

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 "Is 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 expected 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 declassification 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.

(One crisis which was not on our original list, but about which librarians and archivists have made us aware, concerns preservation of books and periodicals, especially those published between 1870 and 1920, on high acid content paper. While scholars in individual disciplines have not shown much interest in this issue, it is estimated that these materials will be unusable by the end of the century if chemical preservation and/or transfer to microform or compact disc is not undertaken on a massive scale in this decade.)

Little did I realize in 1981 that by 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 undergraduate and graduate 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. (Curiously, work with and 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 Magazine of History;
3. the OAH/Exxon study "Strengthening History Education in High Schools; A Cooperative Project of Secondary and University History Teachers" compiled by Page Miller;
4. 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;
5. 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

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- 7 One Woman's Perspective
Jo Ann Carrigan
- 9 Hollywood and "The Bomb"
Stephen Kneeshaw
- 10 Perspectives from Abroad
Peter G. Boyle
- 11 Writing and Footnoting with WordPerfect 4.1
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Executive Secretary

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Full, half, quarter-page, and job announcement advertisements are available. Contact the advertising manager for rates and deadlines.

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

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

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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, all future OAH Program Committees will be asked to solicit sessions at the Annual Meeting for Professional Day to supplement the ones 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 operational structure. 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, understaffed history departments all over the country will be able to conduct self-studies (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 been resolved or no longer seem 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 enough 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 students 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. High on their list of 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 JAH, 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 is more streamlined and less costly 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

Cullom 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 substantial early receipts from exhibitors for our 1986 Annual Meeting. The resulting surplus enabled us to eliminate a carry-over deficit of \$8,808.

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

OAH Call for Paper

The Program Committee for the OAH 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

Election Results	
President:	Leon Litwack
President-elect:	Stanley Katz
Executive Board:	
	Suellen Hoy
	Linda Kerber
	Samuel P. Hays
Nominating Board:	
	Clayborne Carson
	Vicki Ruiz
	David Van Tassel

assets, from \$282,000 to \$352,000. This generous growth resulted from our ability to reinvest 1984 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 18% increase over 1985. Major new expense commitments include additional staff and support for the Journal of American History, higher data processing costs, and several 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.

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 4131, University of Wisconsin-Madison, Madison, Wisconsin 53706. The deadline for submissions is March 15, 1987.

1985 OAH Financial Report

	Budget	1985 Actual	1986 Budget		
OPERATING FUNDS					
Receipts					
Membership Dues		\$ 309,943	\$ 338,630		
Journal (ads, sales)		33,627	35,000		
Newsletter (ads, sales)		10,837	9,550		
Other Publications (sales)		13,126	20,530		
Annual Meeting		95,000	123,000		
Other (interest, gifts, grant overhead, reimbursements)		15,764	22,850		
Totals	\$ 456,935	\$ 478,297	\$ 549,560		
Disbursements					
Publications					
Journal		\$ 153,120	\$ 169,400		
Newsletter		24,290	28,650		
Other Publications		7,048	4,620		
Promotion		9,078	15,370		
Annual Meeting		66,568	93,890		
Administration					
Membership		27,118	36,480		
General		145,495	157,640		
Governance (committees)		11,183	16,590		
Awards		3,050	3,100		
Liaison/Advocacy		6,895	8,700		
Contingency		-----	14,720		
Totals	\$ 456,860	\$ 453,845	\$ 549,160		
Surplus (deficit)	<u>\$ 75</u>	<u>\$24,452</u>	<u>\$ 400</u>		
REVOLVING FUNDS					
Beginning Balance January 1, 1985		\$ 13,019			
Receipts		94,988			
Disbursements		94,607			
Ending Balance December 31, 1985		<u>\$ 13,400</u>			
TRUST FUNDS					
	Principal	Cash Income	Assets (cost)	Invested Income	Account Balance
Beginning Balance	-----	\$ 1,044	\$ 261,953	\$ 29,872	\$ 292,869
Dividend Income		3,179			3,179
U.S. Government Interest		12,240			12,240
Corporate Interest		8,932			8,932
Proceeds					
Redemption of Money					
Market Certificates	\$ 67,000				\$ 67,000
Securities Sold	16,944	40,172		(40,172)	16,944
Purchase of Money					
Market Certificates	41,172	(41,172)		21,191	21,191
Less Cost Basis			(83,142)		(83,142)
Securities Investment	(125,116)	(21,191)	125,116		(21,191)
Payment of Bank Fees		(2,204)			(2,204)
Ending Balance	<u>-----</u>	<u>\$ 1,000</u>	<u>\$ 303,927</u>	<u>\$ 10,891</u>	<u>\$ 315,818</u>

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.)

■ ■ ■

OAH/FIPSE Project Institutes Clearinghouse

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 history 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 partic-

ularly 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 N. 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 those 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 "Starting a High School American Studies Program," by New Jersey high school teachers Doris Gelman and Frimi Sagan, 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 "muckraking" 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 Hotchkiss 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 relating 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 Interactive 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 Graebner, 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'Reilly, "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, "Baseball 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 baseball 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, 112 N. Bryan Street, Bloomington, Indiana 47401.

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 views of the OAH Executive Board or the official position 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 His-

torians deplores the President's invocation of the historical prestige and legacy of the constitution's framers in order to promote the administration's foreign policy and to impugn the patriotism of those who oppose that policy.

The OAH Executive Board passed the following resolution concerning the appointment of a new Archivist of the United States.

Whereas, since the statutory qualifications for Archivist of the United States stipulate that the position should be nonpartisan; and

Whereas, in the judgment of this and other scholarly organizations, the appointee should have archival and administrative experience in addition to historical training;

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 cut-backs 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 13% in the budget for acquiring new materials, 16% 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.

Ballot

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 membership 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.

Please complete this ballot and mail it to the OAH business office, 112 N. Bryan Street, Bloomington, Indiana 47401.

I agree that a life membership should be raised to \$750, and an institutional subscription should be raised to \$80.

_____ YES _____ NO

If approved, this action will take effect January 1, 1987.

Please return by August 1.

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 1985 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.

Executive Board Actions

ACCEPTED 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.

ADOPTED 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 Huggins, 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

Roger Daniels
Grinnell College, Grinnell, Iowa

Cullom Davis
donated lecture

Carl Degler
Georgia State University, Atlanta,
Georgia

California State University at Fresno

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

Darlene Clark Hine
Arkansas College, Batesville,
Arkansas

Joan Hoff-Wilson
Middle Tennessee State University,
Murfreesboro, Tennessee
Wabash College, Crawfordsville,
Indiana

Francis Jennings
Washington State University, Pullman,
Washington

Robert Kelley
Del Mar College, Corpus Christi,
Texas

Linda Kerber

Middlebury College, Middlebury,
Vermont

Richard S. Kirkendall
Hastings College, Hastings, Nebraska
Georgia State University, Atlanta,
Georgia

Walter LaFeber
University of Texas, Austin, Texas

Gerda 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 or cosponsors 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 ABC-Clio America: History and Life Award was first given in 1985 to encourage and recognize new scholarship in developing fields by historians in both the public and private sectors. 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 is given annually in recognition of outstanding reporting or programming on network or cable television or in documentary film, concerned with American history, the study of American history, and/or the promotion of history as a lifetime habit. One copy of each entry should be submitted on either 3/4" video cassette or 16mm film by *December 1* to the chair of the award committee. Films completed since January 1 of that year are eligible. This award was first given in 1983 in honor of Erik Barnouw, a leading historian of mass media. He is retired from Columbia University and has worked at the Library of Congress on the establishment of the television archives called for by the 1976 Copyright Act. The winner receives a certificate.

The Ray Allen Billington Award is given biennially 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. First given in 1981, the award honors Ray Allen Billington, OAH President 1962-63. The winner of this prize 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 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 (March, June, September, December issues). William C. Binkley was president of the OAH 1944-46 and editor of the *Journal of American History* 1953-63. Wendell H. Stephenson was president of the Organization 1957-58 and editor of the *Journal* 1946-53.

The Avery O. Craven Award, first given in 1985, is awarded annually to the most original book on the coming of the Civil War, the Civil War years, or the Era of Reconstruction, with the exception of works of purely military history. The exception recognizes and reflects the Quaker convictions of Craven, president of the OAH 1963-64. The deadline for this award is *September 1*. Final page proofs may be used for books published after September 1 and before January 1 of the following year. The winner of this award receives a certificate and \$500.

The Merle Curti Award is given annually to recognize outstanding books in the field of American social history (even-numbered years) and intellectual history (odd-numbered years). The deadline is *October 1*. Final page proofs may be used for books to be published after October 1 and before January 1 of the following year. The winner receives \$500, a certificate, and a medal. The award was first given in 1977 in honor of Merle Curti, president of the Organization 1951-52.

The Richard W. Leopold Prize, first given in 1984, was designed to improve contacts and interrelationships within the historical profession where an increasing number of history-trained scholars hold distinguished positions in governmental agencies. This prize recognizes the significant historical work being done by historians outside academe. The award is given every two years for the best book written by a historian connected with federal, state, or municipal government, in the areas of foreign policy, military affairs broadly construed, the historical activities 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 winner receives a certificate and \$500. Richard W. Leopold was president of the Organization 1976-77.

The Louis Pelzer 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 of the essay in the *Journal of American History*. The essay may 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*, 1125 E. Atwater, Indiana University, Bloomington, Indiana 47401. The deadline is *January 1*. Louis Pelzer was president of the Mississippi Valley Historical Association 1935-36 and was editor of the *Mississippi Valley Historical Review* 1941-46.

The Charles Thomson Prize, cosponsored 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*, NEPJ, National Archives and Records Administration, Washington, D.C. 20408. The editor will forward entries to OAH committee members. The winning essay is published in *Prologue*, and the author receives \$500 and a certificate from the National Archives.

The Frederick Jackson Turner Award, first given in 1959 as the Prize Studies Award of the Mississippi Valley Historical Association, is given each year to the author of a book on American history and also to the university or college press that submits and publishes it. Only works accepted for publication by college and university presses are eligible for competition, and each press may submit only one entry each year. The author receives \$500, a certificate, and a medal; the publisher of the award-winning work receives a complimentary advertisement for the book in the *Journal of American History*. The following rules apply: the work must be published or scheduled for publication in the calendar year before the award is given; the work must consider some significant phase of American history; the author cannot have published previously a book-length study of history; if the author has a Ph.D., he or she must have received it no earlier than seven years before the manuscript was submitted for publication. The deadline is *September 1*. American historian Frederick Jackson Turner (1861-1932) formulated the renowned "frontier thesis."

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 duree* but perhaps enough years out of a lifetime to justify some reflection on individual experience and observation of short-term changes and continuities since the 1950s. We usually stay

But as Thucydides is supposed to have said, "Stories happen only to those who can tell them."

sufficiently busy with everyday life and work that the years slip by uncounted, and although historians, we must make a special effort to think historically about our own life and times. But as Thucydides is supposed to have said, "Stories happen only to those who can tell them."

Who would have predicted in the 1950s that Ronald Reagan would ever occupy the White House? Or that another women's rights movement was just around the corner? Anyone who has lived for a half-century or thereabouts can attest to the open-endedness and surprises of human history. And, in looking back and forth from the recorded and observed past to the forward-moving present, one begins to observe the "here we go again" American patterns. The recurring "Great Awakenings," the renewed battle of "traditionalists" against the "modernists" (now referred to as "secular humanists"), creationism versus evolution, the return of "laissez-faire" (in rhetoric, at least), even a new version of "biology is destiny" (sociobiology), another wave of concern with the "decline of the family" as the cause of social distress, and so on and so on. All such matters I believed some twenty or thirty years ago had been settled. One comes to believe that nothing is ever really

"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 I 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 condemned as "popularization" and less worthy than "scholarship," such work deserves more attention than we have given it, for we have failed miserably to convince most of those 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 concerns. 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 observation do not always provide 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 at least 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" sufficiently strengthened to allow me to reflect upon my experiences as a woman in graduate school and in the job market, to confront the memories no matter how painful, and to believe that something might actually be done to change the inferior status of women (which I had more or less 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 contributed 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 diminished participation and influence of women in the historical profession and in higher education as compared to the 1920s. They seemed very 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 Ph.D. and a reasonably good job; I made it, so what's the matter with those crybabies? I did agree that their resolution favoring "equal pay for equal work" 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 those women 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 blocked opportunity. I remembered the mixed messages communicated by certain professors who encouraged women to go for the Ph.D. but gave fre-

One professor once told me, jokingly, that being female was such a great disadvantage in this world that I was fortunate not to be black as well.

quent reminders that one's gender was a serious handicap in pursuing a career. One professor once told me, jokingly, that being female was such a great disadvantage in this world that I was fortunate not to be black as well. (Names are being omitted here to protect the guilty as well as the innocent.) Another professor, praising my work as outstanding, advised me to try for a teaching position in a "really good girls' school" as it was unlikely that I would ever be considered for a university appointment.

Although sometimes this was hard to take, I really did not quite believe it. I had no 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 mentor and other advocates, the several schools I applied to did not choose to consider women. This policy was never explicitly stated to me, but it was expressed to 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 credentials--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 easier to obtain (with a professor's assistance) than a faculty position. The following year I did receive two job offers, and I accepted the one from the department where I had earned the degree. There I took on a variety of assignments for which I had never been trained. I edited a state journal 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.

The next mind-expanding episode in feminist consciousness after Los Angeles came in 1972 when a colleague became seriously ill at the beginning of the semester, and I found myself teaching her brand-new women's history course which she had worked so hard to get into the program. Up to that time I had actually doubted there could be much to study in women's history. I had read one or two books on suffrage, but aside from that

topic I was not sure there was a whole semester's worth to cover. That course proved to be one of the most exciting, enlightening, and transforming teaching experiences I ever had as I struggled to deal with a literature I did not even know existed and to cope with a bright and enthusiastic group of students who probably taught me more than I taught them.

The 1970s was an exciting decade for women historians involved in the women's movement--new knowledge, heightened consciousness, awareness of injustice (sexist, racist, economic), and hope for social change. Much time was consumed in fighting on many fronts, and in serving on university and community committees of all kinds. One could hardly refuse and then complain about women not being represented--and with relatively few women available to take these posts, some found themselves overwhelmed as the token committee-woman. The work included filing class-action suits; compiling data for complaints to Health, Education, and Welfare; serving as supportive witnesses when women colleagues went before grievance committees; helping women colleagues fight discrimination in tenure decisions; and counseling women students who needed help of one sort or another. Women helping women. And it took a great deal of time and energy, but it seemed that it had to be done and that it ought to be done, to improve our lives and the lives of others. As it turned out, except for individual cases here and there, far less came of the formal complaints and suits and grievances than one might have expected. And even now there appears to be retrogression regarding affirmative action--limited as it was. Meanwhile, books and articles that some of us intended to write were postponed or, in some cases, abandoned altogether.

What has changed then? Women are more numerous as graduate students, as history faculty, at annual association meetings, on programs, in the governance of professional organizations, and as productive and creative scholars publishing books, articles, and reviews. There are many sincere male allies, who (unlike their counterparts in the 1950s) are able to treat women colleagues as historians who happen to be female rather than females who happen to be historians. With those who have become accus-

tomed to sharing a department with women there can be a genuine and comfortable sense of "collegiality." In departments with only one woman, or none, the case may be considerably different. Some men are good friends and advocates (or protectors) of individual women, but not sympathetic to academic women as a class, not altogether unlike Southern whites in the old days who could be kind and helpful (paternalistic) to individual blacks but remained hostile to changes in the subordinate status of blacks as a group. Women are present, visible, and fairly numerous at almost every level of the profession (except perhaps at the very top). In the 1950s we were scarce and therefore considered somewhat peculiar in a field populated almost entirely by men.

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enlightening work in American history. Yet even now, after more than fifteen years of legitimacy in academe, women's history still is not taken very seriously by many male historians. Fortunately, American history survey textbooks are beginning to incorporate some of the scholarship, which means that it may eventually find its way into more lectures.

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 prestigious institutions, have trouble gaining tenure and promotion, generally are paid less at all levels, are more likely to be underemployed, and often feel them-

selves excluded from the circles of power.

Teaching consumes an extraordinary amount of the energy of many women faculty. Women often have the largest classes and more classes than higher-ranking scholars. I am certain that undergraduate students, both male and female, are more demanding of women instructors. Many expect motherly nurturing, special indulgences, tolerance of carelessness; they want extra attention and constant encouragement; on the other hand they resent criticism, correction, and demands for disciplined effort. And in spite of all the special attention and assistance they may receive, students tend to be particularly critical of female faculty when they fill out the course evaluation forms. We must appear as surrogate mothers or grandmothers at a time when students are trying to distance themselves from female parental authority.

An important woman historian, in an interview published several years ago, expressed the judgment that women in universities were more likely than men to be emotionally exhausted by teaching and by the constant need for a mask, never being able to assume (as men can) that they can relax in public space and be judged fairly for themselves and not as a member of a category. This statement rang true to my ears, and I have seen it echoed in the voices of other women I know. Aside from the energy expended in a regular working day, women now as always tend to devote, and are expected to devote, more time to family matters--to their parents, in-laws, husband, children, sisters (kin or otherwise). It is a wonder to me that some women manage to balance so many tasks and responsibilities so efficiently and so well.

Living in a world where one is considered Other, secondary, inferior, auxiliary, faced with daily reminders on the job (joking of course), the trivialization of women in the media, the remarks of public officials, the judgments of religious hierarchies--consciously or unconsciously always having to be on guard--such conditions are not exactly conducive to doing one's best work. Self-image and self-confidence can be damaged by these forces. Young women

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scholars today whose job applications were never rejected may be immune to such things, but I doubt it. Those who have a strong sense of themselves and their abilities, who can fight against but remain undamaged by continuing inequities, who have sufficient energy to pursue their scholarship while balancing other obligations (or who find

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such conditions a stimulus to their determination and creativity) are indeed blessed. I suspect they are a minority among my generation. I believe they are more numerous among the younger women in history. (A few, however, still appear to believe that they have escaped discrimination because of their own merit and that women in general get what they deserve.) I hope that in time the constellation of damaging attitudes and structures can be altered, and that men will continue to join the increasing numbers of those who are truly women's friends and allies in the struggle to change the world.

Jo Ann Carrigan is professor of history at the University of Nebraska at Omaha and adjunct professor in the Department of Medical Humanities at the University of Nebraska Medical Center. She has published articles on southern medical and public health history in several journals, and currently is conducting research on health-promotion strategies in the early twentieth-century South.

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Hollywood and "The Bomb"

Stephen Kneeshaw

(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.

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.

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 Sea" (1955); and an Army officer in "The Amazing Colossal Man" (1957). In an intriguing variation on this theme, a combination of insecticide and radiation re-

versed 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.

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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. When asked at the close of "Them!" about the consequences of atomic tests in the Southwest deserts after 1945, the elderly scientist Dr. Medford suggested: "When man entered the atomic age, he opened a door to a new world. What we'll eventually find in that new world, nobody can predict." Reflecting on his diminishing size, "the incredible shrinking man" wondered if he would become "the man of the future" to be joined by other victims of radiation in "this vast new world."

By the end of the fifties a more somber, even apocalyptic, tone appeared in nuclear films. In 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.

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The Cuban missile crisis of 1962 alerted the American people to the reality of nuclear brinkmanship. Hollywood quickly advised audiences that chaos and catastrophe were only a bomb away and the "mad

bombers" such as General Jack D. Ripper of "Dr. Strangelove," (1964) had their hands close to the button. The premise of "Fail Safe" (1964), one of the most provocative films of the decade, is that American bombers are directed in error to attack Soviet targets. After the destruction of Moscow, a weary American president averts all-out war by ordering the nuclear bombing of New York City. "Dr. Strangelove," in contrast to "Fail Safe," finds American B-52s ordered by a mad general to attack the Soviet Union; meanwhile, the American president and Soviet premier cooperate—but fail—in an effort to prevent global disaster. "Seven Days in May" (1964) describes a military plot to overthrow the American government when a popular general opposes a disarmament treaty. "The Bedford Incident" (1965) explores the psychological and emotional impact of the nuclear threat for the crew of an American destroyer tracking a Soviet submarine in the north Atlantic. Over a decade, then, the Hollywood mentality shifted from the horror of nuclear war (in the form of mutant transformations) to the human implications of the nuclear threat.

After this flurry of excellent films in the mid-sixties, Hollywood turned away from the nuclear theme for more than a decade. There were several movies in the post-holocaust "Planet of the Apes" series and a few grade B films, but the film community in general offered other fare, notably Vietnam, to audiences.

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

frightening progression of events that would follow a nuclear exchange. This Academy Award winner was branded "propaganda" by the Reagan administration because it was produced by the National Film Board of Canada. "Gods of Metal" (1982), pairs horrifying footage of Hiroshima and Nagasaki with contemporary scenes of poverty and hunger to personalize contradictions in the arms race.

Television networks offered dramatic looks at the nuclear issue in the early eighties that rank with quality Hollywood fare. The widely anticipated ABC film "The Day After" (1983) won critical acclaim and record ratings, while stirring up controversy across the United States. The movie displayed in graphic detail the horrific aftermath of a nuclear war, centering on the people of metropolitan Kansas City. It is the best American-made film on the physical devastation likely to come from a nuclear war.

Coincident with "The Day After," in the fall of 1983 "Testament" offered a different view of nuclear war. "The Day After" gave us missiles flying out of Kansas silos, mushroom clouds, bomb blasts, and physical ruin. In "Testament" the war was a television gone blank and a flash of bright light seen through a living room window.

"Testament" centers on the Wetherly family, a mother and three children, after nuclear war has destroyed San Francisco and killed husband and father while on business in the Bay city. As Carol Wetherly and her children fight for life, with death and desolation all around them, viewers begin to identify with the characters and even to see themselves there with the survivors in the town of Hamelin. For this Hamelin, though, there is no Pied Piper to lead the children to safety. "Testament," like the topic it addresses, is sobering and emotionally draining. But in the Wetherlys, who display bravery and humaneness in the face of certain death, we see an uplifting human spirit and a will to survive that can inspire us to act before our world is destroyed.

In style and focus--centering on human consequences rather than physical ruin--"Testament" is reminiscent of "On the Beach." Like that earlier film, "Testament" offers a grim warning about the

perilous state of our world. In the opinion of this writer and my students who have seen many of these nuclear films, it is the single best depiction

During the past four decades Hollywood has made the nuclear predicament real to audiences and has helped them understand better this threat to our world.

tion of the nuclear predicament that humanity faces today.

During the past four decades Hollywood has made the nuclear predicament real to audiences and has helped them understand better this threat to our world. Sitting in a theater or living room, we experience the insanity of a political system gone mad in "Dr. Strangelove." We witness a world destroyed in "The Day After." We feel the utter frustration and hopelessness of the last survivors in "On the Beach" and "Testament." When I show these nuclear films in my classroom, I have in mind a Chinese proverb: "I hear and I forget; I see and I remember." When students see one nuclear war, even on film, they remember it better than I could ever describe it in words.

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 Swank). "The Day After" is available only on videotape (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 Kneeshaw 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 1976. Currently he is working on a number of projects related to nuclear issues in the classroom, with nuclear education essays forthcoming in *Social Studies and History and Social Science Teacher*.

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

Americans' 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

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history; and the trickle of scholarly publications in the

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field looks pitiful next to the flood of books and articles in the respective national histories.

The above applies fully to the continent of Europe. Britain occupies something of a mid-way position in that an American historian is represented in most history departments, but even there only a small fraction of students, a minority of history students, study American history. West Germany, America's model ally and imitator, presently has six universities (out of about fifty) with professorships in American history, most of them covering nominally at least a larger field such as "Overseas History" (Hamburg) or "Anglo-American History" (Cologne). The situation in France and Italy is roughly comparable, and wherever one goes from there, it is downhill, at least, quantitatively.

There may be occasion to explore the reasons for this situation in a later column. Here, some of its consequences for those American historians in Europe who do teach and publish shall be touched upon briefly. We are too few, our library resources are too poor, and our original sources too far away, to be really self-sustaining as a scholarly discipline without a strong lifeline to the United States. Many of us received our training in America, we depend on travel to America for our research, and we could not keep

up scholarly standards without an intensive exchange of information across the Atlantic.

We receive American books and journals and newsletters, and we generally are well-informed about the doings and trends of the profession in America. Some of our publications which are written in English find the attention of

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our American colleagues--but the bulk of our work, except in Britain, appears in other languages. Some of us attend conferences or teach for a year at American institutions. But what we do apart from publishing and visiting--our teaching, the role of the discipline in the universities, our students' work and attitudes, their job prospects, and so on--remains practically unknown in the United States.

We are introducing this column to provide a channel of information about American history abroad--a discipline in the diaspora. We are not seeking publicity as such. But we are glad that the OAH

has offered us this platform because, in our minority position, we need the moral support of our American colleagues. We hope to be able to demonstrate not only that we need it, but also that we deserve it. One of the better reasons for deserving it might be our publications which, with our perspective from abroad, perhaps have something valuable to add to our common fund of knowledge and ideas, even when they are not written in English.

It should be pointed out that this column is not the first recent effort to inform Americans about their colleagues abroad. A very modest beginning was made in 1979 by W.P. Adams' and W.J. Helbich's Directory of European Historians of Canada and the United States, a list containing addresses, research in progress, and publications, though only for continental Western Europe. A second edition will appear in 1986, expanded to include Britain and Eastern Europe.

Far more ambitious and substantial is Lewis Hanke's Guide to the Study of United States History Outside the U.S. 1945-1980, 5 vols. (New York, 1985). It offers essays on the development of American history in forty-seven countries worldwide, and an annotated bibliography of some 2,600 items. Essays and bibliography together present a

very comprehensive picture of the state of the discipline up to 1980.

We will do our best to inform the readers of the OAH Newsletter on further developments, without assuming that everyone has read the monumental Hanke work, though we shall occasionally be referring to it. We hope to include columns not only on Europe, but also on other parts of the

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world.

In coordinating this column, we will try to present what seems to be of interest to the greatest possible number of American colleagues. But we solicit their advice and criticism when we do not succeed in this, as well as their suggestions as to topics which may escape our attention.

Dr. Peter Boyle is a lecturer in American History at the University of Nottingham, England. He has published several articles on Anglo-American-Soviet relations in the early Cold War years, and currently he is working on a study of Churchill, Eisenhower, and Detente, 1951-1955.

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 new industry standard" and "the state of the art" in word pro-

cessing 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 improved as well as several new features.

WordPerfect 4.1 has a multitude of word processing powers. It deletes, "undeletes," blocks, and moves text; it automatically rewrites or reforms 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 appends files to one another and merges and sorts lines,

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 on the line, in-

dents from both side margins, underlines and boldfaces 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, strikeouts, 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 and more with greater speed and user friendliness than most comparable 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 either

the Ctrl, Shift, or Alt key with a function key; addi-

One of the laws of microcomputer userdom is that users tend to demand more speed and services from their computers, programs, and printers as they become more addicted to their use.

tional operations are carried out through menus brought to the screen with the function keys. To assist the user, a color-coded template is provided to fit over the function keys. Installation and set up procedures are also reasonably easy, and cursor control is simple, fast, and flexible.

As with other advanced, full-featured word processors, WordPerfect requires a certain amount of floppy disk switching and therefore probably works optimally with a hard, or fixed, disk system. One of the laws of microcomputer userdom is that users tend to demand more speed and services from their computers, programs, and printers as they become more addicted to their use. A hard disk computer would reduce floppy swapping and, with its faster drive, make this already fast assembly language program run faster. (But see floppy v. hard drive comparisons of speed in "Benchmarking the Clones," Byte 10, 11 [Fall 1985]: 195-201. For word processing, the gain in speed may not be cost-effective.)

The complete WordPerfect 4.1 program is contained in five disks: the "WordPerfect," or executive program, disk and the "Speller," "Thesaurus," "Printer," and "Learning" disks. The Printer disk contains 210 different printer definitions, from which the user chooses the appropriate one or ones in order to establish an interface between her/his computer and printer(s). The Learning disk includes tutorials, on-line help files, and infrequently used supplementary program files. Even though the Printer and Learning disk files may seldom be used, historians have need of easy access to the Speller and the Thesaurus in order to avail themselves of the full power of WordPerfect. A flexible tool, the Thesaurus displays nouns, adjectives, and verbs and enables one to search through several levels of syn-

onyms. Even more flexible, the 100,000-word Speller checks the spelling of a word, block of text, page, or document; unusual words can be skipped and misspelled words can be corrected by simple editing or by phonetic and word-pattern searches in the dictionary. The Speller suggests word replacements, checks for double-word occurrences, and counts the number of words in a document, and users may add words or special dictionaries to the original lexicon.

To alleviate the minor annoyances and delays of floppy drives and multiple disks, WordPerfect offers partial remedies: increasing random access memory, selecting a fast scrolling option, and moving the Thesaurus file. Normally, WordPerfect loads only 130 kilobytes of the 235K executive program into memory, using the rest of the 256K RAM program requirement for the disk operating system and for text writing and editing. The rest of the executive program is accessed through the floppy 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 384K and loading the remainder of the executive program into memory. By increasing RAM to the 640K PC/MS DOS addressable maximum (which can be done for about \$100), one can also make room for the editing of larger documents as well as for other programs to be run concurrently with WordPerfect through its "shell" functions. With or without more RAM, users can choose 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 B-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). These three steps (and possibly one or two unmentioned others that may increase disk space) leave mainly the swapping of the Speller disk and data disk to tolerate, and that can be reasonably postponed until one is finished with one's draft.

While many reviewers praise

WordPerfect, there are others who applaud the virtues of competing programs, especially Word, XyWrite, and Nota Bene; there are even those who celebrate the old standard, WordStar. The operational variety and multi-functioned complexity of word processing software makes comparisons difficult. Some 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 with and reviews of other programs, see: PC Magazine 5, 2 [January 28, 1986]: 92-260, 268; REMark 7, 2 [February 1986]: 75-81; OAH Newsletter 13, 4 [November 1985]: 8-9; PC World 3, 10 [October 1985]: 196-201; Personal Computing 9, 9 [September 1985]: 107-117; Consumer 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 that 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 text editor but is 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 up to 16,000 lines by typing in text and editing it as necessary. (Why anyone but a

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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 number on the note screen and on the text screen in the place where the writer wants the note. Like the main docu-

ment screen, the footnote screen 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 endnotes and/or footnotes. Footnoters may define their own "numbering" symbols, move note numbers to other places in the main text, move blocks of text in and out of notes, put notes within notes, type footnotes and endnotes on one document, alter line spacing within notes and between notes, and put a line of varying length between text and footnotes (or delete this line entirely). Probably no other microcomputer word processor offers the power and versatility of WordPerfect in creating and editing notes. (See, e.g., PC Magazine 4, 17 [August 20, 1985]: 177-180.)

One of the best of WordPerfect features is the ability to create macros, which, when invoked, enable the user to carry out with two or three keystrokes functions that normally require many more keystrokes or steps. One can, for example, define a macro that will change type format from 12-pitch elite font to 10-pitch pica font, or vice versa, thus by-passing the normal six or more steps required for font changing. Macros can also be created to reproduce frequently used words, names, and phrases, to carry out oft-used printer commands, or to simplify the typing of frequently used sets of words in specific arrangements; for example, memoranda and letter headings. In connection with the footnoting/endnoting feature of WordPerfect, simple macros can be defined to change footnotes to endnotes and endnotes to footnotes. It is a convenient operation when, for instance, one needs to omit footnotes in order to keep track of full-length pages--as in the cases of conference papers and articles--but nevertheless needs to insert notes while writing. The solution is to use endnotes while composing and an endnotes-to-footnotes macro to transform the document upon its completion, when one may want the final hard copy to appear with footnotes. (Macros can also be "chained" for more complicated functions.) Besides its superior

text editing characteristics, its excellent footnoting/endnoting functions, its helpful Speller and Thesaurus, and its convenient macros, 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, Swedish, Danish, 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. With only two keystrokes, 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 will compile all of the separate footnotes or endnotes and switch

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 and another directory, retrieve, delete, rename, print, and copy a file, search for words and strings of words in files, retrieve ASCII files, and change the "default" directory. With a separate but related feature, one may also switch from WordPerfect to DOS and perform "resident" DOS commands, while WordPerfect remains in memory.

WordPerfect provides indexing and table of contents creation capability. It enables the historian who needs to secure her/his documents to lock files with passwords. It 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, ex-

pense records, and other elec-

Probably no other microcomputer word processor offers the power and versatility of WordPerfect in creating and editing notes.

tronic 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 set up 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 auto-rewrite does not immediately correct the condition if there is no text ahead of the cursor (though hitting the re-

turn 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 research 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 to those among one's colleagues who seem to invest more time these days in software than they do in research. One company, however, Pro/Tem Software, is trying to lure doubters into taking this next step. They have devised tempting advertisements for the program *Notebook II*, showing a hard-working 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 does not want to devote 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 citations 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 the organization of research notes that are on 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

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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 principles. A relational database like *Notebook II* can, in theory, group and regroup 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 in the fields can expand up to the maximum record size of about 28,000 characters. Once the format has been established the screen will show 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, the records can be manipulated. Notebook II enables one to select records from one's database in which specified text or numbers appear in a specific field. Moreover, one can link several criteria by logical operators, such as greater than/less than, includes/excludes, 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. One could select out those items for which the term "personal" had been entered in a "subject of letter" field, and that were dated between 1920 and 1925, while excluding those identified as relating to the person's marriage. Or the actual content of the items could be used searching for documents containing the phrase "State Department" in a field one had established and labelled "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 custom 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 output, so that only the contents of selected fields are printed, with appropriate text and punctuation inserted. Thus 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 particular data. Indeed, some of the most immediate uses for a program like Notebook II are tasks where ordering and selection are essential and tedious, such as the compilation of indices and bibliographies. The alphabetization of index entries, normally a terrible 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 for 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 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 side 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 notes 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 notes 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 have an easy 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. If 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 prose may be very clumsy. These difficulties are by no means insuperable, but they all imply investment of time and energy in planning, and for any given project it is an open question whether the time and energy in sorting and retyping 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 specific aspects of this program. First, there is a puzzling gap in its ability to format: it has no underline command. Since one is likely to try to put some output in a bibliographical form, this is an irritant. By inserting into the text, or into the custom format Notebook uses when writing to disk, 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. It has 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 Suárez in a form that will be printed out as such when one reads the output into the WordPerfect wordprocessing program, but Notebook II will not know to alphabetize the "á" as an "a."

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 quite 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 wordprocessing program. Notebook II is quick and easy to learn. Moreover, once learned, it is close to addictive--one 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 becomes 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

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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 its minor difficulties are in the process of being eliminated. For less than \$200 it is clearly a tempting addition to one's repertoire of research and writing tools.

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University of Michigan, Ann Arbor. Her most recent publication is Slave Emancipation in Cuba: The Transition to Free Labor, 1860-1899 (Princeton University Press, 1985). She is currently engaged in a comparative study of slave emancipation and postemancipation society in sugar-producing regions of Brazil, Cuba, and Louisiana.



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 1985 issue 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?" As a resident faculty member in three two-week summer institutes for public teachers, and a participant in on-site workshops in six of eight educational regions in North Carolina during the last three years, such a venture has proven for me challenging, exciting, tiring, rewarding, unsettling, and fruitful.

The North Carolina History Project resulted from an immediate need. After a ten-year hiatus (1972-82), North Carolina history was to be offered as a separate course in the public schools, not as an adjunct to U.S. history. At least half of the 1,000 teachers who would teach this course had never done so before. To help prepare teachers for the challenge that confronted them, 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 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 I had been involved in both NCHC programs and Humanities Extension, a service offered through 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 rigors and rewards of the Institute experience."

It was the "intellectual rigors," in my opinion, that made the institutes successful.

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 South, 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, Emory, 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

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 a renewed (or new) awareness of the significance of history as a discipline.

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 a renewed (or new) awareness of the significance of history as a discipline. Top often, one teacher noted, administrators as well as society in 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 historians 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 admitted. Those chosen to attend represented a very energetic group of individuals whose expectations were more 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 childrearing 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 multitude of projects always underway in the historical profession are important, a fact that I sometimes question, particularly at annual meetings when so many of them surface. I 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 stature among one's colleagues, or the same rewards (promotion and salary increases), as publication and participation in professional meetings. Choices have to be 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 teachers 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. After all, the primary contribution of teaching historians stems from their

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 own 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-classroom duties. If those of us who spend most of 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 a three-year term as a fellow with the National Faculty for the Humanities, Arts, and Sciences.

Films for the Classroom Reviewed

Luther Spoehr

As U.S. History courses stretch to cover more time and topics, they become ever more abstract. 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

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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 forty to fifty minutes. The discrete, twenty-minute segments are manageable for such time restraints.

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

on screen only briefly. Contemporary recordings, scratchy and tinny but clear and affecting, add aural authenticity.

The script, written by Toplin, insists that the past is indeed controversial, full of important, arguable questions, and the film tries hard to present both sides of numerous arguments. Such open-endedness is a laudable, even essential educational goal, but one that War too seldom reaches, for various reasons.

For one thing, some questions simply are not balanced. Discussing "The Road to War," Ernest May and Otis Graham confront the query, "Was Bryan being a pacifist or a realist?" Not exactly a felicitous dichotomy. David Hackett Fischer and other connoisseurs of "historians' fallacies" will swoon.

Other questions are not thorough or pointed enough. Also in Part I, Graham, May, and Arthur Link speculate about whether, if the U.S. had stayed out of the war, German victory would have threatened vital American interests. While the question provokes some Lippmannesque responses, it slides right by questions that need to be considered in conjunction with it: Why did the U.S. enter the war? Should the U.S. have entered it? Could the U.S. have avoided it? The narration's explanatory drive, which emphasizes neutral rights and the submarine question, overpowers attempts to stop and raise such questions. Virtually no time is spent explicitly assessing the relative importance of propaganda, Open Door ideology, merchants of death, or other factors besides neutrality in getting the U.S. involved.

The main debate in the second segment, where David Kennedy, Link, and others disagree over Wilson's civil liberties record, is more focused, but still does not make clear the hard choices forced by the war. Neither the historians nor the narrator ever explicitly ask, "To exactly what extent, if at all, were civil liberties violations unavoidable if the U.S. was to win the war?" and "How much democracy is it legitimate to sacrifice if such sacrifice is the only way to win a war?" Narrator Richard Threlkeld, instead of opening up such a debate, contributes loaded observations, such as the fact that Lincoln arrested more antiwar protesters than Wilson did.

Controversy is diffused again in the third segment. Depicting the President as a hero with a tragic flaw, Threlkeld refers to Wilson's "noble plan" for the League and laments how "self-destructive" he was, while the historians generally provide only variations on those themes. Revisionists in the audience will bristle at the failure to consider the Fourteen Points as a response to Bolshevism, as well as the program's general insistence upon the selflessness of Wilson's idealism.

The hour concludes with a perfect example of how not to be open-ended. After

Kendrick Clement dismisses as "perfect nonsense" James David Barber's speculation the U.S. membership in the League might have helped head off World War II, Threlkeld, again acting more like a door than a window, gets the last word: "Perhaps [Wilson's] approach was not so naive after all." Slam. So much for Professor Kendrick Clement. And so much for encouraging controversy.

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.

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. That this effort falls short does not alter the fact that it aims in the right direction.

Toplin also put together a very different film, Solomon Northup's Odyssey, for PBS. To say the least, this film, one of two winners of the Organization of American Historians' Erik Barnouw Award in 1984, far outclasses network potboilers such as Beulah Land, and even Roots and The Autobiography of Miss Jane Pittman.

Northup is based on the autobiographical Twelve Years a Slave. Its author, a free black from Saratoga, New York, was enticed by promise of employment to Washington, D.C., where he was kidnapped into slavery. After being shipped to New Orleans and sold, he worked for three masters before a sympathetic white man carried his plea for help back to New York. Finally, in 1853, family friends were able to locate him and obtain his release.

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

Although the film's length requires the equivalent of three class periods, even teachers of survey courses will find it worthwhile

film, although perhaps a little romanticized, seems wonderfully authentic. Director Gordon Parks keeps the cast (which includes some familiar faces but not superstars to overpower the story) 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 schoolers' 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 most revealing 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: Northup 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 in it even 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?

In an essay for the Fall 1985 OAH Magazine of History, Toplin seemed sanguine about such issues: "Each enthusiast of Northup's fine slave narrative will insist he or she would have portrayed some sections of the film in a different manner. The study of history is much like a Rorschach test; each individual perceives different images from the same raw materials."

I find this easy relativism troublesome, not least because I still cling to the perhaps old-fashioned belief that historical data contains more constraints than inkblots do. If "doing history" requires articulate self-consciousness about the past as well as an artistic rendering of its details, then Northup does history by half. The film itself is not equipped to cope with either explicit challenge or excessive credulity. The more cynical students will refuse to grant it any credibility, while the more naive will have to be reminded that they are confronting not "raw materials" but an interpretation that makes at least as many claims as any printed essay.

Solomon Northup's Odyssey makes history come alive. But as a teaching tool. The War to End All Wars is potentially even more useful because it openly tries to raise, however, haltingly, significant and still-unanswered questions. To the extent that historical films can make explicit and real the struggles over values and ideas that engaged the past, they will help clarify the thinking of even this most "visual" of generations.

Luther Spoehr received his Ph.D. from Stanford University and teaches U.S. History at Lincoln School in Providence, Rhode Island.

Capitol Commentary



Page Putnam Miller

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 review 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 Governmental Affairs Committee, 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 that many 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, and the National Coordinating Committee for the Promotion of History, all noting his qualifications as an archivist, historian, administrator, and non-partisan professional.

Besides the Archivist, only one other Presidential appointment, that of Director of the National Geological Survey, is required by law to adhere to non-

partisan, professional qualifications. 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 pressure. 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 the record opposing the Agresto nomination includes 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, historian, 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 adds, 'in our judgment, 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 stature to work effectively with other agency heads and members of Congress.

Members of the Governmental Affairs Com-

mittee, which will consider the nomination for Archivist, are: William V. Roth (R-DE), Ted Stevens (R-AK), Charles Mathias (R-MD), Williams Cohen (R-ME), David Durenberger (R-MN), Thad Cochran (R-MS), Warren Rudman (R-NH), Thomas Eagleton (D-MO), Lawton Chiles (D-FL), Sam Nunn (D-GA), John Glenn (D-OH), Albert Gore (D-TN), and Carl Levin (D-MI).

NCC Represented at House Hearing on Government Policy Affecting Libraries

On April 8, 1986, I testified before the House Subcommittee on Postsecondary Education on the long-term effects of certain Administration policy and budgetary decisions affecting all federally funded library programs. NCC had been invited to address the committee concerning the impact of some of these policies on scholarly research. The testimony emphasized: the Library of Congress budget cuts which have resulted in reductions of hours, acquisitions, and cataloging; Office of Management and Budget's Circular A-76, which allows for private contracting of federal libraries; Office of Management and Budget's Circular A-130, which decreases public access to government information and publications; the Government Printing Office's recent letter to members of Congress restricting the distribution of bills and hearing reports to the public; and the White House Committee on Libraries, which calls for a second White House Conference on Libraries to address the current issues confronting libraries.

House Hearing Held on Regulations on Release of Nixon Papers

On February 27, the Office of Management and Budget (OMB) approved new regulations under which the Nixon records--including 40 million pages of documents and 4,000 hours of tapes--would be opened. The proposed regulations have been sent to Congress for sixty days for review. The sticking point in the process seems to be a Justice memorandum, attached to the OMB regulations, which would give Nixon the ability to invoke executive privilege and, in effect, to control the release of the documents to the public. Commenting on this in the Chronicle of Higher Education, Anna Nelson, professor of history at American University and outgoing chair of the OAH Access Committee, stressed that "Scholars would be left with what Mr. Nixon wanted us to see and would be unable to write objective history." The Justice Department memorandum also raises questions about the authority of the Archivist in these decisions stating that the Archivist is a "purely executive officer...subject to the President's supervision and control." Considerable concern about the Justice Department memorandum has been expressed, and a House hearing to clarify the issue was held on April 29. Legislation passed by both houses of Congress would be needed to block or to change the OMB regulations.

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, for 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.

An exhibit examining the social history of women doctors, "Send Us a Lady Physician: Women Doctors in America, 1835-1920," opened March 23 at the Museum of Our National Heritage in Lexington, Massachusetts. The exhibit runs through July 13.

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.



New York Infirmary/Beekman Downtown Hospital

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

June

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; Seminar 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.

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Historical Geography has made great strides in recent years: already well established by the time this journal was launched in 1975, it has won - largely because of the influence of the journal - a sound reputation as an exciting and worthwhile new academic discipline. Both teaching and research have gained in quality and quantity, and the *Journal of Historical Geography* has been a major force in the dissemination of ideas and teaching methods. Not only was it the first publication to appear in the field, but it is also truly international in its scope, being edited jointly from the UK and USA, with a distinguished multi-national editorial board.

The journal publishes full-length articles, bibliographical and review articles, notes and comments and book reviews. Articles on all aspects of historical geography and related topics on the borders of geography, history, archaeology, anthropology, economics, sociology, literature, art and architecture are welcomed. The journal also features debates on subjects discussed in earlier numbers, comments on current issues and reports on new developments in the field of study.

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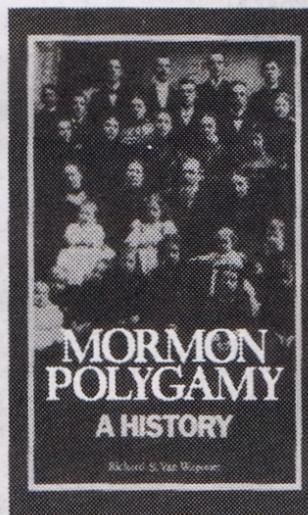
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On behalf of The John William Miller Fellowship Fund, Williams College announces an essay prize and research fellowships to advance study of the philosophy of John William Miller. An annual prize of \$1,000 is offered for the best essay published in 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 adviser if the proposed research is to be undertaken as a doctoral dissertation. There is no set date for application. The 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 the Rosanna A. Blake and Fred E. Hulse 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 and 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/ASX, 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 331, 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).

Fellowship 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, 7 Alexander Drive, Research Triangle Park, North Carolina 27709.

The Henry J. Kaiser Family Foundation, Menlo Park, California, has given a grant to the Walter P. Reuther Archives of Labor and Urban Affairs, Wayne State University, Detroit, to permit awards of up to \$700 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 2, 1917 was a skillful application of sociological methods to a historical event.

Rudwick was always interested in historical topics as well as sociology 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 (1966, 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, 1942-1968, 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 the Behavioral Sciences (1976-77). He and Meier also won the

Philip Taft Award for the book Black Detroit and the Rise of the UAW in 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 limited teaching duties, departmental affiliation, opportunity to develop scholarly research. Salary \$25,000. Applications due November 3, 1986. Awards announced February 2, 1987. 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. Individuals interested in obtaining further information may contact Tom D. Crouch, Curator, Engineering and Industry, National Museum of American History, Smithsonian Institution, Washington, D.C. 20560. EOE/AA.

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 course 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 archives emphasizing scholarship and public outreach programs seeks flexible, experienced administrator to supervise daily operations plus be directly responsible for fund raising, reference and access, preservation and research of archival collections. Requirements: superior interpersonal communication skills, experience in grant writing, public relations, preparation of fund raising materials and copy for public exhibits, speeches and correspondence. Journalism 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 16, 1986 to: Director, LaGuardia Archives, rm. 4 LaGuardia Community College/CUNY, 31-10 Thomson Avenue, LIC, NY 11101. EOE/AA.

Cal State Hayward

Latin American history. 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 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.

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

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proposed papers or sessions should be sent to David B. Danbom, Department of History, North Dakota State University, Fargo, North Dakota 58105, by September 1, 1986. Selected papers will be published in a special issue of Agricultural History.

The National Council on Public History (NCPH) and the Society for the History of the Federal Government (SHFG) will hold a joint meeting in Washington, D.C., April 24-26, 1987. The NCPH/SHFG Program Committee invites submissions for complete sessions, individual papers, or media presentations. Proposals may be on any aspect of the practice of history, or issues of concern to the profession. Interdisciplinary joint sessions on public policy, material culture, cultural resource management, archival management, business, and government are especially welcome. The Program Committee asks that three copies of proposals, as well

as vitae for all panelists, be sent to SHFG, Box 14139, Benjamin Franklin Station, Washington, D.C. 20044, The deadline for submissions is September 30, 1986.

October

The Sonneck Society will have its annual meeting at the University of Pittsburgh April 1-5, 1987. Proposals for papers, workshops, panels, lectures, and performances should be sent (six copies) by October 1, 1986 to Dale Cockrell, 1987 Sonneck Society Program Chair, Department of Music, College of William and Mary, Williamsburg, Virginia 23185. The conference topic is "American Music and Society," and proposals that deal with such are especially encouraged, but topics on all aspects of American music are invited. Also, performances of American music also are solicited, preferably accompanied with a cassette tape.

November

The Pennsylvania Magazine of History and Biography is planning two special issues for 1987--one on the U.S. Constitution and another on Benjamin Franklin. For the Constitution issue, the editors invite authors to submit articles treating any aspect of the Constitution as it might relate to Pennsylvania. For the Franklin issue, the editors invite authors to submit articles treating any aspect of Franklin's career, life, or influence. Manuscripts for either issue should be submitted by November 1, 1986 for publication in the special 1987 issues. Send all materials to the Editors, Pennsylvania Magazine of History and Biography, Historical Society of Pennsylvania, 1300 Locust Street, Philadelphia, Pennsylvania 19107.

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 Sally M. Miller, 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, Clarke Historical Library, Central Michigan University, Mt. Pleasant, Michigan 48859.

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 Simmons, Education Branch G-11, National Archives, Seventh Street and Pennsylvania Avenue NW, Washington, D.C. 20408.

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, 18 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 railroading history. For further information contact The

Continuing Education Office, The Pennsylvania State University, Altoona Campus, Attention: Railroad Conference, 135 Smith Building, Altoona, Pennsylvania 16601-3760.

July

The University of Pennsylvania will be holding the last of three NEH supported summer institutes for Pennsylvania high school teachers July 7-August 1, 1986. The institute will focus on Pennsylvania's local history and its classroom applications. For information and application forms write: Walter Licht, Program Director, Penn Institute in Local History, Department of History, 207 College Hall/CN, University of Pennsylvania, Philadelphia, Pennsylvania 19104

The Sixth International Conference of Historical Geographers will meet in Louisiana in the third week of July 1986. 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 academic 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. Broussard, 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.

August

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 & Community History at Brigham Young University will sponsor a Genealogical Seminar August 11-13, 1986. Among courses offered are: Professionalism in Genealogy, Genealogy as Literature, Southern U.S. Research, and Computer Application in Genealogy. For information and applications, write to the Annual Genealogical Seminar, 147 Harman Building, 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 (Mañoa) in Honolulu August 13-17, 1986. For further information contact G. Ralph Falconeri, Program Committee chair, University of Oregon, Eugene, Oregon 97403

October

The eighth annual North American Labor History Conference will be held this year in Toronto, Canada October 23-25, 1986. The conference title is "1946 and After: North American Labor in the Post-War Years." The program will focus on five general themes: labor legislation, important strikes, women workers, labor and politics, and the public sector. For further information contact Laurel Sefton MacDowell, History Department, Erindale College, University of Toronto in Mississauga, Mississauga, L5L 1C6, Canada.

The Ben-Gurion Research Center and Archives is sponsoring an

international symposium on "The Suez Crisis: A Retrospective (1956-1986) October 27-29, 1986 at Sede Boqer, 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 Bokar, Israel 84990.

Missouri and Moscow

Collaborate on History Annual

Yearly publication of a book of Soviet writings 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 Litwack, University of California-Berkeley, Pulitzer prize winner and president of the Organization of American Historians; E.B. Smith, University of Maryland; Peter Walker, University of North Carolina-Chapel Hill; David Cronon, Dean of the College of Arts and Sciences, University of Wisconsin-Madison; George Fredrickson, Stanford University; and Eugene Trani, Vice Chancellor for Academic Affairs, University of Missouri-Kansas City.

The Soviet editorial board consists of distinguished historians Eugene Yazkov, Igor Dementyev, Alexander S. Manykin, and August Miskin 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 Yazkov and University of Missouri-Kansas City history professor Richard McKinzie.

Plan Ahead

Organization of American Historians

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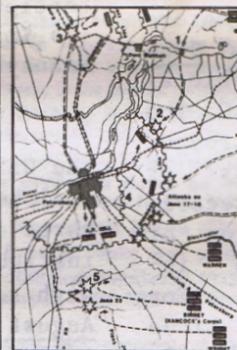
A Battlefield Atlas of the Civil War

A Battlefield Atlas of the Civil War, by Craig L. Symonds, is a clear, concise and authoritative volume useful to serious students of American History. It explains the principal campaigns of the Civil War and all the major battles in a lively text keyed to 45 full-page two-color maps. The author is a Civil War historian at the U.S. Naval Academy.

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A Battlefield Atlas of the American Revolution

This second collaboration by Dr. Craig Symonds and cartographer William J. Clipson is a rich visual and narrative overview of the primary military engagements of the American War for Independence. An essential reference for any student, this volume chronicles the emergence of a new nation through the human as well as tactical elements of the war. Symonds narrates the movements of troops in each battle in a clear and readable form. The two-color, full-page maps aid the visual comprehension of the student as well as the military history buff. It is an ideal classroom reference and an easy-to-handle battlefield tour guide.

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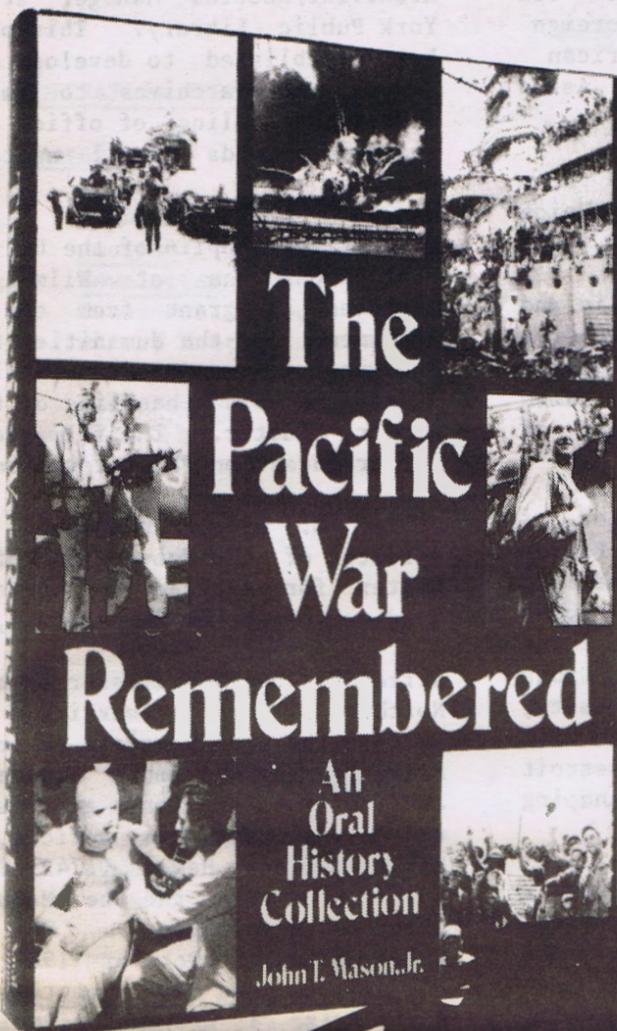
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Activities of Members

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 Alumnus 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 Athens, Greece, 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 on 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.

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 docudrama dealing with 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 Douglass 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 most 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 1980s. For further information, please contact: David R. Kepley, Chief, Reference Branch, Legislative Archives Division, National Archives, Washington, D.C. 20408

Request for Assistance

The National Park Service currently is planning the exhibits for the museum at Ellis Island. The interpretive 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.

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.

BRITISH DOCUMENTS ON FOREIGN AFFAIRS: Reports and Papers from the Foreign Office Confidential Print

General Editors: Kenneth Bourne and D. Cameron Watt

NORTH AMERICA

The distinguished series editors have sought to emphasize items not already available to scholars in the Parliamentary Blue Books or in the British and Foreign State Papers series. There is a helpful chronological table, and the excellent table of contents identifies each document by type, author, date, and subject. The documents themselves are large, clear photo reproductions of the originals. Scholars weary of microform-only access to this kind of material will welcome these large, sturdy volumes.

—Choice

The Confidential Print

The British archives contain one source that no other national archives can match, the product of a practice without exact parallel in the machinery of government of any other major power. This is the so-called Foreign Office Confidential Print. The Confidential Print comprises diplomatic despatches and other papers that, though varying from country to country but in general beginning in the 1850s, were printed for limited internal circulation within the British government. They went to the Queen or King. They were sent to important embassies 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. Indeed, most sets were destroyed, and only three nearly 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 amount of high-level documentation formed one of the most significant primary sources for the study of the nineteenth and twentieth centuries. However, for a variety of reasons—not the least of which was the sheer immensity of the task—there has

never been a large-scale publication of the Confidential Print. Now, with the permission of Her Majesty's Stationery Office, and under the general editorship of Kenneth Bourne and D. Cameron Watt, we are publishing a 5-year project that is making available in 420 large volumes a generous selection of the Confidential Print. Carefully arranged into 18 series according to geographic and topical considerations, with each series having its own scholar-editor, *British Documents on Foreign Affairs: Reports and Papers from the Foreign Office Confidential Print* is a unique and valuable publication.

This announcement focuses upon the two series being published on North America. As is true of all of the Confidential Print, the reports and papers on North America—important as they are for the study of diplomatic history and international relations—are most valuable for the wealth of facts and insights that they supply on the political, economic, and social conditions of the region. (In addition to the United States and Canada, Central America and the Caribbean were included in the British reporting on North America.)

Reports from North America

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 reconstruction and rapid industrialization. These years witnessed America's rise as a world power, and Great Britain had good reasons during this time 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 Foreign Office Confidential Print. These reports analyze in great 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 Britain once again watched America at war, this time with Spain.

The later volumes of *North America, 1838–1914* focus 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 devotes increasing attention to the political, social, and economic developments of the Progressive Era. The detailed reports and analyses of British diplomats provide new perspectives from which researchers can study afresh the priorities of Americans at the beginning of the new century: antitrust legislation, labor reform, conservation, the women's suffrage movement, tariff 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. per-

ceptions 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 in 1987.) 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 fortunes 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 isolationist temper of the nation, U.S. policy toward—and ultimate recognition 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 retrace 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 for "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 general 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 regarding the date, 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.

The publication of a large-scale edition of selections from the Foreign Office Confidential Print, under the supervision of Kenneth Bourne and D. Cameron Watt, is exciting news for historians, for these papers will not only throw valuable new light on the relations between the Foreign Office and its missions abroad but are bound to be an extraordinary source of information about political, economic, and social conditions in the countries where such missions were located. As for the editors, a more distinguished team could not have been selected.

—Gordan A. Craig
J.E. Wallace Sterling Professor of Humanities, Emeritus
Stanford University
Past President, American Historical Association

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OAH

Newsletter

Volume 14, Number 2

May 1986

Special Segment: A Report by
the Committee on the Status of
Women in the Historical Profession

Hollywood and "The Bomb"

One Woman's Perspective

Computer Software Reviews:

Notebook II and WordPerfect

The North Carolina History Project

Organization of American Historians

Congratulations to the 1986 Award and Prize Winners

Erik Barnouw Award

Ken Burns (Director and Producer) and Richard Kilberg
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Marriage and the Origins of the Black Stepfamily: The
Rowanty Evidence," *Journal of American History*.

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
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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

Steven L. Rearden for *History of the Office of the
Secretary of Defense, Vol. I: The Formative Years,
1947-1950*, Historical Office, Office of the Secretary of
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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:
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OAH Newsletter

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)

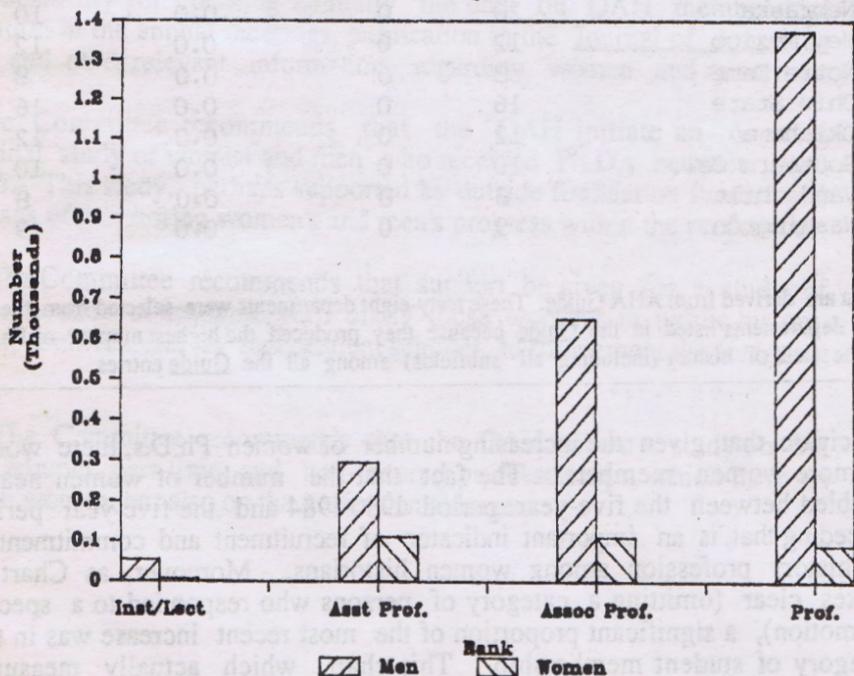
The data presented below provide impressions that are significant and, in some cases, invite further and more detailed investigation. While quantitative data have limitations and to some extent are supplemented here by other observations and evidence, they reveal where progress has been made and where 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.

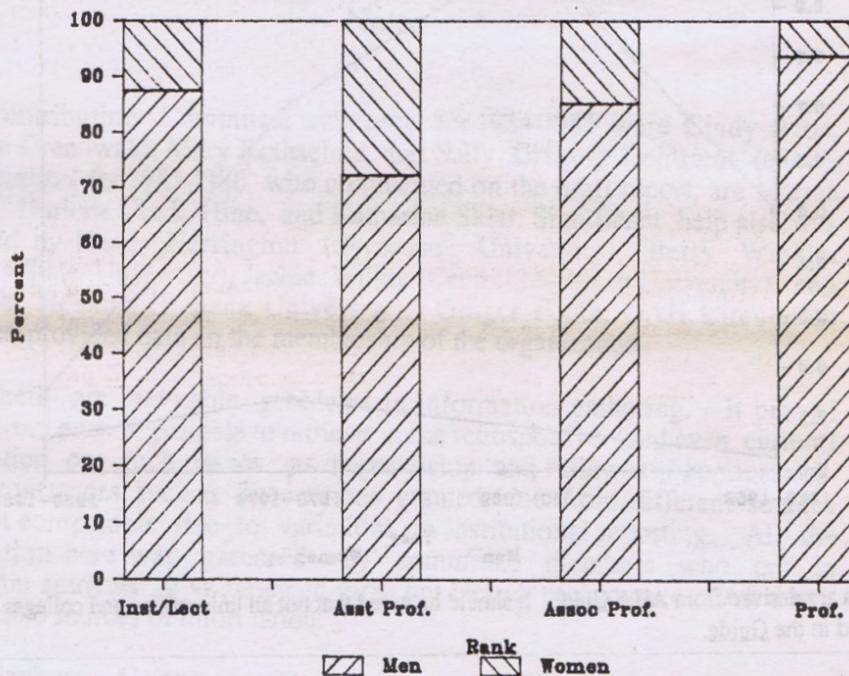
Chart 1
American Historians by Rank and Sex



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

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

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



Data are derived from AHA *Guide*.

associate rank will progress within a reasonable number of years to the status of professor.(6)

Chart 3 indicates the years during which the women and men listed in the *Guide* received their degrees. Sixty-three percent of all women Americanists received their degrees during or after 1970, as compared to 36% of men. Upon closer examination one sees that 54% of all women Americanists received their degrees between 1973 and 1984. Women's percentage of four Ph.D. cohorts indicates the extent to which women's proportionate representation in the field of American history has risen over time. Women's greatest gains were made in the fourteen years between 1970 and 1984, when the number of doctorates in American history fell markedly.(7) Women listed in the *Guide* comprise 17% of the cohort of Americanists who received their degrees in the 1970s and 30% of the Americanists who earned their degrees in the 1980s.

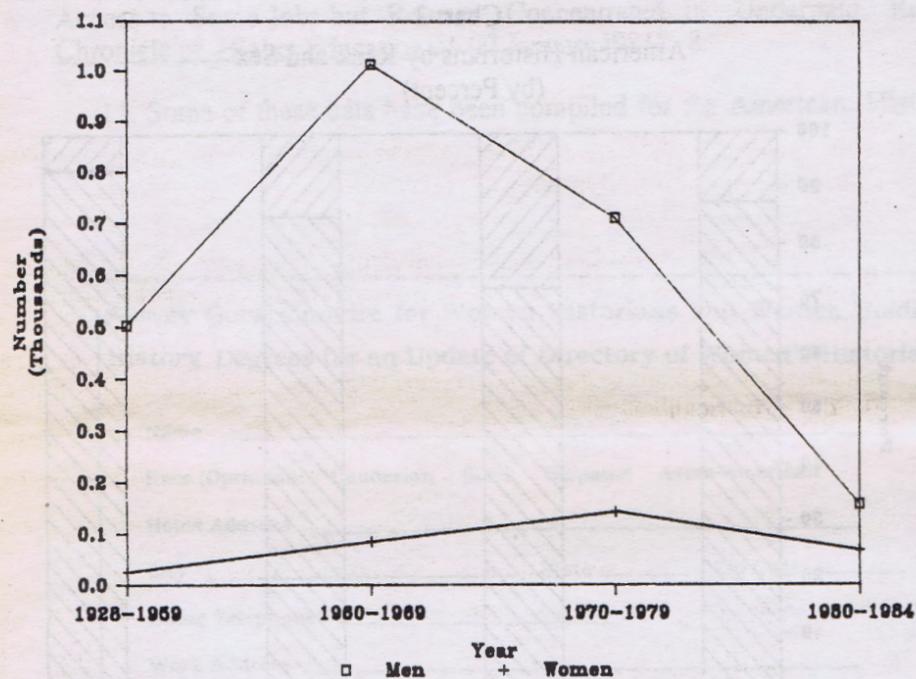
It is troubling to realize that women are not necessarily well represented on the faculties of those institutions producing most of the Ph.D.s (Chart 4). Another issue raised by the data concerns the fact that there are significantly fewer women than men in positions of instructor and lecturer (see note 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 doctorates 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

Chart 3

Number of Doctorates in American History By Cohort



Data are derived from AHA Guide. It should be noted that not all universities and colleges are listed in the Guide.

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 give 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

Chart 4

Americanists in Selected Departments, By Sex

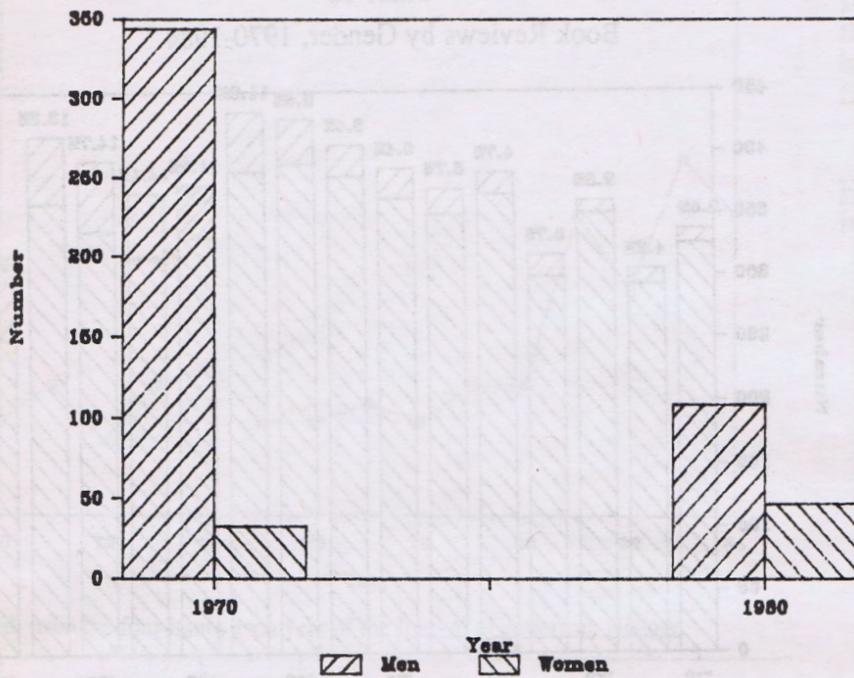
School	Men	Women	Women as % of Total	Total
Colorado	6	3	33.3%	9
Rochester	5	2	28.6	7
UCLA	13	5	27.8	18
Syracuse	7	2	22.2	9
Rutgers	18	5	21.7	23
Illinois	11	3	21.4	14
Indiana	11	3	21.4	14
U.C. Santa Barbara	11	3	21.4	14
Berkeley	8	2	20.0	10
Brown	8	2	20.0	10
Kansas	9	2	18.2	11
Northwestern	9	2	18.2	11
Yale	18	4	18.2	22
Columbia	14	3	17.6	17
Wisconsin	14	3	17.6	17
Georgetown	5	1	16.7	6
Princeton	15	3	16.7	18
North Carolina	21	4	16.0	25
Texas	35	6	14.6	41
Iowa	6	1	14.3	7
Johns Hopkins	7	1	12.5	8
New York	14	2	12.5	16
Stanford	7	1	12.5	8
Chicago	8	1	11.1	9
Cornell	8	1	11.1	9
Pennsylvania	8	1	11.1	9
Tulane	8	1	11.1	9
Virginia	16	2	11.1	18
Harvard	9	1	10.0	10
Duke	10	1	9.1	11
Michigan State	10	1	9.1	11
Pittsburgh	10	1	9.1	11
Michigan	12	1	7.7	13
Minnesota	12	1	7.7	13
Missouri	12	1	7.7	13
Florida	16	1	5.9	17
Maryland	19	1	5.0	20
Boston	6	0	0.0	6
Brandeis	3	0	0.0	3
Emory	6	0	0.0	6
Nebraska	10	0	0.0	10
New Mexico	12	0	0.0	12
Notre Dame	8	0	0.0	8
Ohio State	16	0	0.0	16
Oklahoma	12	0	0.0	12
Southern Cal.	10	0	0.0	10
Vanderbilt	8	0	0.0	8
Washington	9	0	0.0	9

Data are derived from AHA Guide. These forty-eight departments were selected from the 398 departments listed in the Guide because they produced the highest number of Ph.D.s in the field of history (including all subfields) among all the Guide entries.

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 be an 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.

Chart 5

Doctoral Theses in American History
1970 and 1980



Data derived from *Dissertation Abstracts International* (Part A, vols. 30-31 [1970] and 40-41 [1980]). Not all universities submit Ph.D. theses, and only American institutions were tabulated.

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%.

Chart 6

Ph.D.s in American History, 1970 and 1980*

University	1970		1980	
	Male	Female	Male	Female
Ball State	5	0	0	0
Berkeley	7	2	0	0
UCLA	4	1	1	1
Colorado	3	1	0	1
Columbia	7	0	2	2
Cornell	7	0	0	0
Denver	5	0	0	0
Duke	10	0	3	1
Georgia	11	0	2	0
Indiana	5	2	2	0
Iowa	4	0	1	1
Johns Hopkins	0	0	6	1
Kansas	5	0	1	0
Kentucky	6	0	1	1
Louisiana State	5	0	0	0
Maryland	5	1	1	1
Michigan	3	1	3	0
Michigan State	9	0	0	0
Minnesota	6	0	0	0
Missouri	9	0	0	0
New York	12	2	1	1
N. Carolina, Chapel Hill	8	5	4	0
Northwestern	6	0	3	3
Notre Dame	1	2	2	0
Ohio State	10	0	3	0
Oklahoma	4	1	2	1
Oregon	6	0	0	0
Pennsylvania	8	1	1	0

University

University	1970		1980	
	Male	Female	Male	Female
Penn State	5	1	1	0
Pittsburg	2	0	2	1
Princeton	1	0	3	1
Rice	3	0	0	3
Rochester	2	1	1	1
Rutgers	4	2	1	0
South Carolina	4	1	1	2
USC	4	1	1	1
Stanford	4	1	2	1
Syracuse	5	1	3	0
Texas, Austin	9	0	1	0
Tulane	4	1	0	0
Utah	4	0	3	1
Vanderbilt	5	0	2	0
Virginia	6	0	0	2
Washington	6	1	0	0
Washington State	4	0	4	1
Wisconsin	35	1	2	0
Yale	5	0	2	1

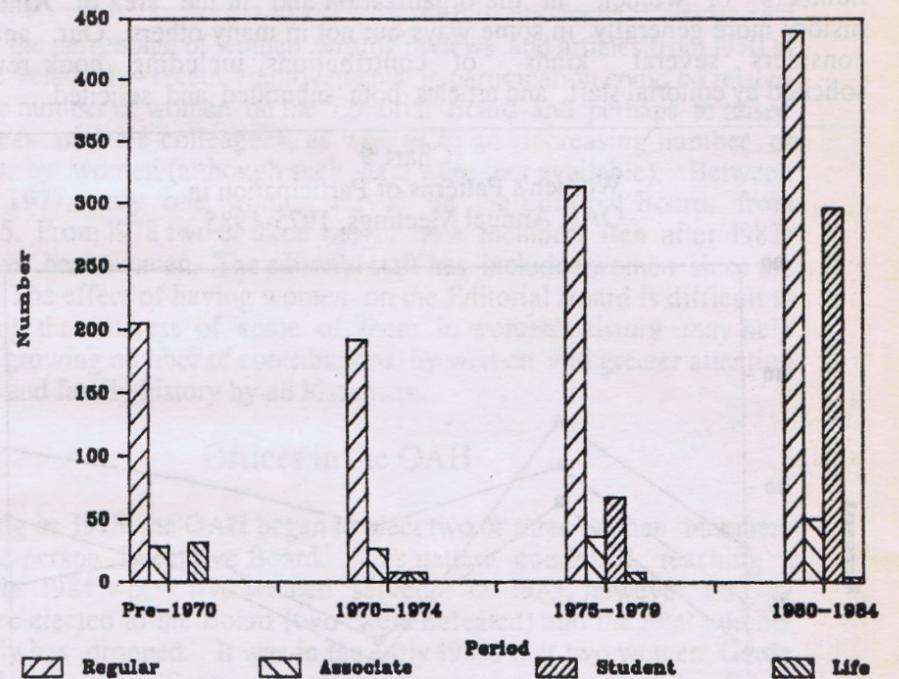
Data compiled from *Dissertation Abstracts International* for 1970 and 1980.

* It should be noted that the selection of only two years makes the results of limited value, helpful primarily for observing general patterns.

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.

Chart 7

Women Joining the
Organization of American Historians

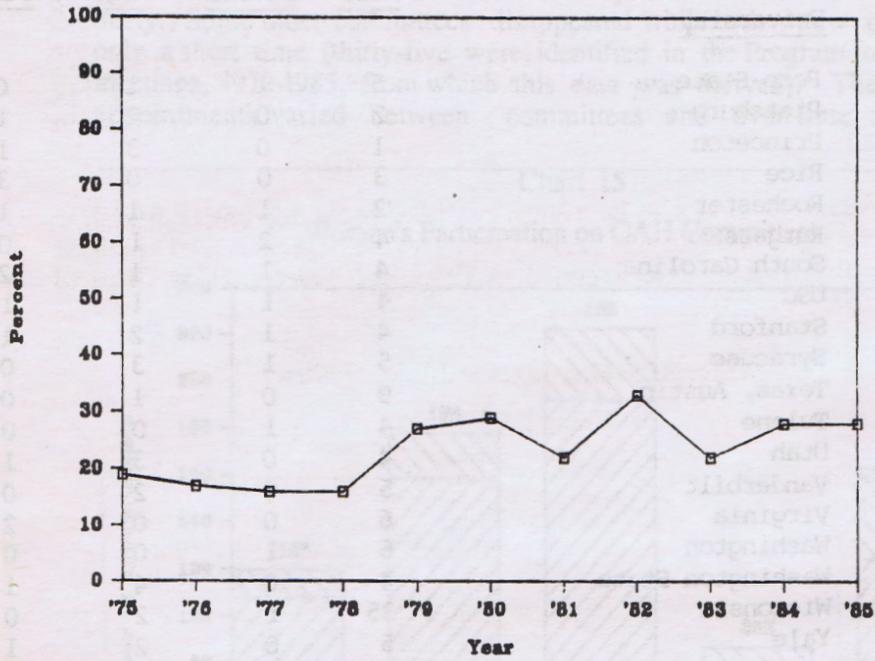


Data compiled from the 1984 list of OAH members. Special offer and other categories with small numbers have been omitted.

Participation at Annual Meetings

Chart 8 shows the pattern of participation over the past ten years, as compiled from the annual meeting programs published each year, and depicts a cumulative total, including the percentage of women who presented papers, chaired and commented on sessions, and took part in workshops and special sessions. By looking in greater detail (see Chart 9), we find that women more consistently present papers than they chair or comment on sessions, perhaps because papers typically are volunteered, whereas chairs

Chart 8
Women's Participation in
OAH Annual Meetings, 1975-1985



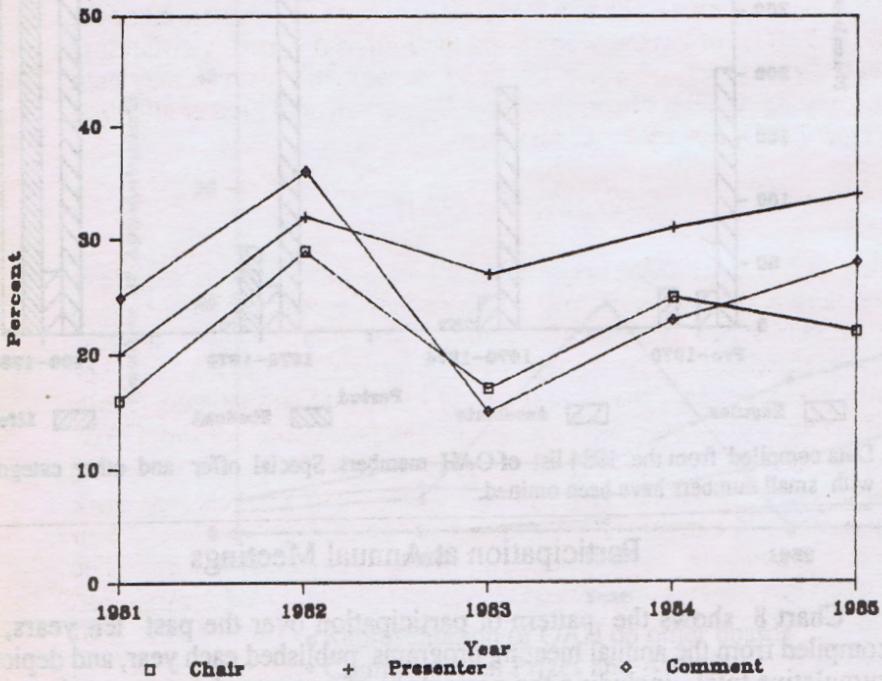
Data compiled from the annual meeting Program for each year's OAH meeting. It does not reflect last-minute corrections to the Program.

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 on the program; however, 28% of the sessions excluded women while just 5% excluded men.(14) 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.

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.

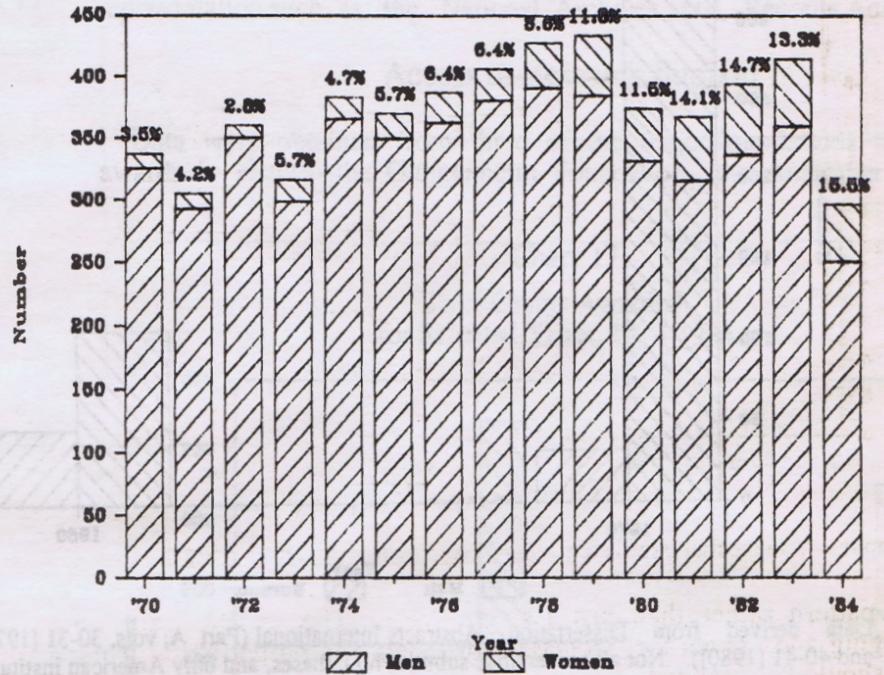
Chart 9
Women's Patterns of Participation in
OAH Annual Meetings, 1975-1985



Data compiled from the annual meeting Program for each year's meeting.

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

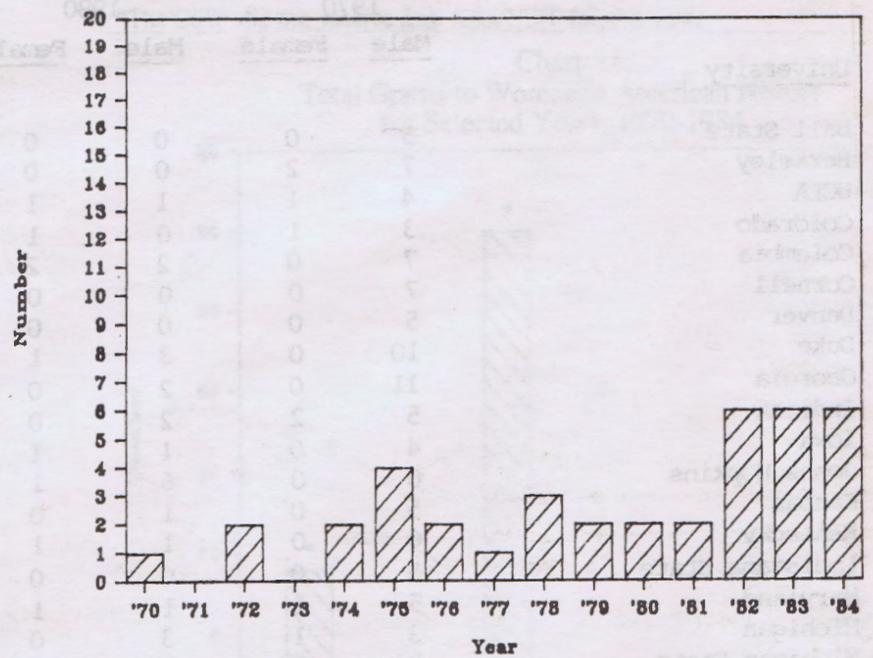
Chart 10
Book Reviews by Gender, 1970-1984



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.

Chart 11
Number of JAH Articles by Women, 1970-1984



Data compiled from the four issues each year of the Journal of American History.

The number of articles by women has increased only very recently, as shown in Chart 11. The total number of articles varies each year, usually in the low twenties. In the 1980s an average of four to five of the authors (or co-authors) of articles each year have been women, or about 22% of the total number of authors contributing to articles. In 1984 the six articles by women (or co-authored with women) were 29% of the total number for the year. 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 numbers 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 can 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, Maurine Greenwald, Mary Rothschild, and Sally Gregory Kohlstedt (chair); new members for 1985-1986 who commented on the draft report, are Marian Strobel, Darlene Clark Hine, and Katharine Sklar. Significant help also was provided by Nancy Herrington (Syracuse University), Betsy 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 teaching emeriti. Peter Karston 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," *AHA Perspectives* 23 (October 1985): 8-9.

7. This drop in the total number of doctorates in many fields between 1973 and 1983 is documented in the *Summary Report 1983, Doctorate Recipients from the United States*, copies available from the Doctorate Records Project, National Research Council, 2101 Constitution Ave., N. W., Washington, D. C. 20418.

8. Available from the American Historical Association, 400 A Street, S.E., Washington, D.C. 20003.

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

10. For some of the issues see Jennie Farley, *Academic Women and Employment Discrimination: A Critical Bibliography* (Ithaca: New York School of Industrial and Labor Relations, Series No. 16, Cornell University, 1982), and Karen J. Winkler, "Women Historians Have Gotten Access to Some Jobs but Remain Concentrated in Underpaid Ranks," *Chronicle of Higher Education* 21 (12 January 1981): 8.

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 Fund 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 (.018%) 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.

15. For a broader compilation on the frequency of articles on women in ten leading history journals (including the *Journal of American History*) from 1966 to 1980, see Ellen DuBois, et al., *Feminist Scholarship: Kindling in the Groves of Academe* (Urbana: University of Illinois, 1985), 166-169.

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 A Street, SE
Washington, D.C. 20003

Please Duplicate and Distribute this Questionnaire.

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