The Annapolis Connection: Maryland and the U.S. Constitution

Historians, Archivists, and the FBI’s Archives

Woman’s Suffrage Movement: New Research and New Perspectives

History Over The Years: Out of Step, But Finally On-Line

Errant Observations from the Annual Meeting

Teaching Agricultural History at Land Grant Institutions
Out of Step, But Finally On-Line

Gloria Main

The decade of the 1970s may have proved a watershed for our profession. Historians now come in all colors and both sexes, and practice their craft in diverse ways. My own career provides a good illustration. The stereotypical historian is a white male who enters graduate school at age twenty-two, gets his degree in five or six years, takes his Ph.D. at the age of forty, did not publish a book in order to earn tenure. By contrast, I received my Ph.D. at the age of 53, an assistant professor sweating out the tenure review process, but I probably would not have landed the job in the first place without quantitative skills as a social and economic historian.

Perhaps the story of one person's career can shed some light on how deep-seated social changes have affected our profession. Women of my generation have lived through soul-wrenching times. As children during the Depression, we saw our parents and neighbors grow heartbroken from unearned failure. As females, we were raised to be wives and mothers first and to value our femininity by men's standards rather than our own. In the aftermath of World War II, the federal government's program of G.I. benefits and determination to avoid another depression led to a renewed sanctification of the American family and a baby boom by subsidizing college educations and home mortgages. We are still feeling the long-term consequences of these policies. Veterans flooded college campuses, fueling the expansion of state systems of higher education and subsidizing the low tuition charges that placed the possibility of college within reach of everybody. I, like so many others of the time, became the first member of my working-class family to graduate from college. Despite my gender, my white male professors encouraged me to apply to graduate school and white male professors at Berkeley awarded me a teaching assistantship in economics. Of course, I was the only woman in my class, but I am grateful still for that mark of trust.

Here I am at the age of fifty-three, an assistant professor sweating out the tenure review process, but I probably would not have landed the job in the first place without quantitative skills as a social and economic historian.

Perhaps the story of one person's career can shed some light on how deep-seated social changes have affected our profession. Women of my generation have lived through soul-wrenching times. As children during the Depression, we saw our parents and neighbors grow heartbroken from unearned failure. As females, we were raised to be wives and mothers first and to value our femininity by men's standards rather than our own. In the aftermath of World War II, the federal government's program of G.I. benefits and determination to avoid another depression led to a renewed sanctification of the American family and a baby boom by subsidizing college educations and home mortgages. We are still feeling the long-term consequences of these policies. Veterans flooded college campuses, fueling the expansion of state systems of higher education and subsidizing the low tuition charges that placed the possibility of college within reach of everybody. I, like so many others of the time, became the first member of my working-class family to graduate from college. Despite my gender, my white male professors encouraged me to apply to graduate school and white male professors at Berkeley awarded me a teaching assistantship in economics. Of course, I was the only woman in my class, but I am grateful still for that mark of trust.

Here I am at the age of fifty-three, an assistant professor sweating out the tenure review process, but I probably would not have landed the job in the first place without quantitative skills as a social and economic historian.

Perhaps the story of one person's career can shed some light on how deep-seated social changes have affected our profession. Women of my generation have lived through soul-wrenching times. As children during the Depression, we saw our parents and neighbors grow heartbroken from unearned failure. As females, we were raised to be wives and mothers first and to value our femininity by men's standards rather than our own. In the aftermath of World War II, the federal government's program of G.I. benefits and determination to avoid another depression led to a renewed sanctification of the American family and a baby boom by subsidizing college educations and home mortgages. We are still feeling the long-term consequences of these policies. Veterans flooded college campuses, fueling the expansion of state systems of higher education and subsidizing the low tuition charges that placed the possibility of college within reach of everybody. I, like so many others of the time, became the first member of my working-class family to graduate from college. Despite my gender, my white male professors encouraged me to apply to graduate school and white male professors at Berkeley awarded me a teaching assistantship in economics. Of course, I was the only woman in my class, but I am grateful still for that mark of trust.

Perhaps the story of one person's career can shed some light on how deep-seated social changes have affected our profession. Women of my generation have lived through soul-wrenching times. As children during the Depression, we saw our parents and neighbors grow heartbroken from unearned failure. As females, we were raised to be wives and mothers first and to value our femininity by men's standards rather than our own. In the aftermath of World War II, the federal government's program of G.I. benefits and determination to avoid another depression led to a renewed sanctification of the American family and a baby boom by subsidizing college educations and home mortgages. We are still feeling the long-term consequences of these policies. Veterans flooded college campuses, fueling the expansion of state systems of higher education and subsidizing the low tuition charges that placed the possibility of college within reach of everybody. I, like so many others of the time, became the first member of my working-class family to graduate from college. Despite my gender, my white male professors encouraged me to apply to graduate school and white male professors at Berkeley awarded me a teaching assistantship in economics. Of course, I was the only woman in my class, but I am grateful still for that mark of trust.

The Norton Utilities: Programs Supplemental to DOS

Michael Regoli

![Organization of American Historians Newsletter](image-url)
that World War II and post-war Keynesian policies had made possible, unable to appreciate the miracle of our escape from an economy that was yielding so much less than our resources promised. Contact with students over the years since then persuades me that career expectations run in cycles, too, and their phases stamp each generation in turn, though in ways that are not simple to understand.

This all-too-brief interlude from family routine set me to reading purposefully again. My senior year in college had introduced me to anthropology and American social history, and as a graduate student in economics, I had particularly enjoyed courses in European economic history and economic anthropology. These interests directed me toward research in the process of economic development in the pre-industrial past. This was a hot topic at the time for both economists and historians, which reflected the overarching optimism then current that everyone's standard of living could be raised without damage to either their culture or the environment.

Early American history seemed a good area of concentration for this purpose. Because it was my husband's field, he could supervise my apprenticeship while I continued at home with the children. He assigned a wide range of readings in order to broaden my acquaintance with history as a discipline, but of the forty-odd books on that list none impressed me more than Curtis M. Nettels' The Money Supply of the American Colonies Before 1776. This was great work confirmed my career choice and continues to stand as a model of excellence due to the sweep of knowledge of Nettels' research, its clarity, intelligence, and judiciousness of his argument.

As the baby boomers reached college age, they enrolled in record numbers and expanded opportunities for history Ph.D.s. My husband rode the wave into a new university with a graduate program that I joined as soon as my youngest entered the first grade. What fun it was! The only fly in the ointment was that, when I switched from economics to history and some department members feared that the wife of a colleague who might not be able to cut the mustard could cause them a lot of grief. Thus, on "nepotism" grounds, the members of the graduate students committee refused to admit me to the doctoral program after granting me the master's degree. The only alternative was to apply to Columbia, a two-hour train ride away. The cost of tuition alone proved daunting so I applied to the New York State Regents fellowship program and won the jackpot, a Herbert Lehman Fellowship that paid for everything for three years, and with money left over financed an additional year of research trips.

While I had been reading history at home, economics had completed its transformation into a mathematical discipline, leaving me with outdated skills and ill-prepared to compete with younger students. Classes in economic and social history proved fun, but then and statistics was a struggle. The brilliant but hard-nosed woman who was my professor in these two courses told me bluntly that I needed calculus and matrix algebra if I was going to be a first-class economist. Since I had not gone beyond high school algebra when I took calculus. First-class

While I had been reading history at home, economics had completed its transformation into a mathematical discipline, leaving me with outdated skills and ill-prepared to compete with younger students.

The civil rights movement and the anti-war protests of that period rekindled American idealism, spurring historians to study blacks, Indians, women, ethnic minorities, and the like by the thousands, so successfully, however, historians needed to exploit non-traditional sources and find new ways of using them. Some learned statistics, took up computers, rediscovered geography, and sought help from other disciplines in order to develop and apply their theories that would help them make sense out of the materials. This was what I wanted to be, however, even if it meant moving, so I jumped ship to what I perceived as a less rigorous discipline. (Economists are nothing if not arrogant.)

Cowardly or courageously, the move proved right for me. The frontiers of social history were expanding rapidly, while "economic" history was narrowing its course. As currently practiced by many economists, history is a game for the researcher by the day locating a puzzle in the literature in which theory and outcome do not agree. The game is to redefine the problem in such a way that existing data can be made to resolve the issue and vindicate the theory. In the hands of skilled, literate, and creative puzzle solvers, these studies become more than games and provide truly fresh insights.

The tradition of empiricism in both history and anthropology sometimes has led to a kind of intellectual nihilism, but when combined with the dynamism that hit early American history in the 1960s, it enabled us to develop avenues of inquiry undreamed of by our predecessors.

In moving to history, I was voting to sacrifice the explanatory power of a narrowly focused theoretical method in exchange for the kind of knowledge that can come only through prolonged immersion in the sources. The tradition of empiricism in both history and anthropology sometimes has led to a kind of intellectual nihilism, but when combined with the dynamism that hit early American history in the 1960s, it enabled us to develop avenues of inquiry undreamed of by our predecessors.

Both conferences were small and limited primarily to invited participants, but faculty and graduate students at the host institution were welcomed, myself among them. The intimacy promoted by the small size, self-funding, and informality of these conferences bred an extraordinary collegiality. The excitement generated by the spontaneous exchanges that took place broadened my intellectual horizons and sustained the conviction of "true youth" that objective scholarship was not only possible but provided the most reliable avenue to discovering whatever "truth" there was to learn.

Not everyone has been so pleased by the new social history. Some hard-shell conservatives even describe the disaster that befell us in the 1970s. College enrollments shrank as the baby boomers grew up. Curriculum reform in the 1960s had reduced requirements in history and administrators used declining F.Y.E.'s to justify cuts in faculty positions. State systems, meanwhile, were facing ax-wielding legislators trying to reduce taxes. These problems were exacerbated in our state by New York City's fiscal crisis, which brought an end to the wonderful but expensive tradition of free tuition and open enrollment in the City college system. Hundreds of students who had supported themselves by teaching at CUNY were thrown out of work along with junior faculty of both the city and the state systems. Teaching jobs became as scarce as Christmas tamales.

Despite affirmative action and growing interest in computers and quantitative methods, getting a job near home after earning my Ph.D. proved almost impossible. I took whatever was offered, spending more time on the Long Island Railroad than in the classroom. I even applied for jobs in nearby states, intending to commute home for weekends, but search committees frowned at such prospects and
no one was interested in hiring the two of us, even at bargain rates. Once again I was biding my time. Now, however, I was waiting for my move wherever opportunity beckoned. Meanwhile I wrote and published, attended conferences and gave papers, got grants and fellowships, and it paid off. Now we are at Colorado doing what we both want to do.

One could wish that all such stories had fairy tale endings, but jobs in teaching continue to be scarce. Married professionals continue to make sacrifices in order to have children and the career of one begins to edge ahead of the other's. Many recent Ph.D.s have been pushed to the fringes of academe and beyond, some hanging on by their fingernails for years. Others moved their skills and ambitions into new spheres such as museums or the business world. The wheel will turn again and prospects in academe will brighten as the demographic phenomena of the postwar period repeat themselves, albeit in milder form, when the G.I.s retire from college faculties and the children of the baby boomers go to school. The "lost generation" of historians who missed the ring their first time around, however, may find their place in line taken by those just now entering college or graduate school. This new generation of historians will not share our memories of the "Great Collapse," nor can we guess what common experiences will shape their viewpoint. That a cycle exists will not be news, but we need to be reminded of it and of the fact that its phases affect history as well as the historians.

Gloria Main is an assistant professor of history at the University of Colorado-Boulder. She is the author of Tobacco Colony: Life in Early Maryland, 1650-1720 (1982).

The Annapolis Connection: Maryland and the U.S. Constitution

Naomi Collins

In a state as conscious of its past as Maryland, public programs in history have proven to be an effective approach to engaging the general public in the humanities. Thus, the Maryland Humanities Council, an affiliate of the National Endowment for the Humanities (NEH), selected as a program direction a commemoration of the Bicentennial of the U.S. Constitution. This theme evolved naturally from the Council's successful leadership in observing the state's 350th birthday and the Treaty of Paris' 200th. By selecting the Bicentennial of the U.S. Constitution as a program initiative, the Council also addressed its basic charge to broaden public understanding and appreciation of the humanities through an exchange between scholars and the general public.

Choosing a topic as broad and abstract as the Constitution required the same narrowing and focusing we demand of over-enthusiastic students.

Choosing a topic as broad and abstract as the Constitution required the same narrowing and focusing we demand of over-enthusiastic students. Here, the Annapolis Convention immediately came to mind. Two hundred years after the call came from Annapolis for a meeting at Philadelphia, September 1787 would be the ideal time and Annapolis the ideal place for a Maryland program. This tie between the state's and nation's history would appeal to the general public as well as to the special "publics" of which it is comprised—for example, secondary school teachers, university instructors, journalists, lawyers, legislators, judges, librarians, government workers, antiquarians, preservationists, civic groups, and others. Constitution. It would begin with a program designed to convey an understanding of the historic context of the Constitution's creation.

In its commemoration of the Bicentennial of the U.S. Constitution, the Council sought from the outset to engage historians actively in all phases of the program. Capitalizing on a shared concern in stimulating broader interest in history, the Council joined forces with historians to develop and produce "The Annapolis Connection: Maryland and the U.S. Constitution." This one-day program funded by the NEH will take place at the historic State House in Annapolis September 13. The Council has included historians not as adjuncts, appendices, footnotes, or inserts, but as integral elements in planning, presenting, and evaluating the entire project.

The Council's director set up an early meeting with historians to outline the program's framework. The historians who gathered to brainstorm were those who also would be on the program: James H. Hurson, chief of the Manuscript Division, Library of Congress and editor of the supplement to the Ferrand Records (Yale University Press); Edward Tapenfusse, state architect, Maryland Hall of Records; and Gregory A. Stivers, director, Maryland Office of the Bicentennial of the U.S. Constitution, Maryland Hall of Records. They shared an expertise in the period, a record of serious scholarship and publication, and a commitment to public programming.

The Maryland State House by Alexander Jackson Davis, c. 1840.

State House, Annapolis, Maryland.

In which Gen. Washington resigned his commission.
The Council has included historians not as adjuncts, appendices, footnotes, or inserts, but as integral elements in planning, presenting, and evaluating the entire project.

The Nominating Board of the Organization of American Historians has announced the slate of nominees to be voted upon in 1987.

**PRESIDENT ELECT:**
David Brion Davis, Yale University

**EXECUTIVE BOARD:**
Lloyd Gardner, Rutgers University
Russell Weigley, Temple University
Thad Tate, College of William and Mary and the Early American Institute
Dorothy Ross, University of Virginia

**August Meier, Kent State University**
Peté Daniel, Smithsonian Institution

**NOMINATING BOARD:**
Jacquelyn Hall, University of North Carolina-Chapel Hill
Lawrence Powell, Tulane University

**CHARLES JOYNER, COASTAL CAROLINA COLLEGE**
Daniel Littlefield, Louisiana State University
Steven Hahn, University of California-San Diego
Linda Gordon, University of Wisconsin-Madison
Nan Woodruff, College of Charleston
Robert Weible, National Park Service
Judith Papachristou

How would historians fare if quizzed about the women's suffrage movement in the United States? How many of us still think of the movement as an admirable, but narrow and misguided effort to get the vote and of suffragists as unrealistic, fanatic, or timid women? How many still rely on early suffrage studies and perpetuate their well-worn misconceptions?

Recent state and local suffrage studies and a rich harvest of women's history scholarship challenge American historians to discard outdated ideas and change their understanding of women's struggle for the vote. Placing women's suffrage in the larger context of nineteenth- and twentieth-century American society, the new scholarship (some of which is listed below) establishes the significance of the suffrage movement. It also erases some of the confining boundaries between social and political history and between women's history, women's lives, and women's stories.

Recent state and local suffrage studies and a rich harvest of women's history scholarship challenge American historians to discard outdated ideas and change their understanding of women's struggle for the vote.

Like any historical movement for social change, the women's suffrage movement turns out to be far more complex than it was thought to have been. Far from a simple demand for the ballot, it was an integral part of a larger upheaval in women's social, economic, and political role in American life. One cannot understand female suffrage outside of the context of women's lives, which, in turn, were an integral part of the larger society in which women lived. For this reason, each phase of the movement—ante-bellum, post-war, and twentieth-century suffragism—had its own dynamic. At each stage, suffragists differed significantly among themselves, divided by class, race, geography, ethnicity, and political consciousness.

Active suffragists rarely thought of the right to vote as separate from other reforms in American life. Suffragism was the tip of an iceberg, (or better yet, a volcano), a manifestation of growing female discontent with the predominant political, economic, and social institutions. Particularly after the Civil War, it reflected a far reaching female critique of the impact of industrial capitalism on American life.

Rigidity of sex roles and emphasis on sex differences kept women out of politics and much of public life. From the outside, public institutions, particularly the nation's legal and political systems appeared as male preserve, representing men's values and attitudes, many of which women considered inimical to their own needs and interests. Suffragists, who were far from the only female critics of the male establishment, were distinguished by their belief that the vote was the best way to exert female influence and improve women's position in public life. Thus throughout the long struggle for the ballot, women sought more than a place in the sun.

Thus throughout the long struggle for the ballot, women sought more than a place in the sun.

It is important to recognize, however, that there never was a single agenda for the movement. (Compare, for example, the "white life" advocated by temperance supporters of suffrage with the interest in sex education and marriage and divorce reform enunciated by more radical Gilded Age suffragists of the reform era.)
What suffragists had in common was discontent with the status quo, a desire to improve their values upon the public sphere and the belief that the ballot was the way in which to do so.

Many historians have accepted the judgment that suffragists became conservative, even regressive, around the turn of the century. O'Neill portrays the demise of nineteenth-century "hard-core feminism" that focused on the family and women's issues and the rise of twentieth-century "social feminism" concerned with more general social reform. In Kraditor's view the change occurred when suffragists abandoned the idea that women, as equals, deserved the vote out of justice and argued, instead, that they should have the vote because they would use it to improve society (a position that weakened the claims to suffrage of black and immigrant women). Dugger contends that women won the vote in the after sacrificing their individuality and accepting their place in the nuclear family. These conclusions leave no room for the complexities of suffragism and the women's movement. More often than not, nineteenth-century suffragists were concerned with women's rights and with social reform; "social feminists" were not a twentieth-century phenomenon. There was no "nineteenth-century "hard-core feminism" to speak of separate from a broad vision of social change; indeed, the "hardest core of post Civil War feminism contained many socialists of one stripe or another—Bel- lamyites, Christian socialists, or Marxists—just as twentieth-century socialists and trade union women were likely to be ardent suffragists. Moreover, women's continuing political activism and reform work after suffrage (much of which historians are just beginning to recognize) as well as their continuing movement into the wage labor force suggest caution when interpreting the rhetoric of suffragists. Throughout the suffrage struggle, suffragists changed their arguments according to the time and the political climate; studied in isolation, their rhetoric easily misleads us.

Kraditor's contention that nineteenth-century suffragists emphasized women's equality with men while twentieth-century suffragists stressed women's moral superiority and their differences from men set up a simple dichotomy that hinders understanding of the suffrage movement. It is a particularly intricate distinction today in light of contemporary debates over female equality and difference. However, both nineteenth- and twentieth-century suffragists tended to believe that women deserved equal rights and that women were morally superior to men. They had no problem with the contradiction historians perceive in this because, in their view, women were both equal and different. As thoughtful an investigator of women's condition as Elizabeth Gady Stanton, for example, came to this conclusion. Historians, not suffragists, are bothered by the contradiction and, as a result, have imposed

Historians, not suffragists, are bothered by the contradiction and, as a result, have imposed a dichotomy on suffrage thought, ignoring its context, and distorting and oversimplifying it.

Throughout the suffrage struggle, the majority of suffragists were white, middle-class women. However, in the twentieth century, suffrage developed a more diverse and broad base, as increasing numbers of working-class women, immigrant women and men, and black women and men, along with a wide middle-class men played an active role in campaigning for the vote. They did so mainly because they believed women suffrage would serve their own interests. By focusing on the major suffrage organizations and a handful of their most visible leaders, historians in the past have overlooked the variety of persons and the multiplicity of local, independent suffrage groups that supported suffrage. They have viewed the state and local pro-suffrage coalitions that combined constituencies as diverse as male labor unions and middle-class women and made the final phase of the suffrage struggle a unique event in American political history.

Is direct contradiction to both Flexner's and Kraditor's assumptions, there is considerable evidence of widespread and active suffragism among working-class women who believed the vote would help them, as women and as workers. Their trade unions and the Socialist Party reinforced this perception. Although middle-class suffragists argued the utility of the ballot for working women, the evidence suggests that working women needed little coaching to establish the connection between the vote and their own needs and grievances.

Growing evidence of the support for suffrage among immigrant and Hispanic-American males contradicts the facile assumptions that such groups were backward on women's issues and easily manipulated by politicians opposed to woman suffrage. In the New York state 1917 referendum struggle, for example, immigrant male voters generally proved more sympathetic to woman suffrage than white, native-born middle-class men. Such support, in New York as in Connecticut and Massachusetts, was rooted in the belief that women voters would help elect officials sympathetic to the needs of workers and the poor.

Similarly, black American—male and female—were active supporters of woman suffrage despite widespread racism and insensitivity to black suffering within mainstream suffrage organizations. Throughout the North, black women worked for the vote; in the pages of The Crisis, W.E.B. DuBois urged male support, arguing that every advance of democracy, even that of insolent white women, was of benefit to blacks. Clearly, woman suffrage was not simply a white middle-class issue in the twentieth century; its broad base of support indicates that the vote for women meant different things to different people and was intimately linked with social change.

Like the suffrage movement, suffragists themselves generally have been oversimplified, portrayed as a small, fanatic band, obsessed with the vote, ruled (as women were) by their passions not their heads. For these misperceptions, we should substitute an involved and informative history of changing strategies and tactics and, often, a surprisingly sophisticated and well-organized leadership. The tactics used by politically powerless women in the face of formidable and widespread opposition bear notice from contemporary activists. There is much to be learned from the disagreement between Stanton...
from the corporation of thefather into individual existence and identity. In fact, the suffrage movement is part of a process that is still going on, in which a mass of persistent, slowly evolving redefinition of their nature and place in human society. As such, woman suffrage signified radical and profound social change.

Interestingly, the Antis, the organized and vociferous opponents of female enfranchisement, glibly underestimated the significance of women's bid for the vote. They predicted that suffrage would weaken sex differences, threaten sex role divisions and, ultimately, destroy the family, because "Feminism," in the words of a leading Anti, "is the theory of individualism." Worried by this perceived connection between suffrage and reform, the Antis also argued that female suffrage threatened Americans with anarchy, pacifism, and the destruction of the state. Throughout their history, suffragists struggled against strong opposition which considered woman suffrage as a radical threat to the status quo, the family and nation. As such, public historians and suffragists reveal, there is much to learn about a movement from its enemies.

The history of the woman suffrage movement in America is hardly the open-and-shut case it was thought to have been. In disclosing the shortcomings of the "prevailing wisdom," the recent scholarship reveals the complexity and importance of the movement, while pointing the way for further research and study. A few of many relevant and useful sources include the early work of Ellen DuBois. "The Radicalism of the Woman Suffrage Movement: Notes toward the Reconstruction of Nineteenth Century Feminism." Feminist Studies, 3 (1975), 257-268, and Anne and Andrew Scott, One Half the People: The Fight for Woman Suffrage (New York: J.B. Lipkind Publishers, 1972), and suffrage studies such as Elior Lerner, Immigrant and Working Class Involvement in the New York City Woman Suffrage Movement, 1903-1917.

Errant Observations from the Annual Meeting

Mollie Keller

The gathering of historians at the shared annual meeting of the Organization of American Historians and the National Council on Public History in New York, April 10-13, has set me to thinking about the nature and relationship of these two groups. As a veteran of New York University's Public History program and one who has worked on a variety of public history projects, I confess that by the end of the joint conference I was thoroughly confused about the difference between a public historian and what one colleague gently has termed a "regular" one.

We pioneers in the NYU program were quite clear about the difference when we first came to Washington Square. There was obviously a "we versus they" split in the profession. "They" proceeded at a stately pace through ivory-colored halls, gathering their academic robes and hoods about them as they pored over faint manuscripts, wrote heavily footnoted articles, and delivered learned lectures. "We," on the other hand, would take to the streets with our blue jeans, tape recorders, and video cameras in order to bring the people's history back to the people. Which shows you how much we knew.

We began to suspect our vision was false by the end of that first semester, when we realized our public history courses were heavily laden with warnings about the need for problematic arguments and the dangers of historical consciousness. Reading the Public Historian delivered another blow to our innocence. What were we to make of this journal which published scholarly articles and reviews of books that bore the same titles as those that filled the back pages of the Journal of American History?

But it was the 1986 NCPH meeting, and particularly the "Introduction to Public History" co-sponsored by the NCPH and OAH, that completed my confusion. Not because the conference and workshop were poorly planned and executed; on the contrary, it was all beautifully integrated and presented. Papers and sessions were for the most part lively, engaging, and informative. What disturbs me is that it worked so well. Those differences between us and them that I once knew to be so sharp are now hopelessly blurred.

The opening session plunged participants into a discussion of some of the issues public historians face. In his thoughtful opening remarks, Ron Grele (Columbia University) questioned the advantages and disadvantages of increased professionalism for public historians. Professional standards, he noted, work at the same time to restrict and widen the interpretative process that lies at the heart of all historical work. Acknowledging the movement's roots in the academy, Grele now worries about the tension between the public historian as involving the public in every stage of the historical process, from research to presentation, so that it may develop its own interpretative capabilities. Everyone will be their own historian.

Barbara Howe (West Virginia University) echoed this theme of public involvement as she spoke about the evolution of the field. While stressing the interdisciplinary and interprofessional nature of public history, she urged the audience not to neglect the amateurs (her term for those who practice history, but not to make their daily bread) but to use their work and publications to promote a greater public interest in the usefulness of history.
The meeting focused on coming attractions of the next day's sessions. Walkowitz and Gerald Herman (Northeastern University) showed several video clips from history films about the Spanish Civil War and Vietnam, the Shakers, and the Statue of Liberty. They also played excerpts from a few audio programs and interviews to introduce a few more of the public historian's tools and techniques.

This more "how-to-do-it" focused the second day's sessions together. In the morning, one enjoyed the ways public historians use audio and visual media to present their work, described the range of products available to help them do this, and provided tips on collecting, producing, and caring for these programs.

Michael Scardaville (University of South Carolina) followed with an overview of cultural resource management work. As he showed slides of various historic preservation, restoration, and rehabilitation projects, Scardaville pointed out that the historian's job in all this is to provide the context that will determine the interpretation of a site or artifact. Historians toiling in this field need a variety of talents, with "interdisciplinary sensitivity" (or the ability to be a team player) ranking just as high as archival research and writing skills.

Interdisciplinary cooperation is an important factor for historians dealing with policy questions too. In his presentation on history and public policy, Martin Wiesler (University of Wisconsin) assessed the current training and contributions of historians in various public agencies, considering the role of historians in corporate policymaking. After describing the several internal and external uses of history in a corporation, she went on to note the special time and censorship pressures a public historian may encounter while running an industrial archive or writing a business history.

Bara Levin's (Chemical Bank Archives and Library) concluding comments summarized the themes of the workshop sessions: that public historians are concerned with both process and product; that they are responsible for providing clients, constituents, customers, and colleagues with historical facts, context, and expertise; and that they must be willing to collaborate with members of other disciplines; and that they must accept a continuous project that may extend well beyond its apparent end. Thus instructed, and bearing shopping bags stuffed with public history products—brochures, booklets, calendars, bibliographies, even a cassette tape—workshop alumni went forth into the regular sessions of the conference. Their comments about the workshop, gathered in an exi questionnaire, were generally positive. Most people had gotten what they came for.

But was that public history, sitting in a darkened room for a day and a half listening to lectures delivered by public historians, almost all of whom hold both Ph.D.s and teaching positions? Were the four areas covered (media, cultural resource management, public policy, and business) the very best examples of the scope of public historical work? Are those who practice their skills in local historical societies in some way beyond the pale?

And what of the public history sessions themselves? Most of them were quite traditional, with two or three scholarly papers and comments. If public history is something different, why present it the same way? Are we perhaps confusing public with special? Is public history the medium or the message?

Such questions have only led to a jumble of others, which I present with more than a little guilt, and no answers. Why are most public historians academics? Why is their work outside the classroom hallowed, while non-affiliated public historians must try twice as hard to gain recognition and respect for their work? Why did we on the planning committee automatically choose professors to present papers? Why did those of us who had done public history before returning for the next degree feel so distanced from those teaching it? Is a candidate at New York University whose public history experience includes media, music, and historic preservation projects. She has published four biographies for young adult readers, and currently is working on a film of the history of the United States Customs Service.

Mollie Keller is a Ph.D. candidate at New York University whose public history experience includes media, music, and historic preservation projects. She has published four biographies for young adult readers, and currently is working on a film of the history of the United States Customs Service.

Historians, Archivists, and the FBI's Archives

James Gregory Bradsher

To many historians, this percentage may seem like a lot. It is, however, a higher percentage than retained for most federal agencies. We must remember that about one percent of federal records have sufficient values to warrant their continued preservation as archives. I realize you must think one percent is a low figure, but as I pointed out in an article titled "When One Percent Means a Lot," one percent of the 6 million cubic feet of federal records created annually is 60,000 cubic feet. (James Gregory Bradsher, "When One Percent Means a Lot," OAH Newsletter 13, no. 2 [May 1985], 20-21.)

During the next ten years, the National Archives, as a result of the appraisal, will accession a substantial volume of FBI case files covering the period of 1924-1945 and a sizable volume of files dating up to 1965.

During the next ten years, the National Archives, as a result of the appraisal, will accession a substantial volume of FBI case files covering the period of 1924-1945 and a sizable volume of files dating up to 1965. (Most FBI records will be transferred to the National Archives when they are fifty years old. Records from seven obse­lete FBI file classifications, as well as some selected files, will be offered to the National Archives once litiga­tion relating to the appraisal of the FBI’s records has been resolved. Records from six file classifications will be offered when they are thirty years old.) For a detailed discussion of when specific FBI records will be transferred to the National Archives, see MARS "FBI Appraisal Report.” These files will provide historians with a wealth of information about the indi­viduals and subjects of investigation and allow them to understand how the FBI operated. According to the trial judge in the FBI appraisal lawsuit, Harold H. Greene of the U.S. District Court for the District of Columbia, the records of the FBI "perhaps more than those of any other agency, constitute a significant repository of the record of the recent history of this nation, and they represent the work product of an organization that has touched the lives of countless Americans." (American Friends Service Committee, V. Webster, 485 F. Supp. 222 [D.D.C. 1980].) Arthar G. Theoharis, who has used the FBI’s records extensively, has described them as constituting a "written record of incomparable scope and richness.” See "The FBI and the FOIA,” 62.) But, in making the FBI archival records available, both archivists and researchers will face access challenges. What fol­lows in a brief analysis of the access problems with the FBI records once they are accessioned by the National Archives.

The first challenge to historians will be determining what to ask for and understanding what is received. This challenge can be met by understanding the FBI’s filing and indexing systems. This is not as easy as it sounds, for as one researcher noted, "Understanding the FBI’s extensive and complicated filing system is no easy task. Quite probably no one outside the Bureau fully grasps its intricacies.” (David J. Garlow, The FBI and Martin Luther King, Jr.: From "Solo” to Memphis [New York and London: W.W. Norton & Co., 1981], 10.) So some study is necessary before research is begun in FBI files. There are several good sources that should be consulted before FBI files are used. Among them are a thirty­three-page booklet titled "Conducting Research in FBI Records,” which was prepared by the FBI earlier this year, and the paperback book by Ann Mari Buitrago and Leon J. Devek, "Annotated ti­led Are You Now or Have You Ever Been in the FBI Files: How to Secure and Inter­pret Your FBI Files [New York: Grove Press, Inc., 1981]. (For other good sources for understanding the FBI’s filing and indexing systems and discus­sions about the types of documents and information found in the FBI files see MARS, "FBI Appraisal Report,” Vol. 1, 2.1-2.7; Vol. 2, Appendix; U.S. Cong., Senate, Committee on the Judiciary, FBI Statutory Charter—Appendix to Hearings before the Subcommittee on Administra­tive Practice and Procedure, 95th Cong., 2d sess. 1975, part 3, 33-73; U.S. Cong., House of Representatives, Inquiry into the Destruction of Former FBI Director J. Edgar Hoover’s Files and FBI Recordkeeping, Hearing before a Subcommittee of the Committee on Gov­ernment Operations, 94th Cong., 1st sess., December 1, 1975, passim. The FBI’s booklet, "Conducting Research in FBI Records,” provides guidance for re­
Once historians understand the record-keeping systems, they then will be faced with dealing with the archivist—who will appear to be both friend and foe. The archivist is a friend in the sense that it will be the archivist who makes the files available, and foe in the sense that the archivist will decide if they will be contained in a file. (Before attempting to use Federal archives, including the records in the National Archives, which are contained in 36 C.F.R. 1250-1264.74.)

In deciding what information must be withheld, archivists are guided by two sets of regulations. First are the National Archives access regulations, which provide for general restrictions based on the Freedom of Information Act (FOIA) and specific restrictions that agencies have imposed in conformance with the FOIA. (By law, 44 U.S.C. 2108 (a) the Archivist of the United States establishes, under certain conditions, restrictions on access to records transferred to his or her custody. Agencies, in transferring records to the National Archives may, with the concurrence of the Archivist, impose restrictions that appear "to be necessary or desirable in the public interest." The National Archives, General Restrictions are found in 36 U.S.C. 552b (6) (b) and specific restrictions that those the FBI desires imposed, have not yet been specified.) The second set of restrictions are those imposed under the FOIA, when certain records are withheld under it. The FOIA provides that any person has a right of access to records of federal agencies, except to the extent that such records, or portions thereof, are protected from disclosure by one of nine exemptions. (5 U.S.C. 552 (b) (1) (9). Christina M. Marwick, Your Right to Government Information, [Toronto, New York, London: Bantam Books, 1985], and U.S. Department of Justice, Freedom of Information Case List, September 1985 Edition, [Washington, D.C.: U.S. Government Printing Office, 1985] provide information on how to use the FOIA and the litigation involved in applying the various exemptions.) Applying some of the restrictions and exemptions will be a major access challenge to the FBI’s records in the National Archives. This task, especially with investigative files, is a difficult one. Because of the nature and age of the records, several of the exemptions will not apply to the FBI’s archives. But the ones that do, to varying degrees, will present a challenge to archivists in determining whether or not certain information should be withheld.

The first question facing archivists will be to determine whether the files contain classified information, because information that has been properly classified in accordance with the substantive and procedural requirements of an appropriate executive order is not releasable. Fortunately, most FBI files will come to the National Archives at an age when the information in them can be or already is declassified.

Certain information cannot be released because, by a specific statute, it must be withheld. For example, income tax returns and certain types of CIA and National Security Agency material are not made available to the public.

It is likely that the FBI will want the National Archives to impose restrictions on certain administrative information contained in files. This administrative information will be of a nature, in the FBI's judgment, which allow the circulation of federal laws or would impede the effectiveness of the FBI's law enforcement activities. The courts have ruled that a wide variety of administrative matters are protected from disclosure, such as informant symbol numbers and sensitive instructions regarding administrative handling and dissemination of documents and intelligence information. Fortunately, most FBI files will be so old that these concerns will not be applicable. However, in some cases they will be, and thus great care will have to be exercised to assure certain information is not released.

Investigatory records compiled for law enforcement purposes are, in those investigations leading to enforcement of criminal laws and investigations that: enforce the laws by means of civil suits, can be released unless one or more of the specific harms would result. Two of these harms, interfering with law enforcement proceedings and depriving a person of a right to fair trial or an impartial adjudication, will be most by the time the National Archives receives the records. A third harm, unwarranted invasions of personal privacy, is discussed below in connection with the privacy exemption.

Archivists will have to review carefully files to ensure that in releasing information one of the other three specific harms would not be so seriously affected as to warrant withholding. In most cases, investigating the scientific and judicial standards will be a major access challenge to the FBI’s archives in the National Archives. The courts, for example, have held that identities of those individuals who provide law enforcement agencies with reports of illegal conduct, particularly where they reasonably fear retribution for such assistance, should be protected. Even if

(Continued on pg 84)
Teaching Agricultural History at Land Grant Institutions

Monroe Billington

Despite the prominent role agriculture has played in the development of the United States, the history of agriculture has been largely ignored in the curricula of the nation's colleges and universities. Courses such as the history of urbanization, education, literature, science, technology, and the family have been introduced, but separate courses on the history of agriculture generally have not. If taught at all, the history of agriculture all too often has been buried in economic history survey courses or given only passing notice in the occasional courses on the history of the United States. The purpose of this essay is two-fold: to reveal specific factual data about the current status of the teaching of agricultural history in American universities and to recommend much-needed remedial action.

In January 1985, I sent questionnaires to seventy-four Land Grant institutions that receive federal funds under the original Morrill Land Grant Act of 1862, the Morrill Land Grant of 1890, or an amendment to one of these laws. Forty-eight states—including Hawaii and Alaska—have one predominately white Land Grant institution: California has three, and Massachusetts has two. Only Land Grant school is located in each of three United States Territories: Puerto Rico, Guam, and the Virgin Islands. Eighteen schools are predominately black institutions in southern and border states. These numbers do not include nine other institutions that receive Land Grant monies only for schools of forestry. Some non-Land Grant institutions may offer specific courses in the history of agriculture, but in most cases, so small that returns from them would be statistically insignificant. These schools also were excluded from the survey.

I obtained replies from all seventy-four Land Grant institutions. The responses showed that fifty-six currently do not teach a course on the history of agriculture. Forty-four of these schools have never taught such a course. The twelve schools that previously taught the course dropped it because of lack of student interest, lack of qualified faculty to teach it, or curriculum revision. Of these twelve schools, five indicated that they have plans to reinstate the course; two indicated that reinstatement is a possibility; and five had no reinstatement plans.

Among the forty-four schools that have never taught the course, twenty-eight replied unequivocally that they do not plan to introduce it into their curricula. Four others gave qualified "no" responses. Three institutions said "perhaps" they plan to introduce agricultural history into their curricula. Seven schools plan to introduce such a course.

Included in the above statistics are the three Territorial Land Grant institutions that have not taught agricultural history in the past, do not currently teach it, and do not plan to teach it in the future.

Also included in the above statistics are the eighteen predominately black schools, none of which teaches agricultural history, although once did. Of the seven schools that have plans to introduce the course, three are predominately black. All three schools mentioned above that said that "perhaps" they plan to introduce agricultural history are formerly all-black institutions.

Out of seventy-four Land Grant institutions, only eighteen (24 percent) currently are teaching a course on the history of agriculture. Five of these schools are in the southern and border states. One is Virginia Polytechnic Institute and State University, West Virginia University, University of Arkansas, Texas A & M University; three are in the (Ohio State University, North Dakota State University, University of Minnesota); three are in the great plains (Kansas State University, South Dakota State University, North Dakota State University); three are in the Rocky Mountain region (Montana State University, University of Nevada at Reno, New Mexico State University); and four are in the west coast states (Washington State University, Oregon State University, University of California at Davis, University of California at Berkeley). Thirteen of these universities are west of the Mississippi River, one is on the banks of the river, and four are east of it. No Land Grant institution in the deep south or east of Ohio and north of Virginia teaches agricultural history.

The agricultural history course is located in departments of history in sixteen institutions and the department of conservation and resource studies in the College of Natural Resources in one institution. In another school, it is crosslisted between the history and agricultural economics departments, the two departments offering it in alternating semesters with students receiving either history or agricultural economics credit. In sixteen schools, the professors who teach this course are historians, one of whom is also a geographer and one of whom is an acknowledged and trained specialist in agricultural history. Other historians who teach it may also be specifically trained in agricultural history, but this information was not solicited nor volunteered. At one school a historian and an agricultural economist alternate teaching the crosslisted course. At another institution, a historian teaches the first semester of a two-semester sequence, while an economist teaches the second semester.

What about the future of the field generally and the specific survey courses currently being taught at the institutions? One-half said the future is bright; the other half said the future is bleak.

Only one school reported that the course was required for all agricultural students. However, of the remaining seventeen who said it is optional, one reported that for agricultural students it substitutes for three hours of the six-hour requirement in American history.

Generally speaking, the agricultural history course is a relatively new offering. Except for those agricultural students. However, of the remaining seventeen who said it is optional, one reported that for agricultural students it substitutes for three hours of the six-hour requirement in American history.

Among the forty-four schools that have never taught the course, twenty-eight replied unequivocally that they do not plan to introduce it into their curricula. Four others gave qualified "no" responses. Three institutions said "perhaps" they plan to introduce agricultural history into their curricula. Seven schools plan to introduce such a course.

In conclusion, I believe that agriculture history is a vital and necessary field of study that should be offered in all Land Grant institutions. It is essential for students to understand the role that agriculture played in the development of the United States. Educators should be encouraged to teach this course and to continue to do so in the future.
The Norton Utilities: Programs Suplemental to DOS

Michael Regoli

Requires: IBM PC, AT, or compatible; 128K RAM; one disk drive; DOS 2.0 or higher. Not copy-protected. List price: $99.95. Peter Norton

Computing, 2210 Wisconsin Boulevard, #186, Santa Monica, California 90403. (213) 826-8032.

As users of microcomputers, we all have felt the cold sweat and aching feeling accompanied by the loss of an accidentally erased file. We know that the information is "in there" somewhere, we are sure where or how to go about getting it. Well, there's help. The Norton Utilities provides two programs, GUNERASE.COM and WRE.COM (Quick Erase and Norton Utilities), to help bring that lost data back to life.

The Norton Utilities is an affordable set of programs that supplement the disk operating system (DOS) by adding values heretofore unseen in the world of DOS. From practical disk management tools to programs that recover deleted files, the Norton Utilities is an essential set of programs for anyone who has left...
These three parts (directory listing, data clusters, and file map,) assist DOS in a three-step process for backing down the many menus to see for data on all of the file, in file data space (whether in use by files or not), in erased file space, or in any other cluster on the disk to deliver the data.

When files are erased DOS does two things. First, it rem­
moves all data by replacing the first character of the file­
name. Second, DOS discards the file’s map entry in the FAT
which, in turn, increases the "free list," or the amount of
free space available for new files on the disk. In reality,
when files are erased, only the data space is removed;
the disk remains intact until more data is added to the disk, which is then placed in any available
space. The remaining information is recorded in the
File Allocation Table. It would be considered a miracle
to recover a six-month-old erased file on an actually
used diskette. If you erase an
important file, reach for the
utility before saving anything
else to the disk.

Peter Norton has devised a clever method of reconnec­
ting an erased file’s data with its directory entry, thereby re­
linking the three parts of
a file to make it whole again.
By beginning at a file’s di­
rectory entry or "pointer,"
this process searches the disk
by finding the pointers and
continuing on that path to the end.
This procedure is the same one DOS uses to produce
the file: create the directory entry
"through" the three parts of
clusters and update the File Allocation Table. Norton calls
this the "blind" approach to
data recovery.

I mentioned earlier non­
contiguous files. This proves
to be the most curious obsta­
cle for recovering a file’s data. The more actively a disk
is used in creating, removing,
and updating files, the more
file list data is corrupted.
Hence, the chances for
an easy recovery of an erased
file are fewer. Enter NU,
the main Norton Utility.

With Norton’s main utility program, NU, one can perform
easily a wide variety of tasks, including disk exam­
ploitation and data recovery with very few keystrokes. Re­
peatedly pressing the Enter key is all that is required to re­
cover a file without ever hav­
ning looked at the instruc­
tions.

When a file is marked as
Read-only, it may not be
cleared or deleted, which
provides a quick method of
searching all the files on
the disk, unused data space,
erased file space, or the en­
tire disk for data. The
command will search through
all of a disk’s
files ("/a","/e"), in each sub- directory ("/s"), including erased or unused file space ("/e") for the string of characters "OAH". In this instance, T5 will also show the string "OAH" if it appears in its context in each file it is encountered. When context is not needed, the terse flag ("/t") can be used so that only filenames are shown as output.

MISCELLANEOUS UTILITIES

Norton provides several other programs that allow one to control print functions and screen attributes. These items are better left to advanced users, and are not crucial to data management or retrieval.

CONCLUSION

Those of us who use computers and realize how valuable they can be in research and writing immediately realize that working under DOS can create some difficulties. Peter Norton has developed an exciting set of powerful disk organization, file management, and data recovery tools. With these available to us, no longer must we worry about inadvertently erasing a valuable set of data, or an entire chapter of a manuscript. The thought of such disaster weighs heavily in our minds. The Norton Utilities can reduce the angst involved in personal computer use.

Women's Report Available as Pamphlet

"Assessing the Past, Looking to the Future: A Report by the OAH Committee on the Status of Women in the Historical Profession," is now available in pamphlet form, free of charge. The "Report" originally appeared as a special segment of the May 1986 OAH Newsletter.

The "Report" examines hiring and publishing trends in the profession, as well as women's participation in the Organization of American Historians. Financial support for women from major foundations also is evaluated.

The "Report" may be obtained by writing to OAH, 112 N. Bryan Street, Bloomington, IN 47401. Please specify that you want the free "Women's Report."

History Graduate Students Say It's Not the Best of Times, Nor the Worst Either

(Editor's note: This article is reprinted from Spectrum (vol. 14, no. 2 [November 1985]), the alumni newsletter of Lake Forest College in Lake Forest, Illinois. Lake Forest College is an independent, four-year co-educational liberal arts institution located thirty miles north of Chicago. Currently 1,100 students are enrolled. For additional information write to Michael H. Ebner, Chair, Department of History, Lake Forest College, Lake Forest, Illinois 60045.)

"Too many of the best of a generation of scholars have been lost forever to our colleges and universities," wrote Michael I. Sovern, the president of Columbia University, in his annual report last year. Other voices, both within and without the academic community, have expressed a similar view. They have noted the troubling fact that the vast majority of our most talented undergraduates who decide to do graduate work are elected to pursue careers in business, law, or medicine rather than college teaching.

Michael H. Ebner, associate professor of history and department chair, echoing that concern, recently polled several Lake Forest College (LFC) students who have done advanced work in history at such schools as Harvard, Brown, and Virginia, with the purpose of providing current students with information and perspectives on their option. Of the seven respondents, two have Ph.D.s and are teaching at the college level; one has an M.A.T. and is teaching secondary school; two are Ph.D. candidates; one currently is in graduate school; and one has completed a pioneering graduate program at New York University combining an M.A. in history and a professional certificate in archival administration.

In his informal survey, Ebner asked, "Why did you decide to pursue an advanced degree in history at a time when you (unfortunately) circumstances in the labor market?"

The answers revealed that in each case the decision to plow ahead in the field of history came primarily from the heart, not the head, and often was influenced by professors who loved their subject and transmitted that passion to their students. College teachers, of course, were singled out as having been mentors, friends, and role models. Even junior-high school teachers apparently played a part.

Wrote James Matray (1970): "As to why I chose history, I always had been interested in the subject, dating back to the sixth grade. My mother then was a Civil War buff and organized an annual competition with the eighth grade."

Matray holds a Ph.D. from the University of Virginia, teaches at New Mexico State University, has published widely in scholarly journals, and is about to publish a book on American foreign policy in Korea (University of Hawaii Press).

He wrote, "I must say at the start that I was incredibly young, naive, and idealistic. I frankly did not realize perhaps I just did not want to see the truth—how bad the job opportunities were for history professors. It really was not until I entered graduate school at Virginia Tech. at 0. Va. that I quickly saw what a tough road I had chosen to follow. But I am not sure that I would have chosen a different path in any event. My experience tells me that it is not easy to use your advanced historical degree to secure a job—but it is not impossible. Plus, I think it is easier today than a decade ago, especially given new programs at places like NMSU in public history. Also, I see some, though not a lot, movement at the level of college and university teaching. So for the best students, it is worth a shot! But they need to know that this did not not be a pot of gold (job) at the end of the rainbow. The greatest thing about LFC, however, is that it prepares students so well for alternative careers. I was just lucky that I never had to face that final decision to abandon my first love—history!"

Ari Rothman, a more recent graduate (1982), received his M.A.T. at Brown and currently is teaching history at Barrieon (Connecticut) High School. He wrote, "I simply made the decision to not just go where the money was but to continue my studies in an area I had come to truly enjoy. Now as I look back at things, I am not making anything near (near) the money my friends in other fields are making, and the issue of job security in secondary-school teaching is always bittersome. I am currently the only non-tenured teacher in the discipline in the district—but I am excited about my job and look forward to teaching history to students who may not be necessarily motivated. As to the question of the job market, if you are good, there are jobs in teaching at the secondary level in history."

Rothman's classmate, Michael West, a graduate student in American foreign policy at Harvard University, wrote, "I wanted to make a contribution to a fuller understanding of the human drama in time and space, and it seemed to me then—as now—that history was the discipline that is comprehensive enough to meet my Catholic yearnings... I think one should pursue that line of work which gives one the greatest sense of personal accomplishment."

Alasdair Macphail (1966) who received his Ph.D. at Brown and is now an associate professor at Connecticut College, replied, "Certainly the job market is glut right now, and faculty morale is questionable, or worse, at numerous institutions... Today it is hard to land a good teaching position even if one got the Ph.D. degree; it is every bit as tough hanging onto such a position when re- elected to teaching college, rep lied, as I..."

Now to teaching... But they need to know that this did not not be a pot of gold (job) at the end of the rainbow. The greatest thing about LFC, however, is that it prepares students so well for alternative careers. I was just lucky that I never had to face that final decision to abandon my first love—history!"
chances of employment. I knew that graduate education is a long process, and it is difficult to worry about something six or ten years away. I was not so foolish as to think that I would be doing for the next few years just what I would be doing for the rest of my life, so I planned to use my school in- tellecmtual pursuits to be both satisfying and challenging.

“When I received a tuition fellowship and a research assist­antship to support my studies, I could not pass up doing what I enjoyed most six or ten years away. I have entered a master’s program in history if I had not been able to combine it with the practical career training provided by the archives program,” she said.

The second question Erner put to the alumni was, “How did your undergraduate education help you once you were in graduate school?”

Michael West replied, “My undergraduate training at LFC provided a solid basis for graduate studies in history. Both in terms of academic rigor and a broad knowledge of the main currents of history, my reading of the situation is that education prepared me as well as students coming from other colleges in the United States and abroad.”

Rothman was even more enthusiastic. “I met students from all the ‘Ivies’ and ‘name colleges’ in the country when I entered Brown. My prepara­tion, not just in the content areas of history, but in the methodology and modes of scholarship that I learned and put into use at LFC, put me on an equal footing, and in many cases, more sound footing, than my colleagues.”

I also developed a sense of intellectual independence and curiosity I didn’t really notice in too many of my colleagues at that time. And perhaps the most significant thing I can add about what LFC did for me (I must sound like a contestant for the Miss Universe crown) is this: After only one year at Darien, I was named Distinguished Teacher of the Year, an honor never before given to a first year teacher.”

Evander concurred: “I am thankful that LFC provided me with the opportunity to take on a major research project. I began working with my senior thesis while at LFC and wrote my senior thesis on Alice Paul and the American militant suffrage movement. It was while doing archival research for the intellectual rigors I had to face in graduate courses. . . . Since making that leap to graduate account­ability, I have maintained that history majors should work harder than even my peers or I did in the mid 1960s.”

Barbara Stone (1976), currently a Ph.D. candidate in modern European history at Northwestern University, entered Lake Forest as an older adult student. She expressed both sides of the coin. “I did not find that I was well prepared for graduate work in history, largely because I had switched majors. . . . at the end of my third year and I simply had not taken enough undergraduate history courses to provide a solid, broad­ranging foundation. Nonetheless, the discipline that was taught me in terms of writing and research proved invaluable. . . . Seeing the huge undergraduate classes (as a teaching assistant at North­western) made me appreciate most personally the attention Lake Forest offered.”

Renee Soren wrote: “I remem­ber the first meeting of entering graduate American history students. It seemed that everyone was from a major university—Harvard, Yale, Berkeley, etc. I was con­cerned whether I would be up to snuff for covering research at the graduate level. As it turned out, and except for the (lack of a) foreign language requirement, my college education at LFC prepared me well for the tasks ahead. The quantity of read­ing and the number of papers due in my history, American studies and independent re­search courses. . . . (part of the College Scholar Program) prepared me for the sheer volume of work required of all graduate students. Also, I discovered that at LFC I had learned how to approach vari­ous subject matters thought­fully and with a regard to the proper use of his­torical sources and evidence. Finally, the personal guidance and counsel I received with writing skills, organization, and my experi­ence writing a 120-page senior thesis, were invaluable.”

Matray summed up the prev­ailing opinion: “I remember well my first seminar—covering American photog­raphy since 1877—and how I felt so behind the other students . . . be­cause most went to large schools and had spent more time with secondary materials. By contrast, I had much more experience using primary sources, and this would serve me better over the long haul.” I had more experience writing. I thought at times I would lose my mind writing pa­pers as an undergraduate—of­ten six a semester, eighteen per year! And the reading! Thirty books, some­times, during a ten-week quar­ter! There was no question but that I would write a sen­ior thesis and that experi­ence was invaluable.”

“But certainly most impor­tant, LFC provided me with a basic education in the liberal arts and humanities that serves me well even today. With LFC, I have read the Greek classics, let alone know something about biology, psychology, and reli­gion. At LFC, I became educated, ethical, and socially-aware human being.”

What prospects might the future hold for current LFC students who are considering college teaching as a career? In response to that question, Michael Ebner seconded the motion of President Sovern of Columbia University: “The professoriate will require re­placement in the 1990s, and outstanding students at Lake Forest College should consider this shift in the re­quirements of the academic labor market. I know that our best history majors have an important contribution to make.”

He added, “The department is geared to offer excellence, tailored to individual re­quirements, about pursuing such a career path. Granted, anyone who makes that choice needs to do so with eyes wide open. But for those who ultimately decide to follow that road, we have the know-how and the contacts at graduate schools across the nation to assist qualified students in the application process.”

**BALLOT RESULTS**

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 had to approve them by mail ballot. What follows is the result of that 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.

Agree that a life membership should be raised to $750, and an institutional subscription should be raised to $50.

15 YES 14 NO

This action will take effect January 1, 1987.

1988 OAH Call for Papers

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.

Proposals should include a two-page synopsis that summarizes the thesis, methodology, and significance of each paper, and one vita for each participant. Two copies of each proposal should be sent to the 1988 Program Chair, Paul Boyer, Department of History, Humanities Building, Room 4131, University of Wis­consin-Madison, Madison, Wis­consin 53706. The deadline for submissions is March 15, 1987.
Date Set for Agresto Confirmation Hearing

As we go to press, the Senate Governmental Affairs Committee is planning for an August 13 hearing to consider the nomination of John Agresto for U.S. Archivist. Thirteen organizations, including the American Historical Association, the Organization of American Historians, and the American Library Association, have opposed the nomination officially. These organizations have stressed the need for a nonpartisan professional leader with seasoned judgment for ensuring credibility of sensitive decisions. Of particular concern is Agresto's limited administrative experience, his lack of national distinction in his field of political science, the fact that he is steeped neither in archives, records management, information technology, nor historical research, and finally that his nomination appears to be based primarily on his relationship with the Administration. The Archives' independence legislation specifies that the Archivist be appointed "without regard to political affiliations and solely on the basis of professional qualifications." The Conference Report also states that the Archivist should be "insulated from the political orientation of a particular administration." Following the confirmation hearing, the Senate Governmental Affairs Committee will need to vote on whether to recommend the nomination to the Senate. Although the hearing is scheduled for August, the committee vote may not come before mid-September. Members of the Senate Governmental Affairs Committee are: William V. Roth, Chair (R-Delaware); Ted Stevens (R-Alaska); Charles McC. Mathias (R-Maryland); William S. Cohen (R-Maine); Dave Durenberger (R-Minnesota); Warren Rudman (R-New Hampshire); Thad Cochran (R-Mississippi); Thomas Eagleton (D-Missouri); Lawton Chiles (D-Florida); Sam Nunn (D-Georgia); John Glenn (D-Ohio); Carl Levin (D-Michigan); and Albert Gore, Jr. (D-Tennessee).

Fiscal Year 1987 Appropriations

Recently some progress has been made on FY '87 appropriations bills, but the long budget process is far from over. The House Subcommittee on Interior, chaired by Rep. Sidney Yates (D-Illinois), has recommended $138 million for the National Endowment for the Humanities for FY '87. This is the same amount appropriated last year but because of the program's reduction in OAA cuts, NEH has been operating this year on a budget of $132 million. The House recommendation for NEH for FY '87 is $12.2 million more than the Administration's recommendation because the House Appropriations Committee has accepted the recommendation of the House Subcommittee on Treasury, Postal Service, and General Government, chaired by Rep. Edward Roybal (D-California), and rejected the Administration's recommendation of zero funding for the grants program of the National Historical Publications and Records Commission. The Appropriations Committee voted on July 30 for a $105 million budget for the National Archives for FY '87. This includes approximately current level funding for the Archives as well as $4 million additional funds to cover the costs of the NHPRC grants program. The State Historic Preservation Fund, also targeted for zero funding by the Administration, has fared well in the House, receiving approximately current level funding. Yates' subcommittee recommended $20 million for the States and $4.2 million for the National Trust, and $1.5 million for the Advisory Council on Historic Preservation.

Justice Department Efforts to Subordinate Archivist Face Strong Opposition

A Justice Department memorandum attached to the National Archive's proposed regulations for opening the Nixon Administration's records includes language that would diminish the authority of the Archivist. Reducing the Archivist to a "purely executive officer ... subject to the President's supervision and control," the Justice Department would expand significantly the "executive privilege of Nixon, giving him exclusive control over public access to his presidential materials, Congressional concern over Justice's opinion led to a House hearing on April 29. Rep. Glenn English (D-Oklahoma), Chair of the House Subcommittee on Government Information, set the stage for the hearing when he stated: "the opinion is the product of a flawed process, legally deficient, and exposes policies that are of questionable wisdom."

Senators Eagleton, Mathias, and Chiles, who asked the Comptroller General to review the Justice Department opinion, received a detailed response stating that the conclusions of the Justice Department are "inconsistent with the Archivist's regulations and contrary to his statutory responsibilities." GAO also noted that on several occasions the Archivist has reviewed and evaluated Nixon's claims of executive privilege and has ruled against them. Finally, GAO stressed that the Justice Department opinion "calls into question whether the Justice Department will permit the Archivist to exercise fully his responsibilities under the Presidential Records Act of 1978 with respect to the material of future ex-Presidents." The American Historical Association, the Organization of American Historians, the Society for Historians of American Foreign Relations, and the Society of American Archivists all have informed the appropriate Congressional Committees of similar concerns to those stated by GAO.

The House Government Operations Committee currently is preparing a report that will reflect the concerns and opposition expressed to the Justice Department memorandum during the initial hearing on the issue. On the Senate side, the Governmental Affairs Committee is considering language for a Senate resolution that would urge the National Archives to follow its own regulations on access to the Nixon materials and to disregard the Justice Department opinion.

Celebration Planned for 20th Anniversary of FOIA

On June 11, the House of Representatives passed a resolution to designate the week of September 7, 1986, as "National Freedom of Information Act Awareness Week," in commemoration of the 20th anniversary of the passage of the act. The resolution is now before the Senate Committee on the Judiciary awaiting action. The resolution affirms that for citizens "to participate effectively in the governing process," they need "free access to information about the activities and decisions of Federal agencies." Additionally, the resolution urges that educational efforts be undertaken to inform the people of the United States of "the substance and principles of the Act" and calls upon the President to urge "Federal, State, and local governmental officials and the people of the United States to observe such acts with appropriate ceremonies and activities.

Hearing Scheduled on Rule Affecting Access to House Records

For the past several years historians have urged the modification of the House of Representatives' rule that closes the records of the House for twenty years. In mid-September, Rep. Joe Moakley (D-Massachusetts), who chairs the Committee on the Judiciary, announced that he will hold a hearing on House Res. 114. Although this resolution deals with minor
Work Begins on New Project:  
"Reclaiming Our Past:  
Landmark Sites of Women's History"

On May 29, Joan Hoff-Wilson, Executive Secretary of the Organization of American Historians, Page Putnam Miller, Director of the National Coordinating Committee for the Promotion of History, and Denis Galvin, Deputy Director of the National Park Service, signed a memorandum of understanding to sponsor a women's history landmark project.  The title of the project, "Reclaiming Our Past:  Landmark Sites in Women's History," will be undertaken by professional historians who are active in both the teaching and public spheres.  It is slated for a three year period, will be privately funded, and is now in the preliminary planning stage.  The proposed project will provide the NPS with appropriate theme study essays integrating the tangible resources of women's past with recent scholarship on women's history.  It also will identify existing sites on the National Register of Historic Places which are of national significance to women's history and will nominate new sites which bring into accurate perspective the role of women in the history and culture of the United States.

Following precedents set by the Society of American Archaeology and the American Society of Landscape Architects, the NCC and the OAH agreed to sponsor the women's landmark study because of the great need to retrieve the experience of women in American society.  Landmark designation is important for public awareness of the history of the United States.  As National Park Service historians are fond of pointing out, many people who never pick up a book get their American history from NPS sites.  Such designations also offer advantages to federal, state, and local government's planning efforts in weighing the national significance of historic properties.  Although responsibility for landmark studies rests with the National Park Service, budget cuts and reduced funding levels have prevented the production of the women's landmark study.

Although the project is in its earliest stages, the NCC, OAH, and NPS want to alert you to the project.  We recognize the enormous information resources across the country and look forward to the advice that you can give and the suggestions of specific sites that should be considered.

Until private funding is obtained and additional staff secured for the project, the contact person is Page Putnam Miller, Director, NCC, 400 A Street, SE, Washington, D.C. 20003.  Telephone (202) 544-2422.

---

Report of the Committee on History in the Schools and Colleges

During the last two years the Committee on History in the Schools and Colleges has devoted much of its efforts toward improving the teaching of history by engaging secondary teachers and historians together to share ideas on teaching and history.  One of the major developments as a result of these efforts has been to institute a "Professional Day" as a permanent part of the OAH annual meeting.  In addition, the OAH Magazine of History has concluded its first year of publication and has been well received by its readers, although its existence is still unknown to many classroom teachers.

Since the committee has agreed to plan "Professional Day," (or any of a different name for this?) at future OAH meetings, much of the committee's activity concerned with the development of this year's Professional Day format and discussion of next year's Professional Day.  Consequently, several decisions concerning Professional Day were made:

1.  At the suggestion of teachers from the Philadelphia area, the Committee decided to conduct "Professional Day" on Friday rather than on Saturday, the practice during the last two years.

2.  While the general format of simultaneous discussion groups on historical topics will be maintained, every effort will be made to have separate areas for the groups.  We have as many as five group discussions at once in the same area this year and some believe it was too noisy.  The Committee also decided to lengthen the time (forty minutes) for each session.  Participants will have the opportunity to participate in four or five discussions rather than six as was the case this year.

The Committee also urged that appointments to the Committee on History in the Schools and Colleges should include at least one person from the area where the annual meeting is to be conducted.  This would help the Committee by having a person available to identify local school personnel as participants for sessions and to act as liaison with the schools.  One of the new appointments to the Committee this year, then, is to include someone from the Reno, Nevada area so that this person would be available for the planning session at Philadelphia.

The Committee also agreed to work with the program committee to include more sessions in teaching history in the general program.  Mike Marty, Drake University, has undertaken this task for the Philadelphia meeting.  There is a need to recognize that sessions on teaching history should not be relegated to "Professional Day."  College and university members of the OAH also should be concerned with teaching history.  Not just the "how to" questions, but the "what to teach, to whom do we teach and at what time."  Should the historical profession return to another period of benign neglect or should it strengthen the efforts now underway to create excellence in our schools?  Although the profession, especially the professional organizations, has made a commitment to improving the teaching of history, more is needed.  The Committee on History in Schools and Colleges supports present and future efforts.

Clair Keller, Chair  
Committee on History in the Schools and Colleges

---
The OAH Bicentennial Committee met at the New York Penta Friday, April 11 from 5:00 to 7:00 p.m. The Committee had a full discussion of matters involving the OAH's participation in the Bicentennial. Its members recognize that in the short time remaining before 1987 they can accomplish only a modest agenda. They also concluded that since the Committee's life was to span three years, it could still have a significant impact on research and teaching involving the Constitution, especially in the area of the Bill of Rights, whose bicentennial will be celebrated in 1990.

The Committee was in unanimous agreement that it should promote actions that would serve all OAH members. It also appreciated, however, that given the interdisciplinary nature of research and teaching in constitutional and legal history, it should undertake collaborative initiatives whenever possible.

Specifically, the Committee recommends the following:

1. That the OAH should provide at cost to all interested members a collection of primary materials relating to the teaching of constitutional and legal history. The Committee, under the direction of William Wiecek of the Syracuse University Law School, will assemble these materials. The teaching of both constitutional and (especially) legal history have long been plagued by a paucity of readily available materials. The collection compiled by Wiecek will offer members a body of materials that will further the on-going process of integrating themes from the constitutional and legal history. The Committee will provide the materials to the OAH office in Bloomington by late December 1986. We ask that their availability, including a table of contents, be publicized in the OAH Newsletter. A mailing form should accompany the announcement. Members would pay to cover the cost of copying, mailing, and handling. We estimate the package cost at about $15.

2. The Committee proposes to prepare a "pamphlet" on the major issues in constitutional/legal history of approximately 100 pages. The pamphlet would be directed specifically at university and college history teachers outside of constitutional and legal history. It would provide a practical guide to the major issues, historical developments, and literature in the field. The Committee believes strongly that such a pamphlet would prove invaluable in bringing before American historians of all stripes an understanding of a field that far too many of them view as technical and abstract. It also would serve as an agenda for what needs to be done in the field over the next century. We propose to approach a publisher to fund the pamphlet. The Committee would serve as the editorial advisory board for the project.

3. The Committee proposes to publish a pamphlet series on "Constitutional Rights in American History." The pamphlets would be intended for use by college and university teachers outside of constitutional and legal history; they would be published to coincide with the Bicentennial of the Bill of Rights. The pamphlets' authors would be asked to address major developments in such areas as freedom of expression, church and state, protest and dissent, minority rights, and such. But they also would be asked to provide a section on how these issues could be integrated into teaching, both in colleges and secondary schools. To this end, a college or university history teacher would collaborate with a secondary school teacher in jointly authoring the pamphlet. We believe that such a proposal would be far superior to the initiative offered by ERIC. The Committee believes, at the same time, that ERIC would be a natural collaborator in such an enterprise. Once again, the Committee would serve as the editorial advisory board for the project. The pamphlets' authors would receive a small honorarium with royalties going to

---

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 | | |
| Some 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 a member of: AHA OAH CCWHP | | | |

Please Duplicate and Distribute this Questionnaire.

---

IN SUPPORT OF RESEARCH
FOR THE WELFARE OF MANKIND

The Commonwealth Fund and American Medicine
A. McGhee Harvey, M.D., and Susan L. Abrams

The Commonwealth Fund was established in the beginning of this century with a broad mandate to work "for the welfare of mankind." Since then, the Fund has affected the course of research, medical education, and health care delivery. In chronicling the Fund's development, this book provides insights into the evolution of American medicine and the role of philanthropy in a social force. Based on material from published and internal reports, from the institution's archives, and from interviews with past and present staff, board members, and grant recipients, the authors trace the foundation's operation and evaluate its benefits. Ultimately, they tell the statistical and social history that has unfolded around a remarkable foundation.

$32.50

THE JOHNS HOPKINS UNIVERSITY PRESS

721 West 40th Street, Suite 275, Baltimore, Maryland 21211

---

Today virtually everyone accepts the idea of broad federal support for biomedical research, but both the national consensus on federal involvement and the high level of government support are recent phenomena that have accompanied the dramatic growth of the National Institute of Health since World War II.

Though not formally established by Congress until 1933, the NIH dates back to 1887, when a one-room bacteriological laboratory opened to assist in the diagnosis of infectious diseases among immigrants. On the eve of its centennial, Victoria A. Harden provides the first critical examination of the organization's first half-century—and argues that the roots of the NIH's posterior expansion lay in these formative years.

$32.50
cussed several other items

4. In conjunction with the History Teaching Alliance, the Committee proposes to conduct three two-day workshops on teaching about the Constitution in secondary schools. We believe that either the Hewlett or the Rockefeller Foundations might find this an attractive and inexpensive means of following up the work of the History Teaching Alliance.

5. The Committee also proposes to join with the American Association of Law Schools to conduct a full day session at the next AALS meeting on the general theme of "Teaching About the Constitution." Specifically, we propose to bring law and liberal arts teachers into a forum about what is and should be done in the way of teaching constitutional history.

The Committee also discussed several other items brought to its attention by the Executive Secretary. It makes the following recommendations:

1. The Committee believes that one of the two proposals submitted by ERIE, only that dealing with the Federalist makes any sense, and the Committee has substantial reservations about the other. Frankly, the Committee was dubious about what this project would do that is not already available. The Committee believes that if OAH funds were to be expended on such a scheme, they could be more effectively employed to prepare the pamphlets described above, especially since we expect that the pamphlets would include sections on how to integrate materials on civil liberties and civil rights in the teaching of American history generally.

2. The Committee believes that the proposals put forward by Bill Williams in his memo of March 20 are unsuitable, redundant, or both. First, the proposed TV series has already been done by the International University Consortium and Project '87. Several members of the OAH Bicentennial Committee have served as consultants on that project. Second, Project '87 already has prepared a poster project for the schools. Third, we believe that substantive pamphlets addressed to historians in schools and universities would have more impact on history education in the long run. A proposal about the history of constitutional rights would be of far greater importance than the measures proposed by Williams.

3. The Committee discussed the proposal to have OAH join with the National Park Service in a program of scholars in the parks. We think that such a plan has merit, but that given the resources of the National Park Service, compared with those available through the OAH, the initiative for such a proposal—the drafting and coordination—should more appropriately come from the National Park Service. If such were the case, we would be prepared to support it in Bloomington. We think that such a plan is one of the two proposals that would do that is not already available. The Committee believes that if OAH funds were to be expended on such a scheme, they could be more effectively employed to prepare the pamphlets described above, especially since we expect that the pamphlets would include sections on how to integrate materials on civil liberties and civil rights in the teaching of American history generally.

Over 150 new products

YES please send me the [ARCHIVAL QUALITY MATERIALS] catalog

Name ____________________________

Company ________________________

Address __________________________

City __________________ Zip ________

STATE UNIVERSITY PRODUCTS, INC.

P.O. Box 179, Middleton, MA 01949

Please send coupon to:

200th OAH Bicentennial Committee

Kermit Hall, Chair

OAH Bicentennial Committee

Acid Free Preservation

Report of the Public History Committee

The Public History Committee is pleased to report that it has proceeded with several components of its five year plan during the past year. A resolution has been prepared for the consideration of the OAH Board. Its intent is to lend OAH's moral support to "public history" activities in their greatest variety. The Committee recommends that the Executive Board adopt and appropriately publicize that resolution. (Editor's note: The resolution will be considered by the Executive Board of the OAH at its November meeting.)

The Committee also has continued to explore possible funding for aspects of its five year plan with the National Endowment for the Humanities. Unfortunately, the federal government's current Reagan-inspired deficit does not bode well for likely federal funding sources.

During the year two new pamphlets have been in the process of development. Trudy Peterson is developing a pamphlet on "Archives: A Guide for Departments of History," and Cynthia Kryston of the National Park Service is developing a pamphlet on "Historical Interpretation: A Guide for Departments of History."
The committee continues its column twice annually in the OAH Newsletter, and is pleased with the diverse subjects that are covered through that vehicle. Brent Glass is the column's editor, and he should be contacted regarding suggested articles for that column. He is the Director, North Carolina Humanities Committee, 112 Foust Building, University of North Carolina-Greensboro, Greensboro, North Carolina 27412.

We are delighted that the pamphlet series of the Committee continues to make money for the OAH, but we share the concern of those who are worried about the fiscal problems with which we must cope. Our budget has shrunk from $1,800 in 1984 to $500 this year. That reduction has resulted in elimination of the Committee's most productive tool: the mid-year work session. The Committee is still faced with having to raise one-half of the publication cost for new pamphlets in spite of the fact that the series earns an overall profit for the OAH. Altogether, our tight budget reduces the effectiveness of the Committee. Fortunately, the work that we do on behalf of the OAH and Public History has not been reduced in direct proportion to our budget reductions.

We find that the joint meetings of the OAH with NCHEC are very effective in highlighting public history topics among our membership, and we encourage the Executive Board to continue such joint meetings.

I want to express my thanks to the committee members for their support, work, and assistance during the past two years that I have chaired the Committee. Those members, past and present, are: Barbara Haber, Peter Decker, Dwight Pitzkaity, Charles Dollar, Brent Glass, Glenda Riley, and Collum Davis. I particularly owe a debt of thanks to Charles Dollar who was my predecessor as chair of the Committee. I also must express my thanks to Joan Hoff-Wilson and her entire staff who have proven cooperative, helpful, and generally of great assistance.

Brit Storey
Chair, Public History Committee

Report of the Committee on the Status of Women in the Historical Profession

The Committee on the Status of Women in the Historical Profession (CSWHP) had a busy and productive year. We planned a number of events for the 1986 Annual Meeting in New York. We organized a breakfast for women historians at which the Honorable Elizabeth Holtzman, District Attorney of Kings County and former U.S. representative, was guest speaker. We also conducted two workshops, one on creating a code of ethics on sexual harassment and the other on integrating materials on women of color into U.S. history. There was a cocktail reception that provided an opportunity for informal socializing and sharing of current interests and problems, as well as a business meeting open to all OAH members. From the experience of this year's Annual Meeting, it appears that women continue to be an increasing and important presence within the OAH. Women represent thirty-one percent of the paper presenters, while twenty-six percent of the people presiding as chairs, thirty-five percent of those presenting papers, and twenty-six percent of the commentators. This year's conference also reveals that the OAH program committee is continuing its efforts to reduce the number of sex-segregated panels. Sixty-nine percent of this year's sessions included both male and female participants, while twenty-five percent included only men and six percent included only women.

The CSWHP turned its attention in the past year to the problem of sexual harassment. Both statistical and anecdotal evidence reveal that sexual harassment continues to trouble women students, faculty, and staff within universities. The Committee, responding to such evidence, worked to create a code of ethics on sexual harassment that we hope the OAH will adopt. The CSWHP began examining this problem in 1985 when it conducted a workshop on sexual harassment at the 1983 Annual Meeting in Minneapolis, Minnesota. At that meeting the CSWHP decided that it would plan a second workshop for the following year that dealt specifically with writing guidelines and ethics codes from universities.
and other professional organizations, and produced a working draft of a code for the OAH. This draft was discussed, edited, and put in final form at the follow-up workshop and, finally, at the business meeting. The Committee sent the final code to the Executive Board of the OAH with the recommendation that the Board adopt the code, publish it in the newsletters, and encourage departments of history to abide by these guidelines.

During 1985–1986 the CSWHP focused most of its efforts, however, on writing a report titled, "Assessing the Past, Looking to the Future: A Report by the Committee on the Status of Women in the Historical Profession." This report is the culmination of three years' work on the part of CSWHP. The first two years were spent gathering data on the status and activities of women in several aspects of the profession: employment of women, academic members of Ph.D.s, membership within the OAH, participation at the annual meetings, publication of articles and book reviews in the Journal of American History, and access to research support through major foundations. This report includes a list of recommendations on which the CSWHP hopes the Board will take positive action. Some of these recommendations concern areas that we feel are ripe for future study, while others deal more directly with the OAH itself. The research and writing of this report was done entirely through the volunteer efforts of the members of the CSWHP. Sally Gregory Kohlstedt devotes special commendation, for it was under heregis as chair of the CSWHP for two years prior to 1985, that the report was initiated; it was she who organized the data and drafted the report. Past and present members of the CSWHP worked gathering data in specific areas and offered critical comments and suggestions on numerous drafts leading to the final product. The report appears as an insert in the May issue of the OAH Newsletter. It will also be published separately, in pamphlet form, and sent to departments of history listed in the Guide to Departments of History, and to other professional associations, to major repositories that collect materials on women, and to key funding agencies. The report will be made available to any OAH member who requests one. The OAH will be happy to send a pamphlet, free of charge, to OAH members anytime within the next year.

Cindy Aron, Chair
OAH Committee on the Status of Women in the Historical Profession

Report of the Membership Committee

The past year was, on the whole, an inactive one for the Membership Committee. In accordance with decisions made in 1985, it ceased to distribute a set of promotional materials that analysis had shown to be cost ineffective. Instead, a program of targeted mailings from the central office was begun, the target for the year being graduate students and advisors. The plan advanced at the 1985 Annual Meeting for reducing the size of the committee and giving it new duties of a developmental sort was given some consideration. But in the light of various objections, the president decided that the present structure should be kept and that the need for a smaller group should be met by establishing a separate development committee.

Accordingly, the committee met little beyond this effective and discussing at its meeting what its future should be and what recommendations to make to the incoming president. This was a discussion carried on with the Executive Secretary participating, and agreement was reached on the following recommendations:

1. That the present structure of state representatives be retained and that the larger states should have more than one representative.

2. That state representatives concentrate on (a) getting and keeping institutional memberships and (b) contacting non-renewals and urging them to renew.

3. That state representatives receive procedures from the central office that they can use as opportunities arise.

4. That the process of raising be kept separate and make the work of another body.

5. That state representatives should offer suggestions for likely people to fill vacancies on the committee.

6. That a three-year term for the committee's chair be established.

7. That the central office continue its program of targeted mailings.

The targeted mailings to graduate students were a considerable success. Some 100 letters produced 167 new members. But despite this success, overall membership declined by approximately 400 during the year, the largest decline (about one-fourth of the total) coming in foreign memberships. Only five states had membership gains.

Our satisfaction with the nominees and with the winner does not mean that we think the Award process should remain as it is. Indeed, success in attracting excellent entries leads us to suggest changes. We feel that the Barnouw Award is established enough that it might be proper to charge a small fee for submitting entries, as is the custom with other film competitions. The OAH is then free to use that money, as well as seek outside funds, to provide a cash prize. In addition, the stature of the Award should be marked by some sort of celebration at the Annual Meeting, whether in the form of a small reception or a screening of the winner and other outstanding nominees. Finally, we believe that future.

Report of the Eric Barnouw Award Committee

The Eric Barnouw Award Committee once again received an abundance of fine nominees. The number of nominees in 1985–86 was only slightly lower than the numbers of nominees in 1984, while the quality and diversity remained high. In length they ranged from seven and a half minutes for John Burns' "Huey Long," to a separate development committee.

A discussion carried on with the Executive Secretary participating, and agreement was reached on the following recommendations:

1. That the present structure of state representatives be retained and that the larger states should have more than one representative.

2. That state representatives concentrate on (a) getting and keeping institutional memberships and (b) contacting non-renewals and urging them to renew.

3. That state representatives receive procedures from the central office that they can use as opportunities arise.

4. That the process of raising be kept separate and make the work of another body.

5. That state representatives should offer suggestions for likely people to fill vacancies on the committee.

6. That a three-year term for the committee's chair be established.

7. That the central office continue its program of targeted mailings.

The targeted mailings to graduate students were a considerable success. Some 100 letters produced 167 new members. But despite this success, overall membership declined by approximately 400 during the year, the largest decline (about one-fourth of the total) coming in foreign memberships. Only five states had membership gains.

Our satisfaction with the nominees and with the winner does not mean that we think the Award process should remain as it is. Indeed, success in attracting excellent entries leads us to suggest changes. We feel that the Barnouw Award is established enough that it might be proper to charge a small fee for submitting entries, as is the custom with other film competitions. The OAH is then free to use that money, as well as seek outside funds, to provide a cash prize. In addition, the stature of the Award should be marked by some sort of celebration at the Annual Meeting, whether in the form of a small reception or a screening of the winner and other outstanding nominees. Finally, we believe that future.
Committees may wish to consider creating one or more categories in which films could compete. It is, for instance, difficult to judge a production such as "Frederick Douglass: An American Life", a fine film done by the National Park Service, against elaborate and multiple-program series like those submitted by Frontline and Accuracy in Media. Last year's Committee partially resolved the problem by declaring co-winners, but this year's Committee considered and rejected. Whatever course future Committees take, we are convinced that changes in Barnouw Award procedures are in order and that these recommendations contribute to the nomination themselves.

1985 BARNOW AWARD NOMINEES

The following are the films and video productions submitted to the Barnouw Committee, along with the names and addresses of the people who may be contacted for further information on the films:

"Crisis in Central America" Marrie Campbell
Frontline
125 Western Avenue
Boston, Massachusetts 02134

"Eighteen Seventy-seven: The Grand Army of Starvation" Joshua Brown
Director, Visual Research and Graphic Art
American Social History Project
The Graduate Center of CUNY
33 West Forty-second Street
New York, New York 10036

"Frederick Douglass: An American Life" Marilyn V. Nickels
National Capital Parks-East
National Park Service
1900 Anastasia Drive, S.E.
Washington, D.C. 20002

"Hurry Long" Ken Burns
Florentine Films
P. O. Box 613
Walpole, New Hampshire 03608

"My Grandfather's Middletown" Adrienne Dowling
Public Television for East-Central Indiana
620 W. Minnetrista Boulevard
Muncie, Indiana 47303

"The Secret Wars of the Polar Bears" Deborah J. Maldonado
Detroit Public Television
7441 Second Boulevard
Detroit, Michigan 48202

"Statue of Liberty" Ken Burns
Florentine Films
P. O. Box 613
Walpole, New Hampshire 03608

"Television's Vietnam: The Real Story" and "Television's Vietnam: The Impact of Media" Peter C. Rollins
Accuracy in Media, Inc.
1275 K Street, N.W.
Suite 1150
Washington, D.C. 20005

"The War to End All Wars" Robert Brent Toplin
Department of History
University of North Carolina-Wilmington
Wilmington, North Carolina 28403

"Waterfront Visions: An Urban History of the Port of San Francisco" Robert Calo, Producer
KQED-TV San Francisco
500 Eighth Street
San Francisco, California 94103

Women of Summer: An Unknown Chapter of American Social History" Susanne Bauman, Producer
Filmmakers Library
133 E. Fifty-eighth Street
New York, New York 10022

The American Historical Association has appointed a Committee on the Columbian Quincentennial to assist the AHA in matters relating to the national celebration in 1992 of the 500th anniversary of Christopher Columbus' voyage of discovery. The Committee will initiate proposals and projects, serve as a clearing house for the historical profession, and advise the parent body of the AHA on proposals and projects begun by other groups. The AHA Quincentennial Committee consists of the following members: Helen Nader, Chair, Indiana University; James Axtell, College of William and Mary; Robert A. Pocock, University of Massachusetts; Joseph F. Sanchez, National Park Service, Santa Fe, New Mexico; and David Weber, Southern Methodist University.

Correction

In the May 1986 issue of the Newsletter, T.J. Jackson Lears' name inadvertently was omitted as a new member of the Journal of American History's Editorial Board.

OAH—FIPSE Offers Bibliography: In Print and On-Line

The OAH's FIPSE Project announces the availability of its Bibliography and bibliographic service.

The print version is titled History in Context: A Bibliography for Historians and History Departments Planning for Tomorrow. It consists of a unique compilation of references to books, articles, and other resources that will help the history profession to see itself in the context of the changes taking place in education. Two types of materials are included: general items about some of the major trends in higher education, and material dealing specifically with history: teaching, curriculum design, careers for history graduates, public history, and so on. Although the Bibliography concentrates on the postsecondary level, the areas of school reform and the role of history in the schools is well covered.

The bibliography comes in two parts: an alphabetical listing by author, with full citations and entry numbers; and a subject listing by index terms providing only the entry numbers of relevant items. Those consulting the subject listing can find each item in the main bibliography. Many entries are accompanied by a brief, descriptive abstract.

Among the periodicals consulted for this bibliography are: AHA's Perspectives, OAH Newsletter, History Teacher, Teaching History, History News, Public Historian, History Microcomputer Review, Chronicle of Higher Education, Change, and College Board Review. In addition to tracking these and many other sources, the project has conducted on-line searches of ERIC through DIALOG. In general, only material published since 1950 is included in the bibliography.

A subscription to History in Context for the 1986-1987 academic year costs $10. In addition to the current bibliography, subscribers will receive quarterly updates in both full citation form and subject listings.

Bibliographic Service: The Bibliographic Service is provided and maintained on Pro-Dice (tm), a powerful and versatile bibliographic database management system that provides efficient citation management and sophisticated database storage and retrieval. This allows the OAH/FIPSE Project to conduct bibliographic searches for specific kinds of information for anyone requesting this service. The index currently consists of over fifty subject headings.

On-Line Service via HumaNet: Beginning this fall, the OAH/FIPSE Project hopes to include its bibliographic database as part of its services on HumaNet, the new computer network for humanities scholars. There is a subscription fee and on-line costs involved in accessing HumaNet. There are no additional charges for logging-on to the Project's section. For information about HumaNet and on-line access to the database of the OAH/FIPSE Project, write to Walter Neyes, Department of English, Box 2105, North Carolina State University, Raleigh, North Carolina 27695-8101, or call (919) 737-3870.
Exhibit Examines Northern California Hop Growing Industry


Hops, used primarily in the brewing of beer, were first introduced in Mendocino County during the 1860s. By the 1880s, hop production in several areas of the county was a mainstay of the local agricultural economy. At the turn of the century, the summer hop harvest was one of the most important social events of the year, involving pickers and their families from all over the county and North Coast. Today, only a few remnants of this once prominent agricultural activity remain: the memories of an old-timer recalling a hot summer day as a picker in Redwood Valley; an abandoned hop kiln in a pear orchard near the Masonite complex in Ukiah; Milano Winery, housed in an old single combination hop kiln used for new agricultural purposes along Highway 101 near Hopland (named in 1880 for its relationship to the new industry)--features of the cultural landscape that represent North Coast heritage.

The artifacts and oral history used in the exhibit to tell the story of hops in Mendocino County were collected by the museum from several local sources. The primary donor for the exhibit is former county hop grower C.R. Bob Fairbairn of Fairview Farm near Hopland.

The exhibit also features objects and oral history interviews donated by Ben F. Hall, Jr., a former hop broker in Sonoma and Mendocino counties. "One of the unique features of this exhibit is the use of oral history to explain the hop growing process," said Museum Director Mark Rawitsch.

Of particular interest is the completeness of the collection of artifacts used to explain hop growing. "We have tools that represent the entire season of hop production, from a plow, to pruning knives, to pickers' baskets, to the broker's sampling toongs," said Museum Curator Daniel Taylor. In addition, the exhibit contains a series of farm records that reflect the monthly activities associated with the seasonal production of hops; a selection of materials from the old Ukiah Brewing Company; and primary research notes and photographs of hop cultivation, donated to the museum by Alfred Parsell of Northridge, California. Parsell was a student in New York University's Social Science Field Laboratory, which studied Ukiah Valley culture from 1939 to 1948.

The museum, 400 East Commercial Street, Willits, California, is open Wednesday through Sunday from 10 a.m. to 4:30 p.m. Admission is free. For more information, call the museum at (707) 459-2736.

AT&T Grant Expands Study of Black History at Colonial Williamsburg

The expansion of Colonial Williamsburg's educational programs in black culture will be made possible by a $400,000 grant from the AT&T Foundation. The gift, payable over the next four years, was announced by Reynold Levy, president of the foundation.

"The integration of the role, lifestyle, and culture of African immigrants into the story of 18th-century Williamsburg is an ambitious and timely undertaking," Levy said. "It recognizes the contribution and participation of blacks in early American society and AT&T participates in this project with pride."

The interpretation of the black experience in Virginia's colonial capital began on an experimental basis in 1979. Under the direction of Rex Ellis, assistant director for African-American interpretation, the program has grown to encompass a variety of dramatic and musical presentations detailing the lives of slaves and free black men and women who comprised more than half of the population there in the 18th century.

The AT&T Foundation gift will enhance existing programs and the historical research necessary to support them. "AT&T's support will have a profound impact on the quality of Colonial Williamsburg's interpretations of the black experience for millions of our visitors," said Charles Longsworth, president of the Colonial Williamsburg Foundation, upon accepting the gift. "The program will help us tell the story of Williamsburg's black residents and of slavery in 18th-century Virginia."

The AT&T support makes possible the addition of a senior scholar in black history to lead an intensified research effort; other researchers will study early black music, dance, and folklife. This research will ultimately benefit visitors to the Historic Area.

New projects also include the development of the Brush-Everard site on Palace Green as an exhibit dedicated to Virginia's black past. The program has grown to encompass a variety of dramatic and musical presentations detailing the lives of slaves and free black men and women who comprised more than half of the population there in the 18th century.

The program will help us tell the story of Williamsburg's black residents and of slavery in 18th-century Virginia."

The AT&T Foundation gift will enhance existing programs and the historical research necessary to support them. "AT&T's support will have a profound impact on the quality of Colonial Williamsburg's interpretations of the black experience for millions of our visitors," said Charles Longsworth, president of the Colonial Williamsburg Foundation, upon accepting the gift. "The program will help us tell the story of Williamsburg's black residents and of slavery in 18th-century Virginia."

The expansion of Colonial Williamsburg's educational programs in black culture will be made possible by a $400,000 grant from the AT&T Foundation. The gift, payable over the next four years, was announced by Reynold Levy, president of the foundation.
Similar projects are planned at Wetherburn's Tavern and the Wythe House within the Historic Area where eventually visitors may gain a more complete understanding of African-American life here prior to the Revolutionary War.

Colonial Williamsburg's collections of black material culture--tools, clothing, musical instruments, and other instruments used in daily life--will also expand as a result of the grant. At appropriate locations throughout the Historic Area, curators will add a variety of objects to create a sense of black occupation which will substantially heighten the impact of the dialogue between visitor and interpreter.

Finally, Colonial Williamsburg plans to expand an outreach program begun experimentally in 1984 to introduce high school students to black culture in early America. Fifty schools already have participated but many have been unable to benefit from the program because of inadequate funding. AT&T will provide resources for increased staff to present and administer the in-school effort which has the added purpose of expanding school visits to Colonial Williamsburg.

Most important, according to Ellis, Colonial Williamsburg can now interpret actual data that evidence the black presence. "The funding will allow us to tie religion, family life, music, oral literature, and other aspects of the black experience to the larger theme: how African immigrants and their descendants helped build a new American nation," he said.

### National Archives Clarifies New Policies

Concerned about proposed changes in the National Archives and Records Administration's (NARA) policy that would restrict the use of personal copying machines in research rooms, Anna Kasten Nelson, Chair of the OAH Committee on Access to Documents and Open Information, wrote to Adrienne Thomas, Director of Program Policy and Evaluation Division of the Archives, for clarification. The following is Thomas's response. Also, a summary of NARA's new policies regarding the use of its research rooms is provided for the benefit of OAH members.

"NARA arrived at the decision to ban the use of personal paper-to-paper copiers in our research rooms only after a great deal of discussion of the impact of the ban on our researchers and after attempting to find alternative solutions. Despite our concerns that eliminating the use of personal copiers would adversely affect some researchers, and that it would result in archival documents. These 'clean' research room rules are a professionally accepted technique to prevent theft. We will be severely limiting the personal items which researchers may bring into the research rooms. Most personal property will be prohibited; the few permitted items will be strictly controlled. Providing specially marked notecards and notepaper is a part of this effort.

"We regret that we were unable to adopt the comments made by you and others on the continued use of personal copiers. We have attempted to reduce the adverse impact on researchers who previously used their own copiers by reducing the cost per copy on the self-service copiers to 10 cents. The original fee was set at 20 cents per copy to enable us to recover costs on all self-service copiers, including several copiers whose monthly use is below average. With the new fee, NARA will absorb some of the costs that would have been recovered in the proposed 20 cent fee.

"For your information, I am enclosing a copy of the supplemental information which was sent to the final rule and a copy of the instructions to researchers which we have developed. The new rules [went] into effect on June 2, 1986. We appreciate the comments you offered on this difficult subject."

Adrienne C. Thomas
Director, Program Policy and Evaluation Division, NARA

The following is a summary of the new rules on the use of the Archives' reading room and on personal copying.

**NOTICE TO RESEARCHERS**

In an effort to further protect the original records entrusted to NARA, personal paper-to-paper copiers and other types of personal items will no longer be allowed in research rooms of the National Archives Building and the Washington National Records Center. The new policy does not apply to the Microfilm Reading Room and the Motion Picture, Sound, and Video Research Room in the National Archives Building where researchers work only with copies.

#### Personal Property

**Restrictions:** The following items are not allowed in research rooms, but must be stored in the lockers located near the rooms: overcoats, raincoats, hats, and similar apparel; personal copying equipment including paper-to-paper copiers; briefcases, suitcases, daypacks, purses, or similar containers for personal property; fountain pens; notepaper, notecards, notebooks, fold- ers, or other containers of paper.

NARA notepaper and notecards will be supplied by the research room attendant. The notepaper is 8 1/2 by 11 inches, lined or unlined. The note- cards (lined or unlined) are available in three sizes, 3 by 5 inches, 4 by 6 inches, and 5 by 7 inches. Personal copying is not allowed in research rooms of the National Archives Building where researchers work only with copies.

NARA notepaper and notecards will be supplied by the research room attendant. The notepaper is 8 1/2 by 11 inches, lined or unlined. The note- cards (lined or unlined) are available in three sizes, 3 by 5 inches, 4 by 6 inches, and 5 by 7 inches. Personal copying is not allowed in research rooms of the National Archives Building where researchers work only with copies.

Any copying of archival records can cause damage to the records. We try, however, to reduce the potential for damage by monitoring researchers who make their own reproductions. We review documents researchers want to copy to eliminate those that are fragile or torn or are bound together in a way that would cause damage if they were copied. We also remove documents that cannot be copied because of legal impediment. We also try to ensure that researchers store archival records safely and that each document is returned to its proper file location. By carefully positioning the coin-operated and card-operated copier and research room staffs' stations, we can supervise researcher use of the copiers. With personal copiers scattered throughout a research room, we are unable to effectively enforce proper handling of the records in our custody. We carefully considered your suggestion that researchers using personal copiers be
Lockers: Lockers are provided free of charge, and are located near the reading rooms. Items stored in lockers cannot be left overnight. Items not removed are taken to the lost and found.

Self-Service Copying

Both coin-operated and card-operated copying machines are available to researchers, under the following conditions:

- Only one filing unit may be copied at a time. One filing unit is one box or one folder.

No special care when tabbing documents. Only tabs supplied by reading room attendants may be used.

No records may be copied on the copiers without the permission of the attendant staff. Attendants will evaluate the condition of the records to determine if they may be copied on the self-service machines.

The following documents may not be copied on self-service copiers: Bound archival volumes; original art; records fastened by staples, clips or acco fasteners when folding or beating will cause damage; records with uncanceled security classification markings; records too fragile to be copied safely; items larger than 11 by 16 inches (these can be copied by attendants in the duplication facility).

The original order of the records may not be changed. The specific arrangement is important to the archival integrity of the records.

Those wishing to use the card-operated copier must make reservations in person at least one-half day in advance. The copier is available only on weekdays from 9 a.m. to 12 noon and 1 p.m. to 5 p.m.

Staff Copying Services

Researchers can still place orders with the research room attendant for electrostatic copies. The cost for this service is 30 cents per page for paper-to-paper copies (up to 11 by 17 inches). In the Central Research Room, an attendant will copy documents for researchers, the limit being 40 pages per person per day.

More information concerning these regulations may be obtained by writing to the National Archives, Washington, D.C. 20040.

Activities of Members

James Axtell has been appointed William E. Kenan Jr. Professor of Humanities by the College of William and Mary. His recent book, The Invasion Within: The Contest of Cultures in Colonial North America (Oxford University Press, 1985) was awarded the Gilbert Chinard Award by the Institut Francais de Washington and the Society for French Historical Studies. He was awarded an NEH Fellowship for 1986 and an ACS Fellowship for 1987 to work on the second volume of his series, The Cultural Origins of North America.

Geoffrey Blodgett, professor of history at Oberlin College, has received the annual Western Reserve Chapter of the Society of Architectural Historians for his book, Oberlin Architecture, College and Town.

Congress, has been named a charter member of Colonial Williamsburg's newly established Council of Research Associates.

R. Douglas Hurt, formerly of the Ohio Historical Society, has been appointed associate director of the State Historical Society of Missouri.

Paul Andrew Hutton, associate professor of history at the University of New Mexico, Albuquerque, and editor of the New Mexico Historical Review, has been named a Presidential Lecturer in history at UNM. He also recently was awarded the Evans Biography Prize from Brigham Young University and the Western Writers of America Spur Award for Best Non-fiction for his book Phil Sheridan and His Army (University of Nebraska Press, 1985).
Glenda Riley, professor of history and director of the Women's Studies Program, has been awarded a Fulbright to teach early American and women's history at University College, Dublin during 1986-87.

Timothy G. Mathews, associate professor of history at Wake Forest University, has been given a Kate B. and John H. Pierson Fellowship to study "Women in Education at Indiana University; "Changing Identity in Early American Cities." Leslie J. Reagan, Ph.D. candidate in history at the University of Wisconsin-Madison, has been given a Paterson Fellowship to study "Women in Eighteenth-Century Worcester County.

Some members of the Fund for the Improvement of Post-Secondary Education (FIPSE) Project's Southeastern Regional Team have been awarded five-month Fulbrights. The project's National Advisory Council has authorized an off-campus site at Staunton, Virginia, April 20-22. The consulting team was responding to an invitation issued by Michael J. Galgano, Chair, and his colleagues in the history department.

The JMU history department recently has embarked on several interesting innovations intended to strengthen both their undergraduate and graduate programs. The purpose of the OAH/FIPSE Project visit was to help the department evaluate its efforts thus far and to suggest ways in which their plans for the future can be realized fully.

The history department is in the process of establishing a new M.A. program in local studies and public history. The focal point of the department is the archaeological and historical site at nearby Staunton that will include among its features rebuilt English, Ulster, and German farm structures.

Closely tied to this new degree is the department's expanding internship program. In fact, Galgano's ultimate ambition is to make the internship an integral part of the undergraduate major as well as all of the graduate programs.

With its Computer Center and new program in the oral history of Shenandoah Valley agribusiness, the history department at JMU is a model for regional universities seeking to revitalize their undergraduate and graduate programs.

The Faculty Team that worked with Galgano and his colleagues consisted of James Madison Team reflected in American History, the faculty team has been named Fellows and Associates by the National Humanities Institute. The Team to the OAH-FIPSE Project's National Advisory Board.

Leader James K. Ruhta, director of the Center for Historic Preservation at James Madison, has been awarded a Frances Bliss fellowship to study "The Post Office, the Press, and Public Opinion in Jacksonian America."

The Herbert Hoover Presidential Library Association, Inc., has selected the following OAH members as recipients of research awards under the Hoover Presidential Fellowship and Grant Program. David E. Hamilton, assistant professor of history at the University of Kentucky; Mark Allam Weiss, assistant professor, University of Illinois, Chicago; Donald J. Lisio, professor of history, Coe College, Cedar Rapids, Iowa; Charles M. Dobbs, Metropolitan State College, Denver, Colorado; Fred A. Bjornstad, Ph.D. candidate, University of Iowa; David B. Castle, graduate teaching fellow, University of Kansas; Karen Hunt Exon, assistant instructor, University of Kansas; John M. Jordan, teaching fellow, University of Michigan; Elise Kuhl Kirk, adjunct professor of music history, Southern Methodist University; Elliott K. Rosen, professor of history, Rutgers University; Peter C. Siesse, Ph.D. candidate, Vancouver, B.C., Canada.

The following OAH members have been named Fellows and Associates by the National Humanities Center. Lance G. Bannwig, University of Kentucky; James Madison and the Founding, 1780-1792, Jack P. Greene, Johns Hopkins University, "Changing Identity in Early Modern British Plantation America.

Darlene Clark Hine, Purdue University, "Black Women in White: A History of Black Women in the Nursing Profession, 1886-1950."

The American Council of Learned Societies has awarded research fellowships to the following members of the OAH. Michael Les Benedict, Ohio State University; Mark C. Carmean, Barnard College; Drew Gilpin Faust, University of Pennsylvania; Calvin Martin, Rutgers University; Donald J. Pisani, Texas A & M University; Vicki Ruiz, University of California, Davis; Rudolph J. Verhees, University of Michigan; Winifred D. Wandersee, Hartwick College; Sean Wileman, Princeton University; Nan E. Woodruff, The College of Charleston.

The Huntington Library of San Marino, California, has awarded fellowships to the following members. Kenneth M. Stampp, Morrison Professor of History at Stanford University; Donald T. Jackson, Emeritus at Yale University; "Crabgrass Frontier: The Suburbanization of the United States" (Oxford University Press, 1985).

Richard T. John, Jr., Ph.D. candidate in history at Harvard University, has been awarded a Frances Bliss fellowship to study "The Post Office, the Press, and Public Opinion in Jacksonian America."

The composition of the James Madison Team reflected in American History, the faculty team has been named Fellows and Associates by the National Humanities Institute.

The Team was impressed with JMU's dedicated history faculty and with the highly innovative program and goals that Galgano and his colleagues have undertaken. Team Leader Ruhta will return to JMU to present the Team's final report to the Department.
Calls for Papers

September
The American Culture Association invites proposals for interpretive scholarly papers, reports on research in progress, complete panels, and symposia that are concerned with the study of folk culture and everyday life to be presented at the 1987 annual meeting, March 25-29, 1987, in Montreal, Quebec. Interdisciplinary approaches to all aspects of folk culture, both historical and contemporary, are encouraged. One-page abstracts should be submitted before September 1, 1986 to Daniel Franklin Ward, Folk Culture and Life Area Chair, 167 Fall Street, Sedge Falls, New York 13148.

October
The fifth Citadel Conference on the South will be conducted in Charleston, South Carolina, April 9-11, 1987. Persons interested in presenting papers or serving as commentators on aspects of Southern History from the colonial era to the 1980s are invited to submit proposals and vitae by October 1, 1986. Final invitations to participants will be issued by November 1, 1986. Past conferences have produced two volumes of essays published by the Greenwood Press and a third volume is now under consideration for publication. Direct all correspondence to Winfred B. Moore, Jr, or Joseph F. Tripp, both of the Department of History, The Citadel, Charleston, South Carolina 29409.

The 1987 meeting of the American Association for the History of Medicine will be in Philadelphia, Pennsylvania, April 30-May 3, 1987. Any subject in the history of medicine is suitable for presentation. The paper must not represent work that already has been published or is in press. Presentations will be limited to twenty minutes. The deadline for the submission of abstracts is October 15, 1986. Anyone interested in presenting a paper at this meeting should request an abstract submission form from W. Bruce Fye, chair, AAMH Program Committee, Cardiology Department, Marshfield Clinic, 1000 North Oak Avenue, Marshfield, Wisconsin 54449.

The Southwestern Historical Association will meet in conjunction with the Southwestern Social Science Association in Dallas, Texas, March 18-21, 1987. Proposals for papers or sessions in U.S. European, Asian, Latin American, or African history should be sent to Gary Winters, Department of History, Texas Southern University, Houston, Texas 77004. Proposals for complete sessions are especially encouraged, as are suggestions for interdisciplinary sessions, panels, and roundtables. The deadline for proposals is October 15, 1986.

November
The thirtieth annual Missouri Valley History Conference will be conducted in Omaha, Nebraska March 12-14, 1987. Proposals for papers are open to all fields of history, as well as interdisciplinary and methodological studies. Proposals should be submitted by November 1, 1986 to Michael Tate, Program Coordinator, 1987 MVC, Department of History, University of Nebraska at Omaha, Omaha, Nebraska 68182. Proposals should include an abstract of paper(s) and brief vitae of all participants. Persons interested in serving as moderators or commentators also are invited to write to the program coordinators.

October
The fifteenth annual Twentieth-Century Literature Conference will be conducted at the University of Louisville, February 25-27, 1987. Critical and creative papers along the theme: "Literature and the Historical Process" are welcome. Submissions should not exceed ten typed, double-spaced pages, should omit the submitter's name from all pages except cover sheet; critical papers must have a 250-word abstract. For further information, write Sharon Vance, Conference Secretary, Department of Classical and Modern Languages, University of Louisville, Louisville, Kentucky 40292 or call (502) 588-6683. The deadline for submissions is October 15, 1986.

A New Look at Mormon Origins

One of America's premier western historians looks at Joseph Smith's early involvement with folk magic, the First Vision, the Book of Mormon, and the founding of Mormonism. Dale L. Morgan (1914-1971), the author of such classics as Jedediah Smith and the Opening of the West and The West of William H. Ashley, died before completing his comprehensive, three-volume history of the Mormons. However, the chapters that survived offer a surprisingly insightful look at Mormon origins. This publication also includes Morgan's correspondence with Juanita Brooks, Fawn Brodie, Bernard DeVoto, and others.

December

The Society for Historians of the Early American Republic will conduct its annual meeting at the Temple University City College of Philadelphia's historic district July 16-18, 1987. Proposals are invited for individual papers, entire sessions, roundtable discussions, centers; complete session proposals are encouraged. All proposals should include a synopsis of the theme, methodology, and significance of each paper as well as vitae for each author. All items should be sent to James B. Stewart, Macalester College, St. Paul, Minnesota 55105. Deadline is December 1, 1986.

"A Historiographical Review of the Constitution, 1787-1987." American History: A Bibliographic Review (Meckler Publishing) is calling for papers for Volume III. The editors seek bibliographical essays on an event, on the participants of the Constitutional Convention, 1787, or on the "interpretation, development, or impact of the Constitution since 1787. Deadline for submissions is December 15, 1986. Queries and manuscripts can be sent to Cheryl Bondhus Fitzgerald, Editor, American History: A Bibliographic Review, Graduate School and University Center, The City University of New York, 33 West Forty-second Street, New York, New York 10036.

The Oral History Association will conduct its Annual Meeting October 15-18, 1987 in St. Paul, Minnesota. Papers, panel discussions, symposia, and workshop sessions are being solicited. Topics related to the upper midwest are especially sought, but any subject relating to oral history is welcome. Prospective participants should send, along with their vitae, a two-page typed prospectus containing a summary of their contribution, plus relevant bibliographical information by December 31, 1986 to Lila Johnson Goff, Minnesota Historical Society, 690 Cedar Street, St. Paul, Minnesota 55101.

January

The American Studies Association and the Canadian Association for American Studies invite participants to an international American Studies convention to be conducted at the New York Hilton November 20-23, 1987. The Program Committee is now accepting proposals for individual papers, session workshops, panels, and other professional contributions to the program. The Committee will organize a group of thematic sessions, but the bulk of the program will consist of selections made from the submissions. The Program Committee will be pleased to review all proposals which address aspects of the convention's theme, "Creating Cultures: Peoples, Objects, Ideas." Prospective panel papers are asked to submit the original copy of their typed, double-spaced proposal along with a proposal cover sheet. Proposal cover sheets may be obtained by writing the Program Committee in care of John F. Stephens, Executive Director, American Studies Association, 309 College Hall, University of Pennsylvania, Philadelphia, Pennsylvania 19104, or call (215) 898-5408. The deadline for submitting proposals is January 15, 1987.

A national bicentennial conference on the American Presidency will be presented April 22-23, 1987 at the Center for the Study of the Presidency in Erie, Pennsylvania. The conference will be co-sponsored by Gannon University and the Chautauqua Institution. The theme of the conference will be "The Origins, Development, and Future of the American Presidency." Among those invited to address the conference are Chief Justice Warren Burger, former presidents, cabinet officers, and other top level members of current and past administrations, as well as prospective candidates for the 1988 presidential election. A series of panel and roundtable discussions also will be presented. Paper abstracts and panel and discussant proposals should be submitted by January 15, 1987. Papers presented at the conference will be considered for publication in the Center for Study of the President's Presidential Studies Quarterly. Contact G. Richard Hall, Gannon University, Erie, Pennsylvania 16541.

The 1987 annual meeting of the American Society for Ethnohistory will be conducted in Washington, D.C. December 27-30, 1987. The program will focus on the relationship between religion and society. The program committee welcomes proposals for entire sessions, individual papers, or panels. Each proposal must include an abstract that summarizes the thesis, method, and significance, as well as curriculum vitae for each participant.

Send proposals to Jay Dolan, Gusher Center, University of Notre Dame, 614 Memorial Drive, Notre Dame, Indiana 46556. The deadline for submission is January 15, 1987.

The Southwest Labor Studies Conference, to be conducted March 27-28, 1987, invites persons to submit papers on any aspect of labor studies, including labor history, labor and politics, labor economics, social and cultural aspects of work and the labor movement, labor-related issues of sex and ethnicity, and international labor developments. Submission deadline is January 15, 1987. For more information, contact Beverly Springer, International Studies Department, American Graduate School of International Management, Glendale, Arizona 85306.


Proposals for the annual meeting of the American Society for Ethnohistory currently are being accepted. Deadline for submission is April 15, 1987. For more information contact program chair, George Golba, Center for Latin American Studies, 582 Alvarado Row, Stanford University, Stanford, California 94305.

The theme for the fifth annual Eastern Kentucy University History Symposium March 7, 1987 will be "The World War II Era and Post-War Kentucky." Suggestions for presentations fitting this program scheme should be sent to William Ellis, Department of History, Eastern Kentucky University, Richmond, Kentucky 40475.

Possible topics and participants are welcome in anticipation of a conference on "Afro-American Women and the Vote: From Seneca Falls to the Voting Rights Act" to be conducted in the fall at the University of Massachusetts at Amherst. Send a brief description of topic and relevant bibliographical data to Ann Gordon, Stanton/Anthony Papers, New Africa House, University of Massachusetts, Amherst, Massachusetts 01003.

Harvard University

CHARLES WARREN CENTER
for Studies in American History

FELLOWSHIPS
1987-88

Stipendary Fellowships. The Charles Warren Center will make five or six awards for 1987-88, with a maximum stipend of $20,000 each, to scholars of American history, broadly defined, who are involved in some stage of a major research project and for whom location at Harvard or in the Boston area would be particularly useful. Scholars of American history who are not citizens of the United States are eligible. Fellowships must not be degree candidates at any institution, and applicants should have, or expect to receive no later than June, 1987, a Ph.D. or equivalent degree. Stipend will be given to scholars who have received their Ph.D. degree or have otherwise completed their professional training since 1980 and who can accept a full-year fellowship.

Fellowships without Stipend. Several spaces may also be available for scholars of American history who do not need financial assistance but who would benefit from affiliation with the Center for one or both semesters. The fellowships carry identical terms of appointment: a private office in the Center; membership in the University, with access to the Harvard libraries and other facilities; photocopying and postage privileges; and some secretarial assistance. The Center makes no demands on the time of its fellows, beyond the requirement that they remain in residence at the Center for the nine-month academic year (or 4-5 months in the case of one-semester fellows). Fellows have the opportunity to participate in the Center's on-going series of colloquia, seminars, and other professional activities.

Application forms, due in the Center by January 15, 1987, may be obtained by writing to the Charles Warren Center, 118 Robinson Hall, Harvard University, Cambridge, MA 02138.
Grants, Fellowships, & Awards

November

Opportunities for American colleges and universities to host a visiting scholar from abroad for all or part of the 1987-88 academic year are available through the Fulbright Scholar-in-Residence Program. Institutions are invited to submit proposals for visiting scholars in the humanities, social sciences, or in scientific or professional specializations with a strong international focus. Of particular interest for the 1987-88 academic year are proposals to bring foreign specialists in the fields of communications, education, U.S. constitutional law and related subjects, as well as foreign scholars in U.S. studies (history, literature, and politics). An institution hosting a scholar in residence would be expected to share the scholar's expertise with a wide range of departments and with neighboring institutions, institutions other community activities and professional organizations, and provide opportunities for the visitor to pursue personal research in these areas.

The program provides round-trip travel for the grantee and, for full-year awards, one accompanying dependant; a monthly maintenance allowance; and incidental allowances for travel, books, and services essential to the assignment. The host institution is expected to share the costs in the form of supplementary funding and in-kind support such as housing. The deadline for receipt of proposals is November 1, 1986. For detailed program guidelines and proposals forms, write Marie Reiber, Council for International Exchange of Scholars, 4300 East West Highway N.W., Suite 300, Washington, D.C. 20036-1257 or call (202) 939-5404.

The American Society of Church History announces the Brewer Prize. The prize is a subsidy of $2,000 to assist an author in publishing a book-length manuscript in church history. If competing works are otherwise of equal quality, preference will be given to topics relating to the history of Congregationalism. Send complete manuscripts in final form to William Miller, Secretary, American Society of Church History, 1301 New York Avenue, N.W., Washington, D.C. 20005 by December 15, 1986. The winner will be announced at the spring meeting in 1987.

The Hans Rosenhaupt Memorial Book Award will be offered biennially to a scholar who has held a fellowship from the Woodrow Wilson National Fellowship Foundation, including Mellon, Getty, Newcombe, Women's Studies, Administrative, and Woodrow Wilson Fellows. Awards are designed to assist in the publication of a first book by a scholar in the early stages of his or her professional career. Preference will be given to manuscripts concerned with humanistic values. The first award for $2,000 will be made in 1987. Each application should submit one copy of a manuscript accompanied by an abstract of no more than ten pages and vitae to the Rosenhaupt Book Award, c/o of the Foundation, 503 15th Street, N.W., Washington, D.C. 20004, by December 30, 1986.

December

The Stanford Humanities Center will be offering eight external fellowships for 1987-88 intended for scholars and teachers in the humanities, or those in other fields working in related projects, who would be interested in spending the academic year at Stanford. The fellowships are primarily intended to enable fellows to pursue their own research and writing; however, recipients also are expected to contribute about one-sixth of their time to teaching or in some other way contributing to intellectual life at Stanford. The deadline for application is December 1, 1986. Application materials and work samples regarding eligibility, stipends, and selection criteria may be obtained by writing to the Stanford Humanities Center, Mariposa House, Stanford University, Stanford, California 94305-8630.

The American Society of Church History announces the Brewer Prize. The prize is a subsidy of $2,000 to assist an author in publishing a book-length manuscript in church history. If competing works are otherwise of equal quality, preference will be given to topics relating to the history of Congregationalism. Send complete manuscripts in final form to William Miller, Secretary, American Society of Church History, 1301 New York Avenue, N.W., Washington, D.C. 20005 by December 15, 1986. The winner will be announced at the spring meeting in 1987.

The Hans Rosenhaupt Memorial Book Award will be offered biennially to a scholar who has held a fellowship from the Woodrow Wilson National Fellowship Foundation, including Mellon, Getty, Newcombe, Women's Studies, Administrative, and Woodrow Wilson Fellows. Awards are designed to assist in the publication of a first book by a scholar in the early stages of his or her professional career. Preference will be given to manuscripts concerned with humanistic values. The first award for $2,000 will be made in 1987. Each application should submit one copy of a manuscript accompanied by an abstract of no more than ten pages and vitae to the Rosenhaupt Book Award, c/o of the Foundation, 503 15th Street, N.W., Washington, D.C. 20004, by December 30, 1986.

The Gilboy Chinard awards are made jointly by the Institut Francais de Washington and the Society for French Historical Studies for distinguished scholarly books or manuscripts in the history of Franco-American relations by Canadian or American authors published during 1986. Historical studies in any area or period are acceptable, including critical editions of a significant source material. The Gilboy Chinard prize of $750 is awarded annually for a book or manuscript in page-proof, and the incentive Award of $250 is for an unpublished book-length manuscript, generally of a scholarly study. The Institut Francais de Washington funds the prize; a committee of the Society for French Historical Studies determines the winner. The deadline for applications is December 31, 1986, and five copies of each entrant should be sent to John McV. Knight Jr., Chair, Gilboy Chinard Prize Committee, Department of History, Maginnes #9, Lehigh University, Bethlehem, Pennsylvania 13015. The winners will be announced at the annual conference of the Society for French Historical Studies in spring 1987.

The Rockefeller University will make grants up to $1,500 to graduate or postgraduate students who are engaged in research requiring use of the Rockefeller Archive Center. Grants will be made to applicants of any discipline. The size of the individual grants will depend upon the length, temporal requirements, and research expenses of the applicant. Inquiries about the program and requests for application forms should be directed to the Rockefeller Archive Center, Pocantico Hills, North Tarrytown, New York 10591-1598. The deadline for applications for 1987 grants is December 31, 1986. The recipients will be announced in March 1987.

January

The Frances C. Wood Institute for the History of Medicine of the College of Physicians of Philadelphia announces its Rockefeller Foundation Humanities Residency Program. Two grants of $25,000 each will be awarded to scholars who will spend the 1987-88 academic year in residence conducting research in the College library and participating in the Wood Institute seminar program. Grants will not be made for doctoral research, Deadlines for applications is January 15, 1987. For information, contact Roseline Valentin, Wood Institute, 19 South Twenty-second Street, Philadelphia, Pennsylvania 19103.

The American Antiquarian Society (AAS), in order to make more available for research and teaching in early American history and culture, will award to qualified scholars several short- and long-term Visiting Research Fellowships from June 1, 1987-May 31, 1988. The AAS will award at least two long-term fellowships and three short-term fellowships made possible by a grant from the National Endowment for the Humanities (NEH) under its program of fellowships at center. Fellows will be awarded to degree candidates or for study leading to advanced degrees, or may they be granted to foreign nationals. NEH investigators have resided in the United States for at least three years preceding their award, AAS Fellows must devote full time to their study and may not accept teaching assignments or undertake other major activities during tenure of the award. In 1987, NEH may award any other major fellowships, except sabbaticals or other grants from their own institutions.

Approximately ten Kate B. and Hall J. Peterson Fellowships will be awarded. These short-term fellowships vary in duration of one to three months and carry a maximum stipend of $2,100 ($700 per month). The Peterson Fellowship is open to individuals, including foreign nationals and persons at work on doctoral dissertations, who are engaged in scholarly research and writing in any field in American history and culture through 1876. Derived from a gift from family members of the late Albert Boni, at least one Albert Boni Fellowship will be awarded for work in the general field of early American bibliography or printing and publishing history. The award enables the recipients to work in the AAS Library for one or two months, at a stipend of $700 per month. National and foreign nationals and individuals working on doctoral dissertations are eligible to apply. Boni Fellowship applicants who are otherwise eligible also may be given consideration for a Peterson Fellowship.

At least two Frances Rall Pratt Fellowships will be awarded in recognition of the contributions of Pratt scholars engaged in research for doctoral dissertations. The award carries a stipend of $700 per month for one or two months' study, and the Boni Library encourages scholars whose research can be strengthened through residence at both libraries to make application.
jointly to both institutions' short-term fellowship programs. Interested scholars may make the application using either the AAS or the Newberry form. Applicants for joint consideration must hold the Ph.D. or be ABD, and must meet each institution's deadline in order to be considered. The Newberry has two closing dates annually, March 1 and October 15. The AAS deadline is January 31. In all four categories, the deadline for receipt of completed applications and three letters of recommendation is January 31, 1987. Announcement of the awards will be made March 15, 1987. Scholars who hold sabbaticals or fellowships from other grant-making agencies and who wish to spend at least four weeks residing in the AAS collections may apply to be designated a research associate. The deadline is April 1, 1987.

The Walter P. Reuther Archives of Labor and Urban Affairs, Wayne State University, Detroit, Michigan, is the recipient of an extension of the grant from the Henry J. Kaiser Family Foundation, which is intended to help defray the costs of transportation and lodging for scholars desiring to do research at the Archives. The Reuther Travel Program, initiated this year, already has been awarded to candidates from Yale, the University of California, the University of Texas, as well as the University of Paris and the Jagiellonian University in Cracow, enabling them to come to the Archives to pursue their research. This program is particularly designed to aid doctoral candidates and younger faculty members with limited resources. The holdings of the Archives include the papers of nine major unions, worker organizations, social reform organizations, as well as individuals active in these groups. In addition, there is extensive material relating to urban affairs, women's history, international affairs, radical movements, ethnic movements, Blacks, and civil rights. For more information and general information, write Philip Mason, Director, Archives of Labor and Urban Affairs, Walter P. Reuther Library, Wayne State University, Detroit, Michigan, 48202 or call (313) 577-4024.

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 annually and are open to U.S. citizens. The deadline for submission of entries listed below refer to the dates by which each award or prize committee member should receive 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) 335-7931.

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 sector. The winner of this biennial award receives $750 for her or his published article and a certificate. The deadline is September 1 of even-numbered years.

The Edith Bumore Award is given annually in recognition of outstanding reporting or programming on network or cable television or on documentary film, concerned with American history, the study of American historians, and/or the promotion of history as a life-long habit. One copy of each entry should be submitted on either 16 mm video cassette or 35mm film by December 1 to the chair of the award committee. Filmed complete since January 1 of past year are eligible. This award was first given in 1983 in honor of Edith Bumore, a leading historian of mass media. She is retired from Columbia University and has worked at the Library of Congress on the establishment of the television archives called for in the 1976 Copyright Act. The winner receives a certificate.

The Ray Allen Billington Award is given biennially for the best book on American history written for the advanced undergraduate audience. The deadline is October 1 of even-numbered years, and final page proofs must be used for books to be published after October 1 and before January 1 of the following year. The award was first given in 1983, the first award honors Ray Allen Billington, OAH President 1962-63. The winner of this prize receives $500 and a certificate. The deadline is October 1 of even-numbered years, and final page proofs must be used for books to be published after October 1 and before January 1 of the following year.

American Antiquarian Society, 185 Salisbury Street, Worcester, Massachusetts 01609.

The John Carter Brown Library, an independently managed research institution at Brown University, Rhode Island, offers approximately five research fellowships each year. The fellowships are of two kinds: short-term of one to four months, with a stipend of $400 per month; and long-term, six to twelve months, supported by the National Endowment for the Humanities (NEH), with a stipend of approximately $2,250 per month. Applicants for the NEH-supported long-term fellowships must hold the doctoral degree or have equivalent training and experience and must be United States citizens, or if a foreign national, have lived in the U.S. for the three years immediately preceding the award. Short-term fellowships are open to foreign nationals as well as U.S. citizens, and to scholars engaged in pre- or post-doctoral research. Recipients of all fellowships are expected to be in residence at the Library and to participate in the intellectual life of Brown University. The research projects of fellows must be suited to the holdings of the Library. The Library is particularly strong in printed materials, both European and American, related to the discovery, exploration, settlement, and development of North and South America before 1830. For more information and application forms, write to the Director, John Carter Brown Library, Box 1980, Providence, Rhode Island 02912. Deadline for the receipt of application material is February 1, 1987.

The Avery C. Cavan Award, first given in 1983, is awarded annually to the most original book on the coming of the Civil War, the Reconstruction, or the exception of works of purely military history. The exception recognizes and rewards the Quaker contributions of Cavey, president of the OAH 1957-1958. 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 Ernie C. Cottent Award is given annually in recognition of outstanding book-length publications in the field of American social history (pre-twentieth century) and intellectual history (pre-twentieth century). 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 Ernie Cottent, president of the OAH 1951-52.

The Richard W. Leopold Prize, first given in 1984, was designed to improve communications in and between American history-trained scholars who hold distinguished positions in governmental agencies or in the private sector. 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 Avery C. Cavan Award, first given in 1983, is awarded annually to the most original book on the coming of the Civil War, the Reconstruction, or the exception of works of purely military history. The exception recognizes and rewards the Quaker contributions of Cavey, president of the OAH 1957-1958. 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 Avery C. Cavan Award, first given in 1983, is awarded annually to the most original book on the coming of the Civil War, the Reconstruction, or the exception of works of purely military history. The exception recognizes and rewards the Quaker contributions of Cavey, president of the OAH 1957-1958. 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 Avery C. Cavan Award, first given in 1983, is awarded annually to the most original book on the coming of the Civil War, the Reconstruction, or the exception of works of purely military history. The exception recognizes and rewards the Quaker contributions of Cavey, president of the OAH 1957-1958. 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 Avery C. Cavan Award, first given in 1983, is awarded annually to the most original book on the coming of the Civil War, the Reconstruction, or the exception of works of purely military history. The exception recognizes and rewards the Quaker contributions of Cavey, president of the OAH 1957-1958. 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 Avery C. Cavan Award, first given in 1983, is awarded annually to the most original book on the coming of the Civil War, the Reconstruction, or the exception of works of purely military history. The exception recognizes and rewards the Quaker contributions of Cavey, president of the OAH 1957-1958. 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 Avery C. Cavan Award, first given in 1983, is awarded annually to the most original book on the coming of the Civil War, the Reconstruction, or the exception of works of purely military history. The exception recognizes and rewards the Quaker contributions of Cavey, president of the OAH 1957-1958. 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 Presidential Documents Series

THE WAR ON POVERTY, 1964–1968
Part I: White House Central Files
All who believe that eradication of poverty and equalization of opportunity remain urgent items on the national agenda will find LBJ: The War on Poverty both stimulating and challenging. This collection is highly recommended for advanced level undergraduate and graduate study and for research purposes.

—Dr. Robert H. Bremer
Professor Emeritus
Ohio State University

The War on Poverty, 1964–1968
Part II: White House Central Files
35mm microfilm (16 reels) with printed guide.

VIETNAM: NATIONAL SECURITY FILES, NOVEMBER 1963–JUNE 1965
This is an extraordinarily valuable collection. Most of the accepted picture of American policy in this period derives from The Pentagon Papers. It is, therefore, the picture seen on one part of the Pentagon. This collection gives researchers access to wider and more varied perspectives. It contains material for scores of seminar papers and monographs, which, cumulatively, should give us a quite different understanding of this important period.

—Dr. Ernest R. May
Charles Warren Professor of History
Harvard University

35mm microfilm (11 reels) with printed guide.

VIETNAM: THE MEDIA, AND PUBLIC SUPPORT FOR THE WAR
These invaluable materials from White House files shed much new light on the conduct of the Vietnam War by the administration of Lyndon B. Johnson. They document in often fascinating ways the administration's extreme sensitivity to media coverage of the war and its unrelenting—and ultimately unsuccessful—efforts to maintain media support for its policies.

—Dr. George C. Herring
Professor of History
University of Kentucky

35mm microfilm (9 reels) with printed guide.

UNIVERSITY PUBLICATIONS OF AMERICA

Kindly direct all orders and inquiries to:

UNIVERSITY PUBLICATIONS OF AMERICA
Dept. A-OAHN986
44 North Market Street
Frederick, MD 21701
Call Toll Free 1-800-692-6300
GAO Report Finds Most Federal Agencies Not Complying With FOIA

A new report by the General Accounting Office (GAO) finds widespread noncompliance with the affirmative disclosure provision of the Freedom of Information Act (FOIA). The report was released by Representative Glenn English (D-Oklahoma), chair of the House Subcommittee on Government Information, Justice, and Agriculture, which oversees FOIA.

Rep. English asked the GAO to review compliance with the publication requirements of the FOIA. The publication provisions are separate from the provisions of the FOIA that require agencies to respond to requests for information.

The first two affirmative disclosure requirements in the FOIA direct agencies to publish in the Federal Register information on an agency’s organization, location, procedures, and regulations.

GAO’s review of selected agencies published incomplete or inaccurate information.

GAO concluded that as a result of these deficiencies, the public may not have had all of the information to deal effectively with agencies.

In releasing the report, Rep. English said, “I am shocked at the inability of so many agencies to comply with their statutory, clearly stated, publication provisions of the Freedom of Information Act. The record of indifference and ignorance uncovered by the GAO report is unfortunately symptomatic of the widespread lack of interest by the government in the release of information to the public.

“I have written to the head of every cabinet department asking for a thorough review of compliance with the affirmative publication provisions of FOIA. I hope that my letters and the GAO report will bring about 100% compliance with these important disclosure requirements.”


Other members of the Subcommittee are: Gerald D. Kleczka (D-Wisconsin), Stephen L. Neal (D-North Carolina), Robert E. Wise, Jr. (D-West Virginia), Edolphus Towns (D-New York), John M. Spratt (D-South Carolina), Thomas N. Kindness (R-Ohio), Jim Lightfoot (R-Iowa), Joseph J. DioGuardi (R-New York), and John R. Miller (R-Washington).

Jack Brooks (D-Texas), chair of the Committee on Government Operations, and Frank Horton (R-New York), are ex officio members.

Professional Opportunities

**Historical Society of Iowa**

Editor: Midwestern historical society seeks someone with dual expertise in history and editing to assist with scholarly journal and occasional books. Responsibilities: evaluating manuscripts, guiding authors’ revisions, copy editing, and coordinating book reviews. MA and two years’ experience minimum; Ph.D. and additional experience desirable. Competitive salary and benefits. Women, minorities, and handicapped individuals are encouraged to apply. Hiring subject to state requirements. Send letter of application and resume by September 30, 1986, to Publications, State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, Iowa 52240. AA/EEO.

**American Association for State and Local History**

The American Association for State and Local History seeks a director for NICLOG, the National Information Center for Local Government Records. Position will be available for at least two years. Salary $2,000 to $2,500 per month plus benefits. Requirements: minimum three years’ experience as a records manager or archivist dealing with local government records, with at least one year in program management. Responsibilities include coordinating a national effort to promote better records management and developing and distributing printed and audiovisual promotional materials. Position requires extensive travel. Send resume to Gerald George, American Association for State and Local History, 172 Second Avenue, North, Suite 102, Nashville, Tennessee 37201. EEO.

**American Military Institute**

The American Military Institute seeks expressions of serious interest on the part of individuals, institutions, or publishers to publish its journal, Military Affairs. Candidates should have experience in military history, scholarly publications, the firm support of their home institution, and, if publishable, experience in journal publications. Write to Richard H. Kohn, AMI Special Committee, 1058 Rocky Run Road, McLean, Virginia 22102 by October 15, 1986.

**Indiana Historical Society**

Director of Publications, Indiana Historical Society. Responsible to the Executive Director for the Publications Division. Involved with publication policy, planning, supervision, and the inauguration of a history magazine. Ph.D. preferred with appropriate editorial and managerial experience. Salary $31,000 to $38,000 with benefits. Send resume and supportive materials by October 15, 1986 to Executive Director, 315 West Ohio Street, Indianapolis, Indiana 46202.
Meeting and Conferences

October

The Midwest Archives Conference, a nonprofit organization of archivists, historians, and librarians, will meet in Hudson, Wisconsin October 9-11, 1986. For more information contact Cheryl Norenga-Thies, Minnesota Historical Society, 1500 Mississippi Street, St. Paul, Minnesota 55101, or call (612) 296-6980.

The Pennsylvania Historical Association will conduct its fifty-fifth Annual Meeting October 10-11, 1986 at the Indiana University of Pennsylvania. For more information contact Charles Cashdollar, Department of History, Indiana University, Indiana, Pennsylvania 15705.

The United States Capital Historical Conference, in cooperation with the United States Congress and the Martin Luther King, Jr. Center for Nonviolent Social Change, will sponsor a symposium honoring the life and achievements of Dr. Martin Luther King, Jr. October 15-16, 1986. The meeting, titled "We Shall Overcome," will be conducted in the Senate Caucus Room, SR 325, in the Russell Senate Office Building, Washington, D.C., and will mark the permanent installation of Dr. King's bust in the United States Capitol. The program will consist of four sessions, a concluding lecture, and the installation ceremony, followed by a reception. Speakers include Mary Frances Berry, Julian Bond, Richard King, Robert Parris Moses, and Cornel West. Mrs. Coretta Scott King will present the closing remarks. All proceedings will be open to the public. More information can be obtained from Ronald Hoffman, Department of History, University of Maryland, College Park, Maryland 20742.

The Second National Conference on American Farm Women in Historical Perspective will be...
The Department of History at Mississippi State University, with aid from the Mississippi Committee for the Humanities, is sponsoring its sixth annual Presidential Forum on Turning Points in History November 4-5, 1986. The topic for this year's Forum is "Fleays vs. Ferguon: Segregation in the United States." For more information contact John Marszailek, Department of History, Mississippi State University, Mississippi 39762.

The American Society for Ethnohistory will conduct its annual meeting November 5-7, 1987 at the Claremont Hotel, Berkeley, California. Those interested in attending should send a $20 registration fee, ($10 for students) to Program Chair, George Collier, Center for Latin American Studies, 582 Alvarez. Row, Stanford University, Stanford, California 94305.

The figures in the Guidelines serve, as the authors clearly state, "to provide useful information by which history departments may measure their progress." In redressing the inequities the NRC data reveal. Even if followed rigidly—which was neither the expectation nor intention—the hiring recommendations put forth by the AHA would at best result in modest increases in the number of women in higher ranks, where they are least represented, and would not bring about any thing like numerical equality between men and women within the profession. The term used by the Guidelines is "equity"—a chance for ability to find its reward. That, rather than rigidly defined quotas, is the goal. To find equity, the NRC employment data, and to assume that "excellence or merit" have been the only criteria in hiring and promotion over the past few decades, is to strain credulity.

Donald M. Nielsen replies:

It was never suggested that the Guidelines ask department to hire unqualified women. The point is that the best people should be hired regardless of sex. Mr. Walters says that the Guidelines use "equity" to mean "a chance for ability to find its reward." If that were true we would have no disagreement. As presented in the OAH Newsletter (August 1985) equity is based on percentages. The Guidelines clearly state that "department chairs can calculate what constitutes equity... by computing the percentage of women Ph.D.'s in each Ph.D. cohort of their tenured faculty and comparing with the figures provided." Also, "Equity is defined as..." rather than "quotas and entitlements." (in terms, not the Guidelines), Nielsen seems to be arguing that the AHA is demanding history departments designate a certain number of positions for women regardless of "excellence or merit." Such a thorough misreading borders on being willful.

The Guidelines do not ask departments to hire unqualified historians because they are women; they do ask ability to find from the National Research Council to demonstrate that women are not tenured or promoted in proportion to their percentages in their departments. Even allowing for the possibility that some women may elect to follow different career patterns from men, the magnitudes of the sex balances can only be explained as a reflection of discrimination, unless one makes the false assumption that female Ph.D.'s are less capable than their male counterparts.

The figures in the Guidelines serve, as the authors clearly state, "to provide useful information by which history departments may measure their progress." In redressing the inequities the NRC data reveal. Even if followed rigidly—which was neither the expectation nor intention—the hiring recommendations put forth by the AHA would at best result in modest increases in the number of women in higher ranks, where they are least represented, and would not bring about any thing like numerical equality between men and women within the profession. The term used by the Guidelines is "equity"—a chance for ability to find its reward. That, rather than rigidly defined quotas, is the goal. To find equity, the NRC employment data, and to assume that "excellence or merit" have been the only cri-
OAH Publications

American History Through Film

An anthology of eight essays published in the OAH Newsletter, this guide to using film in teaching American History (26pp.) is available for $3.75 ppd., $3.75 additional for first-class delivery.

Computer Supplement

The supplement was published first in the November 1984 OAH Newsletter and includes four major articles on historians and computing as well as the results of a software use survey. The more extensive pamphlet Computer Applications for Historians is not yet available. Supplement $2 ppd.

Public History Pamphlets

A series of publications by the OAH Committee on Public History. Each pamphlet describes a different area in which history departments can train students for public history careers.


User's Guide to the Freedom of Information Act

A guide to the use and regulations of the FOIA. Includes information on appeals, the Privacy Act, special problems of historians, and addresses of relevant federal agencies. 93 ppd.

Sport History in the United States: An Overview

A survey of sport in America from the earliest settlers through contemporary Olympics and sport as big business. This pamphlet facilitates integration of sport history in a survey of American history. It is especially applicable to the high school classroom as it includes sample discussion questions and an bibliography. $2.50 ppd.

Mail in Coupon

<table>
<thead>
<tr>
<th>Publication</th>
<th>Quantity</th>
<th>First class Delivery</th>
<th>Total Enclosed</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History Through Film</td>
<td>1-3</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Computer Supplement</td>
<td>1-3</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Public History Pamphlets: Historic Preservation</td>
<td>1-3</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Educating Historians for Business</td>
<td>1-3</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Historical Editing</td>
<td>1-3</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Teaching Public History to Undergraduates</td>
<td>1-3</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Set of Four, $10 ppd.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport History in the U.S.</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>User's Guide to the FOIA</td>
<td>1-3</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Name
Address
City State Zip Code

OAH, Inc.
112 North Bryan Street
Bloomington, Indiana 47401
ISSN: 0196-3341

We invite you to Celebrate Our Heritage by joining the Organization of American Historians

The Organization of American Historians is the largest professional society devoted exclusively to the study of American history (including Latin American). Members receive the Journal of American History, OAH Newsletter, and the Annual Meeting Program. The OAH sponsors an Annual Meeting each spring that supports awards in recognition of professional and scholarly achievement, and publishes a range of pamphlets, teaching guides, and anthologies.

To start your OAH membership, complete the form below and return it to OAH, 112 North Bryan, Bloomington, Indiana 47401. Please enclose a check or money order payable to the Organization of American Historians.

Organization of American Historians Membership Application

Name
Address

Please check the appropriate income/dues category:

- $15 Student
- $25 Associate
- $35 Under $10,000
- $60 Emeritus (retired)
- $75-10,000-14,999
- $80 Foreign Scholar (add $4 foreign postage; U.S. funds only)
- $100-15,000-19,999
- $125-20,000-24,999
- $150-25,000-29,999
- $200-30,000-34,999
- $250-35,000-39,999
- $300-40,000-44,999
- $400-45,000-49,999
- $500-50,000 & Above

"Student membership requires:

Name of Institution
Facility Signature

Joan Hof-Wilson, Executive Secretary
112 North Bryan Street
Bloomington, Indiana 47401
ISSN: 0196-3341

OAH Newsletter

Nonprofit Organization
Postage Paid
U.S. Postage
Paid
Permit No. 3241
Indianapolis, IN