accept as "natural" and irrevocable). The occasion for this consciousness-raising was a caucus of women historians, one of several alternative "radical" sessions I attended, which ran concurrently with the regular program and which consisted far more to my education than any of the regular sessions. That 1970 meeting, I believe, was a first step toward the transformation of the OAH into a more open, inclusive, responsive organization, representing more of the varieties of history and historians that had come to characterize the profession by the 1970s.

Having attended annual state and regional historical conventions, but rarely a national meeting, I had never before seen so many women historians at one time. I was amazed and thought this meant great progress, but the women in the radical caucus, knowing more women's history, pointed to the unfinished past, to the attribution and influence of women in the historical profession and in higher education as compared to the 1950s. They seemed strangely radical to me, what with their demands for more places on the program and more positions in the official structure of the association and with their protests against discrimination. I was not ready to admit that I had ever been discriminated against; it was humiliating. And it was easier somehow to distance oneself from other women and to believe that sex discrimination might be justifiable in many instances (for example, women had the opportunities but failed to make the most of them). After all, I did have a PhD, and a reasonably good job; I made it, so what's the matter with those crybabies? I did agree that their resolution favoring "equal reaching station" seemed reasonable enough and worthy of support, but I was afraid that all the other demands would be ridiculed and would provoke a negative reaction.

For weeks after the Los Angeles meeting, I thought about that caucus and these graduate students and young faculty (married and single), their aspirations, their anger, their frustration. And I took one small step toward becoming a feminist. I recalled my own encounters with sexist discrimination and blacked out a memory and remembered the mixed messages communicated by certain professors who encouraged women to go for the PhD. but gave fre-
Although sometimes this was hard to take, I really did not quit realize it. I knew that classes with women professors; there were two in the department, but their teaching was limited almost entirely to introductory surveys at the undergraduate level. Still I refused to accept the possibility that being female was truly sufficient grounds for job discrimination, especially if one had a good record and publications. But in 1961, with Ph.D. in hand, I discovered that despite the best efforts of my mentors and other advocates, the several schools I applied to did not choose to consider women. This policy was never explicitly stated to me, but I was impressed by one or more of my "patrons," who relayed it to me. They wanted me to know that the departments had been favorably impressed with my intellect, my abilities were not being called into question—it was simply a matter of not wanting to hire women.

Rejection on the basis of one's record would have been less devastating than rejection on the basis of gender—who and what one happens to be, rather than what one might be able to do as a historian. A post-doctoral fellowship proved to be my only option (with a professor's assistance) than a faculty position. The following year I did receive two job offers, and I accepted the one that I had earned. There I took on a variety of assignments for which I had never been trained, and was surprised to discover that women were also hired to teach state history and various introductory surveys. After eight years, I made a move to my present location where I also had friends and acquaintances in the department, almost never a disadvantage in seeking employment. By that time, however, more departments had begun to hire women who were entering the field in ever greater numbers, and I was the fourth woman hired in a department of fifteen.

The next mind-expanding episode in feminist consciousness came in 1972 when I was seriously ill at the beginning of the semester, and I found myself teaching her brand-new women's history course which she had written, organized, and taught state history and various introductory surveys. After eight years, I made a move to my present location where I also had friends and acquaintances in the department, almost never a disadvantage in seeking employment. By that time, however, more departments had begun to hire women who were entering the field in ever greater numbers, and I was the fourth woman hired in a department of fifteen.

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Scholarship in women's history has contributed much to the entire discipline in theory, method, and substance, and offers some of the most intellectually demanding and enlightening work in American history.

Discrimination, where it still exists, is far more subtle than it used to be. Certainly no department would openly admit that no women need apply. But some still seem to have difficulty finding "qualified" women to employ. And there is ample evidence that women faculty are concentrated at lower ranks in less religious institutions, have trouble gaining tenure and promotion, generally are paid less at all levels, are more likely to be underemployed, and often feel...
Hollywood and "The Bomb"

Stephen Kneesaw

(Editor's note: For inquiries and suggestions about the series, "American History Through Film," contact Robert Brent Toplin, Editor, Department of History, University of North Carolina at Wilmington, Wilmington, North Carolina 28403.)

Driving down the highway recently, I spotted a sadly prophetic bumper sticker reading "If you've seen one nuclear war, you've seen them all." In a world gone wild with armaments, it often seems that too few people subscribe to the bumper sticker prophecy, closing their eyes and numbing their minds in hope that a worst-case scenario never comes to their world. In teaching about this nuclear predicament, we can give our students a near-to-life vision of nuclear holocaust by taking them to the movies, sharing Hollywood's recounting of the unthinkable over the past four decades.

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In the first years after Hiroshima and Nagasaki, filmmakers who utilized atomic/nuclear themes emphasized a bombs-create-monsters approach. A serious effort to trace the development and impact of "the bomb"—"The Beginning or the End" (1947)—was a rare exception. Instead, during the "red scare" of the fifties, when Joe McCarthy and his cronies warned people to watch for "Commie monsters" everywhere, Hollywood mirrored the political scene and turned ordinary creatures into horrifying mutants: ants in "Them!" (1954); an octopus in "It Came From Beneath the" (1953); and an Army officer in "The Amazing Colossal Man" (1957). In an intriguing variation on this theme, a combination of insecticide and radiation reversed the growth process of character Scott Carey in "The Incredible Shrinking Man" (1957). Carey then fell prey himself to normal-sized creatures like his pet cat and a spider.

Actually, some of these early films were good examples of the science fiction genre. And occasionally they offered warnings about the "new world" into which we were venturing. Actually, some of these early films were good examples of the science fiction genre. And occasionally they offered warnings about the "new world" into which we were venturing.

By the end of the fifties a more somber, even apocalyptic, tone appeared in nuclear films. As the best of the early end-of-the-world films, "On the Beach" (1959) looked at humanity after the last war, with survivors waiting for clouds filled with radioactivity to reach Australia. The people of Melbourne chose suicide capsules over radiation sickness when they finally realized that there was no more time for them or for anyone else.

The Cuban Missile Crisis of 1962 alerted the American people to the reality of nuclear brinksmanship. The Cuban missile crisis of 1962 alerted the American people to the reality of nuclear brinksmanship.

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During the early eighties, documentary filmmakers poured forth a deluge of films on the nuclear predicament. Often the product of religious groups and scientific activists, these documentaries stirred consciences and roused people to action. Among the best, "Atomic Cafe" (1982) serves up a hearty mixture of actual-factual scenes (for example, Truman announcing the dropping of the A-bomb on Hiroshima) and civil defense and military training films from the forties and fifties. It is a priceless piece of self-examination for the American people who grew up under the shadow of the bomb. In "If You Love This Planet" (1982) anti-nuclear activist Dr. Helen Caldicott describes the
Perspectives from Abroad

Peter G. Boyle

Editor's Note: This essay is the first in a new series about the study of American history from abroad.

In the history departments of American colleges and universities, European history holds a place at least on a par with U.S. history. This is clear by any standard of measurement of the attention given to European history in American institutions of higher learning: the ratio of professorships, the number of courses offered, dissertations submitted, and books and articles published.

Historians in Europe have no reason to complain about this state of affairs—unless it makes them uncomfortable that in numerous fields of European history many of the outstanding, and some of the most exciting, works have been written by Americans. They will also readily admit that the prejudice which they may share with most other European intellectuals with respect to American's alleged provincial outlook and behavior, is certainly unfounded with regard to the practice of the historian's craft.

The provincialism in this matter is rather on the other side of the Atlantic. In Europe, only a tiny minority of universities boast even a single professorship in American history, and accordingly, very few students have an opportunity to study the subject. In order to obtain a degree in history, including a Ph.D., no student anywhere in Europe is under any obligation to take even one course in American history, and the trickle of scholarly publications in the

OIL AND THE AMERICAN CENTURY

The Political Economy of U.S. Foreign Oil Policy, 1941-1954

DAVID S. MUNTER

"The best overall analysis of American oil policy in the 1940s and early 1950s."—Melvin Leffler, Vanderbilt University

In perhaps the most systematic, "corporate" interpretation of U.S. diplomacy yet written, David S. Munter examines an interesting if private and public concerns than safeguard the interests of American institutions of higher learning: the ratio of professorships, the number of courses offered, dissertations submitted, and books and articles published.

FILMOGRAPHY

The theatrical films are available through Films Inc., with the exceptions of "The Beginning or the End" ( MGM/United Artists ) and "The Incredible Shrinking Man" and Dr. Strangelove (both Swans). "The Day After" is available only on video tape ( Embassy Home Video ). For "Atomic Cafe", contact The Archives Project, Arlington, Virginia 22203; for "If You Love This Planet" Direct Cinema Limited, Los Angeles, California 90069 ( a good source for several nuclear documentaries ); and for "Gods of Metal", Maryknoll Films, Maryknoll, New York 10545.

Stephen Kasee is professor of history and chair of the History and Political Science Departments at the School of the Ozarks, Point Lookout, Missouri. He has been editor of Teaching History: A Journal of Methods since its founding in 1974. Currently he is working on a number of projects related to nuclear issues in the classroom, with nuclear education, forthcoming in Special Studies and History and Social Science Teacher.

In Europe, only a tiny minority of universities boast even a single professorship in American history, and accordingly, very few students have an opportunity to study the subject.
Writing and Footnoting with WordPerfect 4.1

Jeffrey Kimball

WORDPERFECT. Version 4.1 Satellite Software International. 288 Center St., Orem, Utah 84057. (801) 224-4000. Requirements: 256K; PC/DOS or MS/DOS 2.0 or later; IBM PC, XT, and AT; Zenith Z-150 series, and other IBM-standard compatibles; two floppy disk drives (or a hard disk system). Not copy protected. List price: $495 (discounts available).

Soon after the release of WordPerfect Version 4.0 in 1984, trade magazine reviewers and professional users referred to it as "the industry standard" and "the state of the art" in word processing programs. They did so because of its multi-function power, speed of operation, clean screen, superior footnoting ability, spelling checker, clearly written documentation, and elegant simplicity. In the Fall of 1985, Satellite Software International released Version 4.1, which incorporates some improvements as well as several new features.

WordPerfect 4.1 has a multitude of word processing powers. It deletes, "undoes," blocks, and moves text; it automatically rewrites or reformats the screen after editing; it searches forward for hidden format codes and forward and backward for words and strings of words; it carries out "global searches" to replace or delete characters, words, and sentences; and it adds files to one another and merges and cuts, paragraphs, and "fields." WordPerfect saves documents on the disk on command and can be made to save documents automatically at predetermined intervals. Line, page, and print formats can be changed at any place in a document; up to five newspaper style or parallel style text columns can be defined, displayed on screen, mixed with standard format text, and printed; page numbers can be automatically placed in any of six different positions on the page or alternated left and right from page to page; and multiple-line headers and footers can be automatically placed on every page or on odd and even pages. It converts text to and from the WordPerfect format—from and to ASCII files or WordStar text, for example.

WordPerfect supports both monochrome and color monitors, centers words at the line, inserts from both side margins, underlines and boldface text, and displays page breaks. It has word wrap, right justification and "unjustification," voluntary and automatic hyphenation, and widow/orphan protection. It has automatic current-date insertion, redlining, strikethrough, overstrike, type-over, super- and subscript printer support, upper and lower case conversion, four-function math, statistical typing, type-through-to-the-printer ability, proportional spacing support, line and box drawing, and many other features and functions. And it seems to do all these things in a way that's easier to use and less prone to error than similar programs. Its ease of use is in part due to the efficient employment of the F-function keys. Most commands are simple keystroke commands, initiated by pressing a function-key or short

dents from both side margins, underlines and boldface text, and displays page breaks. It has word wrap, right justification and "unjustification," voluntary and automatic hyphenation, and widow/orphan protection. It has automatic current-date insertion, redlining, strikethrough, overstrike, type-over, super- and subscript printer support, upper and lower case conversion, four-function math, statistical typing, type-through-to-the-printer ability, proportional spacing support, line and box drawing, and many other features and functions. And it seems to do all these things in a way that's easier to use and less prone to error than similar programs. Its ease of use is in part due to the efficient employment of the F-function keys. Most commands are simple keystroke commands, initiated by pressing a function-key or short
One of the laws of microcomputer usedom is that users tend to demand more speed and services from their computers, programs, and printers as they become more addicted to their use.

The operational variety and cursor control is simple, last, and flexible. As with other advanced, full-featured word processors, WordPerfect requires a certain amount of floppy drivers and multiple disks. WordPerfect offers partial remedies: increasing random access memory, selecting a fast scrolling option, and using the Thesaurus. Normally, WordPerfect loads only 130 kilobytes of the 235K executive program into memory, using the rest of the 256K program for the disk operating system and for text writing and editing. The rest of the executive program is accessed through the disk drive, which of course affects operational speed. But program execution can be accelerated noticeably by increasing the current standard of personal computer RAM from 256K to 394K and loading the remainder of the executive program into memory. Increasing RAM to the 640K PC/NS DOS addressable maximum (which can be done for about $100), one can also make room for the editing of larger documents. For other programs to be run concurrently with WordPerfect through its "shell" functions, with or without menues, users can select a fast scrolling option, which appreciably increases the rate at which text is moved across the monitor screen (this works fine on Zenith monitors, but it may produce snow on other monitors). Finally, historians can place the Thesaurus file on their 3-drive data disk, permitting them to circumvent disk switching and instead refer instantly to the Thesaurus while writing. (Though this approach temporarily puts a limit on the disk space that can be used for saving the document.) There are three steps (and possi- bly an infinite number of two additional ones that may increase disk space) left mainly the swapping of the Speller disk and data disk to tolerate, and the correct layout of the page to emulate the old standard, Wordstar. The operational variety and multi-functioned complexity of word processing software makes comparisons difficult. Some word users may not need or want all of the features offered by particular word processors. Some programs are more suited for the corporate and office environment, some for historians and other professionals, and some for ordinary home use. (For comparisons and reviews of other programs, see: PC Magazine 5, 2 [January 28, 1986]: 92-260, 268; Byte 7, 2 [February 1986]: 75-81; OAH Newsletter 13, 4 [August 1985]: 8-5; PC World 3, 10 [October 1985]: 196-201; Personal Computing 9, 9 [September 1985]: 107-117; Computing Reports, September 1985; PC Magazine 4, 17 [August 20, 1985]: 111-134; and OAH Newsletter 13, 3 [August 1985]: 16-17.) There does seem to be a consensus among reviewers, however, that WordPerfect not only has fewer drawbacks and quirks than other programs, but it performs exceptionally well and possesses several unique powers. Perhaps of greatest interest to historians is that WordPerfect 4.1 is not only a superior editor but has also a superior creator and editor of endnotes and footnotes. With only three keystrokes, the historian-writer can bring up the footnote or endnote screen and create a footnote or endnote of any 10,000 lines of typing in text and editing it as necessary. (Why anyone but a lawyer would want to have a note that long is another matter.) Later, if the note needs revision, the writer may call up the note with the same three keystrokes plus one. WordPerfect displays the note instructively on the note screen and on the text screen in the place where the writer wants the note. The main document, the screen note, is a what-you-see-is-what-you-get, clean screen, uncluttered by codes and menus, except for a "status line," which identifies the document, page, line, and cursor position numbers.

WordPerfect will automatically number and, if notes are deleted or inserted, renumber notes sequentially, and it will automatically calculate the correct layout of the page to accommodate the changes for footnotes or endnotes. Footnoters may define their own "numbering" symbols, move note numbers to other places in the text, move blocks of text in and out of notes, put notes within notes, type footnotes and endnotes on one document, alter line spacing, and insert notes and footnotes between notes, and put an line of varying length between text and footnotes (or delete this line entirely). Probably no other word processing program offers the power and versatility of WordPerfect in creating and editing notes. (See, e.g., Byte 7, 2 [August 20, 1985]: 177-180.)

One of the best of WordPerfect features is the ability to create macros, which, when combined with "学习", are 10-pitch pica font, or vice versa, then 10-pitch pica font. There are even those who celebrate the old standard, WordStar, for more complicated functions. Besides its superior
WordPerfect would seem to be most useful to historians in ways that include but do not exhaust the following list. It is available in UK English, French, Spanish, Dutch, German, Norwegian, and Finnish (though in varying configurations). If the historian buys the American version, he/she can nevertheless define keystrokes for most German, French, and Greek characters (i.e., all of the IBM set), which will also appear on the monitor screen and print on the hard copy, depending on the printer. (There are also, incidentally, versions of WordPerfect available for Apple II and Zenith Z-100 computers.) WordPerfect enables the historian to edit two documents at a time on separate screens and separate windows. Using the cursor or key strokes, it is possible to switch the cursor from the "Document 1" screen or window to the "Document 2" screen or window, using one, for example, for writing and the other for notes. Or the switch function can be used for other purposes. For example, a macro can be defined that compiles all of the separate footnotes or endnotes and switches them to the Document 2 screen or window, where the historian can view and edit them together. (One can also use the merge function to accomplish similar purposes.)

WordPerfect provides an enormously helpful "list files" feature, whereby the writer can check current document size and free disk space, look into a disk file or another directory, retrieve, delete, rename, print, and copy a file, search for words and strings of words in files, retrieve ASCII text or files, automatically creates and revises numbered and indented outlines. The search, replace, move, merge, append, and math features make it possible for historians to create bibliographical lists, annotated bibliographies, curriculum vitae, class syllabi, course exams and lectures, electronic files, all of which can be stored on the same disk and moved about and edited as required (and with DOS commands, files can be moved to other disks.)

WordPerfect has its imperfections. Although the program handles printing easily and with versatility when properly interfaced, half of the 210 printer definitions have not been fully tested, and some of the tested ones have flaws. Nor are the printer setup instructions as thorough as they might be. The math columns feature and a few other features could benefit from more documentation, too. (SSI does provide friendly and often helpful technical support over an 800-number telephone hot line.) Word wrap sometimes pushes text into the left margin, but there is no autocorrect to immediately correct the condition if there is no text ahead of the cursor (though hitting the return and backspace keys will correct the problem.) But these and other shortcomings are for the most part minor or correctable. The great advantage of this word processor is that the historian can with relative ease and efficiency carry out most of his or her written work with one program: file and maintain course and researcher notes, records, bibliographies, lists, correspondence, and forms; outline and write; edit; footnote; and prepare professional final copies.


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**Notebook II: A New Research and Writing Tool for Historians**

Rebecca Scott

For many historians, shifting from a typewriter to a word processor is as great a concession to the computer age as they are willing to make. The notion of using something called a "database management program" seems alien, something best left to the folks in charge of payroll, or company, Pro/Tem Software, is trying to lure doubters into taking this next step. They have devised ambitious advertisements for the program Notebook II, showing a hardworking researcher digging down through a mountain of notes, and promising that Notebook II can make such tasks far easier. In this review, I shall try to evaluate that claim from the vantage point of a somewhat skeptical historian, someone who uses his or her computer to devise a great deal of life to learning to use software, and who wants the break-even point with any new technology to come quickly. Can a relational database management program actually make the process of taking, organizing, and using research notes substantially easier?

Two advantages of such a program are immediately apparent. First, by reducing the danger of errors resulting from repeated retyping, it may increase accuracy. One can enter quotations, statistics, and even data directly into the database, write them to a file, and later incorporate them directly into one's final text. Second, it offers the possibility of organizing and reorganizing notes according to different systems of classification. Obviously one of the most persistent problems in organization of research notes that are cards or sheets of paper is the conflict between the need to group them according to categories, and the fact that once they are grouped it is difficult to retrieve information on the basis of some crosscutting set of criteria. By filing them chronologically, one loses the original organization by source; if one files them by topic one scatters materials that might logically be linked according to some other principle. A relational database like Notebook II, in theory, groups and regroups such notes indefinitely, and select on the basis of any word or category that has been entered along with the notes.

In this review, I will not attempt to compare Notebook II with other database programs, but will simply suggest some of the uses a historian might put it to, while pointing out some of its particular strengths and weaknesses.

Notebook II bills itself as "the database manager for unlimited text," and its most immediately appealing feature is its flexibility: one need not specify key words, or pre-establish the size of fields, in order to create records and then select them or reorder them on the basis of words or numbers within each field. One begins by establishing a single format for all of the records to be entered into a given database. (The "record" is the basic unit of text to be manipulated, be it a citation, transcript of a document, specific set of notes.) One chooses headings for the fields one wishes to establish for each record.
such as author, title, source, contents, or any other category into which the information might fall. There can be up to fifty fields in each record, and the data entered into each field may expand up to the maximum record size of about 28,900 characters. Once the format has been established on the screen with the headings for the fields each time one chooses to create an additional record. Entering the data into the fields of each record is a straightforward matter: the program has a text editor that functions very much like a modest wordprocessing program. One can also read material directly into Notebook II from outside sources, such as a computerized card catalogue or other compatible database.

Once the headings have been chosen and the contents of a number of records entered into the database, the records can be manipulated. Notebook II enables one to select records from one's database in which specified text or numbers appear within a specific field. Moreover, one can link several criteria by logical operators, such as greater than/less than, includes/excludes, and/or and/or. For example, suppose one was working on a biography and had entered into the database the text of items from an individual's letters and papers, with the heading "Department" in a specific field. Then, one could select those items for which the term "personal" had been entered in a "subject of letter" field, that were dated between 1920 and 1925, while excluding those identified as relating to the person's marriage. Or, the actual form of the item could be used searching for documents containing the phrase "State Department" in a field one had established and labeled as "correspondent." Notebook II then allows one to amalgamate the selected records into what is called a "view" of the database, which can be looked at or printed out separately. (The entire database can also be printed out.)

The output from a Notebook II database or view can be sent either to a printer or written to a disk as a file and then retrieved and edited using a wordprocessing program. This adds to Notebook's flexibility, particularly if one needs a wordprocessing program with command features not found in Notebook II itself. If a special character set is needed, it is possible, with a little juggling, to input special characters when creating the Notebook database, and then print the final output using a wordprocessing program.

Notebook II also allows one to establish a pre-set format for the entry, so that only certain contents of selected fields are printed, with appropriate text and punctuation inserted. That material entered without punctuation can be printed out in a standard form, such as a bibliographical citation.

Because such a program enables one to group or regroup notes almost indefinitely, one can try out new criteria, re-establish prior orderings, and quickly locate particularly relevant data. Indeed, some of the most immediate uses for a program like Notebook II are tasks where ordering and selection according to logical operators, such as the compilation of indices and bibliographies. The alphabetization of index entries, normally a chore, can be done automatically using the "reorder" command. One can compile a research bibliography that includes not only the usual information but also one's own commentary on the contents, notations.

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Concerning the source of the reference, and so on, it is then easy to print out the material in a standard bibliographical format, while saving in the database itself annotations and the information one would later need while checking the accuracy of the entries. Again, chores that normally torment the author as he or she prepares a manuscript for publication can be notably lightened.

The drawbacks of Notebook II fall into two major categories: general difficulties that result from using such a program for notetaking, and specific problems with this particular program. In the first group is the difficulty of not being confined while on the screen to one-by-one access to notes. If one has been using notecards one is likely accustomed to looking at them in groups. Contemplating ten notecards on a desktop along with a typewriter may be more conducive to the process of intellectual synthesis than paging up and down on a screen. Of course, one also can use Notebook II to select records according to logical criterion, and then print them out and look at them as before. But as one begins to edit and reorder the printed records, a new problem may arise: if one is going to keep the database up-to-date, one will have to enter any such changes on the screen, one can summon the records back up one by one on the screen, and edit them, though this is slow; but it is distinctly clumsy to try to reorder them according to new criteria that does not reflect the original headings and text. Notebook II can sort and alphabetize, but it does not provide a mechanism for reordering independently of the categories built into each record.

Thus once one goes beyond indices and bibliographies one needs to think through quite carefully how one will link the notes to the finished essay or chapter. One expects to write the notes to a disk and, using a wordprocessing program, to read them while composing, one may need a program with windows in order to view the notes while drafting the new text. Otherwise the transition from raw notes to finished essay may be very tenuous indeed. These difficulties are by no means insuperable, but they all imply investment of time and money in planning, and for some a given project is an open question whether the time and energy in sorting and retying that one saves outweighs the cost of data entry combined with the effort of juggling and customizing one's wordprocessing procedures to mesh with Notebook II.

The second category of problems with Notebook II includes those that involve particular aspects of the wordprocessing program. First, there is a puzzling gap in its ability to format; it has no underline command. Since one is likely to put some of one's material in a bibliographical form, this is an irritant. By inserting into the text, or into the custom font Notebook II uses for printing text, underline commands that can be read by one's word processor, and then reading the output with one's wordprocessing program, it is possible to get around the problem. But the feasibility of this depends on the precise commands one's wordprocessor uses, and the insertion of extra characters can create confusion. For example, if one tries to underline a foreign term in an index entry in this way, the

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alphabetization will be thrown off by the intruding command.

There is a similar problem with accented characters. Wordprocessing software produced in the U.S. often has a blind spot on this question, and Notebook II is no exception. There was no overstrike command that would permit putting an accent over a letter, and entering characters from extended character set is clumsy and intrusive. Notebook itself cannot print them out, and inputting them in a form recognizable by one's word processor may again confuse alphabetization. For example, one can enter the word "Suérez" in a form that will be printed out as such when one reads the output from the wordprocessor program, but Notebook II will not know to alphabetize the "ü" as an "u."

The final drawback of Notebook II reflects, in a way, its great strength. Because it allows large fields and records, one may fill up a floppy disk quickly. Unless one has a hard disk, then, the sorting and reordering functions will have to be performed separately on different disks containing different chunks of the database. This may not be a serious drawback if one is simply searching for information; it could pose a major problem if one wanted to reorder and print out the whole database. The key to avoiding this problem may be simply to foresee it, and split the database on logical lines rather than simply breaking the data set whenever a disk fills up.

Overall, Notebook II is a very attractive and useful program. If one already has
used a word-processing program. Notebook II is quick and easy to learn. Moreover, once learned, it is close to addictive—once begins seeing the world of information in terms of records and fields, waiting to be entered and sorted. For those fortunate enough to have research assistance, the inputting of straightforward material can be done easily by someone else. With Notebook II it suddenly becomes practical to produce extensive research bibliographies for one's students and update them frequently. It became possible to order index entries without handling a thousand index cards.

Finally, if one is ready to take the leap, it becomes possible to input one's research notes and group them in multiple rational orders. I confess that I have not yet done the last—if one works primarily in tropical archives, one needs to be able to manage with just pencil and paper. But Notebook II clearly opens the way for a more orderly handling of large bodies of data, and for recall and selection of material as need for successive tasks of analysis and writing. The authors of Notebook II have been quick to revise and improve it. Over the last few years, I expect that many of the minor difficulties are part of the process of being eliminated. For less than $200 it is clearly a tempting addition to one's repertoire of research and writing tools.

### The North Carolina History Project

Gail Williams O'Brien

As concern over public education has heightened in recent years, the possibility of collaboration between high school teachers and college faculty has drawn attention. The History Teaching Alliance, for example, as described in the May 1983 newsletter of the Organization of American Historians Newsletter, "seeks to encourage better history instruction in secondary schools by bringing faculty and teachers into sustained dialogue" and through seminars "to cement ties of mutual respect and understanding." What does such a collaborative venture hold for a historian, already heavily committed to teaching, research, and writing, and that plethora of committee activities dubbed "university service?"

The North Carolina Humanities Committee (NCHC), the state committee of the National Endowment for the Humanities, in conjunction with the state Department of Public Instruction, sponsored a history institute in the summer of 1983. This institute was organized by the National Faculty for the Humanities, Arts, and Sciences (formerly the National Humanities Faculty), an agency founded in 1968 through efforts involving Phi Beta Kappa, The American Council of Learned Societies, and The American Council on Education. The National Faculty was designed to provide "opportunities for school teachers to work directly with distinguished scholars, teachers, artists, and writers." The 1983 institute brought together forty-five public school teachers, eight resident faculty, and two staff members from the National Faculty for an intensive, two-week session. I was asked to participate, I suspect, because my research efforts at the time focused on North Carolina, and that I had been involved in both NCHC programs and Humanities Extension, a service offered through both North Carolina State University and developed for the general public but attended by many teachers as well.

The success of the 1983 pilot project resulted in institutes in 1984 and 1985, with several on-site visits preceding each. Over 150 teachers and eight coordinators from North Carolina's educational districts participated in the institutes, and all later served as resources within their respective school districts. Thus this collaborative effort resulted, in the words of Brent Glass, NCHC executive director, in the creation of "a statewide network of teachers of history and public school administrators... whose work in secondary education has been informed by the intellectual rigor and rewards of the Institute experience."

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It was the "intellectual rigors," in my opinion, that made the institutes successful. In all of them, emphasis was placed on content rather than teaching methods. North Carolina's past was analyzed "upwardly" in terms of the state's role in the nation, and the world, and "downwardly" in terms of community and family. Faculty from colleges and universities in North Carolina as well as from Harvard, Esoy, and Rutgers, consisted of historians, writers, and scholars in such allied fields as literature, anthropology, and folklore. Freelance, creative authors joined two of the institutes. Only two faculty members participated in more than one institute, and they were involved in all three. Faculty members integrated their own work and developments in their respective fields into themes related to North Carolina. As they did so, they actively engaged one another as well as the participants. Without any prior agreement, faculty in every institute attended one another's sessions. The result was an intellectually charged but supportive environment that served as a refreshing, constant source of stimulation.

Still, not all proceeded smoothly. Many teachers arrived at the first institute expecting to formulate classroom objectives and lesson plans. When confronted with the rigor of "doing history," some grew angry and planned an early departure. Fortunately, others spoke spontaneously and positively in a "debriefing" session of "this opportunity that they had" not had since graduate school, and the atmosphere quickly improved. Indeed, as the momentum accelerated, almost everyone commenced to work very hard, and in the
end, one of the most tangible benefits of the experience for teachers was an improved self-image and increased (or new) awareness of the significance of history as a discipline. Top often, one teacher noted, administrators as well as sociocentric general, placed so much emphasis on math and English that history teachers were made to feel unimportant, "like step-children in the [school] system," she explained.

As institutes progressed from one year to another, topics and formats naturally changed. The third institute in 1985 proved especially successful for several reasons. First, the three historical topics involved in it had a pre-planning meeting to identify themes that might be included in the upcoming institute. These, in turn, were sent to allied faculty members who had an opportunity to consider their contributions in light of historical topics prior to a two-day planning session. In previous institutes, a single planning session occurred, and the historical component received less consideration than in the third one. Second, all of this preparation occurred well in advance of the summer session so that participants had an opportunity to read materials and carry out a brief assignment prior to their arrival at Wake Forest University, the site of all three institutes. They were thus less burdened during the institute itself and in a position to converse more frequently with one another and with faculty.

At the outset of the third institute, teachers met in small groups of six or seven with a faculty member to discuss oral interviews that they had conducted prior to their arrival. They thus commenced the institute as active, not passive, participants. And they remained so throughout the two-week period, meeting in groups of varying sizes with far fewer large plenary sessions than occurred in the first two summers. By the third institute, teachers had taught the North Carolina history course several times, so the faculty deemed a chronological approach unnecessary. Emphasis was placed on North Carolina's past from the mid-nineteenth century forward, a need which had been identified in site visits.

Word circulated about the nature and quality of the institutes by the third meeting and almost twice as many teachers applied as could be accepted. Those chosen to attend represented a very energetic group of individuals whose expectations were in line with those of the faculty than occurred in the first summer. Finally, in contrast to the first institute—in which half of the participants were commuters—all of the teachers stayed on campus. Female teachers in particular commented favorably about the opportunity to leave aside household and child-rearing duties and to engage exclusively in intellectual pursuits for a few weeks.

The summer institutes were intense and demanding. Traveling from one end of the state to the other to conduct site visits during regular semesters proved even more taxing. But the rewards were numerous indeed. Synthesizing the latest developments in my field for an appreciative audience reminded me that the cultivation of productive relationships in the historical profession are important, a fact that I sometimes questioned, particularly at annual meetings when so many of them were held. I have also enjoyed having adults as students, and formed relationships with colleagues that have continued to benefit me. It was a faculty member with whom I worked at an institute, in fact, who rendered my recent book manuscript its most sensitive reading.

Furthermore, the financial remuneration for these activities was in line with the work performed. This aspect is important, for working with public school teachers rarely carries the same status among one's colleagues, or the same rewards (promotion and salary increases), as publication and participation in professional organizations. But since more of these have been made, and tangible incentives are important. Those planning collaborative efforts between college and secondary school teachers need to understand this situation. It also is significant that the teachers who participated in the North Carolina project received a small stipend as well as room and board. This, in my view, helped enhance professionalism in them, and this trait is essential if teacher are to perform their jobs confidently and effectively.

Faculty who choose to become involved in collaborative efforts with public teachers will probably do so on a cyclical basis. For all, the cumulative contribution of teaching historians stems from their personal sense of satisfaction. Many teachers today feel under siege. Too often, they receive much criticism and little positive reinforcement. Their time is devoured by paper work, heavy teaching loads, and extra-curricular duties. If those of us who participate in our time in the college classroom can help rekindle excitement about history as a subject and in turn, foster a better self-image and sense of professionalism among teachers, it cannot help but rebound to our advantage. After all, what can we expect from our own students, and indeed from the leaders of our nation, if they are products of school systems which view history as a "step-child?"

Gail Williams O'Brien is associate professor of history at North Carolina State University, and the author of The Legal Fraternity and the Making of a New South Community, 1848-1882. Currently, she is working on a study of responses by black and white southerners to organized, racial violence. She is also serving one-year term as a fellow with the National Faculty for the Humanities, Arts, and Sciences.

For those who choose to become involved in this work, personal rewards as well as challenges abound. Keeping abreast of the latest developments in their fields and from the fruits of their own research endeavors. For those who choose to become involved in this work, personal rewards as well as challenges abound. If we perform effectively, the ramifications of our efforts can be much wider than our personal sense of satisfaction. Many teachers today feel under siege. All too often, they receive much criticism and little positive reinforcement. Their time is devoured by paper work, heavy teaching loads, and extra-curricular duties. If those of us who participate in our time in the college classroom can help rekindle excitement about history as a subject and in turn, foster a better self-image and sense of professionalism among teachers, it cannot help but rebound to our advantage. After all, what can we expect from our own students, and indeed from the leaders of our nation, if they are products of school systems which view history as a "step-child?"

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Films for the Classroom Reviewed

Luther Spehr

As U.S. History courses stretch to cover more time and topics, they become ever more demanding. Nowadays, many students encounter flesh-and-blood history only when watching that dubious hybrid, the television docudrama. Although the twentieth century is awash in celluloid, and although we know we are teaching a "visual generation," there are not very many worthwhile historical films to make the abstractions come alive.

Reason enough, therefore, to welcome The War to End All Wars and Solomon Northup's Odyssey. Though they deal with very different subjects in very different ways, and with different degrees of success, both provide a sense of texture and immediacy, a necessary complement to the dominant trend of contemporary historical presentation.

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Because The War to End All Wars is divided into thirds—"The Road to War," "America at War," and "The Search for Lasting Peace"—it manages to sidestep at least one classroom problem: how to fit a program designed for television's sixty-minute blocks into a class period of fifty minutes. The discrete, twenty-minute segments are manageable for such time restrictions.

What the film does well, it does very well. Producer Robert Brent Toplin of the University of North Carolina at Wilmington and his associates superbly pieced together contemporary footage; from Sarajevo to Versailles, the era and its people are front and center. Narration is tied tightly to the visual presentation; exposition is clear and thorough, informing the uninitiated viewer without condescending to the knowledgeable one. "Talking heads" are usually
I spend so much time on these particular difficulties because I find the effort made to inject conflicting viewpoints into The War to End All Wars both enlivening and useful.

Although the film's length requires the equivalent of three class periods, even teachers of survey courses will find it worthwhile. The "look" of the film, although perhaps a little romanticized, seems wonderfully authentic. Director Gordon Parks keeps the cast (which includes some familiar faces but none a window, gets the last word) away from melodrama, even if he does not do the same with the musical score.

The high school juniors to whom I showed the film loved it. Asked to rate it for "interest" on a scale of one to ten, none gave it below a nine. Even discounting for high school students' enthusiasm about anything providing relief from the instructor's voice, that evaluation is remarkable. Historians watching the film probably will find themselves running through their mental bibliographies, particularly the sections titled "Genovese" and "Blassingame." In the new filmmaking parts of the film, Northup encounters the many and varied realities of everyday life in "the slave community." If God is in the details, "Northup" is divine.

There is, however, a problem: Never explicitly acknowledges the filmmaker's controlling point of view or what he is trying to achieve, a lack of explicitness about meaning and significance that reflects difficulties inherent in any historical dramatization. A character who ruminates on such things would be scoffed at as unrealistic and melodramatic. A narrator might intrude. So nothing expository or interpretive is said at all. Such inarticulateness limits Northup's classroom helpfulness. Nothing like Northup recognizes the force of a double-barreled inquiry: how accurately did Northup's narrative depict slavery, and how accurately does the film represent Northup's narrative?"
During the first week of May the White House announced that the President, while in Bali, stated his intention to nominate John Agresto, acting chair of NEH, for United States Archivist. A formal nomination may go forward in a few weeks. Once a nomination is submitted, the Senate usually has about six weeks to call for the nomination before holding hearings. In an election year, the Senate often does not hold confirmation hearings after June as a courtesy to the incoming Senators. The Government Printing Office's brief, which will consider the nomination, is committed to holding a thorough hearing. In light of the strong opposition to this appointment, a controversial hearing is anticipated. The sort of people who would like to stall, if not avoid totally.

At the end of March the White House Personnel Office had submitted the papers of Agresto to the Republican leadership of the Senate for their reaction. This move surprised many who were following the selection process. On March 25, indications were that the name of Don Wilson, Director of the Gerald R. Ford Library, would be forwarded to the Senate for U.S. Archivist. Both Wilson and Agresto have had strong supporters among those close to the White House, and some doubted that when Agresto's name went forward the struggle for the nomination was over. The Detroit News on April 3 reported that President Reagan had approved a memo to appoint Wilson and explained the last minute switch to Agresto by stating that "several sources, who spoke on condition of anonymity, said the White House had been 'trying to find a place for their people,' and suddenly put the name of Agresto up for consideration."

There has been considerable support within the archival and historical communities for Don Wilson, who has had strong letters of endorsement from leaders in the Society of American Archivists, The American Historical Association, the Organization of American Historians, the American Association of State and Local History, the American Historical Association, the American Studies Association, the Midwest Archives Conference, the National Council on Public History, and the Society for History in the Federal Government. Carl Degler, current President of the American Historical Association, and Joan Hoff-Wilson, Executive Secretary of the Organization of American Historians, oppose Agresto for fear that he would politicize the National Archives and because he is not an archivist, a person of stature in his field of Political Science, or a seasoned administrator. Richard Baker, the President of the Society of History in the Federal Government, expressed the fear that Agresto would politicize the Archives when he noted that "As a public figure over the past several years, Mr. Agresto has established a decidedly partisan reputation. This reputation, he said, will decisively impede the aura of impartiality and professional detachment required for such a major position of national trust."

Many historians and archivists have voiced concern that Agresto does not meet the NCC recommended qualifications: a non-partisan professional, an experienced manager, a commitment to working within the new information environment, the capacity to assert a leadership role for the archives, and the ability to work effectively with other agency heads and members of Congress. The intent of the law is that the Archivist be perceived as an objective professional who will deal fairly and equitably with diverse interests. In the fifty-two year history of the National Archives, there has been a proud tradition of archival decisions that are not influenced by partisan political pressures. The decisions of a partisan Archivist on the opening or closing of sensitive materials inevitably would be suspect, regardless of whether a specific decision or action on its own merit warrants the suspicion.

As concern about the possibility of Agresto being nominated mounted, many historical organizations through their executive committees, boards, and annual meetings, took official positions opposing the possible nomination of John Agresto. The list of those organizations officially on record opposing the Agresto nomination includes the Organization of American Historians, the American Historical Association, the American Studies Association, the Midwest Archives Conference, the National Council on Public History, and the Society for History in the Federal Government. Carl Degler, current President of the American Historical Association, and Joan Hoff-Wilson, Executive Secretary of the Organization of American Historians, oppose Agresto for fear that he would politicize the National Archives and because he is not an archivist, a person of stature in his field of Political Science, or a seasoned administrator. Richard Baker, the President of the Society of History in the Federal Government, expressed the fear that Agresto would politicize the Archives when he noted that "As a public figure over the past several years, Mr. Agresto has established a decidedly partisan reputation. This reputation, he said, will decisively impede the aura of impartiality and professional detachment required for such a major position of national trust."

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Besides the Archivist, only one other Presidential appointment, that of Director of the National Geological Survey, is required by law for adherence to the law.

**Capitol Commentary**

Trial Candidate for Archivist Faces Opposition

During the first week of May the White House announced that the President, while in Bali, stated his intention to nominate John Agresto, acting chair of NEH, for United States Archivist. A formal nomination may go forward in a few weeks. Once a nomination is submitted, the Senate usually has about six weeks to call for the nomination before holding hearings. In an election year, the Senate often does not hold confirmation hearings after June as a courtesy to the incoming Senators. The Government Printing Office's brief, which will consider the nomination, is committed to holding a thorough hearing. In light of the strong opposition to this appointment, a controversial hearing is anticipated. The sort of people who would like to stall, if not avoid totally.

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Historic Preservation Funds to be Restored

In early February as a part of the President's announcement of the FY '87 budget recommendations, he announced the rescission of 79% of the $21 million appropriated in the 1986 budget for the state historic preservation program. Congress had forty-five legislative days to approve the rescinded funds. The forty-five day clock has run out and since the House and Senate did not endorse the plan to rescind funds, the sequestered funds are now being made available to the states.

Administration Recommends Zero Funding for NHPRC

In mid-April, the NCC testified before the House and Senate Subcommittees on Treasury, Postal Service, and General Government on the FY '87 appropriation for the National Historical Publications and Records Commission's grants program and the budget for the National Archives. The NCC presented NHPRC's outstanding accomplishments and addressed the pressing needs of the National Archives for expanded space, additional research and development funds, and for additional staff to work on preservation projects and descriptions of records. Individuals and organizations familiar with the documentary edition projects and the records projects funded by NHPRC grants are encouraged to write members of these appropriations subcommittees to register concern that the President's FY '87 budget recommends zero funding for NHPRC grants and to urge that the $5 million authorized for NHPRC for 1987 be appropriated. Also, it is important to emphasize that additional funds for NHPRC should not be taken from the already tight budget of the National Archives.

House Subcommittee on Treasury, Postal Service, and General Government: Edward Roybal (D-CA), Chair, Daniel Akaka (D-HI), Steny Hoyer (D-MD), Ronald Coleman (D-TX), Sidney Yates (D-IL), Joe Skeen (R-NM), Bill Lowery (R-CA), and Frank R. Wolf (R-VA). Address: U.S. House of Representatives, Washington, DC 20515.

Senate Subcommittee on Treasury, Postal Service, and General Government: James Abdnor, Chair (R-SD), Paul Laxalt (R-NV), Mack Mattingly (R-GA), Dennis DeConcini (D-AZ), William Proxmire (D-WI). Address: U.S. Senate, Washington, DC 20510.

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

New Exhibit Explores the World of Women Doctors

When women entered the American medical profession in the early 19th century, they enjoyed remarkable success as physicians. In the early decades of the 20th century, with changes in medical education and the practice of medicine, women doctors suffered surprising setbacks as their numbers declined dramatically.


Using the experiences of women's achievements in one profession, the exhibit also examines the changing role of women in American society. Cries of "send us a lady physician" went out to the medical and scientific communities when American women of the Victorian period were ill. "Send Us a Lady Physician" explores individual, community, and institutional efforts that allowed women to enter the American medical profession in the 19th century.

In 1835 there were no qualified women physicians in America; by the century's end women doctors numbered more than 5,000. Women thrived in the field until the late 19th century, when their numbers began to decline. The high point in Boston, for example, was in 1900, when 18.2% of the city's physicians were women. Women physicians practiced in all areas of medicine, but concentrated their efforts on the care of women and children, and preventative medicine.

One of the many sections that make up the exhibit, "Institutional Practice," follows five women who worked in foundling homes, "insane asylums," sanitariums, and hospitals. Nineteenth-century women doctors were viewed as nurturers and social healers. Serving primarily in institutions for women and children, these physicians battled often fatal epidemics of measles, smallpox, and cholera.

There also are sections on teaching, "Missionary Work," "Medical Societies," and "Family and Community Life."

"Send Us a Lady Physician" was produced by Paraphrase, Inc., in cooperation with the American Medical Women's Association, with support from the National Endowment for the Humanities. The exhibit is sponsored by the Medical College of Pennsylvania, the New York Infirmary/Beekman Downtown Hospital, and New York University's Department of History.

The Museum of Our National Heritage, 33 Marrett Road, Lexington, Massachusetts, is open seven days a week. The hours are Monday-Saturday, 10:00 a.m. to 5:00 p.m.; April-October; 10:00 a.m. to 4:00 p.m., November-March. Sunday hours all year are noon to 5:00 p.m. Admission and parking are free. For more information, call the museum at (617) 861-6559.

This portrait of a student dissecting a leg at the Women's Medical College of the New York Infirmary was featured in an 1870 edition of Frank Leslie's Illustrated Newspaper.
Grants, Fellowships, & Awards

Winterthur Museum and Gardens director Thomas A. Graves, Jr. has announced that the museum will offer five categories of fellowships for the 1986-1987 academic year. The fellowships are designed to promote the research and study of American art, decorative arts, and material culture through the use of the museum's resources. Applications for any of the five Winterthur fellowship programs must be received by June 1, 1986. Awards will be announced by June 15. For more information, including fellowship requirements and stipends, contact: Office of Advance Studies, Winterthur Museum and Gardens, Winterthur, Delaware 19735.

The New England Archivists annually give The Hale Award to promote the professional development of archivists in the region. The award for 1986 is $200, and the competition is open to all members of the New England Archivists. To apply, persons should write a letter proposing how they would use the $200 to develop professionally. The expected benefits of the proposed activity (including participation in an educational workshop or preparing a paper for presentation or publication) should also be explained. The award is not intended for the purchase of equipment. The application deadline is June 1, 1986. Send letters of application (not exceeding two pages) to D. Gregory Sanford, State Archivist, Office of the Secretary of State, Montpelier, Vermont 05602-2198.

The Council for International Exchange of Scholars (CIES) has announced the opening of competition for the 1987-88 Fulbright grants. CIES participates with the United States Information Agency (USIA) in administering the Fulbright Scholar Awards in research and university lecturing abroad. The basic eligibility requirements for a Fulbright Award are U.S. citizenship; Ph.D. or comparable professional qualification; university or college teaching experience; and, for selected assignments, proficiency in a foreign language. Application deadlines for the Awards are: June 15, 1986 (for Australasia, India, Latin America and the Caribbean); September 15, 1986 (for Africa, Asia, Europe, and the Middle East); November 1, 1986 (for institutional proposals for the Scholar-in-Residence Program); January 1, 1987 (for Administrators' Awards in Germany, Japan, and the United Kingdom; Seminars in German civilization; and the NATO Research Fellowships); and February 1, 1987 (for Spain Research Fellowships, and France and Germany Travel-Only Awards). For more information and applications write Council for International Exchange of Scholars, Eleven Dupont Circle N.W., Washington, D.C. 20036-1257.

The National Council for the Social Studies is sponsoring an Exemplary Dissertation Award competition in order to recognize excellence in research conducted by doctoral candidates in areas related to social studies education. The author of the selected dissertation will receive a certificate of merit, $150, and recognition at the NCSS National Conference. To be eligible for the 1986 award, the dissertation must have been completed between June 16, 1984, and June 15, 1986. Submissions must be made by June 15, 1986. For further information contact John V. Godbold, Office of the Dean, College of Education, Illinois State University, Normal, Illinois 61761.
On behalf of the John William Miller Fellowship Fund, Williams College announces an essay prize and research fellowships to advance study of the philosophy of John William Miller. An annual prize of $1,000 is offered for the best essay published in a recognized journal on some aspect of Professor Miller's work. Entries should be submitted before June 30, 1986 for an award in the following year. In addition, fellowships in the amount of $10,000 are available in support of research looking to book-length publication. Applications should include the research proposal, the applicant's curriculum vita, and two letters of reference, one of which should be from the applicant's potential dissertation advisor if the proposed research is to be undertaken as a doctoral dissertation. There is no set date for application. Fellowships may be renewed. Address all applications and inquiries to The John Miller Fellowship Fund, c/o The Library, Williams College, Williamstown, Massachusetts 01267.

August

Marshall University, Huntington, West Virginia, announces that Rosanna A. Blake and Fred R. Niese Scholarship in Southern History. An annual stipend of $5,000 will be awarded to a scholar engaged in master's level research related to the history of the confederacy. Information and application forms must be requested by August 1, 1986, and may be obtained by writing Director of Graduate Studies, Department of History, Marshall University, Huntington, West Virginia 25701.

October

The United States Information Agency has announced details of the 1987-88 Fulbright Teacher Exchange Program. The Program involves a one-on-one exchange for teachers at the elementary, secondary, and post-secondary levels with suitable teachers overseas. The 1987-88 overseas exchange programs will involve Canada, the United Kingdom, France, the Federal Republic of Germany, Belgium, Luxembourg, Denmark, Norway, Switzerland, Colombia, and Argentina. The number of exchanges available will depend on the eligibility requirements vary by country. The programs provide opportunities for teachers to participate in summer seminars from three to eight weeks in length. During the summer of 1987, seminars will be held in Italy and The Netherlands. Applications will be available in the summer. The deadline for receipt of completed applications is October 15, 1986. For further information write Fulbright Teacher Exchange Program, E/AXK, United States Information Agency, 301 Fourth Street, S.W., Washington, D.C. 20547.

The Woodrow Wilson International Center for Scholars seeks project proposals representing diverse scholarly interests in the humanities and social sciences. The Center encourages projects with theoretical, philosophical, or theological dimensions. For academic participants, eligibility is limited to the postdoctoral level, and normally successful applicants have published one book beyond the Ph.D. dissertation; for participants from other backgrounds, equivalent maturity and professional achievement are expected. The length of a fellowship can vary from four months to a year, and stipends are subject to a ceiling of $35,000 per twelve month period. Deadline for receipt of application is October 1, 1986. For information and application materials contact: The Wilson Center, Smithsonian Institution Building, Room 311, Washington, D.C. 20560.

The National Humanities Center is seeking both senior scholars and young scholars several years beyond the doctorate to apply for fellowships to pursue research and writing in residence at the Center. Fellowships are normally for the academic year (September through May). Fellowships stipends are based, insofar as possible, on scholars' usual academic salaries. All applications must be postmarked by October 15, 1986. For application materials, write: Kent Mullikin, Assistant Director, National Humanities Center, 9 Alexander Drive, Research Triangle Park, North Carolina 27709.

The Henry J. Kaiser Family Foundation, Menlo Park, California, has given a grant to the Walter Reuther Archives of Labor and Urban Affairs, Wayne State University, Detroit, to permit awards of up to $7,000 to cover travel and expenses related to research for scholars using the Archives. This grant program is intended primarily to aid graduate students working on their doctoral dissertations and younger faculty members who need financial assistance in order to undertake research projects. For further information on the program and for application forms contact Philip P. Mason, Director, Archives of Labor & Urban Affairs, Walter P. Reuther Library, Wayne State University, Detroit, Michigan, 48202.

Recent Deaths

Elliott Rudwick (1927-1985), sociologist and historian, committed suicide at his home in Kent, Ohio, on December 20, 1985. Rudwick was born in Philadelphia and graduated from Central High School there. He took his undergraduate degree at Temple University and received his Ph.D. in sociology from the University of Pennsylvania in 1956. His dissertation, published in 1960, was titled W. E. B. Du Bois: A Study in Minority Group Leadership in 1960 and went through several paperback editions and two revisions. His second book, Race Riot at East St. Louis, July 25, 1917, was a skillful application of sociological methods to a historical event. Rudwick was always interested in historical topics as well as current events, and beginning in 1964 he entered into a long collaborative relationship with historian August Meier, which ended only with Rudwick's death. Among the important titles which they co-authored are From Plantation to Ghetto (1966; third edition, 1975); Black Nationalism in America (1970, co-edited with John H. Bracey, Jr.); Black Protest Thought in the Twentieth Century (1970; co-edited with Francis Broderick); Black Detroit and the Rise of the UAW (1979); and the forthcoming Black History and the Historical Profession. His most important work from the perspective of sociologists is CORE: A Study of the Civil Rights Movement, 1962-1968, co-authored with Meier in 1973. This volume, though empirical rather than theoretical, has had strong impact among students of collective behavior and social movements. Throughout, Rudwick was consistently interested in raising sociological questions and dealing with those questions in a historical context.

As is evident from his list of publications, his special interest was in race relations and in the history of black America. He served as a consultant to the Kerner Commission and the Civil Rights Commission. He was also frequently called upon to serve as a referee and panelist for the National Endowment for the Humanities. Among the honors he held were a Guggenheim Fellowship (1972), a research grant from the National Endowment for the Humanities (1975-76), and a fellowship from the Center for Advanced Study in the Behavioral Sciences (1975-77). He and Meier also won the Philip Taft Award for the book Black Detroit and the Rise of the UAW. Since 1980, Rudwick served on the editorial advisory board of Ohio History and the Journal of Urban History.

Professor Rudwick was a dedicated and demanding teacher. Serious students found his courses challenging and frequently asserted that his course was the best one they had had in their college career. He appeared numerous times at conventions of the historical associations, both presenting papers and serving as a commentator. He was in fact known for his carefully prepared and searching commentaries. He had a friendly and outgoing manner, and was highly respected by his friends and colleagues.

August Meier
Kent State University
Professional Opportunities

Mellon Faculty Fellowships

Non-tenured, experienced junior scholars having completed at the time of appointment, at least two years postdoctoral teaching as college or university faculty in the humanities—usually as assistant professors. Special consideration will be given to candidates who have not recently had access to the resources of a major research university. Ph.D. required and received prior to June 30, 1985. One year appointment, July 1987–June 1988, with Harvard University. Ph.D. required. For application procedures write: Richard M. Hunt, Harvard University Mellon Faculty Fellowships, Lamont Library 202, Cambridge, Massachusetts 02138.

National Museum of American History

The Smithsonian Institution is looking for a Curator of Computers, Information and Society. The position will be located in the Department of the History of Science and Technology. Salary range: $31,619 to $52,262 per year, depending on qualifications and experience. Responsibilities include: the development and maintenance of a museum collection in this field; involvement in the planning and production of a major exhibition to be titled "The Information Revolution," and scholarly research and publication exploring the impact of the computer and electronic information systems within a broad social and historical context. Applications should be made to the Smithsonian Office of Personnel Administration, Washington, D.C. 20560. Attention: MPA 86-185-T.

George Washington University

Seeking applications for the position of Visiting Professor of Washington Area Studies for the academic years 1986-87 and 1987-88. Open to scholars of achievement within any discipline in the social sciences or humanities. Responsibilities are to teach one class of the candidate's choice and to conduct original research on some aspect of Washington, D.C. or its surrounding region. Fellowship is approximately $20,000, to be used either for a single semester or a whole academic year. Applications should include proposals for the research project and possible courses offerings, plus a copy of the candidate's vita. Send application or inquiries for information to: Howard Gillette, Jr., Center for Washington Area Studies, The George Washington University, Washington, D.C. 20052.

LaGuardia Community College/CUNY

Historical collections emphasizing scholarship and public outreach programs seeks flexible, experienced administrator to supervise daily operations plus be directly responsible for fund raising, reference and reference preservation and research of archival collections. Responsibilities include: superior interpersonal communication skills, experience in grant writing, public relations, preparation of fund raising materials and copy for public exhibits, speeches, and correspondence. Journal and/or archival background helpful. BA required; MA in American History preferred. Rank and Salary commensurate with qualifications and experience. Send letter and vita by June 15, 1986 to: Howard Gillette, Jr., Center for Washington Area Studies, The George Washington University, Washington, D.C. 20052.

Cal State Hayward

Assistant Professor. Full-time, tenure track position beginning September, 1986. Ph.D. required. No particular specialization required: either colonial or national period acceptable, Mexico, Caribbean, Middle America, or South America. Should be prepared to teach survey courses in United States history. Salary commensurate with teaching experience and publications; the range for Assistant Professors is $24,168 to $29,064. Send letter of application and vita by June 15, 1986 to: Bruce A. Glasrud, Department of History, California State University, Hayward, Hayward, California 94542. Minorities and women are encouraged to apply. AA/EOE.

Cal State Hayward

Medieval history. Assistant Professor. Full-time, tenure track position beginning September, 1986. Ph.D. required. Preferred area of specialization: Germany, but qualified candidates in all fields will be considered. Preference for candidates able to teach survey courses in U.S. History. Salary commensurate with teaching experience and publications; the salary range for Assistant Professor is $24,168 to $29,064. Send letter of application and vita by June 15, 1986 to: Bruce A. Glasrud, Department of History, California State University, Hayward, Hayward, California 94542. Minorities and women are encouraged to apply. AA/EOE.

Calls for Papers

July

The Sixth Biennial Herbert Hoover Symposium will be conducted in October, 1987 at George Fox College in Newberg, Oregon. Three related papers are sought under the general heading of "Hoover as Peacekeeper." Possible themes include Hoover's concerns on the East Asian conflict, on the use of sanctions, on international organizations or international law, or on his co-authored book The Problems of Lasting Peace. Write Lee Nash, Academic Vice President, George Fox College, Newberg, Oregon 97132 by July 1, 1986. Stipend and all expenses are paid to participants.

September

The Agricultural History Society will sponsor a symposium titled "Publicly-Sponsored Agricultural Research in the United States: Past, Present, and Future," to be conducted at North Dakota State University, June 3-5, 1987. Brief descriptions of the possibilities for research are virtually unlimited when you add the first-hand historical material found in PAMPHLETS IN AMERICAN HISTORY to your collections.

Uncover the possibilities.

Pamphlets in AMERICAN HISTORY

The possibilities for research are virtually unlimited when you add the first-hand historical material found in PAMPHLETS IN AMERICAN HISTORY to your collections. With over 16,000 titles, this microfiche collection covers every period in U.S. history. And it's flexible. It is available complete, in free-segment Groups, or in subject-specific Segments within each Group—like The European War, Revolutionary War Biography, Women, Civil Liberties, and Indians. So you can focus your acquisition of pamphlet literature to meet your collection development strategy and departmental strengths. Best of all, the collection is supported by a complete access system of printed Guides, Catalog Cards, and MARC Tapes, which makes it easy for researchers to locate pamphlets by title, author, subject, or bibliographic citation.

For a detailed brochure to help you uncover the possibilities PAMPHLETS IN AMERICAN HISTORY holds for your library or institution, write or call UMI Research Collections today. And when you do, be sure to ask about our many other pamphlets and American Studies collections!
Meetings and Conferences

June

The National Archives announces a summer seminar for community college instructors titled "From the Record," June 11-20, 1986 at the National Archives, Washington, D.C. The seminar will introduce instructors to methods of research in archival records and to the application of archival materials to instructional strategies. For information, contact Linda Simons, Education Branch G-11, National Archives, Seventh and Pennsylvania Avenue NW, Washington, D.C. 20004.

The Balch Institute for Ethnic Studies presents a conference titled "Freedom's Doors: The Other Ports of Entry to the United States," to be held June 13-14, 1986. For further information, write The Balch Institute for Ethnic Studies, 48 South Seventh Street, Philadelphia, Pennsylvania 19106.

Altoona And The American Railroad will be the title of a railroad conference slated for June 19-22, 1986 on the Altoona Campus of The Pennsylvania State University. The conference will provide enthusiasts an opportunity to enhance their understanding of a vital aspect of the history of railroad technology as well as introduce insights into Altoona's own railroad history. For further information, contact The


The University of Pennsylvania will be holding the last of three NEH supported summer institutes this July. The Pennsylvania high school teacher July 24-26, 1986. The institute will focus on Pennsylvania's local history and its impact on the community. For information and applications forms write: Walter Licht, Program Director, Pennsylvania Institute in Local History, Hopewell, 20th Floor, College Hall/CHN, University of Pennsylvania, Philadelphia, Pennsylvania 19104.

The Sixth International Conference of Historical Geographers will meet in June in the third week of July in Nice, France. The South is to be interpreted in its broadest context--European, African, West Indian antecedents, extensions to the American Southwest and the world, and all aspects of the American South itself. Anticipated added features of the conference include a workshop on serial publications in historical geography and a special on the history of historical geography. For more information, write: Sam B. Hilliard, Department of Geography, Louisiana State University, Baton Rouge, Louisiana 70803.

The Oneida Tribe of Indians of Wisconsin is sponsoring a major conference on the history of the Oneidas July 24-26, 1986. It will be at the Oneida Rodeway Inn complex just outside Green Bay, Wisconsin as a part of the new Oneida Rodeway Inn Grand Opening sequence. Through the conference, the Oneidas hope to encourage greater understanding between the Oneida and American Indian communities, to develop curriculum materials for the Oneida educational programs and to gain better insights into the Oneida past and United States governmental policies. For further information, contact L. Gordon Mclester, Oneida Tribe of Indians of Wisconsin, P.O. Box 365, Oneida, Wisconsin 54155, or call (414) 869-1260.

The Society for Historians of the Early American Republic will hold its eighth annual meeting at the University of Tennessee in Knoxville July 24-26, 1986. For further information, contact James H. Brussard, Department of History, Lebanon Valley College, Annville, Pennsylvania 17003, or local arrangements chair William Bruce Wheeler, Department of History, 1101 McClung Tower, University of Tennessee, Knoxville, Tennessee 37996-0411.

The annual meeting of the Association for Education in Journalism and Mass Communication, including fourteen sessions sponsored by its History Division, will be held at the University of Oklahoma in Norman, Oklahoma, August 3-6, 1986. For more information contact: Jennifer McGill, Acting Executive Director, AEJMC, College of Journalism, University of South Carolina, Columbia, South Carolina 29208.

The Center for Family History at Brigham Young University will sponsor a Genealogical Seminar August 11-13, 1986. Among courses offered are: Professionalism in Genealogy, Literature, Southern U.S. Research, and behavioral aspects. Information and applications, write Joseph H. Smith, AEJMC, Brigham Young University, Provo, Utah 84602.

The Pacific Coast Branch of the American Historical Association's 1986 Annual Meeting will be hosted by the University of Hawaii (Manoa) in Honolulu August 13-17, 1986. For further information contact: Ralph Falchoni, Program Committee Chair, University of Oregon, Eugene, Oregon 97403.

The Pacific Historian plans to publish a thematic issue on the topic of the Japanese experience, as well as that of other Asians, in the United States during World War II. Manuscripts, which are not to exceed 5,000 words, should be submitted by December 31, 1986 to be eligible for consideration. Contact Dr. Millar, Managing Editor, The Pacific Historian, University of the Pacific, Stockton, California 95211.

The Michigan Historical Review is seeking articles for publication relating to Michigan's political, economic, social, and cultural history. Correspondence about manuscripts and all editorial matters should be addressed to the Editor, Michigan Historical Review, Historical Society of Michigan, Central Michigan University, Mt. Pleasant, Michigan 48859.
Missouri and Moscow
Collaborate on History Annual

Yearly publication of a book of Soviet writing on significant events in American history is expected to spark new dialogues among Russian and American historians.

In January, after nearly two years of negotiation, the University of Missouri and Moscow State University signed an agreement authorizing publication by the University of Missouri press of a book of Soviet-authored articles each year for at least the next three years. Each annual, which will be titled "Soviet-American Dialogues on U.S. History," will contain twelve to fifteen articles by eminent Russian scholars with critiques by leading American historians and responses by the Soviet authors. Each article will be an English translation of one already disseminated in the Soviet Union. The American academic community will translate the articles and the translations will be approved by the Russian historians.

The first edition will come out in spring 1987 and will be devoted to the writings of Soviet historians about Franklin D. Roosevelt's New Deal. Subjects of future annuals include the Constitution, American political parties, and American-Russian relations to 1917.

The agreement was signed in Moscow by University of Missouri-Kansas City Chancellor George A. Russell and Moscow State University Rector A.A. Logunov. Russell said the agreement is in tune with the spirit of the 1985 summit conference and the decision of President Reagan and Soviet leader Mikhail Gorbachev to renew educational exchanges between the United States and the Soviet Union.

Topics for each annual will be chosen by co-editors with the advice of editorial boards in both countries. The American editorial board consists of six distinguished historians: Leon Litvack, University of California-Berkeley, Pulitzer prize winner and president of the Organization of American Historians; R.E. Smith, University of Maryland; Peter Walker, University of North Carolina-Chapel Hill; David Greene, Dean of the College of Arts and Sciences, University of Wisconsin-Madison; George Frederickson, Stanford University; and Eugene Trans, Vice Chancellor for Academic Affairs, University of Missouri-Kansas City.

The Soviet editorial board consists of distinguished historians Eugene Yaskov, Igor Dementyev, Alexander B. Manykin, and August Miaskin from Moscow State University; Grigorii Sevastyanov from the Institute of General History; and H. Trafinenko from the Institute of the U.S.A. and Canada.

The co-editors of the annual are Yaskov and University of Missouri-Kansas City history professor Richard McKinzie.

International symposium on "The Suez Crisis: A Retrospective (1956-1986)" October 27-29, 1986 at Sede Boquer, Israel. The symposium is part of a national program for the Ben-Gurion Centennial (1886-1986) Scholars from a variety of disciplines as well as statesmen from countries that participated in the event are being invited to participate. The symposium will include sessions on military issues, the expectations and consequences for the participants; the impact of Suez on the Middle East and on the international system. For further information, contact: Mr. Natan Arida, Symposium Coordinator, Ben-Gurion Research Center, Kiryat Sede-Boquer, Israel 84990.

Missouri and Toronto, Canada.

Mississauga, Mississauga, L5L 1C6, Canada.
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Poignant and Insightful Memories of War
Collected by One of the Nation's Leading Oral Historians

THE PACIFIC WAR REMEMBERED
An Oral History Collection
By John T. Mason, Jr.

Thirty-two participants in the turbulent epic that began with the day of infamy at Pearl Harbor and ended with the signing of the surrender documents in Tokyo Harbor tell their stories in this collection of interviews conducted by John T. Mason. Revealing perspectives and details not found in traditional works of history, their contributions take the reader behind the scenes to present the personal side of significant events.

Here for the first time is Admiral William S. Sullivan's own account of the problems involved in clearing Manila Harbor of some five hundred wrecked vessels left by the Japanese, and Admiral Thomas C. Kirkland's previously unpublished description of the communications breakdown at the Battle of Leyte Gulf. Here, too, are new insights into the Tokyo Raid offered by the pilot who taught Jimmy Doolittle's men how to fly B-25s off a carrier, and an unforgettable account of a young marine's first exposure to combat.

Dr. Mason prefaces each selection with an introduction that places it in the context of the overall war. A brief biographical sketch of each contributor is also included.

Dr. John T. Mason, Jr.
a theologian and historian, developed one of the first, and now among the most extensive, collections of oral history transcripts in the country during his tenure as director of oral history at the U.S. Naval Institute.
Activities of Members

John Bodnar's recent book, *The Transplanted: A History of Immigrants in Urban America*, was selected by Choice magazine as one of its "Outstanding Academic Books of 1985." Bodnar is the associate dean of the faculties, associate professor of history, and director of the Oral History Research Center at Indiana University-Bloomington.

Richard O. Curry has been awarded the Marshall University Alumni Association Distinguished Alumni Award for 1986.

Melvin B. Endy, Jr. received the Daughters of Colonial Wars Prize for the best article published by the William and Mary Quarterly in 1985. The article appeared in the January issue and is titled "Just War, Holy War, and Millennialism in Revolutionary America." Endy is dean of the college and a member of the department of religion at Hamilton College.

Darryl Hattenhauer, assistant professor of English at Bemidji State University in Minnesota, has been awarded a Fulbright grant to teach American literature and civilization in Denmark. He also will be teaching American history at the University of La Verne in California during the summer of 1986.

Gary R. Hess, professor of history and chair of the department at Bowling Green State University, held a Fulbright lectureship in India for two months in early 1986. He spoke at ten universities on recent U.S. foreign policy, particularly in Indo-American relations and U.S.-Southeast Asian relations.

Manfred Jonas has been named John Bigelow Professor of History at Union College, Schenectady, New York.

Stanley N. Katz, professor of Public and International Affairs in the Woodrow Wilson School of Princeton University and OAH President-elect, has been named president of the American Council of Learned Societies.

Jeffrey Mirel, assistant professor of Leadership and Educational Policy Studies at Northern Illinois University, has been awarded a Rockefeller Foundation Residency in Humanities at the Reuther Library of Labor and Urban Affairs at Wayne State University, Detroit. During his residency he will study the part played by the Detroit Federation of Teachers in shaping educational policies.

Robert D. Schulzinger, professor of history at the University of Colorado, Boulder, has been designated the Benjamin Cardozo Professor of American History at Yale University for the spring semester, 1987.

Request for Assistance

The National Park Service currently is planning the exhibits for the museum at Ellis Island. The focus will be on the operation of the island as an immigration station in the period 1892-1924. The Park Service is trying to locate scholars who have conducted research on the history of Ellis Island. In addition, photographs, artifacts, and documents related to immigrant processing at the island are needed. Anyone with information should contact Ms. Diana Pardue, Curator, Statue of Liberty/Ellis Island N.M., Liberty Island, New York, New York 10004.

George C. Marshall Papers Guide Published

The George C. Marshall Foundation announces publication of Manuscripts Collections of the George C. Marshall Library. A Guide. Funded in part by a grant from the National Endowment for the Humanities, the guide provides an abstract for each of the 121 collections held by the library. Holdings include the papers of George C. Marshall, figures associated with General Marshall, post-war recovery and other related areas. The publication is available at no charge. Contact Anita M. Weber, Assistant Archivist, George C. Marshall Foundation, P.O. Box 1600, Lexington, Virginia 24450.

Robert Sink has been appointed to the newly created position of Archivist/Records Manager at the New York Public Library. This program has been established to develop a records center and archives to assure the efficient handling of office files and historic records of all units of the Library.

Robert Brent Toplin of the University of North Carolina at Wilmington has received a grant from the National Endowment for the Humanities to develop a script for a documentary film regarding Abraham Lincoln's handling of the crisis at Fort Sumter. The film is designed for broadcast on PBS television.

George C. Wright has been appointed director of the University of Texas's Center for African and Afro-American Studies, effective September 1, 1986.

Alfred F. Young, professor of history at Northern Illinois University, has been awarded the 1986 Douglas Adair Memorial Award by the Claremont Graduate School and Institute of Early American History and Culture for his article, "George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution." The article appeared in the October 1981 issue of the William and Mary Quarterly. The Adair Prize is awarded biennially for the article published in the William and Mary Quarterly during the previous six years that is judged highly regarded for its significance, originality, and quality of research and presentation.

National Archives Modifies Rules on Access

The Legislative Archives Division of the National Archives has announced a modification of the rules on access to the records of the United States Senate, Committee on Foreign Relations. Recently, Committee Chair Richard G. Lugar (R-IN) opened for public inspection all of the Committee's records at the National Archives from the following series: legislative files, treaty files, executive communications, and petitions and memorials.

The only materials from these series that will remain unavailable are those records restricted by EO 12356 (national security classified information) and records containing personal privacy information. There is, however, relatively little restricted information among these series. Normal rules of access to Senate records require that they be closed to public inspection for twenty years after their creation. The National Archives has records from the Committee on Foreign Relations from 1816 to the early 1890s. For further information, please contact: David R. Kepley, Chief, Reference Branch, Legislative Archives Division, National Archives, Washington, D.C. 20408

East Carolina University Asian Guide Published

The East Carolina Manuscript Collection at East Carolina University has compiled a Guide to Asian History Resources in the East Carolina Manuscript Collection. The publication describes some 120 groups of manuscripts and oral history memoirs pertaining to Asia and the Pacific Islands, and primarily reflects activities and observations of military personnel, missionaries, and tobacco company employees stationed in the area between 1865 and 1973. This is the third in a series of special guides prepared by this repository. A Guide to Military History Resources in the East Carolina Manuscript Collection was published in 1979, and a Guide to Women's History Resources in the East Carolina Manuscript Collection was released in 1982. Copies of all three publications are available free upon request from the East Carolina Manuscript Collection, Joyner Library, East Carolina University, Greenville, North Carolina 27834.
The British archives contain one source that no other national archives can match, the never before a large-scale publication of the British government. They went to the Queen or King. They were sent to important scholars-editors, primary sources for the study of the nineteenth and twentieth centuries. However, for a time they included sensitive information. Indeed, most sets were destroyed, and only three narrow complete sets survive, along with three much more imperfect sets.

As portions of the Confidential Print became available to historians, it was soon evident that this tremendous volume of primary documents provided the most illuminating data on the major power. This is the so-called Foreign Office reports that are essentially in the form of confidential letters to the British foreign envoy abroad. They were circulated to other major departments of government. As its name indicates, however, the Confidential Print was not available to the public because it included sensitive information.

The series entitled North America, 1838–1914 is a record of one of America’s most formative eras. This was a period of territorial ambition and international disputes, of bloody and protracted civil war, and of secession and rapid industrialization. These years witnessed America’s rise as a world power, and Great Britain had good reasons during this period to keep a close watch on her former colony. Britain’s territorial claims in North America, her political and economic interests in the future of a divided republic, and the need for allies as she braced for world war—these and other concerns ensured careful and thorough reporting by the British of events on the North American continent.

In an era when Americans considered it their “Manifest Destiny” to extend their national boundaries, border disputes and the question of national expansion were certain to occupy an important place in the British Foreign Office Confidential Print. These reports analyze in detail the processes by which the United States fixed her continental borders and then further extended her territorial reach to include Alaska, Hawaii, and the Philippines. Equally rich is the Foreign Office reporting on America at war, both at home and abroad. The diplomatic picture during the Civil War was a tremendously complex one—a political counterpart to the military struggle—and the British Foreign Office reports are an excellent source of information on this aspect of the war. At the end of the century British once again watched America, this time with Spain.

The latter volumes of North America, 1838–1914 (posts on the internal and foreign affairs of the United States during the first decade and a half of the twentieth century. Throughout the administrations of Theodore Roosevelt and William Howard Taft, the Confidential Print testifies increasing attention to the political, social, and economic developments of the Progressive Era. Thus, the reports and analyses of British diplomats provide new perspectives on which researchers can study the closest neighbors of Americans at the beginning of the new century: antitrust legislation, tariff reform, conservation, the women’s suffrage movement, trust reform, race relations, and immigration issues. At the same time, the Confidential Print examines such international developments as the building of the Panama Canal (1904–1914), U.S. reaction to the Mexican revolt of 1913, and U.S. perceptions of events in Europe on the eve of the First World War.

Because of a break in the normal classification of the Confidential Print caused by the First World War, the fifteen volumes of North America, 1838–1914 are followed by North America, 1919–1939, which contains twenty-five volumes. (The years that are not covered in these two "area" series will be the subject of a separate series, The First World War, to be published by 1937). The reports for the years 1919–1939 constitute a rich source of information on almost every aspect of the postwar and New Deal eras: party politics, social reform movements, the growth of organized labor, the rise and fall of prohibition, the shifting fortune of agriculture in the face of the Great Depression, increased government regulation of business, and the government’s new role in a broad range of socioeconomic programs.

In addition to their extensive reporting of internal affairs throughout North America, the British were astute observers of the strategic position that the United States had assumed in world affairs. The Confidential Print covers U.S. involvement in Central America and the Caribbean, passage of the Neutrality Acts in response to the growing sectional temper of the nation, U.S. policy toward—and rhetoric of the Soviet Union, the increasingly strained relations with Japan, and U.S. responses to the deteriorating political situation in Europe. From the point of view of another world power, we can trace the steps by which the U.S. took its place, at times reluctantly, at center stage in the international arena.

Containing an immense amount of untapped primary materials, these Foreign Office papers are being acclaimed by "the remarkable insight" that they provide into the history of the United States. With the publication of the volumes in the two series on North America, researchers can at last have access to the definitive source of foreign reporting on the key developments in America. Each volume contains the ed. editor’s introduction; a series introduction by the series editor; and a chronology of events important to the series. A detailed table of contents for each volume provides complete information with regard to the data, author, and subject of each document. Each volume measures 9" x 12", has a reinforced library-quality binding, and uses long-life, acid-free paper.
Congratulations to the 1986 Award and Prize Winners

Erik Barnouw Award
Ken Burns (Director and Producer) and Richard Kilberg (Co-producer) for Huey Long, Florentine Films.

Binkley-Stephenson Award

Avery O. Craven Award
Dan T. Carter for When the War Was Over: The Failure of Self-Reconstruction in the South 1865-1867, Louisiana State University Press.

Merle Curti Award in Social History
Kerby A. Miller for Emigrants and Exiles: Ireland and the Irish Exodus to North America, Oxford University Press.

Richard W. Leopold Prize

Louis Pelzer Memorial Award
Michael Bellesiles, University of California, Irvine, for "The Establishment of Legal Structures on the Frontier: The Case of Revolutionary Vermont"

Charles Thomson Prize
Michael K. Honey for "The War Within the Confederacy: White Unionists of North Carolina."

Frederick Jackson Turner Award
Assessing the Past, Looking to the Future: A Report by the OAH Committee on the Status of Women

The Organization of American Historians established a Committee on the Status of Women in the Historical Profession (CSW) in 1972. Since then rotating members of that Committee have pursued actively a number of issues related to the participation of women in the Organization itself and to the role of women students and faculty more generally. Now, nearly fifteen years later, the Committee has undertaken a review to determine just what improvements have or have not taken place in the status of women in the field of American history and what recommendations should be made. (1) It is hoped that this report will be followed by others documenting topics that we were unable to pursue. (2)

The data presented below provide impressions that are significant and, in some cases, invite further and more detailed investigation. While quantitative data have limitations and to some extent are supplemented here by other observations and evidence, they reveal where progress has been made and where serious problems remain. The report begins with the general pattern of academic employment and graduate study and then details women's participation in the OAH in recent years.

Populations of Women Historians

Various national sources provide information on the number of women historians, although none provides data explicitly on those in American history. Using a computer database of selected information from the 1984-1985 American Historical Association Guide to Departments of History, (3) the OAH Committee on the Status of Women studied the full-time academic positions of men and women; lack of time and data forced the Committee to leave out other important professional areas, particularly public history and archives. (4) Of those faculty listed in the Guide, 95% of all Americanists have earned doctoral degrees. Men comprise 87.9% (2,400 of all positions listed in the Guide), while women hold 12.1% (330). Women are as likely as men to be employed in history departments that offer doctoral programs as in those that do not. The Guide, however, includes only four-year colleges and universities, and not all of them submit information.

An evaluation of the academic ranks of men and women employed full-time (see Charts 1 and 2) shows women cluster in the assistant and, to a lesser extent, associate professor ranks while men dominate in every category. As indicated on Chart 1, of the women teaching in American history 34.5% are assistant professors, 34.2% are associate professors and 28.2% are full professors. (5) For men the opposite pattern holds: 12.4% of all men are assistant professors, 27.2% are associate professors, and 57.2% are full professors. Thus, only a little over a quarter of all women listed in the Guide are full professors in contrast with double that proportion for all men. The different distribution of women and men among the three academic ranks can be explained largely in terms of the timing of women's and men's attainment of their doctoral degrees. As a group women are recent Ph.D.s. From a statistical viewpoint, the profession is comprised of "old" men and "young" women. Chart 2 organizes the data in a different way, showing that women are 28% of all assistant professors, 17% of all associate professors, and 6% of all full professors. Only time will tell whether women assistant professors will obtain tenure and whether women in the associate rank will progress within a reasonable number of years to the status of professor. (6)

Chart 1
American Historians by Rank and Sex

<table>
<thead>
<tr>
<th>Rank</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inst/Last</td>
<td>1.4</td>
<td>1.4</td>
</tr>
<tr>
<td>Asst Prof.</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Assoc Prof.</td>
<td>1.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Prof.</td>
<td>1.1</td>
<td>1.1</td>
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</tbody>
</table>

Data are derived from American Historical Association's Guide to Departments of History, 1984-1985 (hereafter AHA Guide), using the computer database of Clayborne Carson, Stanford University.

Chart 2
American Historians by Rank and Sex (by Percent)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Men</th>
<th>Women</th>
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<tbody>
<tr>
<td>Inst/Last</td>
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<tr>
<td>Asst Prof.</td>
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<tr>
<td>Assoc Prof.</td>
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<td>1.2</td>
</tr>
<tr>
<td>Prof.</td>
<td>1.1</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Data are derived from AHA Guide.

It is troubling to realize that women are not necessarily well represented on the faculties of those institutions producing most of the Ph.D.s (Chart 4). Another issue raised by the data concerns the fact that there are significantly fewer women than men in positions of instructor and lecturer (see note 5), despite the fact that these represent entering or even part-time positions. Have universities been utilizing any of the strategies found in the AHA's Guidelines on Hiring Women Historians in Academe? (8)
Considerably more analysis could be done to determine what is happening to men and women in the field. Among humanities Ph.D.s from 1979-1981 only 70% of those in history found full-time jobs in a related field, the lowest percentage in any field aside from classical languages and literature. (9) The current job crisis obviously affects both men and women, but the effects may be quite different. (10)

According to the National Research Council, 27% of the 692 new history Ph.D.s from American universities in all fields were women in 1981-1982, reflecting both increasing numbers and proportion of women doctors in history and in many other disciplines. (11) The CSW used Dissertations Abstract International to determine more about those earning degrees in American history and found that of the 378 Ph.D.s awarded in American history for 1970, only 9% (33 degrees) went to women. By 1980, 30.5% (47 degrees) were awarded to women, but the total number of doctorates had dropped to 154 (Chart 5). In actual numbers, therefore, the gain was overshadowed by the fact that the total number of degrees had dropped by more than half, so that only fourteen more women completed theses in American history in 1980 than in 1970. (12)

The number of minority women has been very small, but in 1983-1984 it reached an apparent high when six black women received Ph.D.s in American history. (13) Chart 6 identifies institutions with three or more degrees conferred in American history in the two years surveyed. Chart 5 demonstrates the proportion of men and women taking those degrees. Women studying American history are graduating at the same or slightly higher proportions as all women Ph.D.s in history (who, according to the National Research Council for 1980), were 29% of all history graduates, as compared to 30.5% in American history. There are still significant institutions that appear, in these two sample years at least, not to produce any or many women Ph.D.s. Another important issue, which we lacked resources to pursue, was the relationship between the number of women on a given faculty and the likelihood of women graduate students completing degrees in that institution.

Members of the Society

The OAH membership list constantly changes as individuals join, drop out, or renew, and no record of annual membership was retained by the OAH until recently. There is, therefore, no way to determine the number of women (or men) members of the OAH for any year before 1983. Now, with computerization, we can calculate current membership as well as gain access retrospectively to the dates when women members joined. The absolute numbers of women joining has increased steadily, as reflected in the 1984 list of members for whom the dates of first admission to membership are known (see Chart 7); the number who joined before 1970 was 273; from 1970-1974, 236; from 1975-1979, 434; and from 1980-1984, 1028. We would anticipate that, given the increasing number of women Ph.D.s, there would be more women members. The fact that the number of women nearly doubled between the five-year period 1980-1984 and the five-year period preceding that, is an important indicator of recruitment and commitment to the history profession among women historians. Moreover, as Chart 7 makes clear (omitting a category of persons who responded to a special promotion), a significant proportion of the most recent increase was in the category of student membership. This chart, which actually measures longevity of female membership, can only estimate size and may well underestimate. In the future the OAH may find it useful to keep track of drop-off rates and thus determine to what extent student memberships translate into regular memberships.
Women members in 1985 made up 20% (1,570 of 7,890) of the total OAH membership, and, as indicated above, the number of women in both regular and student membership categories reflects their inclusion in the historical profession as a whole since the 1970s. Data from the National Research Council indicates that the cohort of women historians earning Ph.D.s from 1960-1969 comprised 10.4% of all historians in all fields; from 1970-1974, 15.8%; and from 1975-1979, 26%.

In order to see more clearly the participation patterns of women in the field, we can use activities within a professional organization such as the OAH. The extent to which women are encouraged and allowed to take part in professional meetings, publish in the Journal of American History, and hold offices are indicators of their integration and their leadership in the field of American history.
In terms of book reviewing, women's participation has increased steadily. Chart 10 demonstrates the increase in the number of women reviewing books shortly after a new editor was appointed in 1976, given that the

Publication in the Journal

The Journal of American History has kept pace with the expanding numbers of women in the organization and in the area of American history more generally in some ways but not in many others. Our analysis considers several kinds of contributions, including book reviews solicited by editorial staff, and articles both submitted and solicited.

Chart 9
Women’s Patterns of Participation in
OAH Annual Meetings, 1975-1985

Data compiled from the annual meeting Program for each year’s OAH meeting. It does not reflect last-minute corrections to the Program.

and commentators often are solicited. It also appears from the increase in every category in 1982 that attention to gender concerns by the Program Committee can make a difference, particularly by inviting women to be commentators and chairs of sessions. The data indicate that in 1985 (with similar statistics for previous years) 66% of all sessions included both men and women in the program; however, 28% of the sessions excluded women while just 3% excluded men. It would be helpful in the future to analyze topics and fields in individual sessions and determine how their representation on the program affects the participation rate of men and women.

Data compiled from the four issues comprising a year-long sequence of the Journal of American History. This does not coincide with volume numbers, which runs from June through March of the following year.

process of soliciting reviews and of editing for publication means an inevitable lag time of nine months or more. The percentage of reviews by women in the 1980s has averaged 13.6%, up considerably from the 1970s (6%). The increase, however, does not seem to be keeping pace with the other indices of women's membership and more particularly their active participation in the annual meetings of the Organization, where over one-fourth of the presenters in the 1980s have been women.

Number of JAH Articles by Women, 1970-1984

Data compiled from the four issues each year of the Journal of American History. Since the number of articles is relatively small, it is important to look at an
Learned Societies, and the National Endowment for the Humanities—for four years between 1970 and 1984. The data were not entirely satisfactory, lacking uniformity from year to year and providing insufficient information on applicants. The data regarding grants and awards are presented in Charts 17 and 18. The small number of women grantees, especially those in American history, make generalization difficult. Overall, the statistics suggest some increase in the number of grants to women, but not nearly in proportion to the number of women recently receiving doctorates. Increases in funding to women vary significantly under the perhaps idiosyncratic practices of the foundations; the American Council of Learned Societies, particularly in its program for recent doctorates, has a much better result for women than has the Guggenheim Foundation.

Women reviewers of grant proposals seem to make a difference. The ACLS provided data on applicants (Guggenheim did not) and on review panels by gender. The correlation between percentage of women's applications and women's awards is higher when women participated in reviewing. No women served on the general committees for the Guggenheim Foundation (some, however, have been on the review panel on artists), and women historians have never received more than 1% (two in American history over the four years analyzed) of the grants from that foundation. As indicated on Charts 17 and 18, during the years analyzed the awards made to men in history fields generally averaged about 10% of the total grants given and those in American history about 4%.

Conclusions

The results with regard to the Organization of American Historians as well as other professional arenas indicate that having women involved in decision-making—whether on review panels for fellowships, on editorial boards, or in professional offices—helps ensure that women gain access to opportunities in proportionate numbers. Women tend to do best where they take initiative, as in submitting proposals to program committees and articles to the journal, and less well when they must wait to be asked to participate, as in commenting on sessions and writing book reviews. Still, the high visibility and judicious exercise of authority by women on the Executive Board in the early 1980s, coincident with a growing number of women with professional credentials and experience, led to unprecedented involvement in the Organization of American Historians. The Committee on the Status of Women in the Historical Profession will, in the future, work to improve in those areas that still perpetuate old discriminations and to maintain the gains achieved in this decade. To accomplish these goals, we make the following recommendations to the Executive Board of the Organization of American Historians:

1. The Committee recommends that the OAH delegate to a staff person the responsibility for updating annually the data on OAH membership, participation in the annual meetings, publication in the Journal of American History, and other relevant information regarding women and minorities.

2. The Committee recommends that the OAH initiate an ongoing longitudinal study of women and men who received Ph.D.s between 1980 and 1985. This study, perhaps supported by outside foundation funds, will be a means of monitoring women's and men's progress within the profession.

3. The Committee recommends that support be given for a study of historians outside of academe, particularly those working in public history, museums, archives, and as independent scholars, to supplement the foregoing report.

4. The Committee recommends that the OAH initiate a study on the issue of adjunct, part-time, and non-tenured professorships, which have an impact on women, but also on the profession at large.

5. The Committee recommends that the OAH urge and monitor the appointment of women in U.S. history to reviewing panels of major foundations. The goal should be to obtain a proportion of women on reviewing boards equal to the proportion of women applicants.

6. The Committee recommends that the new editor continue his initiative in enlarging the number of women and junior scholars in the JAH pool of reviewers, and increase the number of women in all fields on the editorial board.

7. The Committee applauds recent success in the program committees' efforts to reduce the number of sex-segregated panels. We specifically urge the program committee to increase the number of women serving as commentators and chairs.

8. The Committee urges future presidents to continue to appoint women as members and chairs of committees, particularly those representing the OAH on other boards.

Notes

1. Contributing Committee members for 1984-1985 were: Cindy Aron, Maureen Greenwald, Mary Rothschild, and Sally Gregory Kohlsteadt (chair); new members for 1985-1986 who commented on the draft report, are: Marian Strobel, Darlene Clark Hine, and Katherine Sklar. Significant help also was provided by Nancy Herrington (Syracuse University), Betty Winkler (Arizona State University), Jackie Wilkie (Central Michigan University), and Deborah Hoskins (Indiana University). Ginger Foutz, OAH Circulation Manager, provided data on the membership of the organization.

2. There are inevitable problems in information gathering. It proved difficult and even impossible to retrieve some retrospective (and even current) information on such issues as membership and fellowship applications. In other instances, such as dissertations granted, data from different sources was not comparable due to variations in institutional reporting. All the information here was gathered by committee members who put in significant amounts of volunteered time but lacked resources to track down all possible sources of information.

3. Clayborne Carson generated a computer profile of information on the Americanists listed in the Guide, but the OAH CSW is solely responsible for the interpretation of these data; for some discussion of its limitations, see Carson, "Graduate Schools of Academic Historians: Trends in Hiring Patterns of Historians," AHA Perspectives 22 (November 1984): 10-13. The AHA Guide contains information on 398 departments of history and 2,730 American historians including all ranks from visiting instructors to tenured emeriti. Peter Kaston assisted in interpreting these data.

4. This report admittedly is narrow in its discussion of employment because lack of resources kept us from pursuing such topics as the experiences of women historians in junior and religious colleges, in archives, in the National Park Service and in career areas that traditionally have and currently are attracting American historians.

5. The data show that 2.4% of all men and 2.4% of all women are in the ranks of instructor or lecturer, but this represented fifty-six men and only eight women listed in the Guide. The percentage of emeriti was less than 1% in both cases.
6. The Committee, however, is not sanguine, and a survey with regard to the tenure, promotion, salary, and personal experiences of women entering the field in the 1970s suggests that while in many instances the situation is improving, women are still not equal. See Noralee Frankel and William Chafe, "The Present Status of Women in the Historical Profession," AJA Perspectives 23 (October 1985): 8-9.


9. Humanities Highlights, 6 (December 1984), 1.


11. Some of these data have been compiled for the American Historical Association's Guidelines on Hiring Women in Academia, 2nd ed. (1984). Their data, in turn, came from the National Research Council (NRC), Summary Report, Doctoral Recipients from United States Universities (1983).

12. This overall decline and its implications are analyzed in Joan Hoff-Wilson, "Is the Historical Profession an 'Endangered Species'?: The Public Historian, 2 (Winter 1980): 4-21; and more recently in Emily K. Abel, Terminal Degrees: The Job Crises in Higher Education (New York: Praeger, 1984).

13. This information is based on data from Darlene Clark Hine, gathered under a grant to the OAH from the Ford for the Improvement of Post-Secondary Education (FIPSE). The National Research Council survey for 1983 concluded that between 1940 and 1982, only 367 of the 20,400 degrees (0.18%) in history went to Afro-American historians, and of that number only 60 were women.

14. This 5% included two all-women sessions: the breakfast meeting of the CSW and a panel on sexual harassment.


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Survey Questionnaire for Women Historians and Women Holding History Degrees for an Update of Directory of Women's Historians

Name ____________________________________________

Race (Optional): Caucasian Black Hispanic Asian-American

Home Address ______________________________________

City __________ State ______ Zip Code __________

Home Telephone ______ _____________________________

Work Address __________________________

City __________ State ______ Zip Code __________

Work Telephone ______ _____________________________

Job Title and Rank ________________________________

Institutional Affiliation, If any __________________________

BA [year] ______ MA [year] ______ Ph.D. [year] ______

Research, Teaching, or Graduate School Fields __________________________

Have Published: Articles (number) ______

Books (number) ______

Are you (circle one): academic independent scholar public historian non-history related position unemployed other ______

Are you a member of (circle): AHA OAH CCWHP ______

Return to: Noralee Frankel
American Historical Association
400 15th Street, SE
Washington, D.C. 20003

Please Duplicate and Distribute this Questionnaire.

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by

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Department of the Army Department of Energy

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Department of State

A practical guide to the use and regulations of the FOIA. Includes information on appeals, the Privacy Act, special problems of historians, and addresses for relevant federal agencies.

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