In This Issue:

The National Archives

Elizabeth Drinker's Diary

Peer Review Bias

Roosevelt Study Center

Public History in Minnesota

The Salvation Army's U.S. Arrival

Henry Leach, "Weathervane: Goddess of Liberty"
(Courtesy Indianapolis Museum of Art, Gift of Edward Huber Dunlap in memory of his wife, Louise Dunlap)
Joan Hoff-Wilson

Instead of reporting on the state of the Organization of American Historians as I usually do in these annual reports, I want to report on the state of history departments across the country as reflected in a nationwide poll conducted by the OAH at the end of last year. In the Summer and Fall of 1986 Dr. William H. A. Williams, Director of the OAH/FIPSE Project for the revitalization of the teaching of history, included a set of questionnaires in two issues of the Project Newsletter. The mailing went to 2,602 chairs, of which 921 are departments of history or are combined departments with "history" in their title. A little over 8% were returned from four types of institutions: community colleges, four-year institutions with only B.A. programs; universities granting M.A. degrees; and universities granting Ph.D.'s.

The second OAH/FIPSE questionnaire was in two parts. The first part sought statistical information about the size of the department, the number of students, faculty/student ratio, and a demographic profile of the faculty itself. The second part asked the history chairs to choose the most serious problems facing their departments and the history profession itself. This report concentrates on the results from four-year B.A. programs where returns were highest, but will make comparative reference to the M.A. and Ph.D. granting institutions.

**GENERAL DEPARTMENTAL PROFILE**

**Departmental Size** The B.A. departments responding varied enormously in size, but most were small to moderate in terms of full-time faculty. Thirty-three percent of the departments had only one or two full-time members. Forty-four percent had between 3 and 6 members. By contrast the average M.A. department has 13 members and the average Ph.D. has 26.6. This greater response from small departments confirms what the OAH has learned from its recent attempts to organize department chairs and send visitation teams out to departments to improve curriculum. The small departments and schools seem to appreciate and need these services more than the larger ones.

**Undergraduate Survey Courses** Most of the responding departments, 72%, offered introductory history surveys as a required part of the general core curriculum of the institutions (63% of community colleges; 72% M.A. institutions). The numbers of students enrolled in these courses was often quite high. In fact, they were far out of proportion to the number of majors a department might have. Figures from community colleges were similar to those in Table 1 for B.A. departments.

**Majors** The number of majors at B.A. institutions has remained static since 1980. While more departments reported an increase rather than a decrease in majors, the greatest number saw no change. See Table 2.

Of those B.A. departments reporting the number of majors, 30% had 15 or less, 32% had between 20 and 49, 25% had between 50 and 99, and 13% had over 100. It is clear that at least in the B.A. departments the increase in numbers taking the introductory courses are not being translated into increased enrollments in the history major program.

**Faculty-student ratio** Faculty-student ratios in the survey course also followed a similar upward pattern with 41% of B.A. departments reporting an increase in the ratio, 17% a decrease and 42% no change. Almost two-thirds (62.5%) of the B.A. departments had a faculty/student ratio under 1:40; a little over one-third (33.5%) were above 1:40; and 4% were at 1:100. Only 25% of the M.A. departments have a 1:3 ratio 1:40 or under, compared to almost 63% of the B.A. group, while only 17.6% of Ph.D. granting institutions have 1:1 ratio 1:40 or under in their survey classes.

Sixty-nine B.A. departments gave the faculty/student ratio for upper-level courses. Of these, 74% had ratios of 1:15 or less. The highest ratios listed in this category were 1:36. This was about the same for the M.A. departments. When asked how these ratios had changed since 1980, 25% replied that they had increased, 24% that they had decreased and 51% that they had stayed the same.

**FACULTY DEMOGRAPHICS**

**Faculty Size** While over 40% of the B.A. departments are facing an increase in the enrollment of their introductory courses (and an increase in the staff/student ratio for these courses), there has been no comparable increase in the size of faculty since 1980. For the whole group, the average full-time faculty had declined from 3.5 members to 4.8 in six years between 1980 and 1986. Community colleges demonstrated a similar drop. M.A. departments reported a larger decrease in faculty. The average decline per department was 1.1 persons from 14.6 to 13.5 average per department. In contrast, Ph.D. departments increased faculty slightly producing a change from 26.2 to 26.6 average per department. As we all have suspected, while the numbers of full-time history faculty have generally decreased, there has been a corresponding increase in the numbers and types of part-time and temporary faculty.

**Institutional Ratios**

The majority (75%) of the responding departments have a 1:1 ratio or under. These were the highest ratios listed in this category. The ratios listed in this category were 1:36. This was about the same for the M.A. departments. When asked how these ratios had changed since 1980, 25% replied that they had increased, 24% that they had decreased and 51% that they had stayed the same.

**Basic Resources**

The most serious problems facing their departments included (in descending order of frequency): the number of students, full-time faculty members. Forty-four percent had one or less full-time faculty members.

**Curriculum**

Most of the responding departments (86%) considered the survey courses a required part of the curriculum. The average number of survey courses was 1.1 persons -- from 14.6 to 13.5 average per department. In contrast, Ph.D. departments increased faculty slightly producing a change from 26.2 to 26.6 average per department. As we all have suspected, while the numbers of full-time history faculty have generally decreased, there has been a corresponding increase in the numbers and types of part-time and temporary faculty.

**Administrative Support and Services**

The most serious problems facing their departments included (in descending order of frequency): the number of students, full-time faculty members. Forty-four percent had one or less full-time faculty members.

**Curriculum**

Most of the responding departments (86%) considered the survey courses a required part of the curriculum. The average number of survey courses was 1.1 persons -- from 14.6 to 13.5 average per department. In contrast, Ph.D. departments increased faculty slightly producing a change from 26.2 to 26.6 average per department. As we all have suspected, while the numbers of full-time history faculty have generally decreased, there has been a corresponding increase in the numbers and types of part-time and temporary faculty.

**Administrative Support and Services**

The most serious problems facing their departments included (in descending order of frequency): the number of students, full-time faculty members. Forty-four percent had one or less full-time faculty members.

**Curriculum**

Most of the responding departments (86%) considered the survey courses a required part of the curriculum. The average number of survey courses was 1.1 persons -- from 14.6 to 13.5 average per department. In contrast, Ph.D. departments increased faculty slightly producing a change from 26.2 to 26.6 average per department. As we all have suspected, while the numbers of full-time history faculty have generally decreased, there has been a corresponding increase in the numbers and types of part-time and temporary faculty.

**Administrative Support and Services**

The most serious problems facing their departments included (in descending order of frequency): the number of students, full-time faculty members. Forty-four percent had one or less full-time faculty members.

**Curriculum**

Most of the responding departments (86%) considered the survey courses a required part of the curriculum. The average number of survey courses was 1.1 persons -- from 14.6 to 13.5 average per department. In contrast, Ph.D. departments increased faculty slightly producing a change from 26.2 to 26.6 average per department. As we all have suspected, while the numbers of full-time history faculty have generally decreased, there has been a corresponding increase in the numbers and types of part-time and temporary faculty.

**Administrative Support and Services**

The most serious problems facing their departments included (in descending order of frequency): the number of students, full-time faculty members. Forty-four percent had one or less full-time faculty members.
been a marked tendency to increase part-time faculty. See Table Three and Four.

Tenure Status: Except for community colleges, tenure rates are high. (Over half of the community college systems reporting had no-tenure policy.) The B.A. and M.A. departments are twice as likely to have 100% tenure than the Ph.D. departments. See Table Five.

Age of Faculty: Faculties in the B.A. departments tend to be older than those in other institutions. Fifty percent of these departments do not have any full-time faculty under forty. Compare this with the slightly younger M.A. departments—63% report at least one full-time faculty member under 40. 90% of Ph.D. departments have at least one full-time faculty member under 40.

Retirements: Obviously age affects retirement patterns. The impact upon individual departments will vary enormously. By the year 2000, most B.A. and M.A. departments will have replaced 50% or more of their faculty.

Of Ph.D. departments reporting on this question, all anticipate retirements in both decades. However, the percentages of those due to retire in the remainder of the 80's is small. Cumulating the retirements in the 90's, the impact will be less on Ph.D. granting institutions than on the B.A. or M.A. ones. This more or less corresponds to the fact that Ph.D. departments are slightly younger than M.A. departments, but considerably older than B.A. departments. See Tables Six, Seven, and Eight.

This finding for history departments is somewhat at variance with aggregate figures for Arts and Science departments contained in recent articles carried by The New York Times, The Chronicle of Higher Education, and by the AAUP in Footnotes. That anticipated retirements in history at major research institutions is not as extreme as in other disciplines is borne out in part by the second half of this OAH/FIPSE survey which indicated that filling retirement lines was not now considered a major problem by the department chairs at Ph.D. granting institutions.

Nevertheless, it would appear that the history profession has a real opportunity to renew itself, especially at the B.A. and M.A. level within the next decade. This assumes, however, that the decline in faculty positions is halted; that current lines are kept open; and that departments follow the advice of the March 25, 1987 Chronicle of Higher Education which advised them to practice "counter-cycling hiring. This means recruiting at the bottom in "hot" or non-expanding fields and at the bottom in "hot" or expanding ones.

AFFIRMATIVE ACTION FIGURES

Women: Between 1942 and 1984 of all Ph.D.s in the humanities, a total of 3,699 women, or 17%, received Ph.D.'s in all fields of history (p. 8, Humanities Doctorates in the U.S. 1985). According to the OAH Committee on the Status of Women in the Historical Profession, the pool of women specialists in U.S. history is almost twice that national average showing a dramatic increase to 30.5% in the 1980s (OAH Newsletter, Vol. 14, #2, May 1986).

Less than half, but nonetheless, as many as 40% of the B.A. departments have at least one full-time woman on their faculty. In 20% of these departments, women made up 50% or more of the full-time faculty. However, in 49% of the B.A departments employing full-time women, women accounted for 24% or less of the faculty. Of B.A. departments employing part-time faculty, half reported one or more women among the part-timers. Ninety percent of the larger M.A. departments have at least one full-time woman on the full-time faculty. Of those 11% reported women making up 50% or more of the full-time department; 26% reported women were 25%-49% of the department; and 63% put women at 24% or less of the department. Of M.A. departments employing part-time faculty, 74% had women part-time. In half of these departments, women made up 30% of the part-time staff.

One hundred percent of the Ph.D. departments responding reported having women on the full-time staff. Twenty-one percent said that women constituted 25% of the faculty; 37% indicate a figure of 15% and 20%; 37% had 10% women and 5% had 5% women. This means that three-quarters of all Ph.D. departments have less than 20% female faculty.

Minorities: As a member of the OAH Executive Board Nell Painter conducted two independent polls of both history departments and minority members of those departments one year ago. Here is a more detailed breakdown of figures, which will be published in the August Newsletter, indicate that institutions in the South (34%) and Midwest (25%) have more minority historians that the West (18%) and Northeast (21%). Together the South and Midwest account for 59% of all minority faculty. Her figures bear out the following OAH/FIPSE ones; namely, that smaller departments tend not to hire minority faculty. (Representatives of the newly created OAH Committee on Minorities will meet with the OAH Council of Chairs at OAH and AHA annual meetings to discuss how to recruit and retain minority faculty.)

Only 18% of the B.A. departments reported full-time minority faculty. In 69% of these departments, minority members accounted for 24% or less of the full-time faculty. Only 12% of the B.A. departments employing part-time faculty reported a minority part-timer.

Among the M.A. departments, 40% employed at least one minority full-time faculty member. However, the actual numbers are very small, especially considering the size of the departments. In 33% of the departments with minorities, they make up...
HISTORY CHAIRS EVALUATE DEPARTMENTAL AND PROFESSIONAL CHALLENGES

This part of the OAH/FIPSE questionnaire was part of a modified "Delphi" poll. In the summer of 1986 a questionnaire was sent to history chairs asking them to list the three most important problems facing their departments and the greatest challenge to the future of the history profession in higher education. Responses were "free language", respondents stating the problems as they saw them in their own words. We categorized these responses under ten headings: Enrollment, Faculty Issues, Professional Standards, Career Issues, Schools, Student Disinterest, Funding, Staffing Issues, Public Relations, Institutional Curricular Issues, History Curricular Issues, and Administration (see explanations below). Detailed results were published in the November, 1986 issue of the OAH/FIPSE Project Newsletter. In the second questionnaire accompanying that issue, the chairs were asked to consider ten categories selected from the first one and to rank the five most important in each category.

On the whole, the comparison seems to suggest that M.A. departments with larger faculties, are more likely to take the administrative-institutional view of things, while this is difficult for the chairs of small 3-5 person departments. Thus, B.A. and small M.A. departments placed enrollment, student and staffing issues above professional, faculty or funding problems. Community College returns changed so dramati-

only 15% to 24% of the full-time faculty; in 67% of the minority-employing departments, they make up 14% or less. Only 22% of M.A. with part-time staff employed minorities for these positions. Among Ph.D. departments, 60% had minority full-time faculty, but in no department did they make up more than 15% of the full-time faculty. Only 20% of departments hiring part-timers had minorities in these positions.

<table>
<thead>
<tr>
<th>Number of Full-Time Faculty</th>
<th>Part-Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980-1986</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3

<table>
<thead>
<tr>
<th>CHALLENGES TO HISTORY DEPARTMENTS</th>
</tr>
</thead>
</table>

B.A. Departments

<table>
<thead>
<tr>
<th>First Round</th>
<th>Second Round</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enrollment - 56%</td>
<td>1. Enrollment - 79%</td>
</tr>
<tr>
<td>2. Faculty Issues - 46.5%</td>
<td>2. Career Issues - 62%</td>
</tr>
<tr>
<td>3. History Curriculum - 45%</td>
<td>3. Student Disinterest - 58%</td>
</tr>
<tr>
<td>4. Funding - 27%</td>
<td>4. Quality of Teaching in the Schools - 50%</td>
</tr>
<tr>
<td>5. Profession - 27%</td>
<td>5. Faculty Issues - 44%</td>
</tr>
<tr>
<td>6. Staffing Issues - 26%</td>
<td></td>
</tr>
</tbody>
</table>

Community Colleges

<table>
<thead>
<tr>
<th>First Round</th>
<th>Second Round</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty Issues - 42%</td>
<td>1. Quality of Teaching in the Schools - 76%</td>
</tr>
<tr>
<td>2. Student Disinterest - 39.9%</td>
<td>2. Career Issues - 55.5%</td>
</tr>
<tr>
<td>3. History Curriculum - 29%</td>
<td>3. Student Disinterest - 53%</td>
</tr>
<tr>
<td>4. Enrollment - 26%</td>
<td>4. Enrollment - 10%</td>
</tr>
<tr>
<td>5. Funding - 23.5%</td>
<td>5. Staffing Issues (41%)</td>
</tr>
<tr>
<td>6. Institutional Curriculum - 23.5%</td>
<td></td>
</tr>
</tbody>
</table>

M.A. Departments

<table>
<thead>
<tr>
<th>First Round</th>
<th>Second Round</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staffing Issues - 38%</td>
<td>1. Staffing Issues - 66.5%</td>
</tr>
<tr>
<td>2. Enrollment - 35%</td>
<td>2. Enrollment - 58%</td>
</tr>
<tr>
<td>3. Faculty Issues - 34%</td>
<td>3. Quality of Teaching in the Schools - 50%</td>
</tr>
<tr>
<td>4. Funding - 29%</td>
<td>4. Faculty Issues - 46%</td>
</tr>
<tr>
<td>5. Careers - 20.5%</td>
<td>5. Career Issues - 37.5%</td>
</tr>
<tr>
<td>6. Student Disinterest - 20.5%</td>
<td></td>
</tr>
</tbody>
</table>
4.5. Staffing Issues - 26%

2. Faculty Issues - 37%

3. History Curriculum - 37%

1. Ph.D. Departments

Career Funding - 47%

First Round

1. Funding - 47%
2. Faculty Issues - 37%
3. History Curriculum - 37%
4. Career Issues - 26%
5. Staffing Issues - 26%

Second Round

1. Faculty Issues 58%
1.b. (tied) with Funding - 58%
2. Professional Standards - 50%
2.b. Quality of Teaching in the Schools - 50%
2.c. Staffing Issues - 50%

*Enrollment* expresses the need to attract more students to history classes in general and more history majors and graduate students in particular. It also refers to the desire to recruit a better quality of student.

**Faculty Issues** covers such problems as faculty morale, support for research, teaching overload, maintenance of professional standards and scholarly productivity, and the need for faculty development programs.

**Profession** refers to problems within the history profession, such as "fragmentation" and "overspecialization" and the quality of historical writing. The need to improve the quality and relevance of classroom teaching was the largest single item under this heading, usually counting for at least half of the responses.

**Career Issues** concerns the preoccupation with "vocationalism" on the part of the general public, students and university administrators. It also includes the need to make students aware of the potential relevance of history in the preparation of non-teaching careers for both history majors and graduate students, as well as the need to produce more history-related jobs M.A.s and Ph.D.s.

**Schools** refers to the decline of history's place in the school curriculum; the poor quality of history teaching at the secondary level; and the generally low level of students' academic skills. Also included under this heading are concerns about the preparation of history teachers and the value of school/university collaborations.

**Student Disinterest** refers to the general lack of interest in history; the students' tendency toward present-mindedness; and a general "materialistic" and "vocational" outlook on the part of students.

**Funding Problems** were widely expressed and could have been applied to issues of faculty and staffing, as well as difficulties in maintaining a full history curriculum. However, we have restricted the use of the term to refer to general complaints about the lack of departmental and institutional funding. Complaints about library, research and teaching facilities are also included under this heading.

**Staffing Issues** includes the need for more faculty; increasing salaries; coping with an aging faculty; maintaining faculty lines; replacing retirees with qualified Ph.D.s; nurturing young and minority faculty; being able to hire above the entry-level position; and dealing with turnover.

**Public Relations** refers to the perceived failure of the history profession to appeal to a broad audience and the need to reach out to a public that increasingly sees little value...
Curriculum, Institutional refers to the struggle to maintain or regain the place of history in the general or the liberal arts curriculum at the postsecondary level. Included are concerns about the place of history in the undergraduate "core" curriculum and in the curricula of other humanities and social science programs.

Curriculum, History deals with a need for interdisciplinary approaches, innovative courses, a cohesive curriculum (undergraduate and graduate) and the search for a balance between Western civilization and non-Western and/or U.S. history.

Administration refers to the impression that an institution's administration may be disinterested, ignorant of, or hostile to the needs of the history department, due to a lack of concern for the liberal arts/humanities or a tendency to focus on more career-oriented, "professional" programs. Also included under this heading is the feeling that the history departments are in competition with other departments for funds and a place in the curriculum.

Executive Board Actions

The Executive Board of the Organization of American Historians met April 2, 1987, and took the following actions:

APPROVED the minutes of the November 1986 Executive Board meeting.

APPROVED the recommendations of the ABC-CLIO Award Committee. The deadline for submission of nominations was changed to November 15; that the award should be publicized more widely; and that individuals should be encouraged to submit their own articles as well as articles by others.

In order to comply with the final recommendation the following sentence will be added to the ABC-CLIO award announcement: "Individuals as well as editors may submit nominations."

APPROVED a change of deadline for the Avery O. Craven Award. The new deadline is October 1.

SUPPORTED resolution on Declassification that was passed by the Access Committee. Text of the resolution appears on page 6.

PASSED a resolution to create an ad hoc steering committee for the purpose of fund raising. Text of resolution appears on page 7.

AGREED to change the dates of the 1988 Annual Meeting in Reno to avoid conflict with either Easter or Passover. (The new dates of the Reno meeting are from Thursday, March 24, to Sunday, March 27.)

TOOK NOTE of a resolution proposed by Wilcomb Washburn and VOTED to remind members that according to the OAH constitution, resolutions can be presented at the Business Meeting.

Resolutions

Creation of an Ad Hoc Steering Committee for Fund Raising

WHEREAS a healthy financial endowment is vital to the future of the OAH; Now therefore be it RESOLVED that the Executive Board:

1. Authorizes the establishment of an endowment fund and campaign,
2. Instructs the President to appoint an ad hoc steering committee of the Board to oversee the effort;
3. Directs the steering committee to seek expert advice as needed, solicit board members in the effort, develop a challenge grant proposal, report regularly to the board, and conduct other activities as necessary; and
4. Appropriates $1,000 for legal, consulting and support expenses of the committee.

Access Committee Resolution on Declassification Policy

WHEREAS, The number of classified documents in existence is now approaching the trillion; and

WHEREAS, The General Accounting Office in a 1981 review of classified documents to determine if various portions of the documents were classified correctly found that 40% had portions that were overclassified; and

WHEREAS, The House Committee on Government Operations in 1982 in the report "Security Classification and Executive Order 12356" concluded that the new Executive Order will hamper instead of help current problems because it gives classifiers vaguer guidelines and grants unnecessary additional classification authority; and

WHEREAS, The Stilwell Commission, established by the Department of Defense, concluded in its 1986 report Keeping the Nation's Secrets that "Too much information appears to be classified and much at higher levels than is warranted"; and

WHEREAS, in 1986 the Information Security Oversight Office recommended to the National Security Council that steps be taken to reduce unnecessary classification and to increase the professionalism and accountability of security personnel; and

WHEREAS, The House Permanent Select Committee on Intelligence in a February 4, 1987 report calls for the reduction of classified information noting that overclassification "damages the credibility of appropriately classified information"; and

WHEREAS, The financial burden of the current declassification policy has become realistically prohibitive because all trillion of our classified documents must be safeguarded in...
secure storage facilities and by
time-consuming staff support and must
eventually be reviewed by a process
that frequently requires an exor-
biniately expensive page by page re-
view of thirty year old documents; and

WHEREAS, The National Archives
has inadequate financial resources
with only one-half of the declassi-
cification staff in 1987 that it had in
1980 and only limited authority to
review and process the 30 year old
documents in its custody because cur-
cent policy requires that agencies
originating documents provide guid-
ance for their declassification and
give final consent for the declas-
sification of documents; and

WHEREAS, There is no central
database for gaining information
originating documents provide g u id-
tions between the National Archives
and federal agencies for streamlining
agency guidance, including increased
use of bulk declassification, and
developing expeditious consent pro-
cedures for declassifying 30 year old
documents;

4. Urge the National Security
Council to implement the thirteen
initiatives recommended by the Infor-
mation Security Oversight Office in
1986 which would improve the Govern-
ment-wide information security system
by requiring additional profession-
ism and accountability for security
personnel;

5. Urge Congressional explora-
tion of new ways to deal with what is
emerging as a serious and massive
problem with the national security
system;

6. Express appreciation to the
House Permanent Select Committees on
Intelligence, the House Committee on
Government Operations, the Senate Se-
lect Committee on Intelligence, and
the Senate Governmental Affairs Com-
mittee for their work in identifying
the weaknesses of the present declas-
sification policy.

---

1986 OAH Financial Report

<table>
<thead>
<tr>
<th>Operating Funds</th>
<th>1986</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Dues</td>
<td>338,630</td>
</tr>
<tr>
<td>Journal (ads, sales)</td>
<td>35,000</td>
</tr>
<tr>
<td>Newsletter (ads, sales)</td>
<td>9,550</td>
</tr>
<tr>
<td>Other Publications (sales)</td>
<td>20,530</td>
</tr>
<tr>
<td>Annual Meeting (fees, ads)</td>
<td>123,000</td>
</tr>
<tr>
<td>Other (Interest, gifts, grant overhead, reimbursements)</td>
<td>22,850</td>
</tr>
<tr>
<td>Total</td>
<td>$549,160</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disbursements</th>
<th>1986</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$198,190</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1986 OAH Financial Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus</td>
</tr>
<tr>
<td>Revolving Funds</td>
</tr>
<tr>
<td>Beginning Balance January 1, 1986</td>
</tr>
<tr>
<td>Receipts</td>
</tr>
<tr>
<td>Disbursements</td>
</tr>
<tr>
<td>Balance 12/31/86 (minus)</td>
</tr>
</tbody>
</table>

---

1986 OAH Financial Report

<table>
<thead>
<tr>
<th>Trust Fund</th>
<th>Principal Income</th>
<th>Assets (cost)</th>
<th>Invested Income</th>
<th>Account Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Balance</td>
<td>-</td>
<td>0</td>
<td>$303,927</td>
<td>0</td>
</tr>
<tr>
<td>Dividend Income</td>
<td>31,124</td>
<td>(31,124)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cash Dividend</td>
<td>5,007</td>
<td>5,007</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>U.S. Government Interest</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Corporate Interest</td>
<td>3,143</td>
<td>3,143</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Proceeds</td>
<td>56,200</td>
<td>56,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redemption of Money</td>
<td>59,305</td>
<td>59,305</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase of Money</td>
<td>(23,401)</td>
<td>(23,401)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Securities Sold</td>
<td>32,228</td>
<td>32,228</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Market Certificates</td>
<td>(98,413)</td>
<td>(98,413)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loan Cost</td>
<td>147,098</td>
<td>147,098</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payment of Bank Fees</td>
<td>(2,723)</td>
<td>(2,723)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending Balance</td>
<td>-</td>
<td>$352,543</td>
<td>$2,064</td>
<td>$354,607</td>
</tr>
</tbody>
</table>

---

Report of the
Treasurer

Culom Davis

It is gratifying to report con-
tinued progress in strengthening the
financial condition of the Organiza-
tion. During 1986 our operating ac-
count, our revolving funds and our
investment portfolio all showed fa-
vorable results.

OAH operating funds support our
basic membership services, notably
the Journal, administrative opera-
tions and committee expenses. In
1986 we managed to keep expenses

close to budget projections while
realizing substantially higher income
than had been anticipated. Receipts
from dues, Journal advertising and
the highly successful New York City
meeting contributed to a generous
surplus.

Our investment portfolio enjoyed
a nearly 20% increase in the market
value of its assets, rising to
$420,759. Contributing to this
appreciation were our ability to rein-
vest all 1985 income and a new in-
vestment policy, adopted in 1984,
that stresses capital growth over
income. We also took further steps
to divest holdings of companies doing
business in South Africa. That pro-
cess will be completed within the
original two-year timetable.

While we can justly take satis-
faction in the good news, now is also
the proper time to reflect on the se-
vere financial stresses of our recent
past. My senior colleagues and pre-
decessors on the executive board en-
dured a decade of fiscal anxiety and
painful decisions. It is sobering to
recall how difficult our circumstances
were just a few years ago, and
therefore how sensitive our associa-
tion is to changing conditions, many
of which we can scarcely control.

My goal is to manage our finances so
that we (1) budget accurately and re-
sponsibly, (2) allocate funds ration-
ally for the association's health and
1987 Election Results

President:
Stanley N. Katz

President-elect:
David Brion Davis

Executive Board:
Lloyd C. Gardner
Dorothy Ross
Pete Daniel

Nominating Board:
Jacquelyn Dowd Hall
Charles Joyner
Linda Gordon
Robert Weible

Preserving State Archives

Unless archivists meet the preservation challenge, much of the 2.5 billion historical records in state archives will be lost to dust by 2050, according to a new report published by the National Association of Government Archives and Records Administration (NAGARA). State archives hold a million cubic feet of records, and 45,000 cubic feet are added each year. But serious danger threatens the nation's archival record. The report says that most states "do not have adequate plans or resources to protect their holdings."

The NAGARA report, written by Howard Lowell of the Oklahoma Department of Libraries, identifies a series of future archival needs and proposes actions to meet them. Preserving the states' archives will require cooperation among citizens, private organizations, and government. Copies of the complete brochure, Preservation Needs in State Archives, may be ordered from NAGARA Office, The Council of State Governments, 111 N. Congress Avenue, Austin, TX 78711.

OAH/FIPSE Sponsors Session for Junior College Historians

About twenty people met at the OAH Annual Meeting in Philadelphia to discuss the problems facing historians teaching in two-year institutions. The meeting, organized by the OAH/FIPSE Project, was in response to expressions of concern from a variety of sources about the problems facing historians teaching in community and junior colleges.

The panel for this informal session consisted of: Mark K. Bauman, Social Science Division, Atlanta Junior College; Carol Brown, Chair of the Department of History, Houston Community College System; Keith Dobberstein, Chair of the Social Science Department of Wilbur Wright City College in Chicago and member of the OAH/FIPSE National Advisory Board; and Jim Megginson, Director, Community College Humanities Association, Philadelphia. Professor Dobberstein chaired the session.

The discussion was lively, even intense at times. Among the various points that were made:

-Not all two-year institutions are alike. They have different backgrounds and missions. Some have open enrollment; others do not; some are state-sponsored colleges and universities; others are selective.

-Ph.D.s fresh from graduate school may have a difficult time accepting the "teaching mission" of the two-year institution, whereas the historian must be a "generalist."

-Because of the emphasis on teaching, many historians in two-year institutions do not feel that they are taken seriously by the profession, even when they are actively engaged in scholarship.

-While there was some disagreement expressed on various issues, those present agreed on two things. First, because two-year institutions account for over half of the undergraduate enrollment in the U.S., historians teaching in junior and community colleges occupy very important positions. They not only provide the introductory history courses to those transferring to colleges and universities, but in many cases, their teaching is the only history courses taken by thousands of students.

Second, whether they see themselves as teachers, scholars, or both, historians in two-year institutions feel that they are and should be seen as an integral part of the historical profession. Those attending the session in Philadelphia felt that the professional societies have not accorded them the attention and respect they believe they deserve.

As a result of this session, the OAH/FIPSE Project is forming a network of historians interested in teaching in two-year institutions. Anyone interested in being a part of this network should write to Bill Williams, Director, OAH/FIPSE Project. The initial mailing of the network newsletter will include the minutes of the Philadelphia session.

OAH WORKSHOPS FOR SPRING, SUMMER, EARLY FALL, 1987

Gallaudet University in Washington, D.C., and Skidmore College in Saratoga Springs, New York, will host the OAH/FIPSE workshop, "The Creative Use of Microcomputers in the History Classroom." The workshop will held on June 18 and 19. Advanced registration is $55.00 ($50.00 after May 15), for one person; $75 for two individuals from the same university. Dormitory lodging at $32 per night is available, as are meal tickets.

The "Active Learning and the Teaching of History" workshop is scheduled for Midlands Technical College in Columbia, South Carolina for September 25 and 26. Both of these workshops, and the OAH/FIPSE Project workshop on "Public History in the Introductory Surveys," will be held on-site at the Crocker Art Museum.

A workshop should contact Bill Williams, Director, OAH/FIPSE Project, (812) 335-7311.
The National Archives

The Archives seems to be running on two cylinders.

has his walkie-talkie radio turned up so it disturbs every researcher in the room.

What has become of the improvements the research community expected from National Archives independence? On March 2, 1982, Dr. Joan Hoff-Wilson had testified hopefully before the subcommittee of the House Committee on Government Operations: "While independence will not solve all of the problems facing the National Archives, it does appear that until NARS becomes independent—that is, separate from GSA—it cannot realistically address many of them. Independence would remove the preservation process from political manipulation. It would allow NARS to develop as a separate entity and build a constituency throughout the country which it so badly needs and deserves. Finally, independence would attract competent administrators to NARS because they actually would be able to exercise and enforce professional standards and authority without interference from GSA."

At the same hearing in 1982, Robert Wolfe, a senior supervisory archivist at the National Archives, also testified about his hopes and fears for the future of an independent Archives. Although those hearings, as well as the entire NARS-NARA independence odyssey, were extensively covered in the OAH and AHA newsletters, Mr. Wolfe's testimony was not:

A bored policeman...has his walkie-talkie radio turned up so it disturbs every researcher in the room.

"My chief complaint against GSA during this past decade is that it has mismanaged NARS by failing to remove NARS mismanagers...[instead] sending over a nosoarchivist as associate archivist for management... I deduce from this that GSA thinks that NARS top management have badly managed the institution because they are archivists...impractical scholarly types.

"In my opinion, this Archives has been so badly managed because most of our senior executives are not archivists, or are only nominal archivists, either manuscript librarians brought in from the outside over the top, or records managers or management analysts qualifying only as archives specialists, not archivists. Some who have climbed the internal ladder during long NARS service are suspect to the rest of the staff as ticket-punchers or company men opting by crookism."

"Now, I am not so unworldly as to expect that any human organization will be entirely free of such defects in its merit promotion system. But in an agency where work and status should depend on professionalism and scholarship rather than pure management, it is disconcerting to find so few above the branch chief level who have spent any substantial time performing the basic archival custodial functions and none who have acquired in a coherent body of records an archives-related reputation for scholarship..."

"In my opinion most of them [the NARS managers] have lacked the essential archives stack experience to run the Archives as it should be run. This lack has led to skewed priorities: more a museum than an archive, more emphasis on managing the current records than controlling their ultimate archival fate, and an overblown administrative overhead."

The result of their inability to demonstrate convincing professional leadership has been an insecurity toward subordinate staff expressed in complex bureaucratic procedures, tight controls and minimal communication and consultation as a reflex for dealing with critical professional staff. While by no means a concentration camp, NARS management style does somewhat resemble a hacienda, with the patron periodically smiling and stroking pets and foremen to forestall rebellious thoughts."

"This insecurity has also produced crisis management. When the Federal Times, the AHA, or the GAO [General Accounting Office] made charges, fully justified or not, there has been a scramble toward quick studies, plans, and reallocation of budget to belatedly- and sloppily-do what has been previously neglected. The knowledgeable professional staff must hurriedly throw together plans and figures..."

"While exhibits and finding aids publications are valid and univer­

"Particularly those who have climbed the internal ladder...are suspect to the rest of the staff as ticket-­

Some who have climbed the internal ladder...are suspect to the rest of the staff as ticket-­

"While exhibits and finding aids publications are valid and univer­

Particularly those who have climbed the internal ladder...are suspect to the rest of the staff as ticket-punchers..."

[...]

The Archives independence assert that it is more strikingly lighted cavernous entrance on the Pennsylvania Avenue side of the building are asked to show identification and sign an awkwardly arranged listing of people entering the building for whatever purposes, and also must have briefcases and handbags examined--for bombs perhaps. To obtain a research card, one is directed to an office for an interview with individuals only generally knowledgeable of the Archives' holdings. Then there is a trip to a records-holding branch, where an obviously hurried archivist, while quite knowledgeable about the content of his records, appears to be so short of staff that he must haul boxes from the stacks himself.

Then the researcher goes down to the chaos of the central research room where with three rooms for readers, with an office in the center room presided over by noisy and harried attendants at the semi-circular desk, and monitored at the door by a bored policeman, who often...
tem, where educational policies reside in State and local boards of education, educational programs, even as a mere phrase, should not be in our Federal archival lexicon.

"Given NARS management's track record, we must be concerned about the further damage to performance to be expected from a drastic budget cut, resulting in a painful reduction in force..."

"In the over-management courses the taxpayers have financed for me, the maxim to dispense geometrically with administrative overhead. According to current management theories, entire hierarchical levels, controllers, as well as nonpriority or nonmission programs, are dispensable. But instead of administrative overhead and peripheral programs, 48 archives technicians and aides, of which 33 were GS-6 journeymen and 12 archivists, of all archival staff in all, were separated or transferred. Who will do their work?

"This handling of the reduction in force raises the issue of NARS priorities as well as organizational structure during the last decade. We have become less an archives and more a museum; less an archives and more a records warehouse; just another agency for managers to make careers, rather than primarily an archival institution.

"Staff archivists and middle managers are insulted by the implication that we are of insufficient caliber to do our work. Our archivists whose managers we have carried on our backs for many years, supplying most of the substantive knowledge, and when permitted, carrying out complex interagency and even international programs..."

"What makes an archives function effectively and successfully as an archive is always people, not machines or administrative structure. In an archive, that means individuals who have come to know certain records, who are involved in decisions about accessioning or not accessioning records in their field of expertise, who arrange the storing of those records, who prepare descriptions of them and service research requests about them, and who are provided with rewards by the administration of the Archives for their developing expertise in the records assigned to them.

"The twin dangers of the National Archives management revolves around public relations outreach and downgrading subject matter scholarship, as warned against by historians Wolfe and Weinberg, who emphasized by Pulitzer-Prize winning historian Barbara W. Tuchman when testifying in favor of NARS independence during hearings before the Committee on Governmental Affairs of the U.S. Senate on July 29, 1983. She contrasted the priorities of a museum and the Smithsonian deals with the general public and is concerned with numbers of the common visitor..." [In the National Archives] there are tours that come in and see the Constitution or other famous documents. But for actual use, while it is used by academics and historians, it is also used by individual researchers who want to look for material for their own personal needs."

Ms. Tuchman also stressed what

"We have become less an archives and more a museum.

she deemed to be essential to the proper functioning of a public archive: "No less important than the documents is the personnel who can find them for you in these miles of corridors and drawers and files... You must have professional help... lifelong archivist, steeped in the area of his collection... If you reduced the trained personnel, the retrieval is going to suffer inevitably... It is absolutely essential to depend on the staff of the Archives when you try to find the material you are looking for."

[Robert H. Ferrell is Distiguished Professor of History at Indiana University-Bloomington.]

Obituary

Dumas Malone, winner of the Pulitzer Prize for Jefferson and His Time, died in Charlottesville, Virginia, on December 27, 1986. He was ninety-four.

Born in Mississippi in 1892, Mr. Malone grew up in rural Georgia. At age 14 he entered Emory College, from which he graduated in 1910. Teaching in Georgia for several years, he then entered the Yale Divinity School, graduating in 1916. He joined the Marine Corps during World War I. In 1918 he returned to Yale to study history. He first went to the University of Virginia in 1923, teaching for six years before becoming editor of The Dictionary of American Biography. From 1936 to 1942 he was editor-in-chief of Harvard University Press. In 1943 he returned to Charlottesville for two years before joining the Columbia University faculty in 1945. After retirement in 1959 he again went to Charlottesville and for three years was Thomas Jefferson Memorial Foundation Professor of History.

Mr. Malone published the first volume of his magisterial study of Jefferson in 1948 and the sixth and last in 1981. During his career he won numerous awards and distinctions.
The Diary of Elizabeth Drinker

Elizabeth Sazdwith Drinker (1734/5-1807) was undoubtedly a familiar figure among the "better sort" in late eighteenth-century Philadelphia. Her husband was a prosperous merchant, and she played a prominent role in the women's networks of that time and place. Husband and wife were active members of the Society of Friends, attending meetings for worship, participating on committees, and hosting Quakers from up and down the seaboard as they converged on Philadelphia for the Quarterly or Yearly Meetings. Although neither Elizabeth nor Henry Drinker led an extraordinary life (by historical standards), both were caught up in the extraordinary frenzy of the Revolutionary era, and each demonstrated an inner strength above what would be required in less turbulent circumstances. By any standard, their marriage was a successful one, and their commitment to each other and their children was unwavering.

Yet if Elizabeth Drinker had not left a 33-volume manuscript diary, she would remain, like most eighteenth-century women, a shadowy figure, known only because of her husband's eminence or through the records of her own correspondence. Mrs. Drinker not only helped to deliver babies, but determined whether vaccination or inoculation would be safer for the infant's health. From herbal remedies to bloodletting, from family stomach disorders to city-wide yellow fever epidemics, from midwives to black cancer specialists, from a dearth of painkillers to the introduction of ether, from home care to hospitalization, the diary chronicles a range of topics discussed only infrequently or vaguely in other primary material.

For many issues, the journal presents historians with the opportunity to mark transitions over time. Changes in the education of Drinker's children vis-à-vis her grandchildren are interesting in this regard, as is the general growth and development of families. Moreover, the diary offers strong evidence that Philadelphia's own growing pains were as severe as those suffered by the adolescents and young adults in Drinker's immediate household. The urgent need for street paving and cleaning, the questions raised by the ethnic and class composition of neighborhoods, and the amusing accommodation to indoor plumbing are only a few of the issues related to urban development that are alluded to from time to time.

On a more subtle and personal level, Elizabeth Drinker's diary allows a glimpse of an eighteenth-century woman unobstructed by the perceptions of either her contemporaries or nineteenth- and twentieth-century historians. That glimpse reveals a woman who believes that she is timid, apolitical, uneducated, lacking in decisiveness, and uncertain, to be unknown, but whose actions, as recorded in her diary, suggest the contrary: she is single spaced and is neither annotated nor indexed. In the interest of easier editing, it is being re-typed onto a word processor.

The unabridged edition will be released as part of the bicentennial celebration in 1989-90. Our expectation is that three volumes will be published simultaneously. The journal will be annotated to the extent that each entry and page will make comprehensibility possible. Each volume will be indexed and will include a biographical directory for easy reference to the several thousand people mentioned in its pages. Sarah Deac, the only full-time editor, is responsible for the preliminary annotation of the diary. That work has been completed well into 1804. A variety of part-time assistants has contributed to the biographical directory, the result of which is that 1,200 people have been identified and have now short biographical entries. Verification of this text, the heart of this editing project, as well as of any other, goes more slowly since that responsibility has fallen to one person.

At present, illustrations will include maps of Philadelphia and its environs in the late eighteenth century, silhouettes of Elizabeth Drinker and her husband Henry (to be published throughout the diary), a valentine from HD to Elizabeth, and a photograph of a needlework sewing pocket stitched by Mrs. Drinker. Each of the manuscript diaries in Philadelphia is bound in a different five-painted floral paper--possibly colored by Elizabeth Drinker herself. It is our hope that these designs will form thebackspacings of the book jackets or that they will be used as endpapers in each volume.

The National Historical Publications and Records Commission and the Friends Historical Foundation have been extremely generous to the project, and we hope that other agencies and foundations will recognize the significance of this unique document and its potential. Surely a woman who at various times took on George Washington and the Pennsylvania legislature, who had perceptual and critical comments about Pain, Rabies, and French culture, and who, besides being privy to her husband's business dealings, successfully ran a household of nearly a dozen, is none of the above.

The original manuscript volumes of the diary are housed at the Historical Society of Pennsylvania. In 1889, extracts from the diary were published by one of Drinker's descendants, Henry D. Biddle, who noted in his introduction that he had excised most of the "strictly private matters" that took up "too much space." Although a good typescript of the entire manuscript was made in the 1950s, and both manuscript and typescripts are available on microfilm, it is essential for use in the study of American life in the colonial and Revolutionary years, as well as in the first decades of the new nation.

Elaine Forman Crane is associate professor of history and chairperson of the department at Fordham University, New York City.
The Salvation Army's U.S. Arrival

Norman H. Murdoch

Was it a uniformed, authorized, flag-carrying troop of Salvation Army officers who disembarked at Castle Garden, New York, in March, 1860, that brought the organization to America? Most historians believe the salvation Army place that event in the primary position when they discuss the Army's American history. The fact that this 1860 arrival was not the chronological "first event" of primary position when the Army began, its mission work in the United States begs the question. How does an institution choose its birthday?

The manner in which the Salvation Army in America has answered this question exposes a common, though unacceptable, solution to the problem of institutional self-definition. As historians of the Army have chosen various dates to begin their histories of the organization in the United States, they have molded the Army's history to their own biases and interpretations of when the Army began in America, and who brought it, in order to do so with chronological fact than with a need to explain the organization to the Army's "outsiders." On this score there has been little to distinguish historians written by Salvation Army officers; and those written by professional/lay historians. General Booth's professional historians who have done complete histories of the Army in America have either been employed by the Army or have depended on the Army to sell their books. They have told the Army's story as the Army wanted it told. Historians who have made limited comments on the Army in America have accepted Salvation Army histories as accurate, at least on matters of fact (such as dates of origin), and have therefore ignored the need for primary research. For those who have done complete histories of the Army in America the most important factor in their choice of a birth date has not been the era about which they wrote but the era in which they wrote. A recent memorandum from the Salvation Army Archives and Research Center in New York advised Salvationists celebrating centennials in various cities that "the Archives generally uses the date when activity first began in a corps or community, even if there was a break in service because of emigration for several years." But, "it is the corps' responsibility to decide when it wishes to celebrate an anniversary." And so it has always been. If the organization can be better served in a contemporary context by a choice of one birth date over another, so much the better.

On the manner of the date for the Army's first opening in America, historians have several possibilities from which to choose. As the Army's earliest date of origin in America, historians could choose the date James G. Rayson, who emigrated from London's Whitechapel district, began mission work in Cleveland, Ohio, patterned after Booth's Christian Mission (Booth called the mission "a salvation army" in 1878). Or they could choose 1879, the year Ervine initiated the work in Philadelphia where he had moved with his parents from Coventry, England. A third choice: the date the Army has generally celebrated—the Garden arrival of General Booth's official commissioner, George Scott Railton, in New York City with seven hallelujah lasses. The fourth and fifth options, to begin with "our American Major Moore" in 1881 or with the first Booth family member to command the American Army in 1884, were neglected in 1885 and 1896 respectively when John Moore and then Ballington Booth split with the Army in America. (G. S. Railton, The Salvation War [London, 1885], p. 116).

What dictates the choice of 1860? Choosing Jermy and Cleveland would have provided the earliest date, generally preferred by organization wanting to accentuate their age. But this start, announced by newspapers of the day, was made by an unauthorized migrant layman in the middle of the country at a time when William Hume had already called the Army's work the Christian Mission. Furthermore, Jermy could not sustain his work beyond three years. While Ohio historians and scholarly journals relish the thought that Army American beginnings occurring in their state, its appeal to historians in general would be that it represented the way Booth's mission had normally grown. Migrating laymissioners had commenced most of Booth's mission stations, but this has not been the image the Army has wanted to project. To secundary railton—placed the origins in chrono- logical order—Jermy, the Army's American hero would have heralded a young woman. This would have been adequate since the Army has always had more young women than young men. But the founding at Philadelphia would have secured the organization's origins at the headwaters of American nationalism, surely a "stable" history for an English institution at a time when nationalistic American were suspicious of foreign influences. But this beginning lacked the authority of Booth's initiative and had only his reluctant blessing.

Railton's arrival in 1880 with seven hallelujah lasses provided the Army with a Booth-blessed official birthday in New York City. For many who read his history would fill up what remains wanting by giving up their lives likewise to continue the strife till Christ shall be indeed King over all the earth.

The second generation of Salvation Army historiography was obsessed with the Booth family which controlled the Army until 1929 and treated them as a spiritual dynasty. Even those who disliked the Booths' authoritarians valued the family's service to humanity in spite of their nationalistic image. From 1910 on historians have used the options for the Army's American birth date in chronological order: "East-End cabinet-maker" James Jermy in Cleveland received primary position, followed by the Shirley family's "arrival in America" from Coventry in 1879 and his own arrival in New York with seven hallelujah lasses in 1880. In Railton's account there is plenty of organizational concern. In the later histories Railton described a persecuted Army whose strength was in the devotion of its lay-soldiers rather than in its official standing as a sect recognized by church or state. Eighteen eighty-six was the year of Salvationists' greatest abuse from "ruffians." Railton's message was that this Army's strength was in its infancy and not in its headquarters staff. In the year that he wrote the Army had grown "half as large again as the 1886 estimate" and hoped that many who read his history would fill up what remains wanting by giving up their lives likewise to continue the strife till Christ shall be indeed King over all the earth.

In this same era William Booth's most able biographer, St. John Ervine, placed the origins in chronological order—Jermy, the Shireys, Railton—and acknowledged that the Shireys had not "received the recognition that is due for the pioneering work they did for The Salvation Army in the United States." He then gave a long account of Railton's 1880 venture and quoted Booth as saying, "We refused to authorize the Salvationists' "formally to inaugurate our work in the States" (The Salvation Army, 1935, I, 480ff). St. John Ervine, the most objective writer about the Army
in this period, acknowledged the impact of lay initiative: "The Army did not spread abroad by the deliberation of its Leader: it spread by the force of its own energy and strength." 

Shirley family, and ignored Jermy (The General Next to God [Glasgow, 1965, 69ff]. The most recent scholarly treatment of the Army by a historian dates his first chapter 1880-1890 and begins with Railton and the seven lasses, the "pioneer party of The Salvation Army," the first officially-authorized Salvation Army missionary, the first sent by General William Booth. McKinley, Marching to Glory (New York, 1980). 1). McKinley, whose work Army leaders commissioned, gives Jermy one paragraph on page 40 while devoting pages four through nine to the Shirley.

To what purpose would an organization after the order of events surrounding its birth? Is there an advantage in establishing an illegitimate date for conception as opposed to choosing at earlier option? The Salvation Army has taken care in the arrangement Rose Patricia. Railton's 1886 history acknowledged the Army's charismatic lay-inception with James Jermy. The generation which gave the Arms their structure and coherence until the demise of Bramwell Booth in 1929 and those who have written since the late 1940s have emphasized its official beginning. Railton's arrival at New York in 1860 or the Shirley's work in Philadelphia in 1879. Whether the historian was a Salvation Army officer or a professional has made no difference. These two generations of Salvation Army historians have bowed to the organization's right to control its history and thus maintain bureaucratic order, first under the Booth family's autocracy, and then under a self-perpetuating bureaucracy.

Is it time for a revision? If so, in what form? Is it reasonable to ask why birth dates have not been placed in chronological order? (Is there something wrong when the Army's National Commander prefaced Dr. McKinley's work by writing that the organization "has grown from its small beginnings in 1880 to a dynamic movement in 1930" [emphasis added]? For the sake of historicity there is. Official History has turned the story of lay-initiative into a story devised by a later bureaucracy. A new generation of historians must align itself with the first generation. Lay-initiative was the very reason for the Salvation Army's arrival in America. To mask this cause of birth is to confound history with bureaucratic need. Historians must strip organizations of control over their own history for the sake of the integrity of history as uncovered truth, not to mention the need of organizations to face honestly the dynamics of their pasts.

Sallie Chestum's Born to Battle (New York, 1965) also places Eliza Shirley, a Salvation Army officer, second. The Philadelphia "Salvation Factory." This opening was not a Booth initiative, but a will official. Sandall tells us that Eliza had been given "a regulation farewell" by her corps (Bishop Auckland, England). He then chronicles Railton's invasion of New York. The General at the time Sandall wrote, Albert Osborn, said in the forward: "The Salvation Army was not planned in advance by any man or body of men." Sallie Chestum's Born to Battle (New York, 1965) also places Eliza Shirley, a Salvation Army officer, second, and does not mention layman Jermy. The Army as an institution had come of age and was solving the problem of birthday as a way of defining its executive organization apart from the charismas of its founders.

Professional historians who have written side-by-side with the Army's own officers have not differed greatly from them in interpretation. The organization has had an uncanny ability to control its history. With few exceptions, professionals have adopted a bureaucratic emphasis which begins when Railton officially arrived with seven lasses at New York's Castle Garden in 1880. Dr. Herbert A. Kennedy began with Railton's landing, "the first group authorized to establish a branch of the Salvation Army outside the British Isles" (Soldiers Without Swords [New York, 1962]). In The Beginnings, Kennedy placed Jermy's "premature beginning," but third. Eliza, who departed England in the "revolution way," takes second place. Journalist Richard Collie emphasized Railton's official mission, briefly mentioned the

Correspondence

To the Editor:

I am writing in response to Hugh Davis Green's article in the February OAH Newsletter entitled "Sex, Race, Ethnicity and Scholarly Prizes." I think that Professor Graham misses the mark in his assessment of the Willie Lee Rose Prize for Southern History, and I hereby request the space to express a different point of view.

As Graham suggests, the Southern Association of Women Historians established the Rose Prize to recognize, biennially, "the best book in Southern history written by a woman." As President of SA WH, I believe that the decision made to establish the Rose Prize, as Chairman of the First Publicity Committee to promote it, and as a member of the first Prize Committee to select a recipient, I have given a great deal of thought to the issues that are of concern to Professor Graham, as have my colleagues on the SA WH Executive Committee. It is largely to add some items of information of which he may be unaware and that, at any rate, he apparently has not considered.

Their Scandal for Women Historians makes no attempt to represent all elements of the historical profession, as do the Organization of American Historians, the American Historical Association, and on a smaller scale, the Southern Historical Association. As stated in its Constitution and Bylaws, SA WH's purpose is threefold: (1) to provide communication among women historians regarding issues of concern to women historians in the academic profession; (2) to stimulate interest in the study of southern history and women's history; and (3) to publicize and promote issues of concern to the SA WH membership. In short, SA WH exists to encourage and assist women in the historical profession.

I agree with Graham that it would be inappropriate for the OAH, the AHA, the SHA, or any other major national organization that purported to represent and serve all historians to establish prizes that are of any members of its constituency on the basis of sex or race. I do not believe, however, that Graham's arguments necessarily conflict with those of historians in higher-specialized organization, such as SA WH, whose stated purpose is to serve a very limited constituency.

In creating the Rose Prize and the SA WH, Graham's case is that is to be awarded biennially for the best book or article in southern women's history and that is not restricted by gender. The SA WH Board hoped to encourage both the study of southern women's history and the writing of southern history by women. Surely these are worthy and acceptable goals. I submit that these prizes enhance rather than threaten the tradition of academic excellence that we all revere, and I take great pride in being a part of their creation.

Sincerely,

Elizabeth Jessee, President

Arkansas Woman's History Institute
Capitol
Page Putnam Miller

National Archives

On March 6 James E. O'Neill, Assistant Archivist for Presidential Libraries, died of a heart attack. Dr. O'Neill had led the research branch in a number of different capacities over a long career at the National Archives. He served as head of Presidential Libraries, as Deputy Archivist, and as director of the Hoover Task Force established to deal with preservation of the field records of the FBI. Frank Purke, the Acting Archivist, has detailed John Fawcett, Deputy Director of the Hoover Library, to serve as Acting Assistant Archivist for Presidential Libraries. Fawcett previously served for three years as Deputy Assistant Archivist.

The National Archives has made concerted efforts in recent months to be responsive to the needs of the scholarly community. An effort is currently underway to increase the number of professional archivists. The National Archives interviewed for ten Archivist positions during the Annual Meeting of the OAH in Philadelphia. The National Archives has also recently sought advice from the Joint Committee on Historians and Archivists concerning reference service, search, and finding aid. On the matter of reference of finding aids it has been the policy of the National Archives to provide records group inventories to researchers at no charge. The cost of printing such materials, however, has risen dramatically and the National Archives decided that the only way to continue to provide free inventories is to produce them on microfiche. After discussion of this policy, the Joint Committee passed the following motion: "The Joint Committee on Historians and Archivists supports the National Archives' decision to provide free distribution of inventories microfiche is an economical and acceptable alternative to the current expensive publication of these records as long as the cost of production of buying a paper-based copy at a reasonable price.

On April 10, the National Archives invited a small group of research historians to the Archives to assess the establishment of priorities for systematic declassification review of classified national security records in the National Archives. The National Archives has had a declassification review program since 1972 and has since that time reviewed and opened to the public approximately 450 million pages of permanently-declassifiable records in the Executive branch. Because of limited resources the National Archives is unable to review all of its 30-year-old or older classified materials. Drawing on the expertise of research historians, the National Archives is seeking assistance in determining those files series known or expected to be of high research interest.

Billettgen Nominated for Librarian of Congress

The White House nominated James R. Billington, Director of the Smithsonian's Woodrow Wilson Center, for the position of Librarian of Congress. Billington, a foremost historian of Russian culture, is respected as both a scholar and an administrator. Senator Pell and Representative Yates have both expressed strong support for this nomination. The Senate Rules Committee must consider the nomination prior to a vote by the U.S. Senate.

Two Representatives of NCC Testified at NEH Appropriations Hearing

On March 10, William L. Joyce, President of the Society of American Archivists, and Alan M. Kraut, Professor of History at American University, testified before the House Appropriations Subcommitte on the Interior concerning the FY'88 budget proposed for the National Endowment for the Humanities. Joyce described the variety of ways in which NEH programs have had a major impact in improving and standardizing the work of archives throughout the country and urged current level funding for FY'88 instead of the Administration's proposed $11.6 million cut. Commending the Endowment's support of historical research, teaching, and public programs, Kraut testified to the pivotal role that NEH had played in his own scholarly development. He then emphasized the importance of the impartial review selection process conducted by the Endowment to assure that funding is unbiased by political or parochial concerns. "As valuable as the financial support offered by NEH is to the individual scholar," he noted, "equally as important is the imprimatur of an NEH grant or fellowship."

White House Forwards Names of Nominees for NEH Council to the Senate

On March 3 the White House Personnel Office forwarded to the Senate the names of five nominees for the National Council on the Humanities for an approval process that is usually pro forma. The nominees for six-year terms on the 36-member Council, which is chaired by the Chairman of NEH on policies and grant applications, are: Paul J. Ochse, the President of Bowing Green State University; Anne Paolucci, Professor of Literature at St. John's University in New York; Jean Smith, the wife of William French Smith, who has served on museum boards and on the

Commentary

Billettgen Nominated for Librarian of Congress

White House Fellows Board; Joan Shelton Reed, a Professor of Sociology at the University of Carolina; and Charles Moser, a Professor of Slavic Languages at George Washington University. Moser was nominated for the Council last year but no action was taken in part because of time limitations and because considerable opposition surrounded his nomination. The major concern was that Moser would be intolerant toward diverse kinds of scholarship because of his record as a leader in Acquity in Media and his participation in a textbook censorship battle where he sought to ban textbooks that were "anti-Christian, anti-American, depressing and negative."

New Entrance Fees Introduced at Historic National Parks

On March 13, I testified at a hearing before the House Subcommittee on National Parks and Public Lands, chaired by Rep. James Oberstar (D-MN), speaking on behalf of the NCC member organizations. I urged support of H.R. 773, which prohibit the Secretary of the Interior from charging a fee for admission to National Historical Parks. When historic sites are well preserved and well interpreted, I noted, they serve as open texts, available to the public as a valuable component of our educational system. Unlike the major recreational parks, visitors generally do not spend a long time at historic parks; yet in a brief visit to these parks, structures and artifacts can evoke powerful images from the past to give the public a sense of this nation's history. The appropriations bill gave the Department of the Interior authority, within certain guidelines, for imposing new entrance fees at many National Parks. Early in 1987 the National Archives, desiring to charge new entrance fees and scheduled April 1 as the beginning date for charging a $2 fee to visit Independence National Historical Park in Philadelphia. Congressional opposition has caused Interior Secretary Donald Hodel to abandon plans for the fee at Independence Hall. It is totally inappropriate," Senator John Heinz (R-PA) recently said "to tax Americans learning their history in a year designed to celebrate it."

Nixon Presidential Materials

Last April the NCC member organizations opposed a Justice Department memorandum regarding access to Nixon Presidential materials which stated that President Reagan must support virtually any executive privilege claim by former President Nixon, and that as a Presidential employee, has no choice but to uphold such claims. Both the House and the Senate went on record opposing the Justice Department position.
challenges to the position resulted in a decision by the U.S. District Court. Judge George H. Revercomb ruled that National Archives does not have to honor all of Nixon's claims of executive privilege concerning which of his papers should be made public.

Administration Establishes New Hurdles for Scholarly Use of Freedom of Information Act by Scholars

For the new fee schedule, the National Archives proposed new agency guidelines for implementing the recent Freedom of Information Act (FOIA) amendments and made it extremely difficult for historians to qualify for fee waivers. On October 17, 1986, Congress passed the Omnibus Drug Control Act which included several hastily crafted amendments to the FOIA. The initiative for the amendments came from Senators Hatch (R-UT) and Denton (R-AL) who sought to broaden FOIA exemptions for law enforcement and intelligence records. After some negotiations, the final law (Pub. L. 99-570) contained provisions that allow agencies to deny the existence of certain law enforcement and intelligence records and to charge “commercial” requesters for the costs involved in searching, reviewing, and copying the requested documents. In the spirit of the original intent of the legislation of providing open access to government information, the act does include a fee waiver for educational and scientific institutions and requesters and representatives of the news media. It is commenting on the new amendments, Representative Glenn English (D-OK) stated: "The new fee waiver standard should be liberally construed, to encourage full and complete disclosure of information," and he added "the new standard is specifically designed to make it easier for more requesters to qualify for the fee waiver."

In January, OMB printed a draft of the proposed guidelines in the Federal Register and requested comments. The OMB as well as individual historians, responded with specific recommendations regarding appropriate terms and procedures for scholarly requests for fee waivers. However, despite English's optimistic words and the comments of organizations and individuals on the early draft, on March 27 the Office of Management and Budget published in the Federal Register agency guidelines that will only intensify the problems facing historians who wish to use the FOIA. Three portions of the new agency guidelines are particularly disturbing.

First, although the law specifies that news media representatives and educational and scientific institutions, whose purposes are scholarly or scientific research, will pay duplication costs only, the guidelines will make it difficult for historians to qualify for fee waivers. The OMB guidelines state: "To be eligible for inclusion in this category, requesters must show that the request is being made as authorized by and under the auspices of a qualifying institution and that the records are not sought for a commercial use." Since the initiative for historical research generally comes from individual scholars and not from sponsoring institutions, academic historians may well come across in proving to an agency that the request is under the auspices of and authorized by their institution. The guidelines make clear that a writing request on the letterhead of an educational institution will not be adequate proof for a fee waiver.

Second, the guidelines make a sharp distinction between the individual and the institutional need for the research request and exclude independent scholars and students from qualifying for fee waivers. A student who makes a request in furtherance of the completion of a course of instruction is carrying out an individual goal, the guidelines state, and thus the request would not qualify under this provision. And third, the guidelines require that agencies determine that a request from an academic scholar "is in furtherance of the institution's program of scholarly research and not for a commercial use." While these instructions are certainly open to interpretation, it seems clear that if a publication results from the research, even a scholarly monograph with limited financial remunerations, this would be considered "commercial" and disqualify the request. One of the new guidelines is that news media who seek yesterday's "smoking gun" will be given free search, while historians who seek 20 and 30-year-old documents to contribute to a greater public understanding of the operations and activities of our government will be stymied in their efforts by prohibitive fees.

During the April 3 meeting of the National Coordinating Committee for the Promotion of History, the NCC member organizations developed plans for alerting Congressional committees with oversight responsibility for the FOIA of the serious implications of the new guidelines for historians. Concern about the March 27 OMB guidelines should be addressed to: Senator Patrick J. Leahy, Chairman of the Subcommittee on Technology and Law of the Senate Judiciary Committee, U.S. Senate, Washington, D.C. 20510; and Representative Glenn English, Chairman of the Subcommittee on Government Information of the House Government Operations Committee, U.S. House of Representatives, Washington, D.C. 20515. James Leach and English have expressed dismay at the various tactics used by this Administration to establish hurdles to prevent legitimate use of the FOIA, there is still some hope that sufficient pressure will force a reconsideration of these guidelines scheduled to go into effect on April 27, 1987. If you wish more information on this issue, call Professor Alan S. Cohen, P.O. Box 400 A St, SE, Washington, D.C. 20003.

What are we to make of the fact that two-thirds of the respondents to the American Council of Learned Societies (ACLS) Survey, reported in the February, 1987 OAH Newsletter, think the peer review system is biased and that half of the respondents consider the bias serious enough to warrant reform? Are we to infer that journal peer review is seriously flawed, or that it suffers primarily from a credibility problem? The survey, after all, reports how a sample of scholars in the humanities and social sciences think the system is working, not the outcome of a study of how it works, which is something quite different.

We think there are good grounds for harboring doubts about the quality of peer review, but they are based on other sources rather than the survey. What the survey tells us is that there appears to be a lack of faith in the fairness of peer review. This in itself is important information. Given the singular importance of peer review in the promotion and tenure of young scholars and in assuring the quality of scholarly publications, its credibility is essential. But the survey did not ask whether peer review should be continued or replaced. Rather it asked whether peer review in journals is biased in favor of established scholars, scholars at prestigious institutions, scholars pursuing certain fashionable types of research, or men. Although a few outspoken critics assert that a good editor working alone can do as well as an elaborate refereeing system, there seems to be little support for abandoning peer review and no evidence that there is a worthwhile alternative.

The most comprehensive study of how peer review is working was presented last year in an exceptional book by Stephen Lock, editor of the British Medical Journal. The book, A Delicate Balance, was published in the United States by the ISI Press. Lock notes that the review process has been called too costly by some editors. Peer review at his journal, for example, requires two editors and two secretaries at an average cost of 48 British pounds per article. And, he asks, is it worth it? The process has also been called biased. Lock reviews among other evidence a celebrated 1982 study detailing how a dozen publishable articles in psychology, chosen at random, were resubmitted to the same journals with cosmetic changes to disguise their identity. Eight of the twelve were rejected the second time around. He also cites "outcome" errors—failures to detect previously published materials, statistical mistakes and fraud. His distinctive
contribution is a study of what happened to every article submitted to the British Medical Journal from January 1 to August 13, 1959. He reviewed the recommendations of referees, the decisions by the editor, the proportion of studies that were revised in light of the referees' decisions, and the fate of articles that were rejected.

Three central conclusions emerge from his review of the literature and his own case study. (1) Peer review, despite its imperfections, does lead to better decisions on what to publish and to an improvement in the quality of a high proportion of manuscripts—and it is worth the effort; (2) nevertheless, it falls far short of its potential, and steps need to be taken to improve it; (3) much more needs to be known about how the system works in practice.

Journal editors have not been unmindful of the problems posed by peer review. Many have put into practice procedures, such as blind reviewing, that are intended to improve the fairness and credibility of the system (though blind reviewing has its critics, too). Editors have also tried to speed up the review process, and some give unsuccessful authors reasons why their manuscripts have been rejected. The system is too important to be taken for granted. As Lock notes, the issue is not just for editors but for university administrators and scholars as well, and he endorses a suggestion made in 1985 for a comprehensive study of the issue.

The Journal of the American Medical Association announced recently that it will sponsor a congress on peer review in 1989. It will focus on research papers to be completed in the interim. The studies will cover biomedical publications—leaving to humanists and social scientists the responsibility for developing a parallel inquiry in their own field.

Historians and Curators Collaborate in Minnesota

Clifford E. Clark, Jr.

When the fields of American social history and American material culture expanded rapidly in the 1970s and 1980s, many academic historians working on the college and university levels became aware of the innovative studies being done by museum curators and exhibition designers. Not only were museum researchers publishing extensive scholarly catalogs like the Boston Museum of Fine Arts' exemplary three volume New England Beginnings: The Eighteenth Century (1982), but they were also creating exhibitions that brought the most current scholarship to an increasingly sophisticated general public. The trouble has been that too often academic historians and museum scholars have operated in separate worlds. Although periodic exhibitions such as the Winterthur Portfolio have helped to promote a common dialogue, rarely even now do academic and museum historians work together in a collaborative effort.

Sensing that a cooperative effort between university faculty and museum scholars might make the special expertise of both more accessible to the general public, the Minnesota Humanities Commission (a state program of the NEH) organized an unusual cooperative effort which combined the resources of academic and independent scholars, the Humanities Commission, the Minnesota Historical Society, and the Minnesota Community College system. Funded in May, 1986, by the NEH Division of State Programs Exemplary Award of $66,972, the Minnesota Humanities Commission established a collaborative project to create a traveling exhibition entitled "A Home of Our Own: An American Family Dream." The exhibition, based largely on my book, The American Family Home, 1800-1960 (1986) is being designed to invite community colleges around the state in conjunction with a series of related lectures by both academic and independent scholars. The exhibition is being developed by MHS Curator Jean Speck, and the Historical Society staff in consultation with myself, the Humanities Commission Staff, and three outside scholars. Since the project is now two-thirds complete, with the first exhibition scheduled to open in October, I thought that a progress report on the advantages and difficulties of such collaborative efforts might be useful for others contemplating similar cooperative ventures.

The Minnesota Humanities Commission chose my book, which explores the relationship between the image of the ideal family presented in housing magazines and pattern books and the reality of middle-class family life, as the base for the project in order to follow their mandate to encourage the public to make connections between their own lives and the discoveries, methods and insights of the humanities. They believed that the study of domestic architecture would "invite Minnesotans to make those connections by offering them an opportunity to consider the way different generations of Americans have invested meaning in the houses they built for their families."

The project has been a collaborative effort from the start. During our preliminary planning meetings, representatives from the Humanities Commission, the State Historical Society, and I agreed that the particular challenge of a traveling exhibition was to select a tangible (i.e., visible) core of artifacts and blown-up photographs compact enough to be easily shipped and accompanied by text brief enough that a standing public would read it. We therefore decided that the project curator would not have to follow the book closely but could develop and expand on ideas which it contained and incorporate the work of other scholars in the field as well.

Jean chose to divide the exhibition into seven major parts. Part One introduces the exhibition's topic by using a simple bungalow doll house from the 1920s to invite viewers to think about what "home" means to them and to recognize that their ideas have roots in the past. Part Two, "The Virtuous Home," examines home-building from 1850 to 1870, presenting the planbook vision of the house
as a moral environment in which to bring up children. Some planbooks even pictured the Gothic revival home as the equivalent of a miniature family church, complete with stained glass windows and pump organ, designed to instill moral virtues. Part Three analyzes "The Artistic Home" of the 1880s and 1890s, where women especially were encouraged to demonstrate their artistic nature through creative stitchery and complex interior decorative schemes. Part Four focuses on the Progressive home with an emphasis on hygiene, efficiency and comfort. Part Five looks at "The Liveable Home" in the post World War II suburbs and the new family-oriented focus on life and recreation. The final two sections, as they are now tentatively set up, will explore "A Minnesota Gallery of Homes," a cross-section of the diversity in family life and housing found throughout the state in the 1930s, and "Building a Dream House Today," summarizing the continuities in our historical attitudes toward home and the ways in which we can articulate and build our homes in the present.

The individual sections of the exhibition have profited greatly from the collaborative efforts that resulted from the sessions that followed our initial meeting. From these sessions a number of ideas have emerged which demonstrate the utility of collaborative efforts. Many of these ideas focus on the strategies we developed to encourage the public to interact with the materials. I had suggested, for example, that one way to do this was to separate the exhibition sections with period doors so that the viewers would literally enter a new time period as they moved from section to section. Spraker and design student John Low chose instead to use period windows, which evoke wonderfully the feeling of the different periods but are small enough to ship in a traveling exhibition.

Another helpful idea that resulted from our collaborative efforts allowed us to solve the problem of how to avoid the typical museum period room problem of having to ship, and yet to create a sense of what a period room would feel like. Our compromise was to mount some sectioned drawings and prints between the exhibition sections, inviting the viewer literally to peek into the past and see the way middle-class Victorians would have lived in the 1880s and 1890s.

The useful collaborative effort has been broadened by sending out an exhibition scenario, written as a walk through the exhibition and including the chronology of the exhibition sections, to a broad spectrum of scholars, both within Minnesota and across the nation. The suggestions that have flowed in have allowed us to clarify the exhibition's objectives and also present concretely some of the ideas set forth in the book. An example is the difficulty of defining and conveying a sense of what the term "middle-class" housing means without getting involved in extensive texts that viewers probably would not read. Several commentators have suggested that this be done concretely by contrasting images of middle-class houses with images of dwellings in the slums or on large estates. While avoiding the tendency to define "middle-class" by occupation or income alone, such concrete comparisons suggest that middle-class Americans have defined themselves through their houses in contrast to the extreme residential settings of the poor and the wealthy. The term "middle-class" is vague and imprecise in our culture, but the kinds of houses we live in provide a yardstick for judging where we fit on the class continuum.

Collaborative efforts are time-consuming, and that is their principal drawback. They also require a spirit of compromise and cooperation, but those who have been involved in this collaboration are convinced of the great value in strengthening the links between those scholars working in colleges and universities and their colleagues in museums and historic restorations. Such efforts can stimulate the critical discourse within the profession. They expand our opportunities to present our findings in ways that will interest and stimulate those who will not read the traditional academic monograph but who are keenly interested in what we are in understanding their own past.

Richard W. Slatta
Connection can be made with virtually any microcomputer with communications software and a modem.

Historians wishing to propose specialty areas should contact the ScholarNet director. On-line editors are responsible for paying their own connection charges, so institutional support is advisable.

ScholarNet also can facilitate communication between historians and the publishers of educational media. ABC-Clio, publisher of "America: History and Life," has taken out a ScholarNet membership, and it is accessible via ScholarNet because the system offers a gateway to the many databases of DIALOG. Subscribers must register with DIALOG before accessing the gateway and additional on-line searches are made.

HISTORIANS often have difficulty publishing certain types of materials. Editors often find an article too specialized. Such specialized material may not be "cost effective" for printed distribution, but it can be placed on the network. Software reviews can incorporate the latest version of a product because the long months of lead time necessary for printed media are unnecessary with ScholarNet.

An electronic network makes it easier to perform a wide range of traditional communications tasks, but new possibilities for teaching and research also emerge. At the University of Maine at Orono, Alex N. Pat-takos has used PoliNet to bring a "Visiting Electronic Professor" into his classroom. With the network's conferencing facility, students can type questions and get immediate responses from the visitor. Questions that need follow-up can be handled later with electronic mail.

Like previous audiovisual and computer advances, electronic net-working opens new possibilities for the historian. Established by and for scholars in the humanities and social sciences, ScholarNet offers an appropriate, easy-to-use research and teaching tool for today's historian.

For further information, contact Richard W. Slatta, ScholarNet Director, North Carolina State University, Box 8101, Raleigh, North Carolina 27695 (919-733-7808, on CompuServe, 70176.4040 on Delphi ScholarNet).

Subscription requests should go directly to General Videotex Corp., 3 Blackstone St., Cambridge, Massachusetts 02139 (800-544-4003). Rates are $100 departmental, $29.95 individual.

Richard W. Slatta is associate professor of history at North Carolina State University at Raleigh and director of ScholarNet.

---

A New Resource

LEGACIES: An audio introduction to the history of women and the family in America, 1607-1870

LEGACIES is a complete course or to unlimited duplication rights.

18 half-hour audio programs produced by award-winning team of Jay Allison and Christine Egil.

THE LEGACIES BOOK companion volume to the audio series, written by Elizabeth H. Pisk, and Ellen W. Ruhm with Paula S. Shields.

THE TEACHER'S GUIDE for instructors using LEGACIES as a complete course or to supplement courses in Women's Studies, U.S. History, American Studies, Sociology, Women's History, or Family History.

Price: The complete package includes 18 half-hour audio programs on 9 cassettes, the book, and the guide: $60.00. Audiocassette only: $29.95. THE LEGACIES BOOK: $14.95. The audio cassette/lecture with unlimited duplication rights.

LEGACIES is produced by the Public Media Foundation in cooperation with the Wellesley College Center for Research on Women. Funding provided by The Annenberg/CPB Project.

For more information write to: The Annenberg/CPB Project, 1111 19th St., N.W., Washington, D.C. 20036 or call 202-965-6161.
CIVIL WAR HISTORY
from KENT STATE
Publisher of the journal, Civil War History

SALMON P. CHASE: A Life in Politics
by Frederick J. Blue
First modern biography of a major political figure of the Civil War era. Chase was a U.S. Senator, Governor of Ohio, Secretary of the Treasury and Chief Justice of the U.S. under Lincoln. Available in June, $28.00

GAMALIEL BAILEY AND ANTI SLAVERY UNION
by Stanley Harrold
This first complete biography of Gamaliel Bailey explores the personality and career of one of America's leading antislavery journalists, and provides fresh insights into antebellum political culture. $28.00

"THE BEST SCHOOL IN THE WORLD":
West Point, the Pre-Civil War Years, 1833-1866
by James L. Morrison, Jr.
"No student of American military history should miss this instructive guide to the ideas and practices of military education in the years before the Civil War. Highly recommended." --Choice
$27.50

MASTER CARD AND VISA ACCEPTED (800) USA-KENT, (ext.) 7913
Kent State University Press, Kent, Ohio 44242

Naval Institute Press Books

OAH Newsletter May 1987

Organization of American Historians
Documents of United States Constitutional History

The OAH Bicentennial Committee has compiled a basic collection of documents for the study and teaching of American Constitutional and Legal History. The collection brings together for the first time materials relating to both public and private law and to the social and political setting in which they developed.

A Project of the OAH Committee on the Bicentennial of the Constitution
Prepared by:
William M. Wiecek and Paul Finkelman with the assistance of the OAH Bicentennial Committee
Kermit L. Hall (chair)
Michael Belknap
Harold M. Hymans
R. Kent Newmyer
William M. Wiecek

$24 per volume plus $4 shipping per volume

Volume I
Introduction
The Constitution of the United States and the Bill of Rights

Chapter 1
English and Colonial Origins

Chapter 2
From Revolution to the Constitution

Chapter 3
The Constitution in the Early National Period, 1789-1820

Chapter 4
Antebellum Constitutional Development

Chapter 5
The Crisis of the Union and Its Aftermath, 1860-1900

Volume II

Chapter 6
The Constitution in Industrial America, 1880-1918

Chapter 7
The Impact of World War and the Depression on the Constitution, 1917-1950

Chapter 8
The Modern Era

NAVAL INSTITUTE PRESS BOOKS

Landmarks Program

The Department of History of The American University announces the inauguration of its Landmarks program, which will begin in the fall of 1987. The program will include the following:

1. The biennial Landmarks Conference in American History, the first of which will be held in the spring of 1988 and in cooperation with the National Museum of American History of the Smithsonian Institution. The subject of this conference will be "Women and the Constitution: 200 Years."

2. The appointment of a one-semester Landmarks Scholar in History every other year. The first appointment will be Professor Joan Hoff-Wilson for the spring semester of 1988.


4. A special Landmarks Graduate Assistantship for new graduate students in The American University's Department of History.
Contributors

The following people made available for sale copies of their papers given at the 1987 Annual Meeting, with proceeds going to the OAH. The Organization thanks them for this contribution.

Dorothy Fennell, Social History Project, City University of New York
David Flaherty, Centre for American Studies, University of Western Ontario

Nancy A. Hewitt, University of South Florida
Michael Honey, Northern Illinois University
F. Jack Hurley, Memphis State University
Michael Krenn, University of Miami
Jon Kukla, Virginia State Library
Emma J. Lapansky, Temple University
Christopher L. Miller, Department of History and Philosophy, Pan American University
Clare Robertson, Ohio State University
John H. Roper, St. Andrews Presbyterian College

Robert A. Rosenstone, California Institute of Technology
Leila J. Rupp, Ohio State University
Carole Shammas, University of Wisconsin-Milwaukee
Christina Simmons, Raymond Walters College, University of Cincinnati
Eric J. Sundquist, Department of English, University of California, Berkeley
Peter H. Wood, Duke University
Richard Von Mayrhauser, University of Chicago.

OAH Awards & Prizes

The Organization of American Historians sponsors or cosponsors ten awards and prizes given in recognition of scholarly and professional achievement 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 47404 or call (812) 335-7311.

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. Individuals as well as editors may submit nominations. The winner of this biennial award receives $750 for his/her published article and a certificate. The deadline is November 15 of even-numbered years.

The Erik Barnouw Award is given annually in recognition of outstanding reporting or programming on network or cable television or in documentary film, concerned with American history, the study of American history, and/or the promotion of history as a lifetime habit. One copy of each entry should be submitted on either 3/4" video cassette or 16mm film by December 1 to the chair of the award committee. Films completed before 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 1978 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 winner receives $500, a certificate, and a medal. The award is given every two years for the best book written by a historian connected with federal, state, or municipal government service in one of these areas. The winner must have been employed in the government position for at least five years. The deadline is September 1. The winner receives a prize of $500. Richard W. Leopold was president of the Organization 1976-77.

The Louis Pelzer Memorial Award was first given in 1985 to the best essay in American history by a graduate student. The prize is $500, 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, Bloomington, Indiana 47404. The deadline is January 1. Louis Pelzer was president of the Mississippi Valley Historical Association 1941-45 and was editor of the Mississippi Valley Historical Review 1941-46.

The Frederick Jackson Turner Award, first given in 1951, is awarded for the best study of American frontiers and other related studies. The award is given every two years for the best book published in odd-numbered years and in one of these areas. The winner receives $750 and a certificate for the best 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 award was first given in 1959 as the Binkley-Stephenson Award.

The Binkley-Stephenson Award, first given in 1962, is awarded annually for the best book in American history for an essay in American History for an essay coming in the preceding calendar year (March, June, September, December issues) by a current or former student of American history, the study of American history, or the promotion of American history as a lifetime habit. The winner receives $500 and a certificate for the best essay on American history published in the preceding calendar year (March, June, September, December issues) by a current or former student 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, Bloomington, Indiana 47404. The deadline is January 1. The winner receives a prize of $500. Richard W. Leopold was president of the Organization 1976-77.

The Avery O. Craven Award, first given in 1963, is awarded annually for the best 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 award was first given in 1959 as the Binkley-Stephenson Award.

The Frederick Jackson Turner Award, first given in 1951, is awarded for the best study of American frontiers and other related studies. The award is given every two years for the best book published in odd-numbered years and in one of these areas. The winner receives $750 and a certificate for the best 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 award was first given in 1959 as the Binkley-Stephenson Award.

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 academia. The award is given every two years for the best book written by a historian connected with federal, state, or municipal government service in one of these areas. The winner must have been employed in the government position for at least five years. The deadline is September 1. The winner receives a prize of $500. Richard W. Leopold was president of the Organization 1976-77.

For more information on these awards and prizes, please visit the OAH website at www.oah.org.
THE CAMPAIGN FOR EDUCATIONAL EQUALITY

Part 3: The Campaign for Educational Equality, 1913–1950 focuses on the struggle legal battle to achieve unconditional access to the best available education—a battle that was waged in courts around the country over four decades. The ultimate goal of the NAACP’s legal department was the “separate but equal” doctrine. Manifestly the legal backbone of segregation in the U.S., “separate but equal” did much to institutionalize the socioeconomic advantages of the white majority. By reproducing in entirety the complete files pertaining to the American Fund for Public Service (the Oakland Fund), teacher salary cases, university admission cases, local school cases, and general education subjects, The Campaign for Educational Equality documents in exhaustive detail the NAACP’s systematic assault on segregated education that culminated in Brown v. Board of Education.

THE VOTING RIGHTS CAMPAIGN

Part 4: The Voting Rights Campaign, 1915–1950 contains the complete NAACP legal department files and subject files, as well as selected branch files, on all topics related to voting rights: white primary cases; the grandfather clause; literacy tests, registration abuses, intimidation, and violence; poll taxes and legislative apportionment in the South; and women’s suffrage. The issue of black voting rights produced a bitter and long-fought struggle because both segregationists and civil rights leaders realized that full and vigorous participation by blacks in the political process might serve as the key to protecting blacks from exploitation in many other areas.

THE CAMPAIGN AGAINST RESIDENTIAL SEGREGATION

Part 5: The Campaign against Residential Segregation, 1914–1955 covers the NAACP’s efforts to oppose the legal and extralegal means used in many areas to accomplish residential segregation. The restricting of blacks to ghettos within cities throughout the nation is an integral part of twentieth-century American history. Among the results of migrations of rural blacks to urban centers in both the South and the North were the spread of anxiety and hostility among urban whites and consequent efforts to restrict blacks to specific residential locales. It was in response to these actions that the NAACP launched widespread challenges against residential segregation and its housing. Part 5 makes available the complete files on cases and topics related to housing: segregation ordinances; restrictive covenants; discriminatory zoning ordinances; violence and mob actions against blacks; and discrimination in federal housing programs.

THE SCOTTSBORO CASE

Part 6: The Scottsboro Case, 1931–1950 (edited by Dan T. Carter, Andrew W. Melina, and John Bracey) contains the complete NAACP files of one of the most celebrated criminal trials and civil liberties cases of the century. The case was tried, appealed, and retried several times, and among the results were two landmark U.S. Supreme Court cases, a torrent of worldwide publicity on the plight of blacks in the southern judicial system, and a tangled relationship between the Communist Party and the NAACP. Specifically, the legal files, administrative files, and Scottsboro Defense Committee files offer valuable insights not only on the tactics of the Communist Party with regard to blacks in the 1930s, but also on the reaction of such NAACP officials as Walter White and Roy Wilkins to the Communists—with major consequences for the future of the civil rights movement.

THE ANTI-LYNCHING CAMPAIGN

Part 7: The Anti-Lynching Campaign, 1912–1955 (edited by Robert L. Zerbo, Professor of History at the University of Akron) reproduces the key NAACP national office files on the campaign against lynching and mob violence. Series A contains the records of the Association’s investigation into lynchings and race riots throughout the country and especially in the South. Series B contains the records of the Association’s sustained efforts to raise American consciousness of the specter of lynching and to enact federal anti-lynching legislation as a means of deterring the practice.

Ordering Information...

Papers of the NAACP:

35mm microfilm (28 reels) with printed guide.

35mm microfilm (12 reels) with printed guide.

Part 2: Personal Correspondence of Selected NAACP Officials, 1919–1939.
35mm microfilm (20 reels) with printed guide.

Series A: Legal Department and Central Office Records, 1913–1940.
35mm microfilm (24 reels) with printed guide.

Series B: Legal Department and Central Office Records, 1940–1950.
35mm microfilm (17 reels) with printed guide.

Note on Sources and the Selection Process...

The materials in Papers of the NAACP were drawn from the National Association for the Advancement of Colored People collection at the Library of Congress, Washington, D.C. This collection is divided into three chronological segments: Group I, 1900–1906; Group II, 1940–1955; and Group III, 1956–1965. The materials in our series belong to the first two groups; the third group is still closed.

Each of the chronological groupings that make up the NAACP collection at the Library of Congress is divided into subseries, foremost among which are the Legal Files, General Office/Administrative Subject Files, and Branch Files. All Legal Files and General Office/Administrative Subject Files relevant to the subject matters of Parts 3–7 were microfilmed in their entirety. In addition, because the NAACP national office filing system prior to 1940 left some materials relative to these topics in individual Branch Files, Dr. August Meier supervised a search of the Branch Files of cities where the most important litigation was conceived. Relevant material from these Branch Files was also included in Parts 3–7.

In order to facilitate accurate scholarly citation, each file folder has been microfilmed immediately on every file folder. The Group, Series, and Box numbers of the original collection are indicated on every file folder.

Microfilm Specifications: The Printed Guide

All of UPA’s microfilms are positive silver halide films on 35mm reels and conforms to standards for archival permanence established by the American National Standards Institute and the Association for Information and Image Management. The reduction ratio is 14:1. Each frame of microfilm is assigned a frame number that appears on the microfilm and by which each folder is indexed in the printed guide that is an integral part of each microfilm publication.

A printed guide is available for each part of Papers of the NAACP. Each guide contains an introduction by a scholar as well as a quality controlled content note that describes the various components of each microfilm. A reel index lists the subject, title, and date for every file folder, and provides the Group, Series, and Box number in well. All legal documents (briefs, petitions, complaints, and other papers), as well as significant reports, memoranda, articles, and pamphlets, are specifically itemized in the reel index. Each guide features, in addition, a case name index and a subject index.

UNIVERSITY PUBLICATIONS OF AMERICA

Dept. A-OATH877 • 74 North Market Street • Frederick, MD 21701 • Call Toll Free 1-800-692-6300
"War or Peace? You Decide"

James E. Sargent

Availability: IBM PC (with 256K RAM), or Apple II (44K); better with two disk drives, needs color graphics adapter. List Price: $49.95 (educational discounts available for multiple copies.) Publisher: Bright Ideas, Inc., 52 Exeter Street, Portland, Maine 04102; (207) 775-1330.

"War or Peace?" a thought-provoking microcomputer simulation, exposes students to pressures which an American President and Cabinet and/or a Soviet General Secretary and Politburo Defense Committee would face in one of several plausible crises. Excellent documentation comes with the simulation, including three manuals: a "briefing book" with glossary and technical information; a "participant" manual with student instructions; and a teacher's manual with useful information on objectives, sources and questions. The program also has the documentation threatened "first strikes" and crises in East Germany, a lost Soviet missile submarine (U.S.) and an invasion of Cuba (USSR). Students can choose one of three scenarios, or the program will choose one at random.

Since I teach American government and U.S. history, I play-tested the game with my students and now use it regularly, saving an hour briefing my government class the day before we play the game. The authors, Persis T. Hope, head of the National Security Committee of Maine's League of Women Voters, and Grant C. Reynolds, political science professor, recommend that students play in small groups so they can talk over decisions, which is good strategy.

"War or Peace?" is user-friendly. After DOS is loaded, the program disk is booted from drive A by typing "war" and pressing return. The picture disk, for graphics, goes in drive B. On-screen "help" is available anywhere in the program, including graphic displays of Soviet and American missile sites as well as U.S. and USSR chains of command. The pictures disk is accessed from anywhere, pressing the space bar advances screens, while pressing the backspace key brings "flashback" of the previous screen. Students first view general information about the simulation and the "help" menu, and then choose to play the American or Soviet side. The simulation plays the other. A choice of scenarios is made, or the computer selects one. Next, students see figures on the numbers of U.S. and Soviet Intercontinental Ballistic Missiles (ICBMs) and warheads, bombers and nuclear bombs, and nuclear submarines and warheads. Facts are explained on-screen. Pertinent information is displayed, such as that U.S. ICBMs used solid fuel and can be launched without preparation and that Soviet ICBMs can be launched only from "alert" status, since the missiles use volatile liquid fuel and it takes several hours for fuelling.

Playing the U.S. side and choosing the USSR's threatened first strike scenario, for example, students get a National Security Council daily briefing on the four topics displayed. Then follows the first of several "flash reports": satellite photos show Soviet SS-18 ICBMs being fueled at all locations. Typically, the game displays three or four options for the President, ranging from negotiations to war. If Moscow replies that rocket forces are only "resting," a fuel, students can either believe or disbelieve it. They can accept the explanation as satisfactory, complain to the United Nations about Russian "aggressive behavior," or order "DEFCON 4," the highest stage of alert. Any answer but satisfactory continues the game with a message that new satellite photos show all Soviet missiles fueled and Soviet bombers being joined at bases by long-range tanker planes. Students view more options, and depending on their choice, the simulation proceeds with only two minutes for a decision. In case of no decision, the computer decides, and the game continues, as does life.

The game can escalate or de-escalate, from any point, through a series of options. Since the scenarios and information files are randomly generated, no two plays will end with the same result. Also, students get a chance later to review the decision made, meaning a last chance to prevent a nuclear war. The program's major strength is that students can replay the same scenarios from the Russian side, therefore giving them insight into how the USSR could face similar decision-making dilemmas.

Such details indicate "War or Peace?" is a well-conceived simulation which can enhance a study of government decision-making. My students have very favorable reactions to the simulation. I tell them play the U.S. side and on a later day (after writing evaluations) play the USSR side. That combination produces interesting class discussions.

The program has weaknesses. The Cuban scenario seems incomplete: it ends abruptly and reverses to the beginning without describing results. The missing-USSR-sub scenario appears the least plausible. Also, the "hawks" are usually the Secretary of Defense and the Joint Chiefs of Staff, not the Secretary of State. There is neither an account of presidential advisers outside the Cabinet nor of the media's impact. One problem is that students can always avert nuclear war, either by taking the passive options or by "reviewing" decisions later. In fact, the simulation would be more realistic if a random generator sometimes resulted in war, despite late reviewing of the decisions.

Regardless, the program is an excellent addition to my commercial software for government classes, and it can be used in the recent part of American history. It has great advantages: it is easy to operate, the information is realistic, the scenarios will cause group discussions, it can be played in 30-40 minutes on the first try, and, above all, students can experience how Soviet decisions could be made. Bright Ideas, Inc., is to be commended for creating a good simulation and an excellent package of collateral materials. I hope "War or Peace?" will light the way for other software companies to produce such high quality non-military microcomputer simulations for college and secondary classrooms.

[James E. Sargent teaches American history and government at Virginia Western Community College, Roanoke, Virginia.]

Spanish Documents

Historians interested in Spain can now order facsimiles of old documents from Alvarez Rubio, S. A., a company specializing in the research and investigation of old documents. The company claims access to Spain's most important libraries, museums, and universities and the ability to find any existing document. A document whose location is known to the researcher can be duplicated immediately. If a document's location is not known with certainty, the company will attempt to find it. They will also keep interested persons informed of new investigations concerning the 500th anniversary of the discovery of America. Information is available from Alvarez Rubio, S. A., Doce de Octubre, 28, 28009 Madrid, Spain.
American History Abroad:

**Roosevelt Study Center**

In the initial "Perspectives from Abroad" column in the OAH Newsletter, Peter Boyle and Wolfgang Helbig offered a rather unhappy sketch of the way American history is "sustained" without a "strong life-line in the field" and unsatisfactory from Abroad. As the main reasons why the discipline cannot be "self-sustaining" without a "strong life-line to the United States," they point to the limited number of scholars in the field and unsatisfactory library holdings. Helping to improve this situation is the recently established Roosevelt Study Center in Middelburg, the Netherlands.

**The Roosevelt Study Center could be housed in the splendid medieval abbey in the very heart of the city.**

The foundations of the Roosevelt Study Center were laid in 1982, when two historic occasions were commemorated: the bicentennial of diplomatic relations between the United States and the Netherlands and the hundredth anniversary of the birth of America's thirty-second President, Franklin Delano Roosevelt. The organization of the latter event in the State of New York lay in the hands of the FDR Centennial Commission, which Professor Arthur M. Schlesinger, Jr., chaired. He and former U. S. Ambassador to the U. N. William J. vanden Heuvel were respectively Chairman and President of the Franklin D. Roosevelt Four Freedoms Foundation. They believed that this double commemoration was a fitting time to pay tribute to the life and work of FDR in the land of his forefathers, the Netherlands, and in particular the Province of Zeeland. Therefore, they approached the Provincial Government in Middelburg, Zeeland's capital. It is generally accepted that the Roosevelts emigrated to the New World from the Zeeland town of Tholen in the 1640s. Consequently, the first presentation of the FDR Four Freedoms Medals was held in 1982, with the presentation of awards to both American and Dutch citizens. The Medals have been presented in Middelburg in the even-numbered years and in Hyde Park, New York, in the odd-numbered years. The laureates in Middelburg include Her Royal Highness Princess Juliana of the Netherlands, Harold Macmillan, Rev. Christiana Beyers Naude, Brian Urquhart and Simone Veil.

The FDR Four Freedoms Foundation and the Provincial Government of Zeeland closely cooperated to found the Roosevelt Study Center in Middelburg. The donation by the FDR Four Freedoms Foundation of approximately 1000 books and documents on the lives and work of FDR and his wife, Eleanor Roosevelt, formed the first impetus. Thanks to a welcome decision by the Provincial Government of Zeeland, the Roosevelt Study Center could be housed in the splendid medieval abbey in the very heart of the city. The Theodore Roosevelt Association has also been connected with this unique project since 1985. With the opening of this institute in September 1986, the legacies of TR, FDR and ER have become part of a living memorial in Middelburg.

The objectives of the Roosevelt Study Center are:

1. To provide European scholars and students of American history with research facilities, including direct access to source materials relating to the Roosevelt era in the Center's collection. Accessibility through finding aids, microform and (in the future) computer links to the Franklin D. Roosevelt Library in Hyde Park, the TR collection at Harvard University, the Library of Congress and the National Archives.

2. To provide audio-visual facilities for students and the general public on the U. S. in the twentieth century.

3. To cooperate with European schools and universities in the utilization of the Center's resources.

4. To offer programs, exhibits, lectures, conferences and publications related to the Roosevelt era, and also to the possible contemporary significance of the issues, problems and ideas associated with the Roosevelts and their period.

The Study Center is administered by the Roosevelt Study Center for Europe Foundation. The members of the board represent the Provincial Government of Zeeland which has provided the largest part of the money that enabled the founding of this institute. The Roosevelt Study Center is also financially supported by the Dutch Ministry of Education and Science. Although the U. S. government gives moral support to the objectives of the Center (President Reagan sent a letter of congratulations on the occasion of its opening), it is not involved in the financing or the running of the Study Center. For purchasing books and other materials, the Study Center financing special events such as symposia, exhibits and publications, the institute is dependent on the success of fundraising efforts by the FDR Four Freedoms Foundation and the Theodore Roosevelt Association in the U. S., and the Franklin and Eleanor Roosevelt Foundation in the Netherlands. The Study Center has three staff positions: an executive director, a secretary/librarian, and a technician for the audio-visual facilities.

The Roosevelt Study Center has a library and a search room (with microfilm and microfiche, as well as audio, video and laser-vision equipment) that can accommodate 15 researchers. Furthermore, it has an audio-visual conference room with 100 seats, a foyer where groups up to 100 persons can have coffee or tea, and a large exhibit room. In addition, there is a smaller room available on the ground floor that can be used for exhibits, meetings and receptions. The books and audio-visual materials will not be loaned to other libraries, but visitors can use the facilities of the Study Center without a fee. The Center can suggest places that will accommodate visiting researchers in Middelburg.

At present the Roosevelt Study Center provides access to the National Union Catalog of Manuscript Collections, the National Inventory of Documentary Sources in the United States, which describes the source materials in the National Archives, the Presidential Libraries, the Manuscript Division of the Library of Congress, and the Smithsonian Institution; the Theodore Roosevelt Papers; the Eleanor Roosevelt Papers (1933-1945); the U. S. Congressional Record (1899-1995); and the U. S. Department of State, Papers Relating to the Foreign Relations of the United States (1899-1945). These sources are either on microfiche or on microfilm. Furthermore, the Roosevelt Study Center has a collection of 1500 books by and about the Roosevelts and their era.
Extraordinary teamwork...led to the creation of the Roosevelt Study Center.

Augur the new facilities at the Roosevelt Study Center in the Abbey at Middelburg. The title was The Roosevelt: Nationalism, Democracy and Internationalism, and the event attracted scholars from twelve European countries as well as the United States. On September 20, 1986, the FDR Four Freedoms Medals were presented in Middelburg. Among the recipients were former Italian President Alessandro Pertini, the Spanish daily newspaper El Pais, Dutch Cardinal Bernardus Alfrink, former UNDP administrator Bradford Morse and, posthumously, Swedish Prime Minister Olof Palme.

To assist with the development of its scholarly activities, the Roosevelt Study Center named an advisory group of prominent American and European scholars. This advisory group is still in the process of formation.

In addition to its scholarly purposes, the Roosevelt Study Center hopes to attract a broader public. By organizing various exhibits and relying on its audio-visual collection, the Center can provide information and tangible glimpses of twentieth-century American history, especially of the Roosevelt era. It is hoped that this new approach will encourage the study of American history.

Extraordinary teamwork among the Franklin D. Roosevelt Four Freedoms Foundation, the Theodore Roosevelt Association and the Provincial Government of Zeeland, and some Dutch and American business enterprises, led to the creation of the Roosevelt Study Center. We sincerely hope that this institution, however modest in character, can help achieve the goals of European scholars in American history: increasing the number of students of American history and maturing the identity of that specialty in Europe. "A strong lifeline to the United States" remains a necessity for research in depth, but perhaps before long the study of American history in Europe will approach the "self-sustaining" level.

The author is director of the Roosevelt Study Center.

UNUSUAL MUSEUM EXHIBIT

COMMEMORATES

HOUSE FIRE

"Here Today, Gone Tomorrow: Fire at the Rohrbough Ranch" is the latest special exhibit at the Community Gallery of the Mendocino County, California, Museum. The new exhibit presents a selection of charred artifacts and a series of dramatic color photographs taken by grandmother Audrey Rohrbough and her grandson Jace, members of the Johnny and Janet Rohrbough family, as their historic Round Valley home burned to the ground on the morning of April 18, 1986. Visitors to the exhibit have expressed surprise at the evidence of minds that took the photographs. However, the Rohrboughs are a camera-conscious family and Mrs. Janet Rohrbough told her son and mother-in-law to take photographs to keep them from trying to enter the burning house and save possession.

Fortunately, no lives were lost in the fire which completely razed the 107-year-old Victorian home built in 1878-79 by George White, an area pioneer. The museum exhibit was developed soon after the fire by the museum staff and members of the Rohrbough Family under Janet Rohrbough's consultation in the County Museum research library to document the losses sustained by her family after the fire. "We all felt that museum visitors would benefit from a presentation that emphasized the temporary and fragile nature of family historical collections, especially those of a Mendocino County family," said Museum Director Mark Rawitsch. "The Rohrbough Family thought that this emphasis would be of particular value to other people who may not realize that precious collections of family artifacts can literally "vanish overnight," he added. Interestingly, the family, with their historic home destroyed, dug a large pit on the ranch near to George White's grave and buried the charred remains from house. They will now begin anew and build a modern replacement.

According to Museum Curator Daniel Taylor, "The exhibit promotes the idea that family collections should receive special care and attention so that these historical resources are not lost to American history." For example, a supposedly "fire-proof" metal strong box was found in the ruins, but, it was filled with the ashes of important Rohrbough family papers. It has been included in the exhibit as mute testimony to the need to care safely for family artifacts," Taylor has said. He believes that the exhibit has been successful in dramatizing both the fragility of the past and in demonstrating that history is not just something that happened a century ago. A recent disaster, he says, can cause people to think about the meaning of distant events, and since every community has its own disaster story, it would be possible for more local museums to do this sort of thought-provoking exhibit.

Of particular interest is the presentation of a mysterious time capsule filled with letters to the future and family photos taken in the 1870s. Apparently sealed in 1878, the metal capsule was manufactured to match the size of bricks used to build the original house foundation and chimneys. The capsule, cemented in a line of bricks, survived the fire and was discovered in the ruins of the house by Jace Rohrbough, who opened the sealed container to find the cache of family treasures intact. Letters from the capsule have been transcribed and included as part of the exhibit. Jennie White, in 1878, wrote a poem which she included in the capsule. One excerpt has been displayed in the exhibit below several pieces of twisted house gutter which the 1986 fire reshaped into melted works of art in the poem, Jennie addressed unknown future friends and concluded: "Would think of me friends when I am gone, When I am gone no more to return, Tis sweet to know that you may weep, Then you whisper my name with a sigh, O still strong in darkness I sleep, May my spirit be hovering high."

The exhibit runs through October 4, 1987, at the Mendocino County Museum, 400 E. Commercial St. in Willits, California. The museum is a department of county government and has a full-time director, curator, and a half-time clerk. The exhibit's hours are Wednesday through Sunday from 10:00 am to 4:30 pm. Admission is free. For further information, call (707) 459-2736.
The Fulbright Program and U.S. Foreign Relations,

1946-1986 Richard T. Arndt

For four decades, the Fulbright Program has managed to survive, and sometimes flourish, in an atmosphere of adulation and celebration. Yet its survival has depended most often on the virtue of being all things to all people. The Program has been called both a movement for world peace and a weapon in the Cold War. It has been part of "the human foundations of the structure of peace" and, more recently, the foremost "tool of American public diplomacy," whatever that may mean. Its products can be counted: 56,000 selected Americans have gone abroad and more than 100,000 carefully chosen foreigners have come to the U.S. Most often teachers, scattered across the globe in positions of rising importance, their students, and their students' students, are numbered.

What has this meant for U.S. foreign relations, not to mention American social and intellectual history? Some argue that the history of "the Fulbright experience" is divided into 156,000 individual episodes and that it is impossible to generalize, beyond a vague sense that it must have made a difference. Others accept the challenge of making sense out of the individual experiences of so many Americans and foreigners and urge us to get on with it. This paper, focusing on the politics of the Program, tries to lay out some of the problems and prospects in doing the history of the Fulbright Program.

Definitions problems arise immediately. Over the years, for example, the distinction between what is and is not a "Fulbright" has blurred. Through the fifties, "Fulbright" meant only those exchanges which took place under the aegis of the U.S. Board of Foreign Scholarships (BFS), the Institute of International Education (IE), and the Council on the International Exchange of Scholars (CIES), plus the forty-odd binational Fulbright commissions overseas. As it has grown and expanded, it has increasingly been lumped with a variety of other exchange programs, some of them highly political in their purposes. Congress, for example, has recently authorized and funded a precedent-shattering student program for Central America, bringing undergraduates, many of them without English language skills, to American universities as a response to Soviet scholarship programs in the area; administered by USIA's academic office with minimal involvement, its products are already being called "Fulbrighters."

Another difficulty of definition lies in the meaning we attribute to "foreign relations." For the purposes of this discussion, I distinguish foreign relations from foreign policy. Foreign relations I take to mean all interaction between the U.S. and other countries, formal or informal, public or private, cultural or commercial, including business, tourism, the media, the military and science. Foreign policy on the other hand implies an attempt to support through diplomacy those national goals and objectives determined by our political process to be in the national interest. Cultural diplomacy then, and the Fulbright Program to which at least half of its formal resources are devoted, attempts to deal with cultural and educational elements in our foreign relations patterns; it leaves some elements to grow on their own, molds others, enables, enhances and fosters still others, and downplays yet others. For the most part, cultural diplomatic goals are long-range or middle-range in nature, but they serve the cause of enhancing U.S. interests no less for their slow-acting quality; indeed they often serve purposes which cannot be approached in any other way.

They believed that America's message was unmistakable, overwhelming and even invincible.

In the context of these definitions, two things about the Fulbright Program stand out. First, ever more apparent as years pass, it offers persistent temptation to those makers and implementors of foreign policy who argue that it is and should be a delicate but useful and certainly permissible lever of power, even in the short run. Second, it is apparent that the Program's ability to resist the intrusive dangers of short-term political purpose has steadily eroded from the days of its founding. Yet it has so far endured, even under serious pressures. At the forty-year mark, the defenses have weakened and the flag is still there.

From the outset, the Fulbright Program lay at a particularly sensitive intersection of two great and divergent streams of American thought about foreign affairs. On the one hand the idealist-internationalist soft-sell Doves believed that exchanges of persons, by reflecting America at home and abroad, were a perfect way to reduce misunderstanding. They believed that America's message was unmistakable, overwhelming and even invincible; over time, they believed, the medium of exchanges would be a sufficient message in itself. In contrast the realist-nationalist hard-sell Hawks, interpreting the Soviet Union as the implacable enemy of everything decent in America, saw the Program primarily as a weapon in the global Cold War; they thus put the stress on the messages it would deliver and sought to bend it however subtly to activist political purposes.

This Aesopian style of policy analysis may seem simplistic, but it is fair to say that little thinking about the Program has been carried out at much deeper levels. We find on the idealist side, for example, the absurd argument that moving Americans and foreigners back and forth can have no political meaning at all; on the realist side we find the equally absurd idea that exchanges in certain fields, most notably political science, have more "political" impact than those in other fields.

Hawks and Doves in the American system do not imply a pendulum so much as a pair of teetering scales. The art of foreign policy throughout our history has required a skillful balancing of the two, and the Fulbright Program is no different. Between Seydla and Charybdis, its rhetoric has veered from side to side as the occasion required. Wily administrators dedicated to preserving the Program at all costs have moved directly ahead, recognizing the value of a certain amount of public ignorance.

The realist-nationalist hard-sell Hawks... saw the Program primarily as a weapon in the global Cold War.

The good Senator himself, like any shrewd lawyer, practiced alternate pleading: one day the program was a vast movement for peace, the next it was a more valuable weapon in the war with the Soviets than a nuclear submarine. As recently as the November 1986 Chronicle of Higher Education, Fulbright wrote of its contribution to "foreign policy."

But he was following a simple Jeffersonian line. American foreign policy needs both an informed public and
The good Senator himself, like any shrewd lawyer, practiced alternate pleading.

watchdog. IIE and CIES were then assigned their staffs by the President, not as head of his party but as the embodiment of the national interest; they were introduced to all U. S. international exchanges. The U. S. support bureaucracy was organized to reflect the same sensitivity toward the university world. Overseas, academic exchanges were vested in commissions separate from the Embassy and governed by boards consisting half of Americans and half of distinguished foreign educators.

Inherent in this structure was the notion of binationalism, as first developed in our Latin American programs beginning in 1936. Binationalism, a uniquely American way of doing exchanges in close cooperation with the host country, contrasted with the practices of the Axis powers and even of friends like France and Britain. The commissions were to be chaired by American diplomats, but these were the Cultural Attaches, in the early years usually prominent and prestigious academic figures serving temporary assignments overseas. In Italy, for example, it was the towering Charles Ratis Vornay, long-time chair of the Princeton department of Art and Archaeology, sometime director of the American Academy in Rome, and long-time friend of former Princeton colleague B. Alexander Smith—the Smith—of the Smith-Mundt Act which in 1948 spelled out the Program’s original amendment.

Smith-Mundt canted only for these exchanges to promote better understanding of the United States by other countries, and to increase mutual understanding between the people of the United States and the people of other countries. Nothing more than that was said about foreign relations, let alone foreign policy. The Act explicitly distinguished these cooperative and reciprocal educational exchanges from the information programs, described as public relations, propaganda, or the psychological approach, and designed to gain shorter-range acceptance of U. S. policies abroad. The Fulbright Program, on contrast, was administratively designed as the extension abroad of the American University. There was of course virtue in silence about the profound political-cultural impact these exchanges would ultimately have, both on the U. S. and other nations. Some people recognized that the less said the better. They knew that the Fulbright Program, in its very avoidance of propaganda, provided the best propaganda spin-off that money could buy. But they saw as well the folly of revealing this insight.

From this starting point, the story of the creation of concentric circles of safeguards stretches over four decades; but it must be seen in the accumulation of a hundred different events. Politics must be kept out of university education and cultural affairs.

As defenses weaken, it is in the nature of attacks to sharpen. Historians will some day explain the effect on the Program of the last dozen years of certain contemporary factors such as the attack on professionalism in government, the blurring of definitions of private and public, the rise of ideologies and new definitions of what is political. We may also understand better certain factors in American life which have affected the Program: the crisis in voluntarism, the cynicism of business ethics applied to public policy, the decline of education and language, and the electronic media’s domination and diminution of news, to select examples almost at random. Some of these new elements in American social and political life will perhaps help explain why the incursions of politics have tended to reach much nearer to the nerve-center of the Fulbright Program.

Yet we may still be permitted to admire and celebrate the persistence of this enlightened idea in American cultural and intellectual history and its contribution to U. S. foreign relations. We may congratulate the doughty legislators and administrators who have stood fast. We may take comfort from a growing and more sophisticated support system across the nation. The Fulbright Program is still alive and well. And it is nothing less than a public trust and a national treasure... so far.

[Richard T. Arndt is Diplomat-in-Residence in the Woodrow Wilson Department of Government and Foreign Affairs at the University of Virginia, Charlottesville. He is currently writing a book on American cultural diplomacy.]
On Hiring

For the second year in a row I find myself on a search committee for a position at a comprehensive university. I am helping the university select a new assistant professor in ancient studies. The process for selecting candidates is a complex one, involving several steps and considerations.

First, we received a large number of applications from candidates who met the basic qualifications for the position. The first round of screening involved reviewing resumes and cover letters, searching for candidates who had experience in ancient studies and who had relevant publications.

Next, we invited a subset of candidates to campus for interviews. This process involves meeting with candidates in person and discussing their interests, qualifications, and teaching experience. It also involves gathering information from former colleagues and students who have worked with the candidate.

After the interviews, we will select a small number of candidates for further consideration. This process involves evaluating the candidates' research, teaching, and service records, as well as their potential to contribute to the university.

Finally, we will make a recommendation to the dean and the university president for the final decision. This process involves considering the candidate's fit with the university's mission and values, as well as the needs of the department.

The process of hiring faculty members is complex and requires careful consideration of many factors. It is important to ensure that the candidate we select is the best fit for the university and the department, and that they will contribute to the academic community.

Campus Climate Revisited

A report issued by the Project on the Status and Education of Women claims that a chilly professional climate is often experienced by women faculty, administrators, and graduate students. Titled "The Campus Climate Revisited: Chill for Women," the report is based on earlier reports on climate issues for women. It offers strong incentives to choose from among them because they have already proven themselves.

Given these circumstances, may I offer suggestions to historians in the market for jobs such as ours? First, write a letter of application which shows interest in our institution and some knowledge of our faculty and needs. Second, keep the letter short. Your teaching and scholarly qualifications are detail in your c.v. and in a brief, cogent essay on your current research projects and goals.

The curriculum vitae should be organized to tell us the following quickly and concisely: the institution granting your degree and the year; your present position; your scholarly publications (articles from refereed journals, essays from published collections that have passed review by independent readers, and books from reputable publishers); do not include book reviews and do not mix in conference papers with published pieces; your teaching experience and the courses you are particularly qualified to teach; honors and awards for scholarship and teaching; fellowships and grants. Feel free to include whatever else you want in addition, but do so later in the file.

Please do not tell us what is none of our business: your marital status, year of birth, number of children, or state of your health. This information may be welcome at institutions which do not follow the letter or the spirit of affirmative action policies, but ours does and is extremely proud of its record on this score.

Those who have been out of graduate school for more than a couple of years should not rely on old placement files but solicit new letters of reference, preferably addressed directly to hiring personnel. I have read files dating back to the 'seventies, and these convey an air of stakeness suggesting that the candidate may have ceased to grow intellectually, if not to die. Readers expect to see an up-to-date and enthusiastic missive from your thesis advisor, but letters from people outside of your alma mater can be especially valuable, particularly from people who know and admire your scholarly work. If you haven't published yet, this isn't easy, but you can begin to make a name for yourself by going to conferences and attending sessions featuring papers in your field. Introduce yourself afterwards. You'll never make enemies asking questions and you might get invited to join the group afterwards for a beer.

In any case, when applying for a job you really want, get fresh letters which will tell us about your current academic activities. Amazing as it may sound, there are some applicants who do not ask people to send letters but merely supply names and addresses of those to whom the search committee may apply for references. Now in all honesty, why should we do the writing? We already face many hours of just reading through applicants' files. Only after culling a short list will we take the initiative and ask for additional materials.

On the last word. Search committees are strange hydra-headed creatures whose decision-paths often take unpredictable turns. After much maneuvering around members' idiosyncrasies, they laboriously pare down the list of nominees. When they finally present the fruit of their labor to the full department, furthermore, they may hire some of the same people they'd rejected on the basis of ambiguity. Colleagues who, hitherto, had not designed to inspect a single file suddenly find objections to the nominees and may even propose new or additional criteria by which to evaluate candidates, shattering the deliberately contrived set of compromises by which the committee arrived at their list and so greatly delaying the process that the choicer nominees take positions elsewhere or the administration cancels the search. Applicants should understand, therefore, that academic hiring does not proceed in a fully rational fashion. Rather, the final choice will probably be the only candidate on which the department could reach consensus.

On that rather ambiguous note, then, let me wish all of you, and all of us, the very best of luck in this year's process.
Calls for Papers


Twenty-First Century Books is now seeking manuscripts for the "American Archive Series," a collection of archival and documentary materials relating to important aspects of American social, political, and cultural history. Those, especially welcome, are manuscripts relating to the history of women in America. For more information, contact Jeffrey Shulman, President, Twenty-First Century Books, 44 North Market Street, Frederick, MD 21701, telephone (301) 694-6100.

The Popular Culture Association in the South will hold its annual meeting in Louisville, Kentucky, on October 1-3, 1987. Anyone interested in presenting a paper or organizing a session should send abstract, paper, or idee for a session to Robert E. Tournier, Department of Sociology, College of Charleston, Charleston, SC 29424. Deadline for submissions is May 1, 1987.

Society for Health and Human Values announces a call for abstracts and papers for its 1987 Annual Meeting at the Arlington Hotel, Arlington VA, on November 6-8. For information contact SHHV Program Committee, 1311A Dolby Madison Blvd., #3A, McLean, VA 22101. Deadline for submissions is May 31, 1987.

Papers on any aspect of Massachusetts history are wanted for the Ninth Annual Conference on the History of Massachusetts which will be held in October of 1987. The program committee requires completed papers and not abstracts. Papers included in the program will be accepted for publication in the Historical Journal of Massachusetts. Papers should be sent by July 15, 1987, to Martin Kaufman, Institute for Massachusetts Studies, Westfield State College, Westfield, MA 01086.

Persons wishing to present papers, media productions, or serve on panels at the conference for the 125th Anniversary of the 1862 Sioux War in Minnesota should write or call Thomas Schultz, Coordinator of American Indian Studies, Box 61, Mankato State University, Mankato, MN 56001, telephone (507) 389-6123. Papers will be accepted that deal with any aspect of the Sioux Uprising of 1862 in Minnesota or the history and culture of the Dakota people. A two page abstract with vita is submitted by August 31, 1987, to the American Studies Program.

The program committee of the fifty-fourth annual meeting of the Southern Historical Association invites proposals for single papers and entire sessions to be delivered in Norfolk, Virginia, on September 9-12, 1988. If interested, please send a one page summary of the proposed paper and a curriculum vitae of the presenter to Theda Perdue, Department of History, Clemson University, Clemson, SC 29634-2507. The deadline for proposals is September 1, 1987.

The program committee for the 1988 conference of the Western History Association, to be held in Wichita, Kansas, October 12-15, welcomes proposals for sessions dealing with new trends and resources and innovative research in western history, as also submissions by non-teaching historians. A summary of prospective papers, with names and a short paragraph on presentation, should be sent by September 1, 1987, to Judith Austin, Idaho State Historical Society, 219 W., Julia Davis Drive, Boise ID 83702-7695.

The University of Wisconsin-La Crosse and Norskedalen (a nature and ethnic heritage center) invite paper proposals for a conference on "Passages: Rites and Celebrations in the Red Midwest" in October 31, 1987 at Norskedalen. The deadline for proposals is September 1, 1987. Abstracts of papers (250 word maximum) and information requests should be sent to Robert Swartz, Norskedalen, P.O. Box 225, Coon Valley, WI 54623.

The Program Committee of the National Council of Public History requests proposals for sessions at its annual meeting in Denver, Colorado, March 3-6, 1988. This year's theme is "Our Nation's Heritage: Preserving and Interpreting America's Past." The deadline for proposals is September 10, 1987, and for receiving an abstract deadline is November 15, 1987. For further information, contact Brit Storey, Co-Chair, Program Committee, National Council on Public History, 7264 West Otero Avenue, Littleton, CO 80123.

The 1988 meeting of the American Association for the History of Medicine will be held in New Orleans, Louisiana, from May 4-7, 1988. Abstracts for papers on any subject in the history of medicine but must represent original work not already published or in the press. Presentations will be limited to twenty minutes. Request an abstract form from Arthur J. Viethen, Chairman, AAHM Program Committee, Section of the History of Medicine, Yale University School of Medicine, 333 Cedar Street, New Haven, CT 06510. Deadline for submission of abstracts is October 15, 1987.

The Journal of American Ethnic History calls for papers for a special issue on important women writers. Abstracts should not exceed thirty-five pages with tables and notes on special sheets and should be submitted by November 1, 1987. For further information, contact Ronald H. Bayer, Editor, Journal of American Ethnic History, School of Social Sciences, Georgia Institute of Technology, Atlanta, GA 30332.

Grants, Fellowships and Awards

The National Endowment for the Humanities offers its Overview of Endowment Programs to those seeking funding for their humanities projects. The Overview includes program descriptions for the 35 funding areas in NEH, all 1987 application deadlines, useful lists of state humanities councils and other NEH publications, data on this year's emphasis and initiatives, and advice on how to communicate with NEH. Those interested may get this guide free by contacting NEH Overview, Room 409, 1100 Pennsylvania Avenue, NW, Washington, D. C. 20506, telephone (202) 786-0438.

To encourage research and writing on the Appalachian region, the University Press of Kentucky will offer the Appalachian Award, a $1,000 prize for an original book manuscript about the region. For further information, write Appalachian Award, The University Press of Kentucky, 102 Lafferty Hall, Lexington, KY 40506-0024.

The Bentley, Historical Library, University of Michigan awards fellowships to support research on problems of modern documentation. Request further information and application forms from the Assistant Director, Bentley Historical Library, University of Michigan, Ann Arbor, MI 48109-213.

Radcliffe College announces its Radcliffe Research Support Program, a program of small grants to support post-doctoral research in the humanities and the social and behavioral sciences. Eligible projects must draw upon resources of the Radcliffe and Elizabeth S. Haldeman Library on the History of Women in America and/or the Henry A. Murray Research Center of Radcliffe College. Application deadlines are May 15 and October 15. For additional information about the program write Radcliffe Research Support Program, c/o Henry A. Murray Research Center, Radcliffe College, 10 Garden Street, Cambridge, MA 02138.

The Program for Comparative History at Tel Aviv University announces a conference on "The History of the Middle East: Contributions of Arab Historians." The conference will be held in Tel Aviv from March 16-20, 1988.
Successful applicants may stipend is up to $27,500, and the application deadline is June 15, 1987. Application forms and further information are available from the Council for the International Exchange of Scholars, Attention: Indo-American Fellowship Program, 11 Dupont Circle, Suite 400, Washington, D.C. 20036-1257, telephone (202) 939-5469.

The Thorvald Nielsens Foundation offers the Thorvald Nielsen Award for a first prize is $1,200, and the application deadline is December 15, 1986. The preview of the book by June 1, 1988, to early 1989. Tenure is 6-12 months, the stipend is up to $27,500, and the application deadline is June 1, 1987. For more information and applications write Division of Fellowships and Seminars, Room 316, NEH, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20004.

The Western History Association offers the W. Turrentine Jackson Prize, a $1,000 award for a first book on any aspect of the American West. Send nominations and three copies of the book by June 1, 1987, to Harry Kelsey, Los Angeles County Museum, 900 Exposition Blvd., Los Angeles, CA 90007.

The National Endowment for the Humanities will award grants to a variety of scholars. It will give Fellowships for University Teachers for members of Ph.D-granting departments and Fellowships for College Teachers and Independent Scholars. Applicants need not have degrees, but doctorates are not eligible. Successful applicants may begin tenure from January 1, 1988, to early 1989. Tenure is 6-12 months, the stipend is up to $27,500, and the application deadline is June 1, 1987. For more information and applications write Division of Fellowships and Seminars, Room 316, NEH, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20004.

The Department of the Navy announces the opening of the third annual competition for the U.S. Navy Prize in Naval History to be awarded on October 1, 1987 to the author of the best scholarly article published during 1986 on the history of the U.S. Navy. The $500 prize is sponsored by the Naval Historical Center and the Naval Historical Foundation. Nominations for articles should be sent to Director of Naval History, Naval Historical Center, Washington Navy Yard, Building 57, Washington, D.C. 20374. All nominations should be received by June 30, 1987.

The Association of American Colleges, with support from the Charles A. Dana Foundation, will award grants up to $500 to scholars researching philanthropy, voluntarism or the nonprofit sector.


The U.S. Information Agency announces the 1987-89 Fulbright Teacher Exchange Program, which involves a one-on-one exchange for teachers at the elementary, secondary and postsecondary levels with suitable teachers throughout the world. The program also includes three to eight week seminars in the U.S. in summer, 1988. Deadline for applications is October 15, 1987. For applications and information contact Teacher Exchange Program, E/ASX, U.S. Information Agency, 301 Fourth St. S.W., Washington, D.C. 20547, telephone (202) 485-2555.

The Center for the American Woman and Politics (CAWP) announces grants program funded by the Charles H. Revson Foundation to support research about the impact of women in public office. Eight to ten grants of $5000 to $10000 will be awarded, and the deadline is October 1, 1987. For information, contact Debra L. Dodson, CAWP, Eagleton Institute of Politics, Rutgers University, New Brunswick, New Jersey 08901 telephone (201) 828-2210 or (201) 932-9384.

The William Robertson Coe Fellowship program for outstanding teachers of American History will offer a three-week summer term, June 27-July 15, by the State University of New York, Stony Brook. Fellowships go to secondary teachers from the U.S., Europe and Middle East. The increase in competence in teaching American Studies. Each Fellowship consists of room, board, tuition and a stipend of $2000. Request application before December 16, 1987 from Martin B. Travis, Director, COE Fellowship Program, Department of Political Science, State University of New York at Stony Brook, Long Island, NY 11794-4392.

Professional Opportunities

Harvard University

Harvard University is offering Andrew W. Mellon Faculty Fellowships in the Humanities for non-tenured, experienced junior scholars who have completed, at the time of appointment, at least two years postdoctoral teaching as college or university faculty in the humanities, usually as assistant professors. Special consideration will be given to candidates who have not recently had access to the resources of a major research university. Ph.D. is required and must have been received prior to June 30, 1986.

The appointment is for one year, July 1988 - June 1989, with limited teaching duties, department affiliation, and opportunity to develop scholarly research. The annual salary is $27,000. Applications are due November 15, 1987. Awards will be announced February 1, 1988.

For more information and application procedures write: Dr. Richard M. Hunt, Program Director, Harvard University Mellon Faculty Fellowships, Lamont Library, 202, Cambridge, MA 02138. AA/EOE.

Kansas State Historical Society

The Kansas State Historical Society is seeking a Secretary/Executive Director, October, 1987. The Historical Society is a private, not for profit corporation and agency of the state of Kansas, which serves as trustee for the state in a comprehensive history program. Position is responsible for overall administration and supervision of the board of directors and state statutes; financial management; preservation, care, and interpretation of collections; public relations and liaison with media, and the society board; program development; fund raising; managing resources, etc.

Qualifications should include a grade degree in one or more of the following: American history, library science, anthropology, historic architecture, historic preservation, ar-
The Kentucky Historical Society is holding a symposium on Friday, May 1, 1987, entitled "Interpreting Federal New York." The meeting is being held in conjunction with the current exhibition "Capital City: New York After the Revolution," a survey of New York during the period it served as the first national capital. For more information, including advance registration materials, contact Symposium, Fraunces Tavern Museum, 54 Pearl Street, New York, NY 10004-2429, telephone (212) 425-1778.

The Department of Classical Studies, University of Minnesota will present "The Future of the Past: New Roles for the Classics in American Life and Learning," May 14-16, 1987, in Minneapolis, Minnesota. The history, status and future of classical studies will be discussed. For information, contact William Coulson, Chair, Department of Classical Studies 309, Fowley Hall, University of Minnesota, Minneapolis, Minnesota 55455, telephone (612) 625-0727.

The Smithsonian Institution will commemorate the 200th anniversary of the United States Constitution with a constitutional symposium, "Constitutional Roots, Rights and Responsibilities," featuring more than eighty prominent speakers. Sessions will be May 20-23 at the Departmental Auditorium and the Hotel Washington. Prominent speakers will discuss constitutional values and international public figures will examine the Constitutions' influence on political life in other countries. A detailed program may be obtained from Johnnie Douthit, Office of Public Affairs, Smithsonian Institution, Washington, D.C. 20560, telephone (202) 357-2627.

"The Old Northwest Bicentennial Conference," sponsored by the Indiana Historical Society and genealogical societies in Illinois, Michigan, Minnesota, Ohio and Wisconsin, will be held on June 4-6, 1987, at the Centenary Center, South Bend, Indiana. The conference will include a series of genealogical-historical lectures. For registration forms (due June 1), contact the Indiana Historical Society, 315 West Ohio Street, Indianapolis, IN 46202.

Pennsylvania State University-Mont Alto will host a three day conference on "The Great Invasion: Three Days at Gettysburg," from June 4-6, 1987. Special features include an in-depth tour of the Gettysburg battlefield and a luncheon at the historic Dobbins House. Deadline for registration is May 19. For further information on various conference packages ($250-$515) and speakers, contact Penn State University Continuing Education, Mont Alto Campus, Mont Alto, PA 17237, telephone (717) 749-3134.

The 1987 German Script Seminar will be held from June 8 to 12 at the Moravian Archives in Bethlehem, Pennsylvania. The seminar consists of intensive training in reading old German Script. Cost is $258 and the prerequisite is a reading knowledge of German. For details write Vernon H. Nelson, Archivist, The Moravian Archives, 41 West Locust Street, Bethlehem, PA 18018, telephone (215) 866-3255.


"Beginnings: The Cultural Movement, 1915," a conference funded by the NENA and co-sponsored by the Provincetown Playhouse and the University of Massachusetts-Boston, will be held in Provincetown, MA, on June 14-17, 1987. The conference will examine the artistic, social and cultural development of the Provincetown Players. Panel presentations, art exhibitions and dramatic performances will be part of the conference. For further information, contact Adele Keller, Producing Director, Provincetown Playhouse, 200 Bradford St., Provincetown, MA 02657, telephone (617) 487-0955.

The Campbell Center for Historic Preservation Studies announces its eighth annual symposium, "Preservation, Restoration and Conservation Workshops in Museum Collections, Furniture Conservation, Architectural Conservation and Interdisciplinary Studies." Workshops begin June 15, continue through early August, and run 3-5 days each. Early registration is encouraged. For complete course descriptions, workshop dates, and registration details contact the Campbell Center, P.O. Box 66, Mount Carroll, IL 61053, telephone (815) 244-1173 or 1619.

The National Women's Studies Association will celebrate its tenth anniversary during its conference, "Weaving Women's Colors: A Decade of Empowerment," at Spelman College in Atlanta, Georgia, June 24-26, 1987. The conference is sponsored by Spelman College, Agnes Scott College, Emory University, and the National Women's Studies Association, and will explore issues related to the intersection of race and gender. There will be four sessions, eleven workshops, a writers series, a film series and other cultural events. For registration materials and information on speakers and performances, contact NWSA '87, Emory University, P. O. Box 21223, Atlanta, GA 30322.
The Center for Early Modern History at the University of Minnesota will sponsor a conference on "The Rise of Merchant Empires: Changing Patterns of Long Distance Trade, 1350-1750" to be held on October 19-21, 1987. The conference will feature papers by six specialists. For additional information, contact Lucy Simler, Associate Director, Center for Early Modern History, Department of History, University of Minnesota, 267 19th Avenue South, Minneapolis, MN 55455, telephone (612) 625-6303 or 624-2800.

The Department of History of the University of South Dakota announces the 1987 Northern Great Plains History Conference to be held on October 15-17, in Sioux Falls, South Dakota. For information on the two-week-seminar annual conference, contact Stephen R. Ward, Program Chair, Department of History, University of South Dakota, Vermillion, SD 57069.

Pennsylvania Capitol Preservation Committee is sponsoring a Flag Symposium on October 29-30, 1987 at the Pennsylvania State Capitol Complex in Harrisburg, Pennsylvania. Issues concerned with the preservation and documentation of flags will be addressed by invited speakers. Registration fee is $60. For more information and agenda contact CPC-Flag Symposium, Room 144, Max. Capitol, Harrisburg, PA 17120, telephone (717) 787-2743.

The annual meeting of the American Society for Ethnohistory will be held on November 2-5, 1987 at the Claremont Hotel in Berkeley, California. For information contact George Coe, Program Chair ALS 1987, Center for Latin American Studies, 582 Alvarado Row, Stanford University, Stanford, CA 94305.


Atlanta, GA 30322, telephone (404) 727-7253.

The University of Maryland, Clemson University, and The Pennsylvania State University are sponsoring a lecture series entitled "A Celebration of Bicentennial Summer" in 1987. Four lectures, each a debate by historians, will be held on each campus. This lecture-debate series is offered at no charge and the general public is specifically invited. For information about speakers and the activities planned at each campus, contact: Shimon H. Radyway, Department of History, University of Maryland, College Park, MD 20742; Helen T. Curwen, Simmons College, Chestnut Hill, The Pennsylvania State University, University Park, PA 16802; Charles Dunn, Department of Political Science, University of Alabama, Tuscaloosa, AL 35486-3105.

The New York Historical Association will sponsor the 24th Annual Seminars on American Culture on July 5-9, 1987. For amateurs or professionals, historians, seminars offer a week of concentrated learning on Osage Lake. For information on course offerings and registration, contact MCNYSHA, Box 800, Department P, Cooperstown, NY 13326, telephone (607) 547-1554.

The Federation of Theological Societies, housed by the Miami University Council on General and Historical Studies, will host "Harvest of History," a national conference on August 8-11, 1987, at the Hyatt Regency Hotel, Cincinnati, OH. In four sessions per day, eight speakers per day will present talks on topics in theology, history, philosophy, ethics and social topics, and organizational management with a focus on speciat geographical regions. A special feature will be a "Student Review Camp" for children ages 11 years old up. The entire family is invited to participate. For more information and program, send SASE to Terry Mann, 2276 Diamond Mill, Brookville OH 45310. On July 10-11, 1987, the College of Indiana, in cooperation with the Indiana Council for Humanities and the Indiana Historical Society, is sponsoring "Pathways to the Old Northwest," a conference in observance of the Bicentennial of the Northwest Ordinance and the Bicentennial of the Northwest Territory. Leading scholars in history, folklore, and the arts from throughout the United States and Canada will make presentations and lead discussions. For information, contact Lloyd A. Wheeler, Department of History, Franklin College, Indiana, Frankfort, IN 46131.

The Architectural Conservation Summer School, arranged annually for professionals and experienced amateurs in architectural conservation and historic preservation, will be held on July 16-17, 1987 at West Dean College, Chichester, England. The weekend theme, "The Grand Interior: Stately, Entertaining Stately," covers the principles and philosophy of conservation. The residential fee is fixed at $450 pounds sterling and includes lodging, meals, course papers, arrangements, and entry fees. Deadline for applications and checks is the end of May, 1987. For further information contact Kevin E. Jordan, Coordinator, Historic Preservation Program, Roger Williams College, Bristol, RI, 02809, telephone (401) 248-1040.

The International Conference on Data Bases in the Humanities and Social Sciences will be held on October 11-13, 1987, at Auburn University in Montgomery, Alabama. Speakers include Roar Admiral Grace McHopper, USN (Ret.) and Frank G. Burke, Acting Archivist of the U.S. For information contact Literary and Research Center, Auburn University in Montgomery, Montgomery, AL 36193-0401. Deadline for registration is June 1.

Salem State College will offer a three day intensive course in "Local History on August 3-5, 1987. The theme is "History and the Material Culture." Three graduate students in undergraduate may be earned by qualified participants who submit a research project proposal or develop a curriculum unit. Participants not seeking credit may audit the course. Sessions will be held at Salem State College, the Essex Institute, Pioneer Village and Strawberry Banke, Portsmouth, New Hampshire. For information or registration contact John J. Foster, Director, Summer Institute of History, Salem State College, Salem MA 01970.

The Second National Conference on American Planning History will be held at the Great Southern Fireproof Hotel and Opera House in Columbus, Ohio, September 25-26, 1987, sponsored by the Society for American City and Regional Planning History and the City and Regional Planning Department of The Ohio State University. A detailed conference program will be published in the Society Newsletter for this May. For information on the conference, contact the Society for American City and Regional Planning History, 3655 Darbyshire Drive, Columbus, OH 43214-2016.

The Ozark States Folklore Society and Mid-America Folklore will sponsor "American Indian Traditions of the Central and Southern United States" at the University of the Ozarks in Clarksville, Arkansas, on September 25-26, 1987. For information contact Bill McCarthy, Department of English, University of the Ozarks, Clarksville, AR 72830, telephone (501) 754-3574.

Baylor University's Program for Regional Studies will sponsor "Regionalism: Concepts and Applications," on October 1-3, 1987 in the Hooper Building at Baylor University in Waco, Texas. For further information contact Bill McCarthy, Department of English, University of the Ozarks, Clarksville, AR 72830, telephone (501) 754-3574.

The George Rogers Clark National Historical Park and Vincennes University announce the Fifth Annual George Rogers Clark Trans-Appalachian Frontier History Conference on October 3-4, 1987, at Vincennes University. There will be presentations on various aspects of the frontier from the Appalachian Mountains to the Mississippi River. For information contact the Conference Committee, George Rogers Clark National Historical Park, 401 South Second Street, Vincennes, IN 47591.

The annual meeting of the American Academy of Religion will be held on November 2-5, 1987 at the Claremont Hotel in Berkeley, California. For information contact George J. Coe, Program Chair, 1987, Center for Latin American Studies, 582 Alvarado Row, Stanford University, Stanford, CA 94305.
Historical Society announces the eighth annual Illinois History Symposium to be held on December 4-5, 1987. Possible topics for presentations include any facet of the culture, politics, geography, literature, archaeology, anthropology, or related fields concerning Illinois and the Midwest. Those interested should contact Roger D. Bridges, Staff Liaison, The Illinois History Symposium Committee, Illinois State Historical Society, Old State Capitol, Springfield, IL 62701.

The Illinois Historic Preservation Agency will hold a conference on December 4-5, 1987, commemorating the Bicentennial of the Northwest Ordinance, exploring the relationship between the Northwest Ordinance and developments in the state of Illinois. For information, contact Carol D. Oblinger, Office of Research and Education, Illinois Historic Preservation Agency, Old State Capitol, Springfield, IL 62701.

The Annual Conference of the American Italian Historical Association will present "Italian Americans: Their Languages, Literature, Life," co-sponsored by Governors State University, at the American Congress Hotel in Chicago on November 12-13, 1987. The American Italian Historical Association is an interdisciplinary academic association founded in 1957 whose purpose is the study of the Italian American experience. For more information, write AIHA, 209 Flagg Place, Staten Island, NY 10304.