

# OAH Newsletter

Organization  
of  
American  
Historians

Volume 14, No. 3  
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*We the People* of the United States, in  
insure domestic Tranquillity, provide for the common Defence, promote the general Welfare,  
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 first teaching job soon thereafter, and then must publish a book in order to earn tenure. By contrast, I received my Ph.D. at the age of 40, did not publish a book until ten years later and only then attained my first full-time, permanent position. Here I am 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 heartsick 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

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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.

Women could not "have it all" then, maybe not even now. At any rate, no one wanted to be an "old maid," but if we married, we were expected to have children. To do so quite literally meant confinement at

home for the wives because there were no feasible alternatives. Nursery schools were rare and costly, and day care centers did not exist. Mothers were simply the cheapest and most conveniently available people to provide continuous child care. Therefore, when I decided to marry, I left school in order to have children while my husband was still young enough to enjoy them. We compounded the problem of wifely isolation by moving into a house in the suburbs after our first child was born, tempted by the government's generosity to veterans. Graduate school was seventy miles away, there was no rapid transit system, and my husband drove our only car to work.

Staying home with small children took its toll. I often felt trapped and depressed but we did hope to move within reach of a university so that eventually I could attend classes once the children were in school full time. That

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hope, plus reading Simone de Beauvoir's *The Second Sex*, helped sustain me. The knowledge that society had systematically barred its doors against women and placed unfair burdens on us came as a real revelation. Understanding this made it all right to acknowledge the anger I had suppressed and that helped me to deal with it.

As a consequence, the years between leaving graduate school and re-entry were not wasted. An unexpected opportunity to fill in for a temporarily disabled faculty member at the local college reawakened long-dormant ambitions. I accepted the position with relish but discovered, to my surprise, that the students in my "Principles of Economics" lecture did not share my attitudes because they did not share my memories of the smothering bleakness of the Depression. These students took for granted the years of economic expansion

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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

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of economic development in the pre-industrial past. This was a hot topic at the time for both economists and historians, which reflected the overweening 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 Nettels' *The Money Supply of the American Colonies Before 1720* (1932). This great work confirmed my career choice and continues to stand as a model of excellence due to the sweeping nature of Nettels' research and the 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 came 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 studies 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 theory and statistics were 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, it would take me years. Calculus. First-class

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is 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 that the researcher begins by 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.

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 laboring classes. To do 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.

Above all, they needed to talk to one another. The Institute for Early American History and Culture teamed up with the history department at SUNY-Stony Brook to sponsor conferences on social history in 1968 and 1975. These brought together the brightest young stars of the field who were bringing the questions and techniques of demography and anthropology to their exploitation of local records. Among those present at the first conference were that brilliant quartet of Kenneth

Lockridge, John Demos, Philip Greven, and Michael Zuckerman who, though working independently, together would transform New England studies. The second conference was set on fire by yet another wave of bold pioneers, this time in the Chesapeake: Lois Green Carr, Lorena Walsh, Russell Menard, and Darrett and Anita Rutman, among others.

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 papers and the spontaneous exchanges that took place broadened my intellectual horizons and sustained the conviction of my 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 blamed it for the disaster that befell us in the 1970s. College enrollments shrank as the baby boomers grew up. Curriculum reforms in the 1960s had reduced requirements in history and administrators used declining F.T.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 financial collapse, 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 CCNY were thrown out of work along with junior faculty of both the city and the state systems. Teaching jobs became as scarce as Christmas tans.

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 I did 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 children to get through college so my husband could retire and we could afford to 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.

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endings, but jobs in teaching continue to be scarce. Married professionals continue to

**One could wish that all such stories had fairytale endings, but jobs in teaching continue to be scarce.**

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 fin-

gernails 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 enter-

ing 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

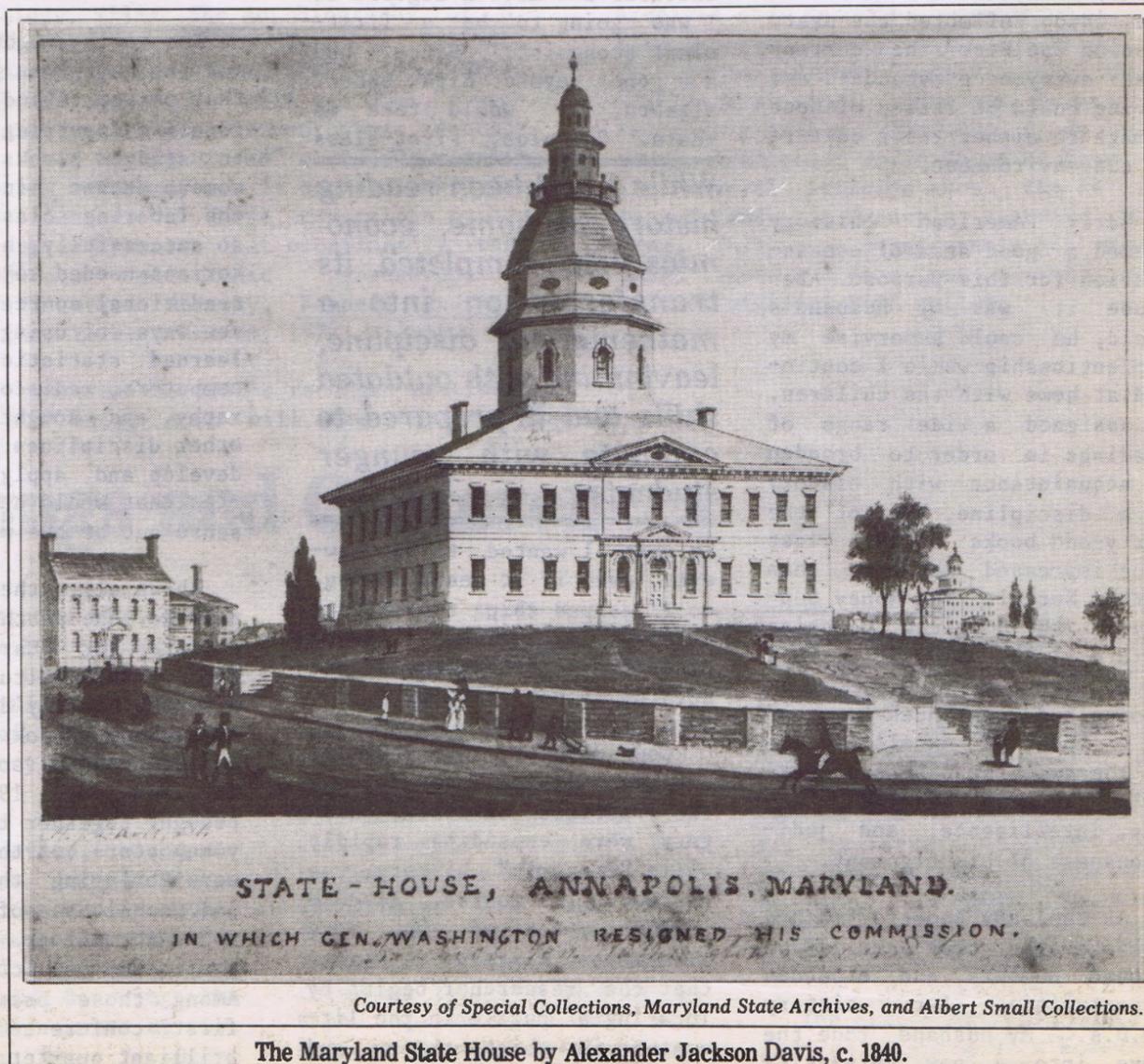
In a state as conscious of its past as Maryland, public programs in history have proven to be an effective approach to engaging the general public in the humanities. Thus, the Maryland Humanities Council, an affiliate of the National Endowment for the Humanities (NEH), selected as a program direction 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.

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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. Hutson, chief of the Manuscript Division, Library of Congress and editor of the supplement to the Ferrand Records (Yale University Press); Edward Papenfuss, state archivist, Maryland Hall of Records; and Gregory A. Stiverson, 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.



From the beginning, they agreed that the conference would cover more than the Annapolis Convention itself. The topics that emerged from the discussion

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were: "Maryland on the Eve of the Philadelphia Convention," "Maryland at the Philadelphia Convention," "Ratification in Maryland: Federalists vs. Anti-Federalists," and "Transformation in Maryland: The Conversion of the Anti-Federalists." These would be addressed in short presentations distilled from more extensive papers by each historian. It also was agreed that these presentations would be followed by an exchange between the historians themselves, and between the historians and the audience. Thus, a commentary and panel discussion were added. Herman Belz, professor of history at the University of Maryland and author of the revised edition of Alfred H. Kelly, Winnifred A. Harbison, and Herman Belz, The American Constitution: Its Origins and Development (New York, 1983) was selected to plan and lead the panel. Like the others, he brought a combination of scholarly expertise and a commitment to public programming.

For the major historical address of the conference, the dean of the field was selected. Richard B. Morris, Gouverneur Morris Professor of History Emeritus, Columbia University, and editor of The Papers of John Jay, enthusiastically accepted the invitation to contribute a lifetime of "observations" on the Constitution. The title of his speech is "A Constitution for Posterity." For the luncheon address a Maryland figure of national prominence was chosen--the Honorable Benjamin R. Civiletti, former U.S. Attorney General.

Further discussion between the Council director and historians yielded plans for the afternoon session--one workshop for teachers and one for community organizations. The former will feature educational packets prepared by

the State Archivist's office for use by primary and secondary school teachers to support units on the Constitution. The latter will convene representatives of cultural and educational groups to exchange plans for public programming centered on the U.S. Constitution.

To supplement the conference, a packet of materials will be distributed to all participants. It will include a select bibliography reviewed by historians; a copy of the Constitution and its background in the National Archives' publication, "A More Perfect Union: The Creation of the U.S. Constitution," as well as other materials and facsimiles.

At the conference a resource room will display books, films, and other current materials available on the subject. The display's highlight will be the official Bicentennial exhibit, a twelve-panel poster show, developed by Joan Challinor of Project '87, which has been officially recognized by the federal Commission on the Bicentennial of the U.S. Constitution (chaired by Chief Justice Warren Burger). The content and interpretive panels for this exhibit were developed and evaluated by the historians and political scientists of the staff and board of Project '87, who will distribute it.

The Federal Commission on the Bicentennial will meet in Annapolis September 12 and 13 to focus national attention on the significance of the Annapolis Convention as a step toward the Constitutional Convention. Other events--dramas, fairs, re-creations, and talks--will round out the weekend's activities.

To stimulate early interest in the commemorative program, the Maryland Humanities Council devoted its winter 1986 issue of Maryland Humanities to the Constitution and its significance. Morris generously contributed an article on the Annapolis Convention, "Annapolis: Milestone on the Road to Philadelphia." This was supported by late 18th-century visual materials, selected by the Council's director from the collections of prints and artifacts at the the Maryland State Archives and the Maryland Historical Society, to illustrate documents, sites, currency, and press from the period of the Annapolis Convention. It included the

Middletown Tavern which still stands today and which housed representatives to the Congress that met in 1783; and the Jonas Green House, also standing, home and shop of the man who printed The Maryland Gazette and colonial currency. A recently discovered shard from the "Jonas Green site," unearthed during an archaeological project funded in part by the Council, also is illustrated. Finally, an article on the Maryland legislature, one of the nation's oldest, and a call for proposals completed an issue whose goal was to stimulate interest in the Bicentennial among its 15,000 to 20,000 readers--and beyond.

The summer issue of Maryland Humanities was designed as a poster issue to create a visual sense of the relation between the state of Maryland and the development of the U.S. Constitution. An article, "The Constitution: Foundation of Liberty," by R. Cresap Davis, a professor of law and vice-chair of the Council, gives an overview of the Constitution; the visual materials include a photograph of the Mann Tavern, at which the Annapolis Convention probably met.

The efforts of historians have permeated all aspects of the Council's program on the Annapolis Convention--conceptualization and planning; research and preparation of materials, publications, and presentations; promotion among colleagues; participation in an exchange with the public; evaluation of the conference (by Elaine Breslaw, Morgan State University); and, after the one-day session, participation at three outreach sessions around the state. The Council hopes that the involvement of historians in helping Marylanders interpret their past will reflect what the drafters of the Constitution would have viewed as a worthy and appropriate role: as educated citizens, deeply informed by the past, they have put their knowledge in the service of the public for the benefit of each.

Naomi F. Collins has been serving as Executive Director of the Maryland Humanities Council since April 1984. She received her Ph.D. in history from Indiana University, where she specialized in 17th-century American and English intellectual history.

**Nominating Board Names 1987 Candidates**

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

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Robert Weible, National Park Service

# Woman's Suffrage Movement: New Research and New Perspectives

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 woman

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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 struggle. It also erases some of the confining boundaries between social and political history and between women's history and everyone else's. The suffrage struggle ceases to be a historical oddity and becomes instead an enlightening chapter in the history of politics and social change.

The pioneer suffrage studies of Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the United States (Cambridge, The Belknap Press, 1975); Aileen S. Kraditor, The Ideas of the Woman Suffrage Movement, 1890-1920 (New York: Columbia University Press, 1965); and William O'Neill, Everyone Was Brave: The Rise and Fall of Feminism in America (Chicago: Quadrangle, 1970) were narrow in many ways: they tended to focus on a few national organizations and prominent suffrage leaders, and they aimed to explain

the decline of the women's suffrage movement in the 1920s and the failure of woman suffrage to fulfill its extravagant promises. In doing so, they ignored the changing context in which the campaign for suffrage took place. Together, Flexner, Kraditor, and O'Neill give us a picture of a movement that 1) was white, native-born, middle class, and conservative; 2) was essentially a political movement; 3) changed radically at the end of the nineteenth century, abandoning a concern with equal rights to emphasize the utility of the ballot; 4) had no coherent feminist ideology and distracted women from authentic feminist issues; and 5) was led by single-minded, politically inept and unsophisticated women who bear the blame for the "failure" of the suffrage movement. Many of these ideas are echoed in works such as William Chafe's The American Woman: Her Changing Social, Economic, and Political Roles, 1920-1979 (New York: Oxford University Press, 1972), and Carl Degler's At Odds: Women and the Family in America from the Revolution to the Present (New York: Oxford University Press, 1980).

What in fact does recent research tell us about the seventy-year 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 major

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upheaval in women's social, economic, and political role in American life. One cannot understand female suffragism 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--antebellum, 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

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

male establishment, were distinguished by their belief that the vote was the best way to exert female influence and inject women's values into public life. Thus throughout the long struggle for the ballot, women sought more than a place in the sun. Antebellum suffragists saw themselves as part of a grand crusade for human liberation (at Seneca Falls they demanded the right "to promote every righteous cause by every righteous means"). Post-war suffragism was part of a complex egalitarian ideology that advocated radical social and economic change, although suffrage leaders usually were careful to separate the demand for the vote from other issues in an era of political and social conservatism. Whether the demand for the vote was disguised by piety (as it was when linked to social purity issues) or good work (as Progressives tended to see their

reforms), suffragism was a bid for political power--power to change society according to the female image. It was, in large part, the direct outgrowth of women's ambitions and frustrations as reformers: female abolitionists turned into feminist abolitionists, just as members of the Woman's Christian Temperance Union came to accept the necessity of political action and the vote.

This does not mean that suffragists were unconcerned about women's rights. They consistently argued that the vote was a matter of justice, and many, though hardly all, were feminists for whom the first and most important objective was the betterment of women's lives. But even these suffragists were certain that if women gained equality the world would become a different and better place. As Paula Wright Davis proclaimed at the first Women's Rights Convention in 1850, "The reformation we propose in its utmost scope is radical and universal . . . the emancipation of a class, the redemption of half the world, and a conforming reorganization of all social, political and industrial interests and institutions." In fact, in the entire history of the suffrage struggle, there is little evidence of suffrage for its own sake.

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## It is important to recognize, however, that there never was a single agenda for change; suffragists ranged from conservative to radical in what they hoped to achieve through the vote.

change; suffragists ranged from conservative to radical in what they hoped to achieve through the vote. (Compare, for example, the "white life" advocated by temperance supporters of suffrage with the interest in sex education and marriage and divorce reform evinced by more radical Gilded Age suffragists of the reform interests of members of the General Federation of Women's Clubs with those of socialist women in the Progressive Era.)

What suffragists had in common was discontent with the status quo, a desire to impress 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 a 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 Krador'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). Degler contends that women won the vote only 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 feminists contained many socialists of one stripe or another--Belamyites, Christian socialists, or Marxists--just as twentieth-century socialist 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.

Krador's contention that nineteenth-century suffragists emphasized women's equality with men while twentieth-century advocates 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 interesting 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 Cady 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 oversimplifying it.**

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 white middle-class men played an active role in campaigning for the vote. They did so mainly because they believed woman 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 neglected 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.

In direct contradiction to both Flexner's and Krador'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.



Drawn by Nina E. Allender.

OUR BEST TRIBUTE IS TO FINISH THE WORK THEY BEGAN

Courtesy of the National Museum of American History, Smithsonian Institution.

"Our Best Tribute is to Finish the Work They Began." Cover of Equal Rights: Official Weekly of the National Woman's Party, June 16, 1923.

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 Americans--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

and Susan B. Anthony over the wisdom of confrontational politics, debates within the movement over coalition building, or the political acumen behind the successful push for suffrage in the 1910s, particularly the way in which suffrage leaders exploited the opportunities of World War I to gain support for their cause.

Recognition of the relation between suffragism and reform and an understanding of how and why women finally won the vote are prerequisites to any study of the period after enfranchisement. Hitherto, historians usually have been quick to conclude that suffrage failed to fulfill its promises in the '20s and that the seventy-year long struggle for the vote was a gigantic misuse of female energy. Such views appear to stem from ahistorical and wishful thinking rather than the historical realities. More importantly, such judgments overlook the essential nature of female suffrage which was both an important symbol and an instrument in women's separation

from the corporatism of the family 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 persons slowly experience a 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, glimpsed 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 the connection between suffrage and reform, the Antis also argued that female suffragism threatened Americans with Bolshevism, 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, to family and nation. As several studies of anti-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. Lippincott, 1975). Later state suffrage studies such as Elinor Lerner, *Immigrant and Working Class Involvement in the New York City Woman Suffrage Movement, 1905-1917,*

(Ann Arbor, Michigan: University Microfilms, 1982) and Carole Nichols, *Votes and More for Women: Suffrage and After in Connecticut* (New York: The Haworth Press, 1983); and works such as Barbara Leslie Epstein, *The Politics of Domesticity: Women, Evangelism, and Temperance in Nineteenth Century America* (Middletown, Connecticut: Wesleyan University Press, 1981); Blanche Glassman Hersh, *The Slavery of Sex: Feminist-Abolitionists in America* (Urbana: University of Illinois Press, 1978); William Leach, *True Love and Perfect Union: The Feminist Reform of Sex and Society* (New York: Basic Books, 1980); and Mari Jo Buhle, *Women and American Socialism, 1878-1920* (Urbana: University of Illinois Press, 1983).

Judith Papachristou teaches at Sarah Lawrence College in New York. She is the author of *Bibliography in the History of Women in the Progressive Era* (1985), and currently is studying American women as peace and foreign policy activists, 1895-1905.

## 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, ivy-covered 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 consumerism. 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 Workshop" 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.

Take the workshop, for example. The NCPH Planning Committee, led by Deborah Gardner (New York Stock Exchange) and Daniel J. Walkowitz (New York University), intended it as a vehicle for describing and exploring the varieties of historical experience now open to the profession. While it would not turn anyone into a public historian, it would lay out the current state of the craft. To do this, sessions were constructed to combine theory and methodology, conceptual discussion and tangible products, education and entertainment; in short, the workshop was to be a public history project itself.

The idea was intriguing enough to attract thirty registrants (and more who were turned away) from such diverse spots as Utah, Georgia, and Minnesota. Although their backgrounds were in art, archaeology, and archives as well as history, and although they earned their livings in government offices, corporations, and consulting firms as well as in universities, they all shared a desire to learn more about this thing called public history and to find out if they were public historians.

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 professionalization for public historians. Professional standards, he noted, work at the same time to restrict and widen the interpretive process that lies at the heart of all historical work. Acknowledging the movement's roots in the academy, Grele nonetheless saw the mission of 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 interpretive capabilities. Every person 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 awareness of and interest in the usefulness of his-

tory. A public historian is one who is willing to care equally about the project and the public, to "live one's job."

The evening meeting provided 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" focus tied the second day's sessions together. In the morning Herman surveyed 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 sound 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 Melosi (University of Houston-University Park) assessed the current training and contributions of historians in various public agencies. Gardner considered 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, consumers, and colleagues with historical facts, context, and expertise; that they must be willing to collaborate with members of other disciplines; and that they must accept a continuum of commitment to a 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 OAH-NCPH meeting. Their comments about the workshop, gathered in an exit 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 best and the broadest 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 old way? Are we perhaps confusing public with new social history? 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 hailed, while non-affiliated public historians must try twice as hard to get 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 public historian one because of temperament or training? Who is best qualified to do that training? Are public historians by definition ill-

equipped to teach others? Are academics necessarily well prepared to tell T.C. Mits what he wants to know about his past? Does being a public historian carry any political implications, or can one write history for the John Birch Society and still keep one's credentials?

"We are all Republicans; we are all Federalists," said Thomas Jefferson in his first inaugural address. Perhaps that was the real meaning of the joint conference, and the root of my confusion. All these distinctions may be illusory. There may be no such thing as public history, just real, traditional history practiced outside its usual arena. Public historians in their desire to professionalize, and therefore, legitimize their work, have assimilated history's time-honored trappings and standards. "Regular" historians, in turn, have adapted and adopted many of the techniques, methods, and concerns once associated exclusively with their public colleagues. The whole profession has grown through this process. I for one am glad to see the definition of what it is we are and do opening wider and wider, and I hope to see shortly that the unqualified term "historian" has come to include us all.

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

## Historians, Archivists, and the FBI's Archives

James Gregory Bradsher

As a result of a lawsuit, the National Archives in 1981 assigned seventeen archivists, including myself, to appraise all of the Federal Bureau of Investigation's records. This involved appraising the administrative, legal, evidential, and historical value of more than 20 million civil, criminal, security, applicant, and administrative case files and almost 100 indices consisting of some 200 million index cards. (For discussion of the lawsuit and the appraisal, see Athan G. Theoharis, "The National Archives and FBI Records," *Government Publications Review* 10, no. 3 [May-June 1983], 251-255; idem, "The FBI and the FOIA: Prob-

lems of Access and Destruction," *The Midwestern Archivist* 5, no. 2 [1981], 61-74; John Anthony Scott, "The FBI Files: A Challenge for Historians," *American Historical Association Newsletter* 18, no. 3 [March 1980], 1-2; Susan D. Steinwall, "Appraisal and the FBI Files Case: For Whom Do Archivists Retain Records?" *The American Archivist* 49, no. 1 [Winter 1986], 52-63; F. Gerald Ham, book review of NARS "FBI Appraisal Report," *The American Archivist* 45, no. 4 [Fall 1982], 475-477.) This appraisal, described by Robert M. Warner, former Archivist of the United States, as "the most expensive and elaborate appraisal project" in the history of the National Archives, resulted in about twenty percent of the

FBI's records being appraised as having sufficient values to warrant permanent preservation as archives. (Robert M. Warner, "The National Archives: A Memoir, 1980-1985," in *Guardian of Heritage: Essays on the History of the National Archives*, ed. by Timothy Walch [Washington, D.C.: National Archives and Records Administration, 1985], 84. A conservative estimate is that 50,000 cubic feet of the FBI records existing in 1981 would eventually be accessioned by the National Archives. "Appraisal of the Records of the Federal Bureau of Investigation: A Report to Hon. Harold H. Greene United States District Court for the District of Columbia Submitted by the National Archives and Records Service and the Federal Bureau of Investigation, November 9, 1981, Amended

January 8, 1982," 2 vols., Vol. 1, 2.4. [hereafter cited as NARS, "FBI Appraisal Report"].)

To many historians, this percentage may not 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 seventeen obsolete 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 NARS "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. Suppl. 222 [D.D.C. 1980]. Athan 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 is a brief analysis of the access problems with the FBI records once they are accessioned by the National Archives.

OPTIONAL FORM NO. 10  
MAY 1962 EDITION  
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT  
**Memorandum**

TO : Mr. Conrad *AC*

FROM : E. H. Jevons *AH*

DATE: 9/21/62

SUBJECT: REQUEST FOR LABORATORY EXAMINATION OF  
~~X~~ KHRUSHCHEV'S WINE GIFT TO PRESIDENT KENNEDY.

Reference memorandum D. J. Brennan to W. C. Sullivan dated 9/18/62, captioned as above and approved by the Director. This memorandum set forth the request made by the Secret Service through Liaison for the examination by the FBI Laboratory of one bottle of wine selected at random from several cases sent as a gift by Khrushchev to President Kennedy. The Secret Service requested that the Laboratory examine the wine for possible "anti-personnel" drugs which cause a personality change.

A general toxicology examination has been made of the wine and no drugs or poisons were identified. The examination included specific tests for several volatile poisons, methyl alcohol, cyanides, acetone and formaldehyde, unusual residues of metals and metalloids, the barbiturates and other acid drugs, basic drugs such as strychnine, the amphetamines, alkaloids of opium and others.

The wine was consumed in the examinations.

RECOMMENDATION:

That the Secret Service be advised by Liaison that no poisons were identified in the sample of wine examined by the FBI Laboratory.

1 - Mr. Belmont  
1 - Mr. Sullivan  
1 - Mr. Branigan, Rm. 603 RB  
1 - Liaison, Rm. 841 RB  
1 - Mr. Bartlett, Rm. 845 RB

REC-65 94-37374-111  
EX-114  
OCT 2 1962  
22 OCT 1 1962  
#306

*John F. Kennedy*

*OK H*

A memo from the FBI files. The "OK H" in the lower-middle portion is J. Edgar Hoover's approval.

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. Garrow, 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 thirty-three-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 Andrew Immerman ti-

tled 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 NARS, "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. 1979, 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-

searchers in citing FBI documents. See 11-12.)

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

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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 able to review all of the information contained in a file. (Before attempting to use Federal archives, including the FBI's records, researchers should be familiar with the National Archives' regulations for the public use of 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. The 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 if such restrictions appear "to be necessary or desirable in the public interest." The National Archives' General Restrictions are found in 36 C.F.R. 1256.1-1256.18 Specific restrictions, that is, those the FBI desires imposed, have not yet been specified.) The second set of restrictions are those imposed under the FOIA, when reference requests are made 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). Christine 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 archives 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. (5 U.S.C. 552 (b) (4), (5), (8), (9).)

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 releaseable. 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, if released, that would allow the circumvention 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, that is, 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 six 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 moot 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 harms is not involved. This means ensuring that information is not released that would disclose investigative techniques and procedures, as the law provides for withholding such information if it is "generally unknown to the public." It also will mean deciding whether the release of information will endanger the life or physical safety of FBI personnel, as information in investigatory records the disclosure of which would endanger the life or phys-

ical safety of law enforcement personnel" is protected. Finally, it also means deciding about releasing confidential information or information about individuals furnishing confidential information. The law provides protection for confidential sources in all law enforcement investigations, and, in case of criminal or national security investigations, permits withholding of all information provided by a confidential source.

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The National Archives' General Restrictions and the FOIA (5 U.S.C. 552b (6) and (b) (7) (C)) provide for withholding certain information for privacy reasons. In general terms, protected from release are files the disclosure of which would constitute an unwarranted invasion of privacy. In deciding if personal information is releasable, archivists will be confronted with a variety of questions relating to those whose privacy is involved, what information is actually personal and private, and would the public's interest in knowing the information outweigh the subject's interest in personal privacy?

The latter will require balancing the public interest in disclosure, if any, against the private interests that would be threatened by disclosure of the file. The "public interest" truly must be in the interest of the overall public, not of individuals seeking information for their own benefit. Even if a requester has identified a specific and tangible disclosure interest, but on which is peculiar to the requester, the courts have ruled that no "public interest" exists compelling disclosure.

**The "public interest" truly must be in the interest of the overall public, not individuals seeking information for their own benefit.**

The courts have found that some public interest factors are properly taken into consideration and accorded great weight. For example, great weight is given to disclosure when the requested information would inform the public about proven violations of public trust. On the other hand, the courts have found there is also a public interest in nondisclosure. This is true especially with respect to protecting the public's interest regarding law enforcement activities. The courts, for example, have held that identities of individuals who provide law enforcement agencies with reports of illegal conduct, particularly where they reasonably fear reprisals for such assistance, should be protected. Even if

(Continued on p. 14)

# 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 freshmen 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. One 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 spe-

***If not taught at all, the history of agriculture all too often has been buried in economic history survey courses or given only passing notice in freshmen courses on the history of the United States.***

cific courses in the history of agriculture, but their numbers surely are so small that returns from them would be statistically insignificant. Those 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 in-

dicated 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 one 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 would 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 (University of Florida, Virginia Polytechnic Institute and State University, West Virginia University, University of Arkansas, Texas A & M University); three are in the midwest (Ohio State University, Iowa 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 alter-

nate 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 also may 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 is required for 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 Iowa State University (which first offered the course in 1914) and the University of Wisconsin (which first offered the course in the early 1920s) the teaching of agricultural history is essentially a post-World War II development. Three schools began teaching it between 1945 and 1950, four began in 1969 or 1970, two began in 1975, and eight began after 1980. Early teachers of the course at Iowa State University were L.B. Schmidt, Earle Ross, and John Schlebecker. At the University of Wisconsin, Benjamin Hibbard inaugurated the course in the Agricultural Economics Department and taught it until the mid-1930s, after which Asher Hobson taught it until the mid-1940s. From then until 1961 Vernon Carstensen taught the course as a crosslisted course for both agricultural economics and history. From 1961 until 1984 Morton Rothstein taught it every third or fourth year, but when Rothstein left Wisconsin, the course died. Kansas State University, which reported that the course has been taught there for the past fifteen years, also noted that "years ago" it was taught by Fred Shannon and then by A. Bower Sageser. At Ohio State University, Harry L. Coles taught the course in the 1940s and 1950s; it was reinsti-

tuted there about two years ago.

The foregoing statistical analysis has included the American agricultural history survey course at Iowa State University, but in fact that school has an entire program in agricultural history. In addition to the basic course, Iowa State teaches standard courses or pro-seminars on European rural society, rural society in East Asia, the southern plantation, midwestern rural society, history of agricultural technology and science, farming and rural life in American thought and imagination, and American farm policy in the twentieth century, the last offered both as a pro-seminar and as a research seminar. The department of history offers all of these courses and historians teach them. Furthermore, the following courses are in the catalogue and will be taught in the future: agriculture in the twentieth-century West, comparative slavery, agriculture in the Caribbean, and agriculture in Africa. While some of these courses are not strictly agricultural history, clearly Iowa State University has a program of agricultural history and related subjects unparalleled in the nation.

**One respondent indicated that while the course at his institution is well established, the field of agricultural history is "less likely to stay alive over the next generation."**

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. Five schools reported that the future is "good," "very good," "excellent," "very favorable," or "firm and secure." Two schools said the course is "well established" or "going well." Another wrote, "Here the course is going well and should continue to do so. Ag. school supports it, I like it." A west coast university professor elaborated his positive response by characterizing agricultural history courses at his institution as "permanent fixtures, drawing students from forestry, home economics, as well as liberal artists interested in earthy matters."

One respondent indicated that while the course at his institution is well established, the field of agricultural history is "less likely to stay alive over the next generation." After indicating that the course is going well at

his institution, another correspondent volunteered, "The outlook seems not so good at other places. I rarely hear of good enrollments or rising interest." Nine responses bear out that perception. Of their courses, two people wrote that the future is "in doubt," one wrote, "I am not too hopeful," and four wrote "murky future," "uncertain future," "student interest is uncertain," and "there is only limited interest." These several respondents joined two others who have concern about declining student interest, lower enrollments in Schools of Agriculture (which in turn may lessen numbers in

**Perhaps the profession's prominent agricultural historians could take the lead in advancing the teaching of agricultural history as well as devoting attention to the research aspects of their chosen field.**

these specific courses), and lack of institutional support, especially from Schools of Agriculture.

The results of this survey lead to a basic conclusion: agricultural history as a teaching field in the nation's institutions of higher learning is barely alive. Few if any non-Land Grant institutions teach the subject. Over three-fourths of the Land Grant institutions do not offer it. While nine schools have thriving courses, in nine others where the course is taught its existence is in jeopardy. Plans for introducing or reinstating this course in schools that do not currently teach it are few; most schools which have such plans confess they are indefinite.

Accepting the obvious fact that agriculture has been a vital part of the American past, and assuming that knowledge of agricultural history is important to a nation's college students and future leaders both in and out of fields related to agriculture, the following suggestions are pertinent. Administrators and faculties of both Colleges of Humanities and Schools of Agriculture must be educated to the importance of agricultural history and must inaugurate courses at their institutions. The January 1984 conference in Gainesville, Florida, which brought together deans and professors of several of the nation's universities to discuss the question of integrating agriculture into humanities programs, may turn out to be a significant step in attempts to increase communication and understanding between two heretofore too often

isolated units of the nation's institutions of higher learning. Agriculture and Human Values, a quarterly publication growing out of that conference, hopefully will keep this dialogue alive. Perhaps the profession's prominent agricultural historians could take the lead in advancing the teaching of agricultural history as well as devoting attention to the research aspects of their chosen field. If agricultural history courses are not required, academic advisers on both sides of the campus must urge their students to enroll in them, educating both humanities and agricultural students to the importance of such courses in their curricula.

If resources are not available to hire faculty members specifically trained in agricultural history, institutions can make provisions for some additional training or free time for a person in a related field to upgrade his or her capabilities in agricultural history. Such persons must accept the serious obligation to make their new courses as attractive as possible. In view of the mass of materials and diversity of subject matter from which an instructor might choose, perhaps the Agricultural History Society's leaders could establish a committee to prepare a general course outline which instructors might use or adapt to suit their and their students' particular needs. At the same time, one or more agricultural historians ought to produce an attractive textbook. Since some bibliographical lists are now available, another person or committee (with the financial help of a supportive institution) might take the responsibility of reproducing these and serving as a clearinghouse for those who desire to introduce agricultural history at their institutions. Concurrently, institutions should increase library budgets for a few years in order to catch up on holdings in agricultural history.

None of these suggestions will be easy to implement, but if agricultural history is to develop into even the semblance of a respectable teaching field, they must be attempted. Indeed, inaction could result in the essential death of agricultural history as a teaching field in the nation's institutions of higher learning.

Monroe Billington is professor of history at New Mexico State University. He is the author of The American South (1971) and Southern Politics Since the Civil War (1984). Currently he is working on a study of black soldiers in New Mexico, 1866-1900.

## The Norton Utilities: Programs Supplemental to DOS

Michael Regoli

Requires: IBM PC, XT, AT, or compatible; 128K RAM; one disk drive; DOS 2.00 or higher. Not copy-protected. List price: \$99.95. Peter Norton

Computing, 2210 Wilshire 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 just not sure where or how to go about getting it. Well, now there's help. The Norton Utilities provides two programs, QKUNERASE.COM and NU.COM (Quick-Unerase and Norton Utility), 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 felt

slighted by DOS.

The Utilities provide four main functions for the user: data recovery, disk management, data security, and miscellaneous applications. Space does not allow an in-depth exploration of all these programs, so emphasis will be given to those most useful to historians.

#### RECOVERING LOST DATA

This bit of magic needs explanation. When files are stored on disk, they exist in essentially three parts: the directory listing, data clusters, and file map. A file's directory entry is a depiction of that file consisting of its name, decimal size, and the date and time the file was last changed. This information is displayed using the DOS DIR command that, in addition to displaying information about particular files, reveals other facts such as the volume identification and the amount of free space left on the disk. The DIR command does not, however, display a file's data. All files share the data space available on any given disk. Each disk's space is allocated into files by the DOS FORMAT command. By formatting a disk, you are preparing the disk to accept files by initializing the directory, the File Allocation Table (FAT), and the system loader (or "bootstrap" program). This initialization takes the disk and allocates file space in clusters. A cluster, produced by disk formatting with DOS version 3.1, occupies 1,024 bytes or 0.3% of the total file space of a double-sided, double-density diskette.

Clusters are given to files in no particular order. Files can be placed either contiguously or askew over the disk. At this point, it is correct to assume that a non-contiguous file hinders DOS's retrieval method for that file as it must search the entire disk to gather its data.

As the FORMAT command initializes files and data clusters, the file map links files and their respective clusters. This map specifies which file belongs to what disk cluster, and is the method DOS uses to associate files with its data. File maps are stored in a disk's File Allocation Table or FAT. The Table indicates how each cluster of space is used, which clusters are in use, and which clusters are available to use as new file space.

These three parts (directory listing, data clusters, and file map,) assist DOS in a three-step process for tracking down data: looking up the file in the directory list; tracing the file's cluster through the File Allocation Table; and finally locating each cluster on the disk to deliver the data.

When files are erased DOS does two things. First, it renames the file by removing the first character of the filename. 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 their names and "addresses" are removed; the data remains intact until more data is added to the disk, which is then placed in any available clusters marked "unused" by the File Allocation Table. It would be considered a miracle to recover a six-month-old erased file on an actively 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 reconnecting 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 directory entry or "pointer," this process searches the disk by finding the pointer and continuing on that path to the end. This procedure is the same one DOS uses to produce the file: create the directory entry, establish the data 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 obstacle for recovering a file's data. The more actively a disk is used in creating, removing, and updating files, the more complicated its structure becomes. 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 exploration and data recovery, with very few keystrokes. Repeatedly pressing the Enter key is all that is required to recover a file without ever having looked at the instructions.

NU is completely menu-driven. With the use of function keys (F1, F2 ... F10), the user can travel swiftly through the many menus to search for data on all of the disk, in file data space (whether in use by files or not), in erased file space, or in items selected by the user: disk drives, directories, files, erased files, and disk sectors. Searching for data by disk sector becomes particularly helpful when trying to locate an erased file's data that has been scattered throughout the disk.

QKUNERASE.COM (or QU.COM) allows the user to "unerase" a file, or entire disk of erased files, through a simple question and answer session. Assuming you have a dual disk drive system, QU may be invoked from the A: drive and unerase files on the B: drive. QU.COM will unerase files that are completely intact. Those files that have been written over partially require the use of NU.COM.

#### DISK MANAGEMENT

Peter Norton has included eight programs, in addition to NU, that assist in the effective management of disks and files.

DS - Directory Sort will delight you. With DS, you are able to sort your directory's files in any order for display with the DOS DIR command. This may seem trivial, but this program becomes especially helpful in organizing jumbled directory listings that have many files. DS sorts by a file's name, extension, date, time, and size.

DT - Disk Test. This program tests the integrity and functionality of a disk and its data. I reach for this program whenever I get the familiar and always ambiguous DOS error: "Disk error reading (or writing) drive A". DT will test the disk for damage by either reading all the files or the entire disk (files, directories and unused data), or both. In most cases, DT will diagnose any problems it may find. (Helpful for those using older DOS versions that will write recklessly on bad sectors of a disk.

FA - File Attribute. Have you ever wanted to hide files from prying eyes? This program will help you display and/or alter the attributes (Read-Only, Archive,

System, and Hidden) of any file. Attributes are simply manipulated using logical expressions ("+" for on; "-" for off). As with Directory Sort (DS), the attributes can be modified in any combination. By omitting the switches, FA reports the current attributes set on the files.

When a file is marked as Read-Only, it may not be changed or deleted which guards against accidental deletion or modification. The Archive bit (or attribute) controls how several automatic back-up programs handle the file. When a file is backed-up using the BACKUP command supplied with DOS, its Archive bit is turned off, therefore indicating that the file has been backed-up. When you alter the file after the BACKUP, DOS turns the Archive attribute on, indicating that a new copy must be saved during the next BACKUP session.

The Hidden and System attributions are more complex. Each DOS disk that has been formatted with the "/S" flag to transfer the "system" (or bootstrap program), contains two hidden files: IBMBIO.COM and IBMDOS.COM. These files are hidden and need to be there for the system to boot properly. Norton has included the ability to alter these attributes so hidden files that accumulate disk space can be seen and easily deleted.

FF - File Find. This program may be the most important utility for those with large hard disks and many, many files and subdirectories. FF locates files by searching the entire directory structure for the specified files and prints the filename and its complete directory path. Global wildcard characters ("\*" and "?") may be used when specifying a file or groups or files to be searched. Therefore, by supplying "\*.\*" to FF, all files (including "Hidden" and "System" files) on the disk are reported with their complete pathnames.

TS - Text Search. TS is a powerful utility that provides a quick method of searching all the files on the disk, unused data space, erased file space or the entire disk for data. "TS \\*.\*/S /E "OAH"" will search through all of a disk's

files (\*.\*) , in each sub-directory ("/S"), including erased or unused file space ("/E") for the string of characters "OAH". In this instance, TS will also show the string "OAH" as 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, also understand 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.

## 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 have 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 this 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 knew the (unfavorable) 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 pro-

fessors 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 seventh grade. My teacher 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 in the fall of 1971 at U. 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 of, 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 there may 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 Darien (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 anywhere (near) the money my friends in other fields are making, and the issue of job security in secondary-school teaching is always bothersome--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 African history 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 glum right now, and faculty morale is questionable, or worse, at numerous institutions. . . . Today it is hard to land a good teaching position once you've got the Ph.D. degree; it is every bit as tough hanging onto such a position when reviewed for tenure six years later on. . . . But if one really wants to teach at this level, one accepts the insecurity like one does the low pay and concentrates instead on the truly positive things almost any professor can say about his or her profession. After thirteen years in the business of teaching college students, study the past, and working with colleagues in an academic environment, I still can't conceive of anything I'd soon be doing professionally."

Wrote Renee Kampf Borden (1977), a Ph.D. candidate at the University of Chicago, "I decided to pursue an advanced degree in history without much consideration about the

### 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 the OAH, 112 N. Bryan Street, Bloomington, Indiana 47401. Please specify that you want the free "Women's Report."

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 more interested in what I would be doing for the next few years than with what I would be doing for the rest of my life. . . . I found intellectual 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 the opportunity to continue doing what I enjoyed most in the city I liked best."

Janet Evander (1982), who has just received her M.A. and certificate in archival administration at New York University, took a more pragmatic stand. "I probably would not 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 Ebner put to the alumni was, "How did your undergraduate education help you once you were enrolled in coursework and research at the graduate level?"

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 human history, my reading of the situation is that my 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, and in many cases, more sound footing, than my colleagues from other schools. . . . I also developed a sense of intellectual independence and curiosity I didn't really notice in too many of my colleagues in graduate school. . . . 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."

Macphail had a slightly different view. "In my day LFC was a very good college, but there was a quantum leap between the demands and standards of my undergraduate and graduate professors. . . . nothing at LFC quite prepared me 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 switched majors. . . . at the end of my third year and I simply had not taken enough undergraduate history courses to provide a solid, broad-ranging 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 more fully the personal attention Lake Forest offered."

Renee Borden 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 coursework and 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 amount 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 careful regard to the proper use of historical sources and evidence. Finally, the personal guidance and counsel I received with regard to writing style and organization, and my experience writing a 120-page senior thesis, were invaluable."

Evander concurred: "I am thankful that LFC provided me with the opportunity to take on a major research project. I began studying women's history while at LFC and wrote my senior thesis on Alice Paul and the American militant suffrage movement. It was while doing archival research for my senior thesis that I first considered the archival profession. That project taught me research skills which proved invaluable in graduate school. The training I received. . . especially the upper division seminars. . . made the transition to graduate school easy."

Matray summed up the prevailing opinion: "I remember well my first seminar--covering U.S. historiography 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. Also, I had more experience writing. I thought at times I would lose my mind writing papers as an undergraduate--often times six a quarter or 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. Without LFC, I might never have read the Greek classics, let alone know anything about biology, psychology, and religion. At LFC, I became an 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 concern of President. Sovern of Columbia University: "The professoriate will require replenishment in the 1990s, and outstanding students at Lake Forest College should reconsider 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 advice, tailored to individual re-

quirements, 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.

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

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.



# Capitol Commentary

Page Putnam Miller

## 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. Opponents 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 convene 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 Gramm-Rudman-Hollings 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. 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 tone for the hearing when he stated: "the opinion is the product of a flawed process, legally deficient, and espouses 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 rejected many of 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 spring 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.

The most recent constituent opposition to the Justice Department opinion comes from Public Citizen, a consumer group founded by Ralph Nader, and the Reporters Committee for the Freedom of the Press, which have filed a legal complaint to enjoin the National Archives from complying with the legal opinion issued by the Justice Department. The suit requests that the Court order the Justice Department and the Office of Management and Budget to rescind their directive to the Archives.

## 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 week 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 Representative's rule that closes the records of the House for fifty years, with a rule that makes available a large body of records that can be reasonably opened after twenty years. In mid-September, Rep. Joe Moakley (D-Massachusetts), who chairs the Subcommittee on Rules, plans to hold a hearing on House Res. 114. Although this resolution deals with minor

technical matters, Moakley has indicated a willingness in scheduling this hearing to use the resolution as a vehicle for modification of the House's fifty-year rule. Since 1980, the Senate has opened twenty-year non-sensitive records. This has increased the visibility of Senate records and their availability for scholars. After six years experience with the twenty year policy for most records, the Senate has had no violations or problems with inappropriate disclosure of sensitive materials. Provisions made to protect sensitive records have proven most adequate. Historians will be testifying at the House hearing to urge a policy that will ensure the availability of House records while at the same time protecting the sensitivity of special records.

### Library of Congress Receives Additional Funds

Following an outpouring of concern in letters and Congressional testimony, Congress passed an Urgent Supplemental Appropriations bill, signed by the President on July 2, which included funds that have enabled the Library of Congress to restore evening and Sunday hours, and to resume some of the acquisitions and cataloging activities that had been curtailed by the \$18.3 million cut in the Library's fiscal 1986 budget. On July 10, the Library of Congress restored weekday evening hours and Sunday afternoon hours. The increase in the acquisitions budget has allowed the Library to reverse plans to cancel some current serial subscriptions.

### 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 proposed national 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 experi-

ence 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.

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

## 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 bringing 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" (can anyone think of a different name for this?) at future OAH meetings, much of the committee's activity concerned the assessment 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 had 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, ought to include someone from the Reno, Nevada area so that this person would be available for the planning session at Philadelphia.

The Committee also has 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, have 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

## Report of the Ad Hoc Committee on the Bicentennial of the Constitution

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 costs of copying, mailing, and handling. We estimate the package cost at about \$15.

2. The Committee proposes

to prepare a "premier" on the major issues in constitutional/legal history of approximately 100 pages. The premier 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 premier 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 abstruse. 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 premier. 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 col-

lege 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 di-

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

Name \_\_\_\_\_

Race (Optional): Caucasian Black Hispanic Asian-American

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Home Telephone \_\_\_\_\_

Work Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Work Telephone \_\_\_\_\_

Job Title and Rank \_\_\_\_\_

Institutional Affiliation, if any \_\_\_\_\_

BA (year) \_\_\_\_\_ MA (year) \_\_\_\_\_ Ph.D. (year) \_\_\_\_\_

Research, Teaching, or Graduate School Fields \_\_\_\_\_

\_\_\_\_\_

Have Published: Articles (number) \_\_\_\_\_

Books (number) \_\_\_\_\_

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

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

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rectly to the OAH. Perhaps funds from OAH matched with an outside grant could provide the means to bring the project to fruition.

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 of the two proposals submitted by ERIC, only that dealing with the Federalist makes any sense, and the Committee has substantial reservations about that enterprise. Frankly, the Committee was dubious about what this project would do that is not already available. The Committee believed that if OAH funds were to 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 pro-

ject. 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 who need information 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 the 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 most appropriately come from the National Park Service. If such were the case, we would be prepared to offer assistance in identifying relevant themes and historians.

The Committee has measured carefully the scope of its efforts against known resources. It believes that it has fashioned a program that will serve the interests of the members and be manageable in terms of the commitments of its members and the staff to support it in Bloomington. The program it proposes does require the active involvement of the Bloomington office. In order that it may move forward, the Committee asks for prompt approval of the items proposed above.

The Committee chair shortly before leaving New York on Sunday afternoon was informed that he was supposed to have given a report to the Executive Council that morning. If such was the case, the chair was never notified of the need to do so nor of the time and place of the meeting. Indeed, the only communication on this matter to reach the chair indicated that ad hoc committee chairs were not to attend the meeting. In any case, the chair's report is as above.

Kermit Hall, Chair  
OAH Bicentennial Committee

200th

## 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's Board. Its intent is to lend the 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.

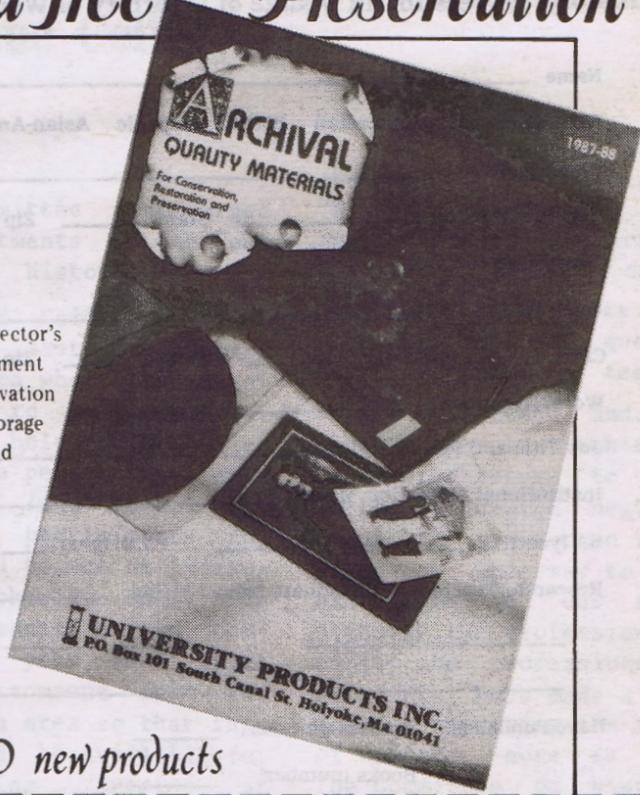
During the year two new pamphlets have been in the process of development. Trudy Peterson is developing a pamphlet on "Archives: A Guide for Departments of History,"

and Cynthia Kryston of the National Park Service is developing a pamphlet on "Historical Interpretation: A Guide for Departments of History." The archives pamphlet should be ready this fall, and the historical interpretation pamphlet will be ready later in the year.

The Committee also has sought to establish contacts with other relevant OAH committees during the last year. We offered, for example, to assist the Membership Committee in trying to reach public historians who should be members of the OAH. We also are encouraged by the number of public history-related programs that find their way onto the OAH Annual Program.

We found during the year that there is a mutual concern for interaction between the OAH and other professional organizations. A key component of our program is establishing a good working relationship with the National Council on Public History. We find that they wish to use the Public History Committee as a liaison with the OAH. The Public His-

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tory Committee underwent a major change when three of its members left after the 1986 Annual Meeting, and the NCPH will consult with the new Committee chair regarding a regular liaison between the two professional organizations.

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 entire OAH's distress with 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 still is faced with having to raise one-half of the publication cost for new pamphlets in spite of the fact that the se-

ries earns an overall profit for the OAH. Altogether, our tight budget reduces the effectiveness of the Committee. Fortunately, the work that we can 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 NCPH 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 Pitcaithly, Charles Dollar, Brent Glass, Glenda Riley, and Cullom 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 represented thirty-one percent of the participants at the conference. Women represented thirty 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 1985 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

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—Jackson Lears, *Reviews in American History*,  
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#### *Plus:*

Robert Westbrook on Dwight Macdonald's critique of Allied conduct in World War II; Stephen Vlastos on TV histories of the Vietnam war; and Mark Pittenger on Darwinism and feminism in the American Socialist Party, 1900-1915.

### Recent and Forthcoming issues include:

Alice Kessler-Harris, "EEOC vs. Sears"  
Interview with Carlo Ginzburg

#### *Special issues on:*

Women's Labors  
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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 is sending this code to the Executive Board of the OAH with the recommendation that the Board adopt the code, publish it in the Newsletter, 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 members. The first two years were spent gathering data on the status and activities of women in several aspects of the profession: employment in academe, number 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 ac-

tion. 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 deserves special commendation, for it was under her aegis as chair of the CSWHP for two years prior to 1985-86 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 also will be published separately, in pamphlet form, and sent to the 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 offices was begun, the target for the year being graduate students and advisers. It also failed to acquire new functions to replace those given up. 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 did little beyond representing the OAH at the state level 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 representa-

tives 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 brochures from the central office that they can use as opportunities arise.

4. That fund 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 would be desirable.

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

The targeted mailings to graduate students were a considerable success. Some 1,100 letters produced 187 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.

Ellis Hawley, Chair  
Membership Committee

## Report of the Eric Barnouw Award Committee

The Erik Barnouw Award Committee once again received an abundance of fine nominees. The number of nominees in 1985, eleven, 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 "The Secret War of the Polar Bears", to Frontline's ambitious and praise-worthy four-part series on the "Crisis in Central America." In contrast to 1984, there were no entries from the commercial networks, a situation we regret, but public television stations in Detroit, San Francisco, and Muncie, Indiana, as well as the group of stations responsible for Frontline, sent an impressive array of nominees. We took this as a sign of the continuing creative vitality of public television in the face of financial difficulties. Other nominees came from sources as disparate as independent producers, the National Park Service, City University of New York's American Social History Project, and Accuracy in Media. The latter may have provided us with the surest sign that the Barnouw Award is well-established--a series devoted to showing the inaccuracies of a previous

winner of the Award.

In the end, the Committee felt that the outstanding achievement was Ken Burns' "Huey Long." Although we were unanimous in that judgment, arriving at it was difficult and required several conversations and re-viewing some of the nominees (including another film by Burns, his imaginative and engaging "Statue of Liberty"). We were, for instance, impressed by "Women of Summer" and its ability to communicate the importance of education in the lives of its central characters. We also were highly appreciative of the ambitiousness of "Crisis in Central America" and of Frontline's role in sustaining the documentary in difficult times. Each of the other nominees likewise had strong points and represented a commendable commitment to quality and accuracy in spite of stringent budgets.

"Huey Long", however, was especially noteworthy for its intelligent and visually sophisticated treatment of one of the most intriguing characters of twentieth-century American history. Burns weaves films and old photographs with present-day reminiscences of those

who knew Long. The result is both a re-creation of Long's world and multiple perspectives, past and present, on him. Particularly remarkable is "Huey Long's" balance and patience in treating a person whose flamboyance invites passionate and hasty attacks and defenses. Burns is willing to let all views of Long, and all sides of the man, speak for themselves. In this fine film, as in his life, Huey Long is fascinating for his complexity and for what that tells us about the politics of his time and place.

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 could then 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 two 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, an option this 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 are tribute to the nominees themselves.

#### 1985 BARNOUW 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 W. Nickels  
National Capital Parks-East  
National Park Service  
1900 Anacostia Drive, S.E.  
Washington, D.C. 20020

"Huey 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

## 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 1980 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 Bibliography is prepared and maintained on Pro-Cite (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 free 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 Meyers, Department of English, Box 8105, North Carolina State University, Raleigh, North Carolina 27695-8101, or call (919) 737-3870.

## American Historical Association Appoints Quincentennial Committee

The American Historical Association has appointed a Committee on the Columbus 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. Potash, University of Massachusetts; Joseph P. 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.



B. Saunders photo, Santa Rosa Press-Democrat

Hop field near Hopland, California, c. 1900.

## Exhibit Examines Northern California Hop Growing Industry

"Seasons of Hand Labor: A History of Hop Growing in Mendocino County, 1870-1950," an exhibit in the Upstairs Gallery of the Mendocino County Museum, celebrates a unique chapter in the agricultural history of California's North Coast. The exhibit, which runs through April 5, 1987, features a selection of artifacts and oral history representing Mendocino County's now-vanished 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 tongs," 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 Longworth, 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 folkways. 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 portraying the complex relationship between blacks and whites as well as the formation of black kinship patterns.

For example, an archaeological dig will seek the remains of slave quarters on the Brush-Everard property as a first step in reconstructing such a building. Once built, the slave quarters would become the center for discussions of slave life within Thomas Everard's household.

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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--also will 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 begin interpreting actual sites 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.

"I have reviewed your letter about the National Archives and Records Administration's (NARA) proposed prohibition on the use of personal copiers in our research rooms.

"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 using archival materials, we believe that the ban on personal copiers coupled with more stringent research room rules are necessary to protect archival records from potential damage and theft.

"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 handle the 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

limited to a certain supervised area of the research room. However, we have concluded that even this mechanism would not allow effective monitoring by our limited research room staff and might be logistically complicated by the day-to-day fluctuations in the mix of researchers wishing to use personal copiers and those without copiers.

"The ban on personal copiers is part of a larger effort to institute more stringent research room rules aimed at reducing the potential for theft of 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 appeared with 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, folders, 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 notecards (lined or unlined) are available in three sizes, 3 by 5 inches, 4 by 6 inches, and 5 by 7 inches. Unused paper and cards must be returned to the attendant before leaving the research room for the day.

**Exceptions:** The following items can be exempted from the above restrictions. However, all personal property must be inspected and approved prior to admission and inspected again when the researcher leaves for the day. Researchers are not permitted to leave any equipment in the research rooms overnight. Exempted items are: hand-held wallets or coin purses; notes, references, lists of records to be consulted, and other materials essential to work requirements (the approved materials will be stamped by the attendant to indicate that they are the property of the researcher); typewriters, personal computers, tape recorders, hand-held cameras, and accompanying equipment (these materials will receive an identification tag authorizing them for admission). NARA cannot guarantee the safety of items left unattended and suggests that the items be stored at those times. When the equipment is taken from the room, its tag will be checked with the information on the researcher card.

**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.

Use 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 bending will cause damage; records with uncanceled security classification markings; records too fragile to be copied safely; items larger than 11 by 14 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. 20408.



Courtesy of the Philadelphia Convention and Visitors Bureau.

Head House Square, Philadelphia, an area of restored buildings dating back to the 18th century.

**Philadelphia Hosts 1987 OAH Annual Meeting**

Philadelphia will be the host city for the eightieth annual meeting of the Organization of American Historians. The meeting will be at the Wyndham Franklin Plaza Hotel, the same hotel that the OAH met at in 1982. Arrangements also have been made with tow additional hotels in Philadelphia for rates that are lower than those offered by the Wyndham Franklin Plaza.

The Philadelphia Convention and Visitors Bureau is planning a series of special events in celebration of the Bicentennial of the Constitution. In addition to those events, the city is the home of many famous sites. Independence National Park, known as "the most historic square mile in America," features Independence Hall, the Liberty Bell, Carpenter's Hall, and Congress Hall. Bordering the Park are several Quaker meeting houses in the Old City.

At Penn's Landing, one can find several historical vessels, including the USS Olympia, Admiral Dewey's flagship during the Spanish-American War. The Benjamin Franklin Parkway is lined with museums including the Philadelphia Museum of Art, the Rodin Museum, the Franklin Institute Science Museum, and the Free Library.

For evening entertainment, there is the Academy of Music, modeled after Milan's La Scalla. Housed here are the Philadelphia Orchestra, the Philly Pops, the Opera Company, and the Pennsylvania Ballet. Philadelphia also is the home of many major theaters.

With the historical setting that Philadelphia provides, the 1987 meeting of the OAH promises to be very successful.

**Activities of Members**

James Axtell has been appointed William R. 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 ACLS 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).

Daniel J. Boorstin, Librarian of

Kenneth T. Jackson, professor of history at Columbia University, was awarded the 1986 Francis Parkman Prize by the Society of American Historians for his book, Crabgrass Frontier: The Suburbanization of the United States (Oxford University Press, 1985).

Glenda Riley, professor of history and director of the Women's Studies Program at the University of Northern Iowa, has been awarded a Fulbright to teach early American and women's history at University College, Dublin during 1986-87. She will be holding the Mary Ball Washington Chair in American History, the first woman to do so.

C. Vann Woodward, Sterling Professor of History Emeritus at Yale University, has been presented the Bruce Catton Prize by the Society of American Historians. The biennial award recognizes lifetime achievement in the writing of American history.

Jamil S. Zainaldin has been appointed the new executive director for the National Federation of State Humanities Councils. He formerly was deputy director of the American Historical Association.

The following OAH members have been given awards by the American Antiquarian Society. David P. Nord, associate professor of journalism at Indiana University, has been given a Kate B. and Hall James Peterson Fellowship to study "Journalism and Cities in American Cities." Leslie J. Reagan, Ph.D. candidate in history at the University of Wisconsin-Madison, has been given a Peterson Fellowship to study "Women in Eighteenth-Century Worcester County.

Richard T. John, Jr., Ph.D. candidate in history at Harvard University, has been awarded a Frances Hiatt 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, University of Kentucky; Mark Allan Weiss, assistant professor, University of Illinois, Chicago; Donald J. Lisio, professor of history, Coe College, Cedar Rapids, Iowa; Charles M. Dobbs, professor of history, Metropolitan State College, Denver, Colorado; Fred A. Bjornstad, Ph.D. candidate, University of Iowa; David B. Castle, graduate teaching fellow, University of Oregon; 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; Elliot A. Rosen, professor of history, Rutgers University; Peter C. Seixas, Ph.D. candidate, Vancouver, B.C., Canada.

The following OAH members have been named Fellows and Associates by the National Humanities Center. Lance G. Banning, University of Kentucky, "James Madison and the Founding, 1780-1792." Jack P. Greene, The 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. Carnes, 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. Vecoli, University of Minnesota; Winifred D. Wandersee, Hartwick College; Sean Wilentz, 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. Stamp, Morrison Professor of History at the University of California at Berkeley; Huntington-Mead Distinguished Research Fellow in American Civilization. Suellen Hoy, the North Carolina Division of Archives and History; Malcolm J. Rohrbough, University of Iowa; and David E. Shi, Davidson College; Huntington Library-National Endowment for the Humanities Fellows. Charles L. Cohen, University of Wisconsin, Madison: Huntington-Exxon Fellow. Christian G. Fritz, University of California at Berkeley; William T. Hagen, SUNY Fredonia; Dean L. May, University of Utah; and Judith Raftery, California Institute of Technology; Huntington-Haynes Fellows. Michael Bellesiles, University of California at Irvine; Michael Les Benedict, Ohio State University; Francis Paul Prucha, S.J., Marquette University; and Lewis O. Saum, University of Washington: Huntington Library Fellows.

## OAH-FIPSE Team Visits James Madison University

Some members of the Fund for the Improvement of Post-Secondary Education (FIPSE) Project's Southeastern Regional Team had an opportunity to sample a Shenandoah Valley spring when they journeyed to James Madison University at Harrisonburg, 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 Lo-

cal Studies and Public History. The focal point of the degree is an off-campus 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 will be 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 graduate and undergraduate programs.

The Faculty Team that worked with Galgano and his colleagues consisted of Team

Leader James K. Huhta, director of the Center for Historic Preservation at Middle Tennessee State University at Murfreesboro; Phyllis M. Martin, director of Undergraduate Education at Indiana University and NEH Fellow for 1986-1987; James B. Crooks, former chair of the history department at the University of North Florida at Jacksonville; and Joel Zimbelman, administrative director of the Career Opportunities Institute at the University of Virginia at Charlottesville. Huhta, Crooks and Zimbelman are members of the OAH/FIPSE Project's National Advisory Board. William H. A. Williams, OAH/FIPSE Project Director, also accompanied the Team to JMU.

The composition of the James Madison Team reflected the history department's desire for specialists in Public History (Huhta) and career planning and development (Zimbelman). Martin, whose

fields are African history and sports history, represented the non-Americanist perspective on this visit.

The Team conducted interviews with the history department's chair, director of graduate studies, and all of the faculty. They also interviewed key figures in the university's administration and library, and a representative sample of graduate students. Huhta visited the off-campus site at Staunton and made contacts with individuals and organizations in the Shenandoah Valley who might help support James Madison's Local Studies and Public History programs.

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 Huhta will return to JMU to present the Team's final report to the Depart-

# 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, Seneca 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, AAHM 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 Cary Wintz, 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.

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.

## 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 MVHC, 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 coordina-



## CALL FOR PAPERS 1987

The National Council on Public History and The Society For History In The Federal Government will hold a joint meeting in Washington, DC, April 24-26, 1987.

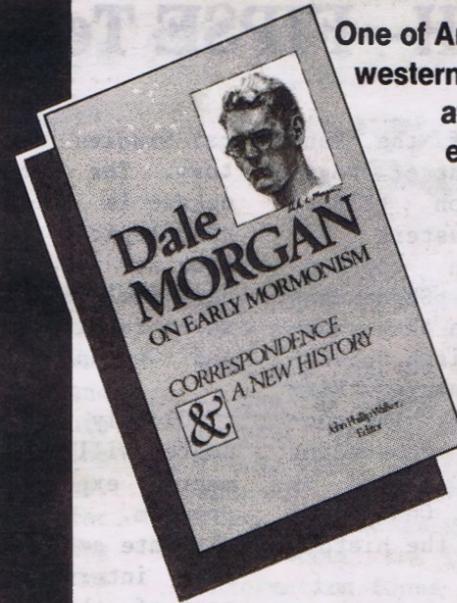
The NCPH/SHFG Program Committee invite submissions for complete sessions, individual papers, or media presentations. Proposals may be on any aspect of the practice of history, substantive research, methodology of public history, or issues of concern to the profession. Interdisciplinary joint sessions on public policy, material culture, cultural resource management, archival management, business, and government are especially welcome. To assist the Program Committee please submit three copies of the proposals and vitas for all panelists. Send them to: SHFG, Box 14139, Benjamin Franklin Station, Washington, DC 20044.

Submit all proposals by September 30, 1986.

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Washington, DC,  
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## 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.

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John Phillip Walker. \$20<sup>95</sup>

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tor and indicate areas of expertise.

## December

The Society for Historians of the Early American Republic will conduct its annual meeting at the Temple University City Center Campus in Philadelphia's historic district July 16-18, 1987. Proposals are invited for individual papers, entire sessions, and discussion papers; complete session proposals are encouraged. All proposals should include a synopsis of the thesis, 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 Carol 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, media presentations, 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 thesis 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 20-24, 1987. The Program Com-

mittee is now accepting proposals for individual papers, sessions, 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 participants are asked to submit the original copy of their typed, double-spaced proposals 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 23-26, 1987 by 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 panels and round table 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 Presidency's Presidential Studies Quarterly. Contact Gregor Reinhard, Gannon University, Erie, Pennsylvania 16541.

The 1987 annual meeting of the American Society of Church History 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 its thesis, method, and significance, as well as curriculum vitae for each participant.

Send proposals to Jay Dolan, Cushwa 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.

The New York Historical Society will host a conference on "New York in the Age of the Constitution: 1775-1800" May 15-16, 1987. Papers on New York's role in the formation of a nation are especially welcome. Deadline for submission is March 15, 1987. Interested parties should contact Bill Pencak, Penn State/Berks, Reading, Pennsylvania 19608 or

call (215) 320-4844.

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 Collier, Center for Latin American Studies, 582 Alvarado Row, Stanford University, Stanford, California 94305.

The theme for the fifth annual Eastern Kentucky University History Symposium March 7, 1987 will be "The 1940s: 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

**Stipendiary 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. Fellows 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. Preference will be given to scholars who have received their Ph.D. degree or have otherwise completed their professional training since 1980 and who can accept a full-year fellowship.

**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 and social sciences, or in scientific or professional specializations with a strong international focus. Of particular interest for the 1987-88 program year will be 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, involve him/her in community activities and professional organizations, and provide opportunities for the visitor to pursue personal research interests. The program provides roundtrip travel for the grantee and, for full-year awards, one accompanying dependent; a monthly maintenance allowance; and incidental allowances for travel, books, and services essential to the assignment. The host institution is expected to share some 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 Mindy Reiser, Council for International Exchange of Scholars, Eleven DuPont Circle N.W., Suite 300, Washington, D.C. 20036-1257 or call (202) 939-5404.

## 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 on 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 devote about one-sixth of their time to teaching or in some other way contributing to intellec-

tual life at Stanford. The deadline for application is December 1, 1986. Application materials and more information regarding eligibility, stipends, and selection criteria may be obtained by writing Morton Sosna, Associate Director, 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, 305 East Country Club Lane, Wallingford, Pennsylvania 19086 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 career. Preference will be given to manuscripts concerned with humanistic values. The first award for \$2,000 will be made in spring, 1987. Applicants 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, Box 642, Princeton, New Jersey 08542, by December 30, 1986.

The Gilbert 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 materials. The Gilbert 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 by a younger scholar. The Institut Francais de Washington funds the prize; a committee of the Society for French Historical Studies determines the winners. Deadline for the 1986 award is December 31, 1986, and five copies of each entrant should be sent to John McV. Haight Jr., Chair, Chinard Prize Committee, Department of History, Maginnes #9, Lehigh University, Bethlehem, Pennsylvania 18015. 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 post-graduate students who are engaged in research requiring use of the holdings of the Rockefeller Archive Center. Grants will be made to applicants of any discipline. The size of the individual grants will depend upon the travel, temporary lodging, and research expenses of the applicant. Inquiries about the program and requests for application forms should be addressed to: Director, 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 Francis 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. Deadline for applications is January 15, 1987. For more information, contact Roselind Valentin, Wood Institute, 19 South Twenty-second Street, Philadelphia, Pennsylvania 19103.

The American Antiquarian Society (AAS), in order to make more available for research its resources in early American history and culture, will award to qualified scholars several short- and long-term Visiting Research Fellow-

ships from June 1, 1987-May 31, 1988. The AAS will award at least two long-term fellowships made possible by a grant from the National Endowment for the Humanities (NEH) under its program of fellowships at centers for advanced study. The fellowships are tenable for six to twelve months, with a maximum stipend of \$27,500. According to NEH guidelines, NEH Fellowships may not be awarded to degree candidates or for study leading to advanced degrees, nor may they be granted to foreign nationals except those who have resided in the United States for at least three years preceding their award. NEH Fellows must devote full time to their study and may not accept teaching assignments or undertake any other major activities during tenure of the award. They may not hold 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 Fellowships are 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 fields 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. 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 Hiatt Fellowships will be awarded in 1987-88 to graduate students engaged in research for doctoral dissertations. The award carries a stipend of \$700 per month for one or two months' study at the AAS. Hiatt Fellowship applicants who are otherwise eligible also may be given consideration for a Peterson Fellowship. AAS and The Newberry Library in Chicago encourage 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 by March 15, 1987. Scholars who hold sabbaticals or fellowships from other grant-making agencies and who wish to spend at least four weeks researching in the AAS' collections may apply to be designated a research Associate. Research Associates are granted the privileges accorded the AAS's own fellows, but will be paid no stipend. Persons interested in applying for any of the above fellowships should request application materials from John B. Hench, associate director for research and publication,

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 fifteen research fellowships each year. The fellowships are of two kinds: short-term of one to four months, with a stipend of \$800 per month; and long-term, six to twelve months, supported by the National Endowment for the Humanities (NEH), with a stipend of approximately \$2,300 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. The short-term fellowships are open to foreign nationals as well as U.S. citizens, and to scholars engaged in pre- or post-doctoral or independent 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 1894, Providence, Rhode Island 02912. Deadline for the receipt of application material is February 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 Kaiser 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 application forms, 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.

## OAH Awards & Prizes

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

*The ABC-Clio America: History and Life Award* was first given in 1985 to encourage and recognize new scholarship in developing fields by historians in both the public and private sectors. The winner of this biennial award receives \$750 for his or her published article and a certificate. The deadline is September 1 of even-numbered years.

*The Erik Barnouw Award* is given annually in recognition of outstanding reporting or programming on network or cable television or in documentary film, concerned with American history, the study of American history, and/or the promotion of history as a lifetime habit. One copy of each entry should be submitted on either 1/2" video cassette or 16mm film by December 1 to the chair of the award committee. Films completed since January 1 of that year are eligible. This award was first given in 1983 in honor of Erik Barnouw, a leading historian of mass media. He is retired from Columbia University and has worked at the Library of Congress on the establishment of the television archives called for by the 1976 Copyright Act. The winner receives a certificate.

*The Ray Allen Billington Award* is given biennially for the best book in American history, defined broadly so as to include the pioneer periods of all geographical areas and comparisons between American frontiers and others. First given in 1981, the award honors Ray Allen Billington, OAH President 1962-63. The winner of this prize receives \$500, a certificate, and a medal. The deadline is October 1 of even-numbered years, and final page proofs may be used for books to be published after October 1 and before January 1 of the following year.

*The Binkley-Stephenson Award*, first given in 1967, is an annual prize of \$500 and a certificate for the best article published in the *Journal of American History* during the preceding calendar year (March, June, September, December issues). William C. Binkley was president of the OAH 1944-46 and editor of the *Journal of American History* 1953-63. Wendell H. Stephenson was president of the Organization 1957-58 and editor of the *Journal* 1946-53.

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

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

*The Richard W. Leopold Prize*, first given in 1984, was designed to improve contacts and interrelationships within the historical profession where an increasing number of history-trained scholars hold distinguished positions in governmental agencies. This prize recognizes the significant historical work being done by historians outside academe. The award is given every two years for the best book written by a historian connected with federal, state, or municipal government, in the areas of foreign policy, military affairs broadly construed, the historical activities of the federal government, or biography in one of these areas. The winner must have been employed in a government position for at least five years. The deadline is September 1. The winner receives a certificate and \$500. Richard W. Leopold was president of the Organization 1976-77.

*The Louis Pelzer Memorial Award* was first given in 1949 for the best essay in American history by a graduate student. The prize is \$500, a medal, a certificate, and publication of the essay in the *Journal of American History*. The essay may be about any period or topic in the history of the United States, and the author must be enrolled in a graduate program at any level, in any field. Entries should not exceed 7,500 words and should be mailed to the office of the *Journal of American History*, 1125 E. Atwater, Indiana University, Bloomington, Indiana 47401. The deadline is January 1. Louis Pelzer was president of the Mississippi Valley Historical Association 1935-36 and was editor of the *Mississippi Valley Historical Review* 1941-46.

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

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

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## 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

components of twenty-five major federal agencies uncovered twenty instances of noncompliance with these requirements. Some agencies did not publish or keep current information on agency organization. Information published by other agencies on where the public could obtain information was out of date.

A second FOIA provision requires agencies to make certain information available for public inspection and copying, unless the information is published and sold. That category of information includes final opinions and orders statements of policy and interpretations adopted but not published in the Federal Register, and staff manuals. Agencies also must prepare indexes for these materials.

Of the twenty-five organizations surveyed by GAO, fifteen were not in full compliance with these requirements. Some agencies did not prepare required indexes, and other

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 the simple, 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 let-

ter and the GAO report will bring about 100% compliance with these important disclosure requirements."

The report, "Freedom of Information Act: Noncompliance With Affirmative Disclosure Provisions" (GAO/GGD-86-68), is available from the Subcommittee or from the General Accounting Office.

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. DiGuardi (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/EOE.

### 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. EOE.

### 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, preferably, experience in journal publication. Write 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.

### New from the OAH

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Department of the Army      Department of Energy

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(From p. 11)

some information in a particular FBI case file is withheld, archivists must make the remainder of the information in the file available, as the FOIA requires that "any reasonably segregable portion of a record" must be released after appropriate applications of the nine exemptions. Thus, while some information in the FBI records in the National Archives will not be available immediately for research, most of it will be available to historians and other researchers. However, once they obtain access to the files, they will still be faced with the access problem of understanding what they are reading.

**Thus, while some information in the FBI records in the National Archives will not be immediately available for research, most of it will be available to historians and other researchers.**

A Department of Justice senior attorney in the mid-1970s investigating illegal break-ins reported that his staff had been on the case for more than a year and "they still didn't know how to read an FBI file." (Anthony Marro, "FBI Break-in Policy," in Athan G. Theoharis, ed., Beyond the Hiss Case: The FBI, Congress, and the Cold War [Philadelphia: Temple University Press, 1982], 84.) Part of the problem is the language used in the files. Like any agency, the FBI has its own terminology and euphemisms that researchers will have to learn in order to understand what they are reading. There are scores of abbreviations throughout the files that researchers will have to decipher if the information in the file is to make sense. (Abbreviations listed and discussed in Buitrago and Immerman, Are You Now or Have You Ever Been in the FBI Files, 159-215.)

Then there are the euphemisms. Former Attorney General Nicholas Katzenbach told Congress in 1975 that "the Bureau constantly resorted to terms of art, or euphemisms, without bothering to inform the Attorney General that they were terms of art. I don't think it is excessively naive to assume that

**Like any agency, the FBI has its own terminology and euphemisms that researchers will have to learn in order to understand what they are reading.**

'a highly reliable informant' is precisely that, and not a microphone surveillance." (U.S. Cong., Senate, Hearings Before the Select Committee to Study Governmental Operations with Respect to Intelligence Activities, 94th Cong., 1st sess., Vol. 6. Federal Bureau of Investigation, November 18, 19, December 2, 3, 9, 10, and 11, 1975, 218.) For example, when reporting of break-ins, agents sometimes used such terms as "special techniques" or "sensitive investigative techniques." When included in the files, information from break-ins was reported often as having come from an "anonymous source," a "highly confidential source," a "highly confidential informant," or a "confidential informant." The term "confidential informant" also was used to disguise the source of illegally obtained information. (Marro, "FBI Break-in Policy," 85, 101-102; Percival R. Baily, "The Case of the National Lawyers Guild, 1939-1958," in Athan G. Theoharis, ed. Beyond the Hiss Case, 138, 165 [n. 15]; Athan G. Theoharis, "In-House Cover-Up: Researching FBI Files," in Theoharis, ed., Beyond the Hiss Case, 33-34.) According to former special agent G. Gordon Liddy, if a field office submitted a plan for headquarters approval and it contained the words "'security guaranteed,' it meant that we did it last night and got away clean--approve it so we can send you the results officially." (G. Gordon Liddy, Will: The Autobiography of G. Gordon Liddy, [New York: A Dell-St. Martin's Press Book, 1980], 109.) Often in a report one will see "T-1, a usually reliable informant whose identity cannot be disclosed" or "T-2, a reliable informant who is not available for re-interview." These may relate to human informants, but occasionally they denote electronic eavesdropping. (Victor S. Navasky, Kennedy Justice, [New York: Atheneum, 1977], 15-16.)

Making the FBI's records available and using them will present access

challenges to archivists and historians. This is as J. Edgar Hoover would have wanted. Up to now I have avoided mentioning Hoover. However, one cannot write about the FBI and its records without mentioning him. Hoover was adamant about keeping the contents of the FBI files from being disclosed to outsiders, even the courts and Congress. He did so for a variety of reasons, including fear of disclosure of illegal activities; fear of embarrassment, both personally and to the Bureau; and if we can believe him, because of all the unsubstantiated derogatory information in the files. But now with the FOIA and Privacy Act,

**Up to now I have avoided mentioning Hoover. However, one cannot write about the FBI and its records without mentioning him.**

these records are being made available to thousands of researchers annually. With patience and knowledge, the access challenge of the FBI's records, whether they be in the custody of the FBI or the National Archives, should be met in a manner that makes substantial quantities of information available while at the same time protects the privacy of individuals and the legitimate security and law enforcement concerns of the government.

James Gregory Bradsher is a supervisory archivist with the National Archives and Records Administration's Planning and Policy Evaluation Branch. This summer he was a fellow with the Bentley Historical Library's Research Fellowship Program for the Study of Modern Archives. While there he finalized several articles about the FBI's records and his agency's appraisal of them. This article represents his personal views and does not necessarily reflect official NARA policy.

## Meetings 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 Norenberg 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 Indi-

ana University of Pennsylvania. For more information contact Charles Cashdollar, Department of History, Indiana University of Pennsylvania, Indiana, Pennsylvania 15705.

The United States Capitol Historical Society, 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--Martin Luther King, Jr: The Leader and the Legacy," 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 interested persons free of charge. Advance registration is required due to space limitations and Capitol security. For registration forms and more information, write 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

conducted October 16-18, 1986 at the University of Wisconsin-Madison. The theme of the interdisciplinary conference is "Women and Farming: Changing Roles, Changing Structures." For program or registration information contact Mary Neth, Box 4100, Department of History, 3211 Humanities Building, University of Wisconsin-Madison, Madison, Wisconsin 53706.

The University of Paris VIII is organizing an international colloquium titled "In the Shadow of the Statue of Liberty--USA 1886" October 23-25, 1986. For more information contact Marianne Debouzy, University of Paris VIII, 12, rue Linne, 75005 Paris, France.

"Women and Health" will be the theme of the Upstate New York Women's History Organization's annual meeting October 24-25, 1986 at SUNY-Plattsburgh. The conference also will include a new feature recommended at the last meeting--a session where scholars may present works in progress for comment. For more information write Anita Rapone, Department of History, SUNY-Plattsburgh, Plattsburgh, New York 12901.

The second North American meeting of the Society for the History of Natural History will be conducted in Pittsburgh, Pennsylvania October 24, 1986. The meeting will be conducted concurrently with joint meetings of the History of Science Society, the Society for the History of Technology, the Philosophy of Sci-

ence Association, and the Society for Social Studies of Science, scheduled for October 23-26, 1986. The theme for the meeting will be "Fieldwork, Collecting, and Observation in Natural History." Those interested in attending should contact William Deiss, North American Representative, Society for the History of Natural History, Smithsonian Institution Archives, Washington, D.C. 20560.

## November

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 "Plessy vs. Ferguson: Segregation in the United States." For more information contact John Marszalek, Department of History, Mississippi State University, Mississippi State, 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 Alvarado Row, Stanford University, Stanford, California 94305.

# Readers' Responses

Readers' Responses should be limited to 500 words and submitted at least six weeks prior to publication. All responses are printed verbatim. Because of space limitations, original authors are asked to limit themselves to one response following letters about their articles.

Editor:

Donald M. Nielsen's recent comments in the Newsletter regarding the AHA's Guidelines on Hiring Women Historians in Academia call for a response because they represent a persistent and pernicious misunderstanding of affirmative action. By speaking of "quotas and entitlements" (his 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 use data from the National Research Council to demonstrate that women are not tenured or promoted in proportion to their representation among Ph.D.s in history. Even allowing for the possibility that some women may elect to follow different career patterns from men, the magnitude of the imbalances 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 anything 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 in the NRC employment data, and to assume that "excellence or merit" have been the only cri-

teria in hiring and promotion over the past few decades, is to strain credulity.

Ron Walters  
For the Committee on Women Historians

Donald Nielsen replies:

It was never suggested that the Guidelines ask departments 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 existing in a department when it has the same proportion of women in its tenured ranks as is available in the pool of women Ph.D.s in cohorts of tenure age." I find it surprising for someone to contend that this does not suggest quotas and entitlements. Further, to point out that the percentages may be regarded simply as recommendations makes no difference to the argument: the suggestion of discrimination is little better than its requirement. Mr. Walters uses the words "pernicious" and "willful" to describe my understanding of the Guidelines. These words might better be used to describe one who advocates discrimination on the basis of sex--whether he be a male chauvinist or a member of the Committee on Women Historians.

Donald M. Nielsen  
Boston, Massachusetts

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