

# O A H NEWSLETTER

Volume 15, Number 2

May 1987



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in Minnesota

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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)

# Report of the Executive Secretary

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 national 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 chose 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 fac-

ulty. Thirty-three percent of the departments had only one or two full-time members. Forty-four percent had between 3 and six members. By contrast the average M.A. department has 13 people 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 their 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 One 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 Two. 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 ratios: 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 f/s ratio 1:40 or under, compared to almost 63% of the B.A. group, while only 17.6% of Ph.D. granting institutions have f/s 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% said 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 5.5 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

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## Newsletter

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

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

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

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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 at 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 retirements 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 Sciences 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 top in "cool" 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 BA 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 50% 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 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 than 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

**Enrollment in Introductory Courses**

1980-1986

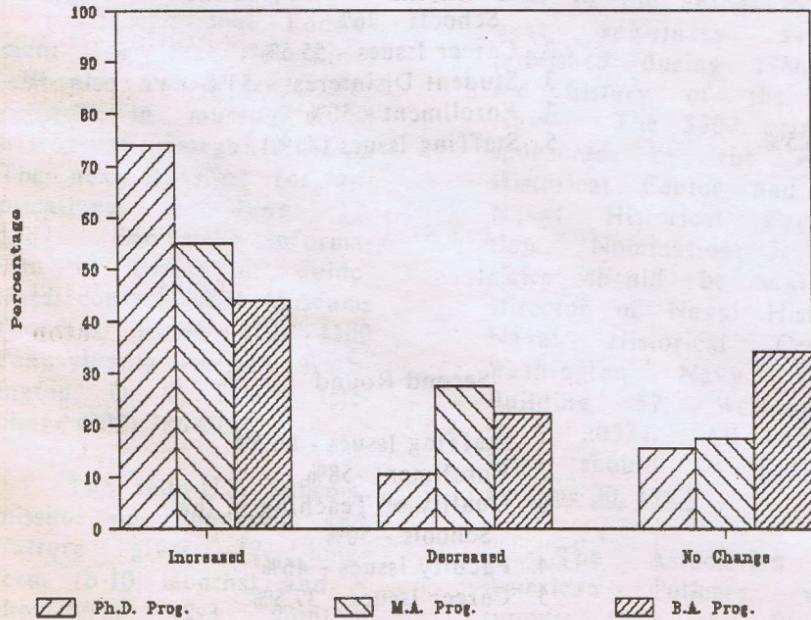


Table 1

**Number of History Majors**

1980-1986

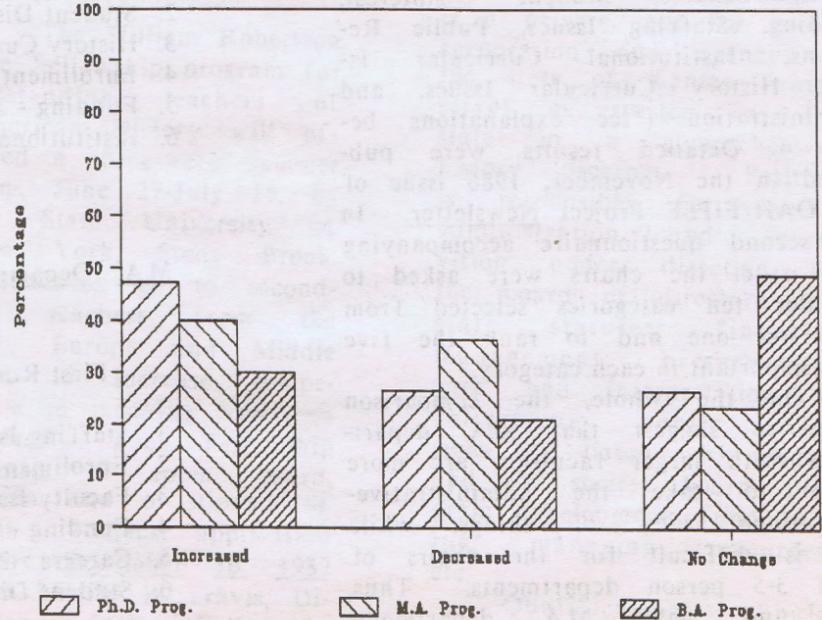
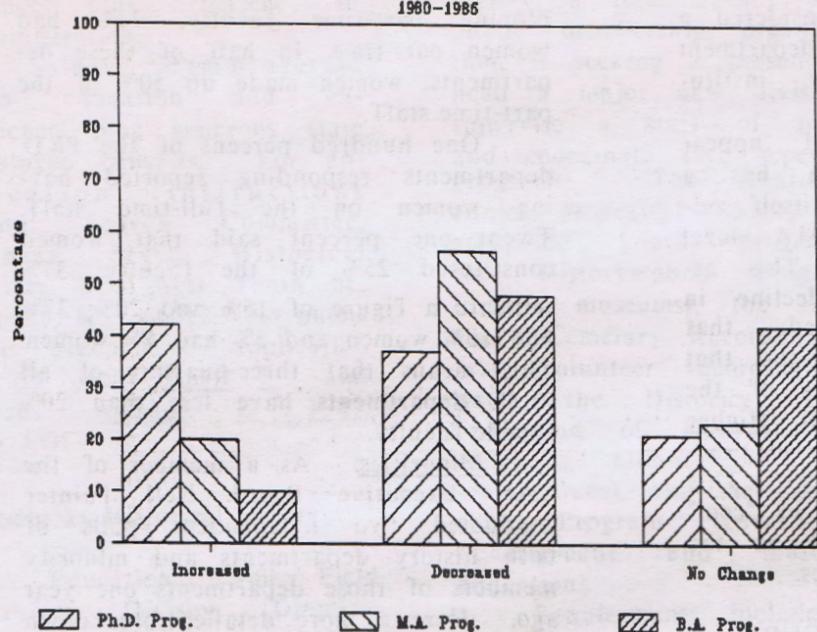


Table 2

Number of Full-Time Faculty  
1980-1986



Part-Time Faculty  
1980-1986

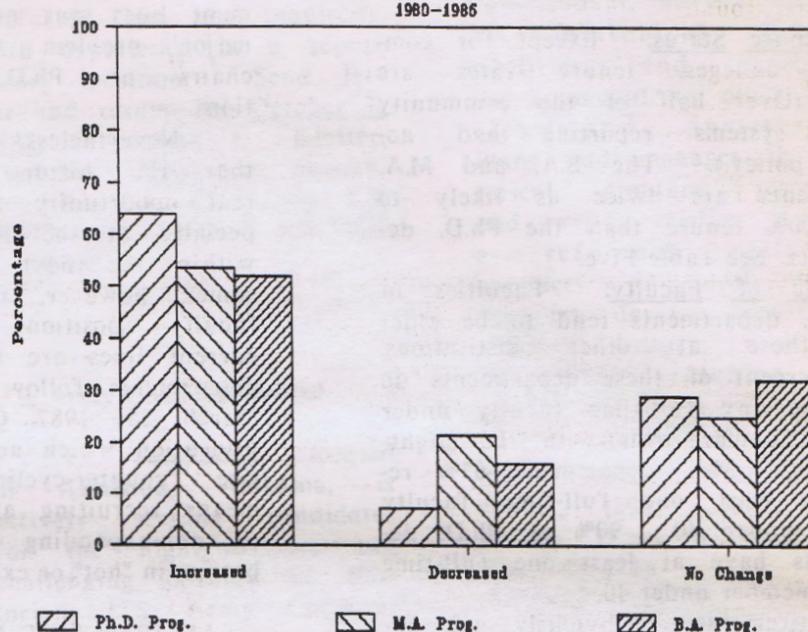


Table 3

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.

cally in the second round (except for the problem of student disinterest) that they are difficult to generalize about. In contrast, chairs in the Ph.D. group stressed institutional related problems of funding, professional standards and faculty morale. Except for concern over quality of history curriculum at all levels, Ph.D. chairs naturally tended to have

Table 4

a more faculty and financial oriented view of their problems than do the other departments. However, at no level did any of the chairs express unusual concern over the issue which looms so large on the statistical horizon: namely, the high numbers of retirements facing history departments between now and the end of the century.

**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-

**CHALLENGES TO HISTORY DEPARTMENTS**

B.A. Departments

First Round

1. Enrollment - 56%
2. Faculty Issues - 46.5%
3. History Curriculum - 45%
4. Funding - 27%
5. Profession - 27%
6. Staffing Issues - 26%

Second Round

1. Enrollment - 79%
2. Career Issues - 62%
3. Student Disinterest - 58%
4. Quality of Teaching in the Schools - 50%
5. Faculty Issues - 44%

Community Colleges

First Round

1. Faculty Issues - 42%
2. Student Disinterest - 39.5%
3. History Curriculum - 29%
4. Enrollment - 26%
5. Funding - 23.5%
6. Institutional Curriculum - 23.5%

Second Round

1. Quality of Teaching in the Schools - 76%
2. Career Issues - 55.5%
3. Student Disinterest - 53%
4. Enrollment - 50%
5. Staffing Issues (41%)

M.A. Departments

First Round

1. Staffing Issues - 38%
2. Enrollment - 35%
3. Faculty Issues - 34%
4. Funding - 29%
5. Careers - 20.5%
6. Student Disinterest - 20.5%

Second Round

1. Staffing Issues - 66.5%
2. Enrollment - 58%
3. Quality of Teaching in the Schools - 50%
4. Faculty Issues - 46%
5. Career Issues - 37.5%

Ph.D. Departments

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%

Tenured Full-Time Faculty

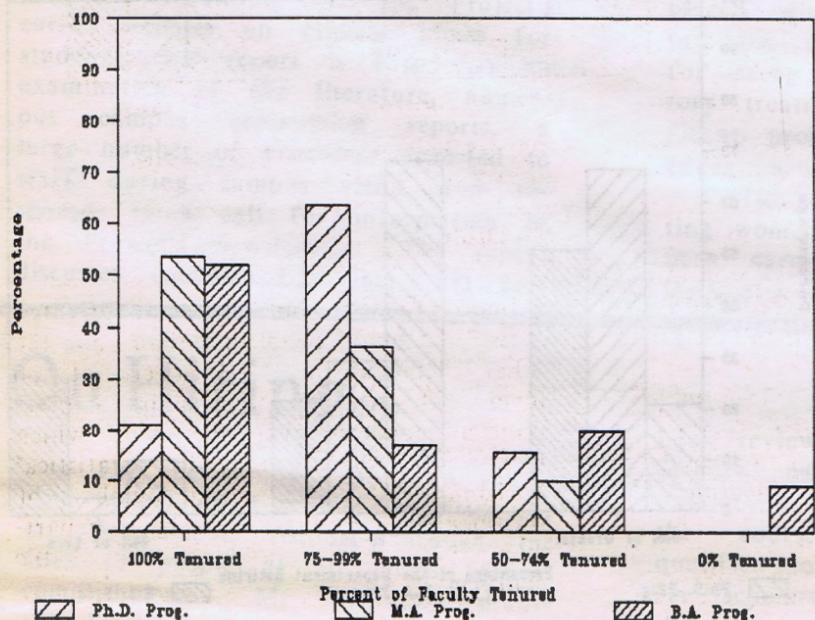


Table 5

Programs Anticipating Retirement

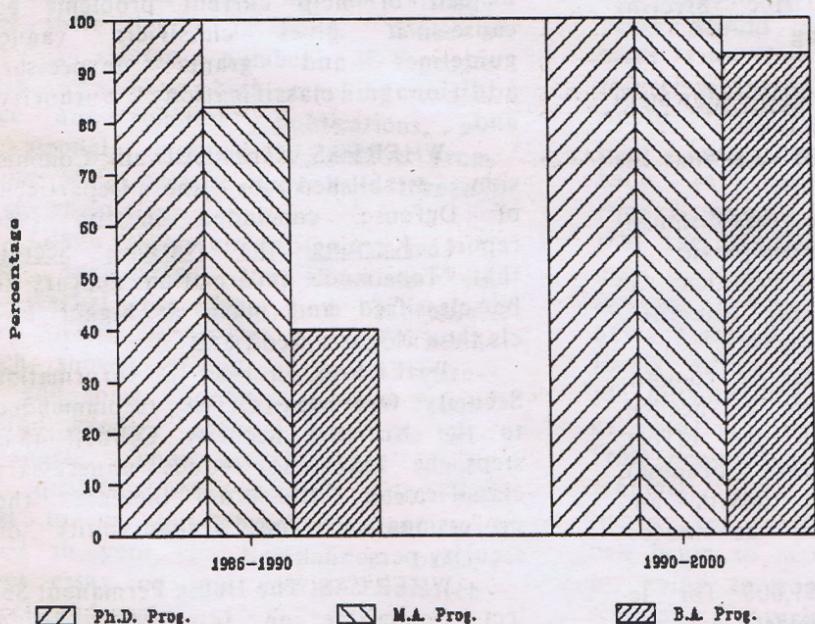


Table 6

**\*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

in history in particular and liberal arts/humanities in general.

**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 here are concerns about the place of history in the undergraduate "core" curriculum and in the curricula of other humanities and social science pro-

grams.

**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 adminis-

tration may be disinterested, ignorant of, even 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.

Anticipated Retirement 1986-1990

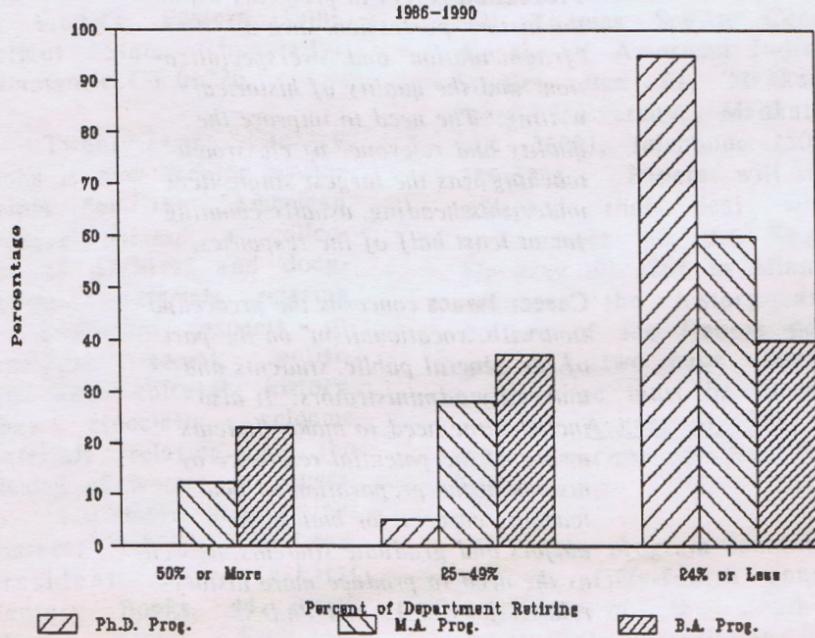


Table 7

Anticipated Retirement 1986-2000

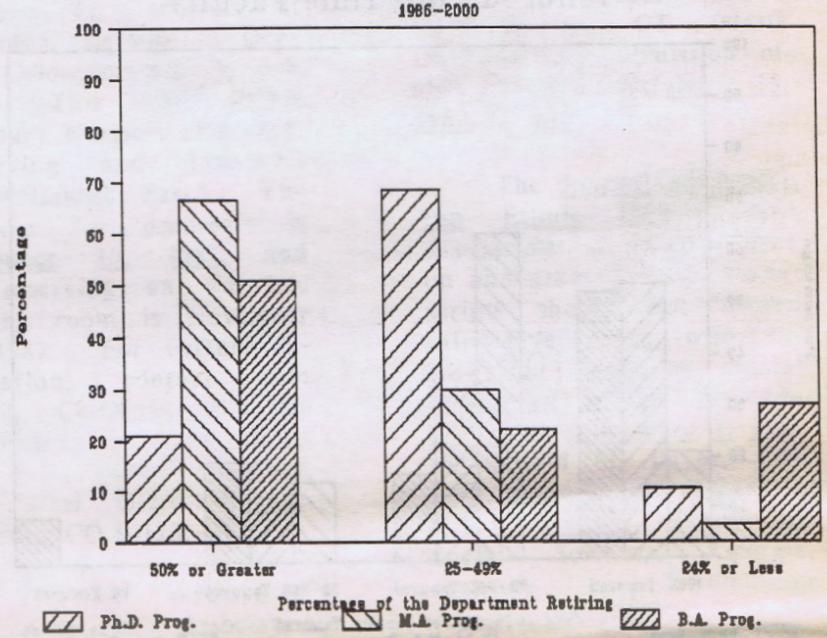


Table 8

## 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: That the deadline for submission of nominations be 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 .

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

APPROVED appointment to the JAH Editorial Board of Ronald Formisano, Robert Griffith, and Karen Halttunen.

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 this effort;
3. Directs the steering committee to seek expert advice as needed, enlist 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 trillions; 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 46% 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 exorbitantly expensive page by page review of thirty year old documents; and

WHEREAS, The National Archives has inadequate financial resources with only one-half of the declassification 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 current policy requires that agencies originating documents provide guidance for their declassification and give final consent for the declassification of documents; and

WHEREAS, There is no central database for gaining information about those documents that have been declassified through individual requests; and

WHEREAS, Access to documents is

crucial for the writing of histories of the recent past which then provide needed insights for the making of policies for the future; now therefore, be it

RESOLVED, That the National Coordinating Committee for the Promotion of History

1. Urge the National Archives and Records Administration to create a national database of those records that have been declassified through individual requests;

2. Request before Congressional Appropriations Committees sufficient funding for the National Archives to make headway on the systematic declassification of the enormous backlog of 30 year old classified documents in their custody;

3. Encourage further negotiations 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 Information Security Oversight Office in 1986 which would improve the Government-wide information security system by requiring additional professionalism and accountability for security personnel;

5. Urge Congressional exploration 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 Select Committee on Intelligence, and the Senate Governmental Affairs Committee for their work in identifying the weaknesses of the present declassification policy.

## 1986 OAH Financial Report

Operating Funds	1986		1987
	Budget	Actual	
Membership Dues	338,630	403,302	390,000
Journal (ads, sales)	35,000	42,307	38,000
Newsletter (ads, sales)	9,550	9,808	9,000
Other Publications (sales)	20,530	16,826	18,425
Annual Meeting (fees, ads)	123,000	134,604	130,000
Other (Interest, gifts, grant overhead, reimbursements)	22,850	20,249	22,850
	<u>\$549,560</u>	<u>\$627,096</u>	<u>\$608,275</u>

### Disbursements

Publications			
Journal	179,700	179,713	203,950
Newsletter	28,650	30,689	29,920
Other Publications	4,620	4,538	7,300
Promotion	15,370	11,885	15,770
Annual Meeting	93,890	83,171	88,790
Administration			
Membership	36,480	59,932	46,090
General	162,060	166,046	171,670
Governance (Committees)	16,590	11,270	19,200
Awards	3,100	3,000	3,100
Liaison/Advocacy	8,700	8,759	9,850
Contingency			12,635
	<u>\$549,160</u>	<u>\$559,003</u>	<u>\$608,275</u>

Surplus	\$ 400	\$ 68,093	---
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### Revolving Funds

Beginning Balance January 1, 1986	\$ 7,605
Receipts	33,440
Disbursements	<u>49,906</u>
Balance 12/31/86 (minus)	\$ 8,861

Trust Fund	Cash		Assets (cost)	Invested Income	Account Balance
	Principal	Income			
Beginning Balance	---	\$ 1,000	\$303,927	\$ 10,891	\$315,818
Dividend Income	31,524	(31,524)			---
Cash Dividend		5,027			5,027
U.S. Government Interest		10,250			10,250
Corporate Interest		9,143			9,143
Proceeds					
Redemption of Money					
Market Certificates	56,200				56,200
Securities Sold	59,305	32,228		(32,228)	59,305
Purchase of Money					
Market Certificates		(23,401)		23,401	---
Less Cost Basis			(98,413)		(98,413)
Securities Investment	(147,029)		147,029		---
Payment of Bank Fees		(2,723)			(2,723)
Ending Balance	---	---	\$352,543	\$ 2,064	\$354,607

## Report of the Treasurer

Cullom Davis

It is gratifying to report continued progress in strengthening the financial condition of the Organization. During 1986 our operating account, our revolving funds and our investment portfolio all showed favorable results.

OAH operating funds support our basic membership services, notably the Journal, administrative operations and committee expenses. In 1986 we managed to keep expenses very 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 reinvest all 1985 income and a new investment 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 process will be completed within the original two-year timetable.

While we can justly take satisfaction in the good news, now is also the proper time to reflect on the severe financial stresses of our recent past. My senior colleagues and predecessors on the executive board endured 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 association 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 responsibly, (2) allocate funds rationally for the association's health and

growth, and (3) build our investment portfolio to the point that it becomes a major source of standby support. In my judgment the OAH needs and could create an endowment of at least several million dollars. Other learned societies of no greater size or potential have accomplished such a feat, and it has given them both the latitude and the stability to serve their members better. We are capable of doing this, and I will ask the executive board to consider it. During good times we owe it to you and our successors to act so as to safeguard the OAH's vital services in the years ahead.

I solicit your comments on this proposal, as well as any other financial concerns you may have.

1987

## Election Results

### President:

Stanley N. Katz

### President-elect:

David Brion Davis

### Executive Board:

Lloyd C. Gardner

Dorothy Ross

Pete Daniel

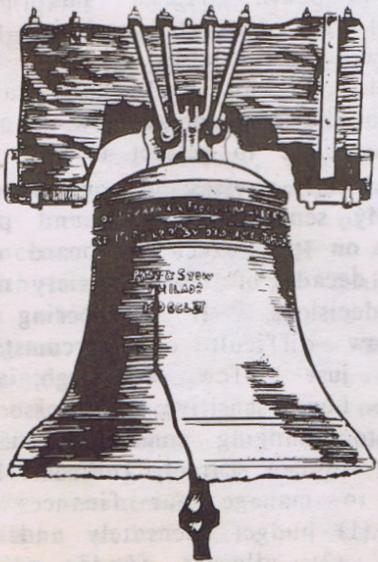
### Nominating Board:

Jacquelyn Dowd Hall

Charles Joyner

Linda Gordon

Robert Weible



## 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 (as do some state-sponsored colleges and universities); others are selective.

--Ph.D.s fresh from graduate school may have a difficult time accepting the implications of the "teaching mission" of the two-year institution, where 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 disagreements 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, theirs will be the only history courses tak-

en 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 history 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 the teaching of history 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 be hosts for the OAH/FIPSE workshop, "The Creative Use of Microcomputers in the History Classroom." The workshop at Gallaudet will take place on May 29 and 30. Registration is \$90.

The Skidmore workshop will be held on June 18 and 19. Advanced registration is \$85.00 (\$95.00 after May 15), for one person; \$170 for two individuals from the same university. Dormitory lodging at \$32.00 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" are taking bookings for the 1987-1988 academic year. Those interested in attending any of the above mentioned workshops or in acting as host for a workshop should contact Bill Williams, Director, OAH/FIPSE Project, (812) 335-7311.

## Preserving State Archives

Unless archivists meet the preservation challenge, much of the 2.5 billion historical records in state archives will crumble 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, Iron Works Pike, P. O. Box 11910, Lexington, KY 40578.

# The National Archives

Edited by Robert H. Ferrell

It is more than two and one-half years since passage of the National Archives independence act, and approaching two years since formal independence changed the National Archives and Records Service (NARS) into the National Archives and Records Administration (NARA) and separated it from the General Services Administration (GSA), yet researchers continue to complain that the Archives seems to be running on two cylinders.

My own research visit to the Archives this past year disclosed that reference service had declined markedly as compared to previous visits, obviously the result of a sharply reduced staff. NARA should be at least as concerned with reaching out to the research community as it apparently is with "outreaching" to the general public. Researchers entering the

dimly 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 harried 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, scholars are stuffed into 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

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*The Archives seems to be running on two cylinders.*

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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. Inde-

pendence 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:

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

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"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 nonarchivist 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 co-opted by cronyism....

"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 schol-

arship....

"[I]n 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 archives, 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 minimum 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 peonage on a hacienda, with the patron periodically smiling and stroking peons 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] makes 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 universal archival functions, educational programs and public relations are unnecessary and potentially harmful to an archives. Quality performance of reference and the archival functions which make this possible constitute the best public relations for a public archives. Exhibits and other public programs should be merely wholesale reference responses by our subject matter experts to multiple simultaneous researcher and public requests for records pertaining to a

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

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particular theme, brought on by sudden current events, or anticipated for prospective historical anniversaries. Beyond such responses, archivists risk tainting their records and their nonpartisan professional stance if they select and interpret documents in order to sell them. Particularly under our Federal sys-

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-many management courses the taxpayers have financed for me, the maxim was inculcated that a bonus of any major arithmetic reduction in force is the opportunity to dispense geometrically with administrative overhead. According to current management theories, entire hierarchical levels, coordinators, controllers, as well as nonpriority or nonmission programs, are dispen-

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*While by no means a concentration camp, NARS management style does somewhat resemble peonage on a hacienda.*

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sable. But instead of administrative overhead and peripheral programs, 48 archives technicians and aides, of which 33 were GS-6 journeymen and 12 archivists, 61 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 manage an archives whose managers we have carried on our backs for many years, supplying most of the substantive knowledge, and when permitted, carrying out complex inter-agency and even international programs....

"We have been denied the opportunity and rewards of demonstrating that, while welcoming good advice, we need neither other academic historians nor executive managers from the outside properly to run the National Archives and Records Service.

"And what is the remedy? The remedy is to eliminate fat, frills, and front-office failure...."

Dr. Hoff-Wilson's hopes and Mr. Wolfe's skepticism about the efficacy of NARA independence may be measured against an evaluation nearly five years later by Professor Gerhard L. Weinberg of the University of North Carolina at Chapel Hill, in two addresses discussing current conditions at the National Archives. Dr. Weinberg is a former vice president for

research of the AHA and a long-term and frequent user of the National Archives. At the 1986 meeting of the Southern Historical Association, he said:

"The sheer mass of modern records, the paper avalanche threatening to bury archivists and historians... [confronts] the National Archives... into the indefinite future [with] a major danger. And up to now it does not appear to me to have faced it particularly well.... There has been an increasing tendency to confuse the Archives with a manuscript collection in the very years when the difference between the two types of institutions has become more and more marked. A manuscript collection is basically the custodian of a limited collection of papers...and it can expect to assist at least some of its customers by providing them with information from its documents. An archive like the National Archives is a huge depository of enormous masses of records measured in thousands of linear feet. It can and should control its records by developing descriptions, not indexes, of them; and it can assist potential users by providing them with information about its records.... [T]he emphasis should be on preparing publishable descriptions of record groups which will assist the researcher in locating those series of folders and archives boxes likely to contain materials relevant to his or her research topic. The effort to go beyond this is likely to create problems rather than to assist the scholar....

"What makes an archives function effectively and successfully as an archive is always people, not machines or administrative structures. In an archive, that means individuals who have come to know certain records, who are involved in decisions about accessioning or not accepting records in their field of expertise, who arrange or supervise the arranging 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 overdoing public relations outreach and downgrading subject matter scholarship, as warned against by Messrs. Wolfe and Weinberg, were emphasized by Pulitzer-Prize winning historian Barbara W. Tuchman when testifying in favor of NARS independence during a hearing before the Committee on Governmental Affairs of the U. S. Senate on July 29, 1983. She contrasted the priorities of a museum and an archive: "The Smithsonian deals with the general public and is concerned with numbers of the common visitors.... [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

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

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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...a 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 Distinguished 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

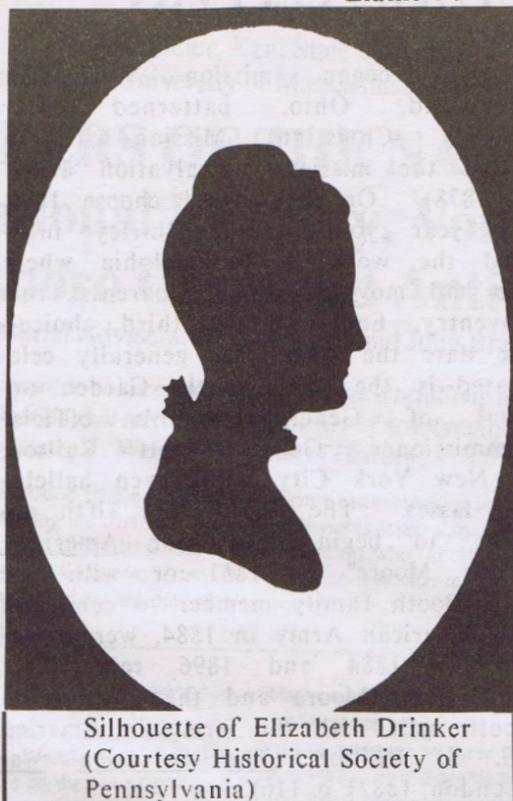
Elaine Forman Crane

Elizabeth Sandwith 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 standards 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 what remained of her own correspondence. We do not know what compelled Drinker to make her daily entries, but no matter: she left us the equivalent of 2,500 typescript pages of personal minutes beginning in 1758 when she was 23, and ending only at her death in 1807, some half century later.

It is not too much to say that Elizabeth Drinker's diary is the single most important document written by a woman in eighteenth-century America. It is unique in its length, of course, but length itself bears little relationship to significance. It is not even the particular 49-year period that makes the diary so valuable, but rather the topics covered and information uncovered that enhance its worth to historians.

First and foremost, the diary is a critical source for appraising and reassessing the history of women in the latter half of the eighteenth century. There are biases to be sure, and it is a document written by a single person with a particular world view, but Drinker's constant references to the activities and lifestyles of women from the "better," "middling" and "lesser" sorts over a period of five decades allow generalizations that in other circumstances would be suspect, or even inadmissible. Furthermore, a thorough reading of the diary suggests it is time to reevaluate widely held assumptions about the role of women in colonial America and the early Republic. The contribution of women to the economy and the participation of women in jobs once assumed held by men (house painters or milk cart drivers for example) is no longer to be questioned. So too, the political astuteness of women is demonstrated throughout the diary, as is the potential power wielded by women who ran upper-class households.



Silhouette of Elizabeth Drinker  
(Courtesy Historical Society of Pennsylvania)

Second, since women were responsible for the health of their families, the diary is a rich source for the history of medicine in America. Women were primary care-givers and their decisions frequently meant the difference between life and death. Mrs. Drinker not only helped to deliver babies, but determined whether vaccination or inoculation would better protect her family from smallpox. 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-a-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 acclimatization 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 financially unaware, but whose actions, as recorded in her diary, suggest the contrary. The diary 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 diary will be published as part of the bicentennial celebration in 1989-90. Our expectation is that all three volumes will be published simultaneously. The journal will be annotated to the extent that each entry and page will make comprehensible reading. It will be indexed and will include a biographical directory for easy reference to the several thousand people mentioned in its pages. Sarah Dine, the only full-time staff member, 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 now have short biographical entries. Verification of the 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 (referred to as HD 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 hand-painted floral paper--possibly colored by Elizabeth Drinker herself. It is our hope that these designs will form the background of the book jackets or that they will be used as endpapers in each volume.

The National Historical Publications and Records Commission and the Barra 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 perceptive and critical comments about Paine, Rabelais, and Wollstonecraft, 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 Elizabeth 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 typescript are available on microfilm, most of the typescript is 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 of the Salvation Army place that event in the primary position when they discuss the Army's American advent. The fact that this 1880 arrival was not the chronological "first event" of William Booth's mission 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 exposes a common, although 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 their own time. Interpretations of when the Army began in America, and who brought it, have less to do with chronological fact than with a need to explain the organization to the Army itself and to "outsiders."

On this score there has been little to distinguish histories written by Salvation Army officers and those written by professional historians. Generally, 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 eschewed 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 a corps closed for several years." But, "it is the corps' responsibility to decide when it wishes to celebrate its 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 matter 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 1872, the date James Jermy, a layman who had 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 young Eliza Shirley initiated the work in Philadelphia where she had moved with her parents from Coventry, England. A third choice--the date the Army has generally celebrated--is the 1880 Castle 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 negated in 1884 and 1896 respectively when first Moore and then Ballington Booth split with the Army in America (G. S. Railton, The Salvation War [London, 1882], p. 116).

What dictated the Army's choice of 1880? Choosing Jermy and Cleveland would have provided the earliest date, generally preferred by organizations wanting to accentuate their age. But this start, unnoticed by newspapers of the day, was made by an unauthorized migrant layman in the middle of the country at a time when William Booth's sect was still called the Christian Mission. Furthermore, Jermy could not sustain his work beyond three years. While Ohio historians and scholarly journals relish the thought of the Army's 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 lay-missioners had commenced most of Booth's mission stations, but this has not been the image the Army has wanted to project.

To choose Eliza Shirley as the Army's American hero would have heralded a young woman. This would have been appropriate since the Army has always had more young women than young men opening new corps; and a founding at Philadelphia would have secured the organization's origins at the headwaters of American nationhood, surely a "usable" history for an English institution at a time when nationalistic Americans 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. New York was the focus of American business, culture and media. In Railton the Army had a national leader who soon spread its corps among the northeastern states. So how have the Salvation Army's American historians chosen to deal with its birth date in the United States?

The Army's first history of its origins in America was written in 1886 by George Scott Railton, Twenty-One Years' Salvation Army. Railton,

Booth's 1880 invasion leader, placed 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 Philadelphia 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 color and little of the bureaucratic concern of later histories. Railton described a persecuted Army whose strength was in the devotion of its lay-soldiers rather than in its ecclesiastical 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 infantry and not in its headquarters staff. In the year that he wrote the Army had grown "half as large again," and Railton 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."

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' authoritarianism commended the family's service to humanity as difficult to parallel in the history of Christian charity (A. M. Nicol, General Booth and the Salvation Army [London, 1910]; and Brian Lunn, Salvation Dynasty [London, 1936]). For such historians the Army in America was only interesting for how the Booths' children, who commanded here, became "Americanized," bringing them into conflict with their father's "international system of control" from London. Ballington, the General's second son, was the first Booth to lead the Army in America, from 1887 to 1896. In 1896 Ballington deserted his father's sect to begin the Volunteers of America. American "national prejudice" had taught Ballington that "England does not understand America any more than America understands England. Yet we are being governed as if America was part of England." His father held that the Army's internationalism was its genius and replaced Ballington with a new Commander, Evangeline Booth, his third daughter.

In this same era William Booth's most able biographer, St. John Ervine, placed the origins in chronological order--Jermy, the Shirleys, Railton--and acknowledged that the Shirleys had not "received the recognition that is their 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 Shirleys formally to inaugurate our work in the States" (God's Soldier: General William Booth [New York, 1935], I, 480ff). Still, 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" (p. 511). Booth's authorized biographer, Harold Begbie, does not name Jermy or the Shirley family because he seldom names anyone who would diminish Booth's preeminent place, but he styles the Army's entry into America as "an accident" which the General was slow to "claim and unify" (The Life of General William Booth: The Founder of the Salvation Army [New York, 1920], I, 437).

A third generation of Salvation Army history began in the 1930s when General Edward Higgins commissioned Colonel Robert Sandall to write an "official" history. Higgins had become General after the High Council deposed Bramwell Booth in 1929. The Army needed a history which would replace the Booth-centered second phase of its historiography. In 1947 it began to publish this series which asserted its organizational legitimacy apart from the Booths. All of the seven volumes to date have been written by officers assigned by the Army. In volume two of this series, Colonel Sandall places Jermy's Ohio lay mission in second place and commences the American chapter with sixteen-year-old Eliza Shirley, already "a Salvation Army officer," opening her Philadelphia "Salvation factory." This opening was not a Booth initiative, but it was still official. Sandall tells us that Eliza had been given "a regulation farewell from 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 Chesham's Born to Battle (New York, 1965) also places Eliza Shirley in first place, Railton 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 itself as a mature organization apart from the charisma of its founder.

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 these 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. Wisbey, Jr. 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, 1955], I). Wisbey placed Jermy's "premature beginning," not under Booth's "direct leadership," but third. Lt. Eliza, who departed England "in the regulation way," takes second place. Journalist Richard Collier emphasized Railton's official mission, briefly mentioned the

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" (Edward H. McKinley, Marching to Glory [New York, 1980], I). McKinley, whose work Army leaders commissioned, gives Jermy one paragraph on page four while devoting pages four through nine to the Shirleys.

To what purpose would an organization alter the order of events surrounding its birth? Is there an advantage in establishing an illegitimate date for conception as opposed to choosing an earlier option? The Salvation Army has taken care in the arrangement of its genesis. Railton's 1886 history acknowledged the Army's charismatic lay-inception with James Jermy. The generation which gave the Booth dynasty preeminence until the demise of Bramwell Booth in 1929 and those who have written since the late 1940s have emphasized its official beginnings, either Railton's arrival at New York in 1880 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 hierarchy.

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 prefaces Dr. McKinley's work by writing that the organization "has grown from its small beginnings in 1880 to a dynamic movement in 1980 [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 "usable" past.

[Norman H. Murdoch, associate professor of history at the University of Cincinnati, has written extensively on the history of the Salvation Army for journals in both England and the United States.]

## Correspondence

To the Editor:

I am writing in response to Hugh Davis Graham's piece 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 Publication Prize in Southern History, and I hereby request the space to express a different point of view.

As Graham suggests, the Southern Association for Women Historians established the Rose Prize to recognize, biennially, "the best book in Southern history written by a woman." As President of SAWH at the time that the decision was 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 SAWH Executive Committee, and I would like to add some items of information of which he may be unaware and that, at any rate, he apparently has not considered.

The Southern Association 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, SAWH's purpose is threefold: "(1) to provide communication among women his-

torians 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 SAWH membership." In short, SAWH 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 a prize that excluded any members of its constituency on the basis of sex or race. I do not believe, however, that Graham's arguments apply to the smaller, highly specialized organization, such as SAWH, whose stated purpose is to serve a very limited constituency.

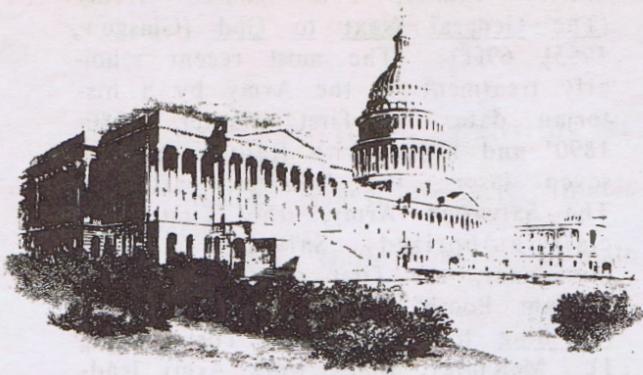
In creating the Rose Prize and the Julia Cherry Spruill Prize (that is to be awarded biennially for the best book or article in southern women's history and that is not restricted by gender), the SAWH Board hoped to encourage both the study of southern women's history and the writing of southern history 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.

With many thanks for your consideration,

Sincerely,  
Elizabeth Jacoway, President  
Arkansas Women'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 provided leadership 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 a large task force established to deal with preservation of the field records of the FBI. Frank Burke, the Acting Archivist, has detailed John Fawcett, Deputy Director of the Hoover Library, to serve as Acting Assistant Archivist for Presidential Libraries. Fawcett had previously served for three years as Deputy to James O'Neill.

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 services, search room policies, and finding aids. On the matter of reference or 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 advises the National Archives that free distribution of inventories on microfiche is an economical and acceptable alternative to the current expensive publications as long as the user has the option 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 discuss 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 430 million pages of permanently valuable records of the Executive branch. Because of limited resources the National Archives is unable to review all of its 30-year-old or older classified documents. Drawing on the expertise of research historians, the National Archives is seeking assistance in determining those file series known or expected to be of high researcher interest.

## Billington Nominated for Librarian of Congress

The White House nominated James H. 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 Subcommittee 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 archivists 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 refereed selection process conducted by the Endowment to assure that funding is unhampered 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 26-member Council, which advises the Chairman of NEH on policies and grant applications, are: Paul J. Olscamp, the President of Bowling Green State University; Anne Paulucci, a 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

White House Fellows Board; John Shelton Reed, a Professor of Sociology at the University of North 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 Accuracy 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. Bruce Vento (D-MN). Speaking on behalf of the NCC member organizations, I urged support of H.R. 773, which prohibits 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, and 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 1987 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 Park Service began charging 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 the U.S. Archivist, 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. Legal

challenges to the position resulted in a decision by the U.S. District Court. Judge George H. Revercomb ruled in March that the 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

Official federal agency guidelines for implementing the recent Freedom of Information Act (FOIA) amendments will make it extremely difficult for historians to qualify for the new 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 last minute 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 establish fee schedules specifically designed 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 institutional requesters and representatives of the news media. In 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 intended 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 NCC, 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 purpose is 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 encounter problems in proving to an agency that the request is "under the auspices" of and "authorized by" their institution. The guidelines make clear that writing a 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, there are indications that if a publication results from the research, even a scholarly monograph with limited financial remunerations, this would be considered "commercial use." The irony of the new guidelines is that news people 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 costs.

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. Concerns 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. Since both Leahy 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 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 contact the NCC, 400 A St., SE, Washington, D.C. 20003.

## Bias in Peer Review

Herbert C. Morton

What are we to make of the fact that two-thirds of the respondents to the American Council of Learned Societies (ACLS) Survey of Scholars, as 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 published 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 15, 1979. 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 is working 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 one 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.

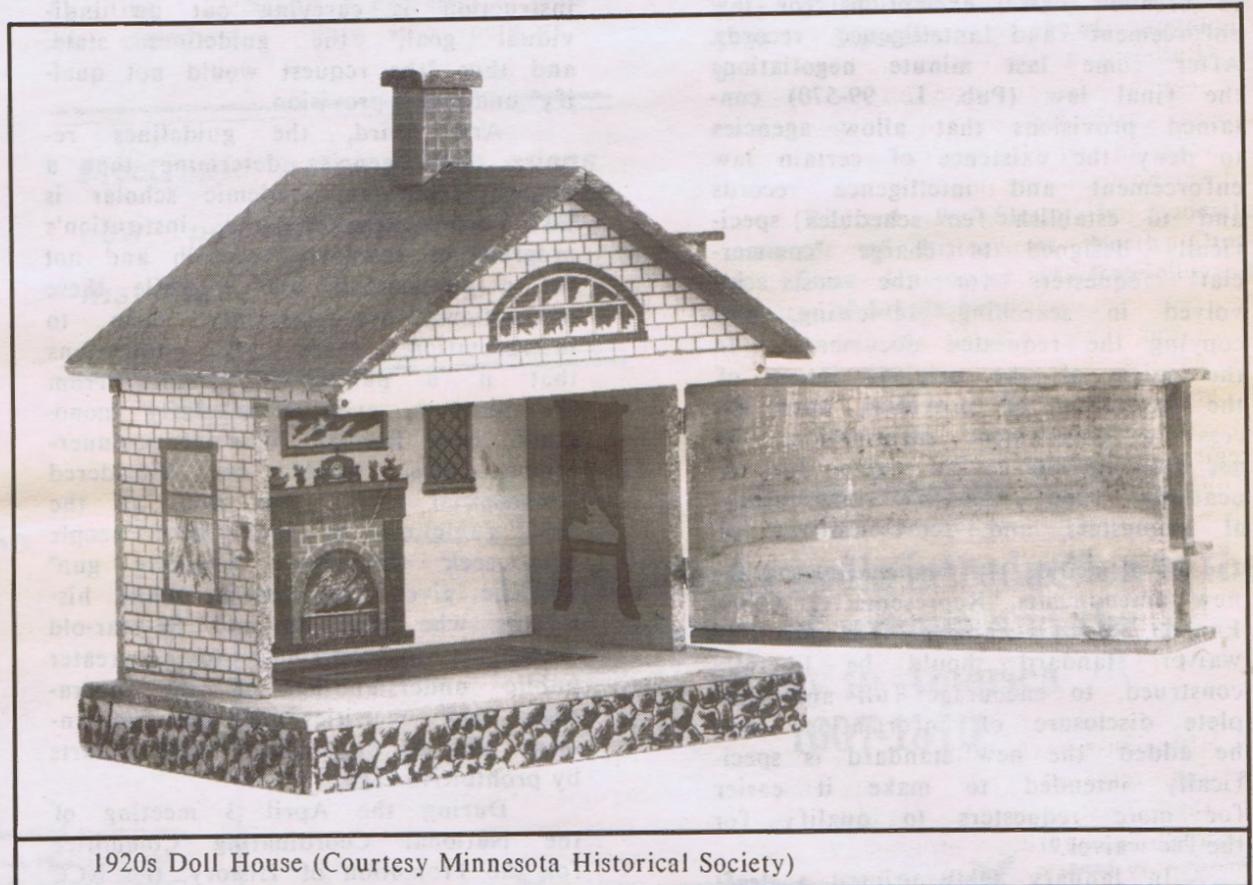
[This article was excerpted from Scholarly Communication, Fall 1986. The full article is available on request from the Office of Scholarly Communication, 1717 Massachusetts Avenue NW, Suite 401, Washington, D. C. 20036.]

## 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 produced 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 Begins: The Seventeenth 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 periodicals 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 an 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 House 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 travel to community colleges around the state in conjunction with a series of related lectures by both academic and independent scholars. The exhibit is being developed by MHS Curator, Jean Spraker, and the Historical Society staff in consultation with myself, the Humanities Commission Staff, and



1920s Doll House (Courtesy Minnesota Historical Society)

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 collabor-

ative 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 exhibit'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 homebuilding 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 its emphasis on hygiene, efficiency and comfort. Part Five looks at "The Liveable Home" in the post World War II suburbs and the new family interest in outdoor 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 1980s, and "Building a Dream House Today," summarizing the continuities in our historical attitudes toward home and the ways in which we advertise and build our homes in the present.

The individual sections of the exhibition have profited greatly from the collaborative brainstorming 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 designer 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, which was impossible to ship, and yet to create a sense of what a period room would feel like. Our compromise was to mount some stereopticons in several of the sections, inviting the viewer literally to peek into the past and see the way middle-class Victorian Americans 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 drawings of the exhibition sections, to a broad spectrum of scholars, both within Minnesota and across the nation. The suggestions that have come back have allowed us to clarify the exhibition's objectives and also to 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 as keenly interested as we are in understanding their own past.

[Clifford Clark is professor and history department chair at Carleton College in Northfield, Minnesota.]

## Telecommunications for Historians: ScholarNet

Richard W. Slatta

Historians have added many new tools for research and teaching during the past decade. Videotapes, mainframe computing programs, and microcomputers are enhancing the way we work and teach. Now the microcomputer's utility and power can be extended even further with a new telecommunications network called ScholarNet. With a modem and phone line, historians can download (receive) and upload (send) electronic mail, manuscripts and computer programs between sixty-five countries.

ScholarNet, headquartered at North Carolina State University at Raleigh, went on-line during the fall of 1985. The network offers up-to-date professional news, a medium for easy data and text sharing, teleconferencing, electronic mail, public domain software, book and software reviews, and other services. Other features include national and international news from the Associated Press, travel planning, airline schedules, and the electronic Kussmaul Encyclopedia.

ScholarNet includes two divisions. PoliNet, for all areas of political science, public administration and criminal justice, went on-line last fall. The executive editor and system developer of PoliNet is Michael L. Vasu. The second phase of

the ScholarNet system, HumaNet went on-line during the summer of 1986. The newer division focuses on history, philosophy, religion and English. Both PoliNet and HumaNet will add new areas in the future.

Connection to the system can be made with virtually any microcomputer or terminal with communications software and a modem. No extra charge is made for either 1200 or 2400 baud service. A local phone call connects users to the system from most large or medium-sized cities in the U.S. (Tymnet and Telenet) or Canada (Data-pac).

Access from the United States costs \$9.50 per hour during evenings and weekends, \$18.50 per hour during the business day. The one-time subscription fee to PoliNet or HumaNet costs \$29.95 for an individual or \$100 for an academic department or corporation. One subscription provides access to both divisions of the system, now and in the future. Connection from some foreign countries is very costly, but we hope that on-line charges will decrease over time as have other computing costs.

On-line historians probably will find electronic mail useful to communicate with distant colleagues. But the system offers other advantag-

es. Newsletters and files may be searched by keyword, a real time-saver.

ScholarNet offers a convenient medium for disseminating topical information of interest to historical research and teaching. It also provides a means of educating historians in the use of the new microcomputer technology. Reviews of software and books of interest to the computing historian are available in the file exchange area. Useful public domain software utilities are also posted along with tutorials on their use.

The highly interactive nature of an electronic network makes this an ideal outlet for historians who wish to create and coordinate specialty groups. Such persons are referred to as "on-line editors." Persons who might wish to serve as editors may propose concentrations based upon traditional historical topics or they may create new subject areas. For example, William H. A. Williams, director of the OAH's FIPSE project, has proposed a future studies forum for HumaNet that would encompass emerging knowledge from many areas of inquiry.

A number of historians have agreed to coordinate specialty areas on HumaNet. William L. Taylor, of Plymouth State College, will handle

information on the history of railroads, New England, and New Hampshire. Another historian at Plymouth State, Larry Douglas, will coordinate materials on U.S. diplomatic and naval history and on U.S.-Caribbean relations. James Sargent, of Virginia Western Community College, will handle information on educational software and classroom simulations for U.S. history and political science.

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**Connection can be made with virtually any micro-computer with communications software and a modem.**

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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 surcharges 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. Patakos has used PoliNet to bring a "Visiting Electronic Professor" into his classroom. With the network's

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**Electronic networking opens new possibilities for the historian.**

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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 audio-visual and computer advances, electronic networking 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 (919-737-7908, on CompuServe; 70156,404 on Delphi ScholarNet).

Subscription requests should go directly to General Videotex Corp., 3 Blackstone St., Cambridge, Massachusetts 02139 (800-544-4005); 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.]

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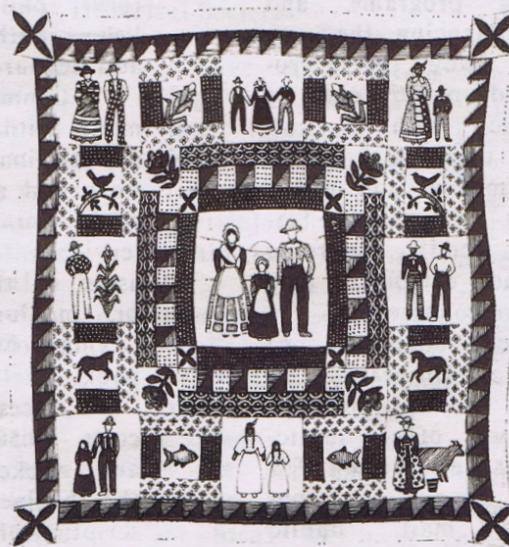
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## BLACK STUDIES RESEARCH SOURCES

General Editors:  
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## PAPERS OF THE NAACP: New Parts on Educational Equality, Voting Rights, Housing, the Scottsboro Case, and Anti-Lynching

Editorial Advisers: August Meier and John Bracey

*Papers of the NAACP is an indispensable source for the study of race relations in the twentieth century. This series makes more widely available a collection that has been at the center of scholarship in Afro-American history.*

—Nancy J. Weiss, Professor of History, Princeton University

The five new parts of *Papers of the NAACP* contain rich documentation on the issues and events that were at the heart of race relations in the United States during the first half of the twentieth century. What makes the papers uniquely valuable is the degree to which the NAACP shaped these issues and guided these events. The NAACP did not observe history in the making; the NAACP made history. The 150,000 pages now published for the first time

form a comprehensive inner history of the policies and personalities at the highest levels of the civil rights leadership, as well as a compelling portrait of the lives of the individual black Americans who, in cities and towns throughout the nation, were victimized by various forms of racism and who in response became an important movement for social, political, and legal change.

### THE CAMPAIGN FOR EDUCATIONAL EQUALITY

*Part 3: The Campaign for Educational Equality, 1913–1950* focuses on the grueling legal battle to achieve unrestricted access to the best available education—a battle that was waged in courts around the country over four decades. The ultimate target 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 their entirety the complete files pertaining to the American Fund for Public Service (the Garland 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, 1916–1950* 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 important facet 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 discrimination and segregation in 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. Mellon Professor of Southern History at Emory University) reproduces 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. Zangrando, Professor of History at the University of Akron) offers 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.

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**Discount:** There is a 10 percent discount for standing orders to *Papers of the NAACP*. To receive this discount, please indicate "Standing Order" on your purchase order. During the next two years, new parts of *Papers of the NAACP* will total approximately 75 reels and will cover politics, labor, and other key topics.

#### 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 groupings: Group I, 1909–1940; 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 centered. 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 preceding the documents themselves. The Group, Series, and Box numbers of the original collection are indicated on every file folder.

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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 detailed scope and content note that describes the various components of each publication. A reel index lists the subject, title, and date for every file folder, and provides the Group, Series, and Box number as 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.

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# "War or Peace? You Decide"

James E. Sargent

Availability: IBM PC (with 256K RAM), or Apple II (48K); 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 a glossary and technical information; a "participant's manual" with student instructions; and a teacher's manual with useful information on objectives, sources and questions. The program also has three scenarios: 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. I spend an hour briefing my government class the day before we play the game. The authors, Persis E. 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 pictures disk, for graphics, goes in

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## *The program disk is booted from drive A.*

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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 computer 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 Ballistics 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 use 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 fueling.

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 "testing" a newer, safer 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 fueling 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 will 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 have 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 reverts 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 early 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

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*Students can always avert nuclear war, either by taking the passive options early or by "reviewing" decisions later.*

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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:

Cornelius A. van Minnen

# Roosevelt Study Center

In the initial "Persepectives from Abroad" column in the OAH Newsletter, Peter Boyle and Wolfgang Helbich offered a rather unhappy sketch of the way American history is studied in Europe. As the main reasons why the discipline cannot be "self-sustaining" without a "strong lifeline 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 outside the United States took place on October 16 in Middelburg. These awards, established by the Franklin D. Roosevelt Four Freedoms Foundation, are presented to distinguished individuals whose work and achievements have sustained the four basic freedoms set forth by the President in his State of the Union message on January 6, 1941. The Ameri-

can recipients of the Four Freedoms Medals include Harry Truman, George Marshall, Eleanor Roosevelt, John F. Kennedy, Adlai E. Stevenson, W. Averell Harriman, Robert S. McNamara, Coretta Scott King, Claude Pepper, Elie Wiesel and John Kenneth Galbraith. Since 1982, these 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. Christiaan 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 and 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, as well as 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 mi-

*The Roosevelt Study Center has a collection of 1500 books by and about the Roosevelts and their era.*

crofilm 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 (1899-1965); 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 Roose-

velts and their era and 100 films and video-tapes in its audio-visual collection about U. S. twentieth-century history (among others, silent films about TR).

The material in Middelburg at the disposal of European scholars and students will enable them efficiently to assemble materials for their research. Moreover, this scholarly function will be strengthened through the organization of symposia, lectures and the promotion of publications. The first symposium took place on September 19, 1986, to in-

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### *Extraordinary teamwork...led to the creation of the Roosevelt Study Center.*

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augurate the new facilities at the Roosevelt Study Center in the Abbey at Middelburg. The title was "The Roosevelts: 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 for the third time. 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 has 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 wider 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,

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### *"A strong lifeline to the United States" remains a necessity for research.*

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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.]

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## 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 presence of mind in taking 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 possessions.

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 after Janet Rohrbough consulted catalogs in the County Museum research library to document 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 next 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 these valuable 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 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



(Courtesy Mendocino County Museum)

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 nigh."

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

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## *The distinction between what is and is not a "Fulbright" has blurred.*

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Americans have gone abroad and more than 100,000 carefully chosen foreigners have come here. Its alumni, most often teachers, are scattered across the globe in positions of rising importance; their students, and their students' students, are numberless.

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.

Definitional 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 (IIE) 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 BFS 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

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

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other way.

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 incursive 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 attacks have sharpened, but 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 Scylla 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.

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

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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

highly skilled foreign affairs specialists; the Fulbright Program educates Americans, therefore it contributes to foreign policy. Asked whether he worries about blurred distinctions, the Senator has a practical answer at the ready: "I'll say anything about it, just so long as they give us the money."

What the Program's founders shaped in the early days reflected key assumptions of the post-War period inherited from French and British experience. Foremost among these assumptions was the unquestioned sense that politics--both the domestic and international varieties--must be kept out of university education and cultural affairs. The BFS thus was created to be the Program's

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watchdog; IIE and CIES were then assigned their roles. Early BFS members were appointed from the academic world by the President, not as head of his party but as the embodiment of the national interest; they were instructed to watch over all U. S. international academic 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 1938. 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 Rufus Morey, long-time Chair of Princeton's department of Art and Archaeology, sometime director of the American Academy in Rome, and long-time friend of former Princeton colleague H. Alexander Smith--the Smith of the Smith-Mundt Act which in 1948 spelled out the program to be funded by Fulbright's original amendment.

Smith-Mundt called 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 informa-

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*"I'll say anything about  
it, just so long as they  
give us the money."*

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tion 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, in 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 erosion of concentric circles of safeguards stretches over four decades; but it must be seen in the accumulation of a hundred dif-

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*Politics...must be kept  
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ferent and rarely noticed steps, some of them stemming from political interference, some from inside the bureaucracy, some less from the action than the inaction of the university world. No single grain of sand is responsible for the eroding of a rock-face, only unidirectional persistence. In like manner the safeguards of the Fulbright Program have been steadily weakened by a forty-year series of apparently trivial events. Yet I can say in truth that I have neither seen nor heard any sustainable accusation of political abuse of the Fulbright Program, even at the height of the Vietnam War. After this long process of erosion, can we be so sure that the next decades will produce the same certainty?

For the defenses have weakened, in almost every respect. We have seen the end of academic predominance on the BFS and in relevant Advisory Commissions, of Senator Fulbright's heroic years in the Congress, of the Department of State's autonomous Bureau of Educational and Cultural

Affairs, of academically-based cultural officers, of the cultural officer corps within USIA. What remains are a few stout threads: a small group of Congressmen and their redoubtable staffers; university representation, even if underinformed, in the BFS-IIE-CIES triad; the overseas commissions; and a growing but inadequately organized alumni constituency.

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As defenses weaken, it is in the nature of attacks to sharpen. Historians will some day explain the effect on the Program over 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

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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-centers 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 Diplomatin-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.]

## 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: Chilly for Women Faculty, Administrators, and Graduate Students," the report focuses on subtle ways in which women are treated differently--ways that communicate to women that they are not quite first-class citizens in the academic community. Building on the Project's earlier reports on climate issues for students, this report is based on an examination of the literature, numerous campus commission reports, a large number of anecdotes reported to staff during campus visits, and responses to a call for information in the Project's newsletter. The report discusses common behaviors that cre-

ate a chilly professional climate and includes numerous specific recommendations for change, suggestions for a campus workshop, and a list of resources.

Many people--men and women alike--believe that campus discrimination against women has ended. They see the abolition of most overtly discriminatory policies, as well as an increasing number of women in graduate school and as faculty--albeit at the lower levels. They see women treated pleasantly by men, and perhaps they see one or two highly-placed women administrators. Thus, say the report's authors, it is easy for many to assume that discriminatory treatment is no longer a significant problem for women in higher education.

The challenge of truly integrating women into academic life has not been surmounted by the passage of laws and the ending of many overtly

discriminatory policies, according to the report. Numerous reasons have been used to explain this slow progress: "Institutions are facing a budget crunch; it's hard for anyone--male or female--to be hired"; or "it's going to take time for the women in the pipeline to move up." The underlying assumption is that discrimination or other differential treatment of women is no longer a problem. Yet men and women working in the same institution, teaching or studying in the same department, often have very different experiences from one another.

Copies of the complete twenty-eight page report are available for \$5.00 (prepaid to "AAC/PSEW") from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, D.C. 20009. A free list of Project publications about women in education is also available.

## On Hiring

For the second year in a row I find myself on a search committee for my department, reading through the files of people at all levels of accomplishment. My institution grants the Ph.D. degree, is of average size, and plays the flagship role in a state university system. This year's position attracted a stack of more than seventy applications, and the experience of reading through them prompts me to put forward some suggestions to those who may be applying for a job in the near future.

Our standards for selecting candidates for further screening include evidence of successful scholarship and teaching. This places new Ph.D.s at a major disadvantage and virtually eliminates those who do not already have their degree in hand. Since a relatively large number of people apply who have both teaching experience and scholarly publications, we are strongly inclined 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 of real interest to us, but these are best revealed 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 containing letters dating back to the 'seventies, and these convey an air of staleness 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 work just reading through applicants' files. Only after culling a short list will we take the initiative and ask for additional materials. Until then, we'll base that crucial first set of decisions on what's before us. It behooves the applicants in their own self-interest, therefore, to construct a file which will work efficiently on their behalf.

One last word. Search committees are strange hydra-headed creatures whose decision-paths often take unpredictable turns. After much maneuvering around members' idiosyncracies, they laboriously pare down the list of nominees. When they finally present the fruit of their labor to the full department, furthermore, they then may blunder into an ambush. Colleagues who, hitherto, had not deigned 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 delicately contrived set of compromises by which the committee had arrived at their list and so greatly delaying the process that the choicest 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 lottery.

[The author has requested the withholding of his/her name.]

## Calls for Papers

The Center for Connecticut Studies invites papers for a multi-disciplinary conference titled "Southeastern New England: The Region's Troubled Corridor," to be held in the spring of 1988. For further information, contact Barbara M. Tucker, Director, Center for Connecticut Studies, Eastern Connecticut State University, Willamantic, CT 06226.

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. They especially welcome materials 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) 694-0100.

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 idea 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 Hyatt, Arlington VA, on November 6-8. For information contact SHHV Program Committee, 1311A Dolly 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 Schilz, Coordinator of American Indian Studies, Box 61, Mankato State University, Mankato, MN 56001, telephone (507) 389-6125. 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 vitae must be 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 November 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 29634-1507. 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 presenters, chairs and commentators should be sent by September 1, 1987, to Judith Austin, Idaho State Historical Society, 610 North 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 Rural Midwest," on 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 reserving an ad hoc meeting room 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 Medi-

cine will be held in New Orleans, Louisiana, from May 4-7, 1988. Papers are welcome 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. Viseltar, 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 papers for a special issue on immigrant women. Manuscripts should not exceed thirty-five pages with tables and notes on special sheets and should be submitted by November 1, 1987 to Ronald H. Bayor, 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 deadline dates, useful lists of state humanities councils and other NEH publications, data on this year's emphases 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, Histori-

cal 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 48109-2113.

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 Arthur and Elizabeth Schlesinger 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 offers post-doctoral and doctoral fellowships (if dissertation relates to theme) for the 1987/88 academic year. The theme is "Religious and Ethnic Minorities--from the Early Modern Period to Our Times." Send letters of recommendation, a sample chapter from the dissertation, and research abstract by May 15, 1987, to Shulamit Volkov, Institute for German History, Tel Aviv University, Tel Aviv 69978, Israel.

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 degree candidates 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, NW, Washington, D. C. 20506.

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 also award grants for projects in museums and historical organizations. The next deadline for applications is June 12, 1987. For more information or copies of guidelines, contact NEH Museums Program, Room 420, 1100 Pennsylvania Avenue, Washington, D. C. 20506, telephone (202) 786-0284.

The Indo-U.S. Subcommittee on Education and Culture gives 12 long-term (6-10 months) and 9 short-term (2-3 months) awards for research in India in 1988-89 in all academic disciplines and in professional areas such as architecture, law, busi-

ness, museum work and creative arts. To apply, one must be a U.S. citizen at the postdoctoral or equivalent professional level. 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 300, Washington, D. C. 20036-1257, telephone (202) 939-5469.

The Council for the International Exchange of Scholars has announced the opening of competition for 1988-89 Fulbright grants in research and university lecturing abroad for periods ranging from three months to a full academic year. Eligibility requirements include U.S. citizenship, Ph.D. or comparable professional qualifications and college teaching experience. A new policy removes the limit of two Fulbright grants to a single scholar. Deadline is June 15, 1987 for Australasia, India, and Latin America, except lecturing awards to Mexico, Venezuela, and the Caribbean. For more information, applications, and application deadlines for other locations, write the Council for International Exchange of Scholars, 11 Dupont Circle, Washington, D. C. 20036-1257, telephone (202) 939-5401.

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 \$2500 to scholars researching philanthropy, voluntarism or the nonprofit sector.

Research directed at influencing philanthropy is not eligible. For information and applications, contact Daphne N. Layton, Assistant Director of Programs, The Association of American Colleges, 1818 R Stret, NW, Washington, D. C. 20009, telephone (202) 387-3760. Deadline for applications is September 8, 1987.

The U. S. Information Agency announces the 1988-89 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 Italy and the Netherlands in summer, 1988. Deadline for applications is October 15, 1987. For applications and information, contact Fulbright 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 a 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 31, 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 to increase competence in teaching American Studies. Each Fellowship consists of room, board, tuition and a stipend of \$200. 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. A 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 2, 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. 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 under direction 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 graduate degree in one or more of the following: American history, library science, anthropology, historic architecture, historic preservation, ar-

archives management, or museum sciences plus experience in administration.

Salary commensurate with education and experience plus generous state employee benefits. For application instructions write: Search Committee, Kansas State Historical Society, 120 West Tenth St., Topeka, KS 66612. No phone calls accepted. Application period opens April 1 and closes August 1, 1987. AA/EOE.

#### Kentucky Historical Society

Educational and Field Services Division Director.

The Kentucky Historical Society, a state agency and public membership organization, is seeking a person to head a major new division, supervise a staff of nine, and coordinate five separate programs: The Kentucky Junior Historical Society (a statewide youth program), the Historymobile Program (mobile museums), the Kentucky Cemetery Records Project (volunteer recording of data), the Historical Confederation of Kentucky (a statewide alliance of history groups), and the Education Program (curriculum development and museum education).

Requirements include a

graduate degree in an appropriate field (doctorate preferred but not required), with experience in a supervisory position. Send letter and resume by October 1, 1987 to James C. Klotter, Kentucky Historical Society, P.O. Box H, Frankfort, KY 40602. (502) 564-3016. AA/EOE.

#### U.S. Army Chemical School

Ft. McClellan, located in Anniston, Alabama, is actively seeking candidates for the highly-diverse, and challenging position of Historian, U.S. Army Chemical

School. The incumbent is on the personal staff of the Commandant, advises him on all historical responsibilities, and represents the command to other agencies and institutions. Plans and manages the historical program, researches and writes studies, develops a reference collection, conducts an oral history program, develops courses in military history, and does occasional teaching and public speaking. Salary: \$32,567 to \$42,341. Contact Susan Raffel, Civilian Personnel, (205) 238-5624/5312, or Dr. James Williams, (205) 238-3788/4184. AA/EOE.

## Meetings and Conferences

Fraunces Tavern Museum 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 "Capitol City: New York After the Revolution," a survey of New York during the period when it served as the first national capitol under the Constitution. 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 an international 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 educators will

discuss constitutional values and international public figures will explore the Constitution's influence on political life in other countries. A detailed program may be obtained from Johnnie Douthis, 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 Century 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 4-7, 1987. Special features include an in-depth tour of the Gettysburg battleground and a luncheon at the historic Dobbin House. Deadline for registration is May 10. For further information on various conference packages (\$250-\$315) 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 19 at the Moravian Archives in Bethlehem, Pennsylvania. The seminar consists of extensive training in reading old German Script. Cost is \$250 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.

The American Antiquarian Society, through its Program in the History of the Book in American Culture, and the Center for the Book in the Library of Congress will sponsor a conference on "Teaching the History of the Book: Methods and Concepts" at the AAS in Worcester, Massachusetts, on June 12-13, 1987. Limited participation is offered on a first-come, first-served basis; apply before May 1, 1987, deadline. For information, contact John B. Hench, Associate Director for Research and Publication, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609, telephone (617) 752-5813.

"Beginnings: The Cultural Movement, 1915," a conference funded by the NEH 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 exhibits and plays perfor-

mances will be part of the conference. For further information, contact Adele Heller, Producing Director, Provincetown Playhouse, 200 Bradford St., Provincetown, MA 02657, telephone (617) 487-0955.

The Campbell Center for Historic Preservation Studies announces its eighth season of preservation, restoration and conservation workshops in museum collections, furniture conservation, architectural preservation 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 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 24-28, 1987. The conference, co-sponsored by Spelman College, Agnes Scott College, Emory University, and the National Women's Studies Association, will explore issues related to the intersection of race and gender. There will be four sessions, over 200 workshops, a writers series, a film series and other cultural events. For registration materials and information on speakers and performers, contact NWSA '87, Emory University, P. O. Box 21223,

Atlanta, GA 30322, telephone (404) 727-7845.

The University of Maryland, Clemson University, and The Pennsylvania State University are sponsoring a lecture series titled, "A Constitution-Bicentennial Summer" in July, 1987. Four lectures followed by debates by leading humanists and legal scholars will be held at each campus. This lecture-debate series is offered at no charge and the general public is specially invited. For information about speakers and the activities planned at each campus, contact: Whitman H. Ridgway, Department of History, University of Maryland, College Park, MD 20742; Helen Warren, Summer Session, Arch Cottage, The Pennsylvania State University, University Park, PA 16802; Charles Dunn, Department of Political Science, Clemson University, Clemson, SC 29634-5105.

The New York State Historical Association will sponsor the 40th Annual Seminars on American Culture on July 5-11, 1987. For amateur or professional historians, Seminars offer a week of relaxed learning on Otsego Lake. For information on course offerings and registration, contact Seminars, NYSHA, Box 800, Department P, Cooperstown, NY 13326, telephone (607) 7-2534.

The Federation of Genealogical Societies, sponsored by the Miami Valley Council on Genealogy and History, will hold "Harvest of History," a national conference on July 8-11, 1987, at the Orion Hotel, Cincinnati, Ohio. In five sessions per day, eight speakers per day will present talks on history, genealogy, libraries, ethnic and religious topics, and organizational management with sessions focusing on specific geographical regions. A special feature will be a "Student Camp" for children 11 years old and up. The entire family will be involved. For information and program, send SASE to Terry Dunn, 2276 Diamond Mill Road, Brookville OH 45309.

On July 10-11, 1987, Franklin College of Indiana, in association with Indiana Commission 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 creation 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. Hunter, Department of History, Franklin College of Indiana, Franklin, IN 46131.

An Architectural Conservation Summer School, arranged annually for professionals and experienced amateurs in architectural conservation and historic preservation, will be held on July 10-17, 1987 at West Dean College, Chichester, England. The year's theme, "The Grand Interior: Stately, Entertaining and Residential," 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) 253-1040.

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

Salem State College will offer a three day Institute on the Study of Local History on August 3-5, 1987. The theme is "History and the Material Culture." Three graduate or undergraduate credits may be earned by qualified participants who submit a research project proposal or develop a curriculum unit. Participants who are 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. Fox, Director, Summer Institute, Department 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, co-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 this May. For information on the conference or the Society contact The Society for American City and Regional Planning History, 3655 Darbyshire Drive, Columbus, OH 43220-1416.

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 Schaefer Fine Arts Center at Baylor University in Waco, Texas. For further information, contact the Program for Regional Studies, Baylor University, CSB Box 696, Waco, TX 76798, telephone (817) 755-2190.

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, 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 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," October 9-11, 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 twenty-second 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, Main Capitol, House P.O. Box 231, Harrisburg, PA 17120, telephone (717) 787-2743.

The annual meeting of the American Society for Ethnohistory will be held on November 5-7, 1987 at the Claremont Hotel in Berkeley, California. For information contact George Collier, Program Chair AES 1987, Center for Latin American Studies, 582 Alvarado Row, Stanford University, Stanford, CA 94305.

The Strong Museum at One Manhattan Square in Rochester, New York, will sponsor a symposium entitled "American Play: 1820-1914" on November 6

and 7, 1987. Topics will include children's play, early vacation communities and American games and hobbies. For information on themes, fees and speakers, contact Florence Smith, Strong Museum, One Manhattan Square, Rochester, NY 14607, telephone (716) 263-2700, extension 212.

The Annual Conference of the American Italian Historical Association will present "Italian Ethnics: Their Languages, Literature, Life," co-sponsored by Governors State University, at the Americana Congress Hotel in Chicago on November 12-15, 1987. The American Italian Historical Association is an interdisciplinary academic association founded in 1967 whose purpose is the study of the Italian American experience. For more information, write AIHA, 209 Flagg Place, Staten Island, NY 10304.

The Illinois State

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, archeology, 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 Carl D. Oblinger, Office of Research and Education, Illinois Historic Preservation Agency, Old State Capitol, Springfield, IL 62701.

# RENO

## 1988 OAH Annual Meeting

### \* NEW DATES \*

Please check your calendar!

Thursday - Sunday  
March 24 - March 27  
Bally's  
Reno, Nevada

Please note that the dates of the Reno meeting were changed to avoid conflict with Passover and Easter.

### Congratulations to the 1987 Award and Prize Winners

Awards will be announced at the OAH Presidential Address, Friday, April 3, 1987, 8:30 p.m., Wyndham Franklin Plaza, Conference Center Ballroom, Mezzanine Level.

#### America: History and Life Award

Nancy A. Hewitt for *"Feminist Friends: Agrarian Quakers and the Emergence of Woman's Rights in America."* **Feminist Studies**

#### Ray Allen Billington Prize

Paul Andrew Hutton for *Phil Sheridan and His Army.* **University of Nebraska Press**

#### Binkley-Stephenson Award

Jacquelyn Dowd Hall for *"Disorderly Women: Gender and Labor Militancy in the Appalachian South."* **Journal of American History**

#### Avery O. Craven Award

Clarence L. Mohr for *On the Threshold of Freedom: Masters and Slaves in Civil War Georgia.* **University of Georgia Press**

#### Merle Curti Award

James T. Kloppenberg for *Uncertain Victory: Social Democracy and Progressivism in European and American Thought, 1870-1920.* **Oxford University Press**

#### Louis Pelzer Memorial Award

Gordon H. Chang for *"JFK, China and the Bomb."* to be published in **Journal of American History**

#### Frederick Jackson Turner Award

Alexander Keyssar for *Out of Work: The First Century of Unemployment in Massachusetts.* **Cambridge University Press**

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