On Hiring: The View of the Hired

American History in China

Samuel Flagg Bemis

Gen. George Custer, Defeat and Triumph

Kansas' "STAR"

The NHPRC

Plus A Special Supplement:

Report of Minority Historians

Uncle Sam mechanical bank, cast iron, c. 1876

Courtesy National Gallery of Art, Washington, D.C.
They Don't Make 'Em Like Bemis Any More

Robert H. Ferrell

Forty years ago my friends and I became acquainted with Samuel Flagg Bemis, Sterling Professor of American Diplomatic History at Yale University, who was an astute scholar of the old school. Bemis was a presence. To study with him was chastening. We of course did not need chastening, as Professor Harry R. Rudin already had flunked us on the German test. Larry Kaplan and I—this is Professor Lawrence S. Kaplan, University Professor at Kent State University—had walked through the basement of the Hall of Graduate Studies from our rooms on the dormitory side, and hiked up the back stairs to the second floor to see the list of who passed, and our names were not on it; indeed, as I recall, only a couple of Germanic names were on it, who presumably had studied German since the age of one and a half. Sam Bemis (it was years later that we went to a first-name basis) nonetheless felt that we needed more punishment, and undertook to scare us into writing good essays in his Literature of American History course.

Not content with one year of Bemis, Larry and I came back for more, and the next year took his seminar. We tried to stay awake as he went through all the bibliographies that we needed to know. But this time there were touches of unconscious Bemisian humor that made the experience easier. At one point, nearing 4:00 p.m., which was the witching hour when the class ended, Sam was discussing on some subject, and suddenly reached to the side of the desk and picked up a framed photograph, c. 1917, of a half-naked young lady holding the Torch of Truth. Earlier we had slipped a few addresses at her, and she hadn't lost a few pounds before the photographer arrived, and what her problem was with the Truth. It didn't matter to Sam, who waved the photograph before us and, to our amusement, which we hid from him, told us how Truth had to be held eternally high.

We used to laugh in the evenings as we prepared for dinner, over in our rooms, perhaps having a "Hadacol" cocktail. Someone had invented Hadacol, which was ten percent cod liver oil and ninety percent alcohol, and it did make us feel better, just as it relieved the tiredness of the ladies and gentlemen who appeared in its newspaper ads. Drinking Hadacol, we joked for a while about Sam's latest unconscious stupidities. Then we turned to other subjects. Behind the laughter, I need hardly add, was an enormous pride that I studied with this great scholar. As the years passed, we have never forgotten him. The crotchets we haven't forgotten either, as the above testimony indicates, but his greatness lingers too. After a while we also discovered what a kind, generous person he was—how much it meant to him that his students should do well, should get ahead in the ways of scholarship. Some of us stayed with him when he began to go down physically, and I will never forget the trips to the nursing home in Bridgeport, the overnight stays in the hotel next to the railroad station, and the taxi rides out to the high-rise where Sam was incarcerated, lonely in his wheelchair, anxious for historical and other talk, grinning in appreciation of what he described as our butty careers. He is buried near Sturbridge, I think in a small cemetery close to a maze of underpasses. I have never been there, and it is a failure that touches my memory of him, even though I know that Sam is not really there.

But—and this is the burden of the lines that follow—things have changed. And deal in academe since those scary days with Bemis after World War II. We veterans had come home, full of experiences, years wasted in necessary but personally devastating ways, typing memos on wooden-box desks, sitting on the benches of lurching trucks, aboard ships in the fetid holds or on the garbage deck. Released at last, we were fascinated by the study of history. We hated the very thought of wasting time, of letting more years pass without accomplishment. We went for our assignments and our work as if time were running out, and pushed and shoved through classes and dissertations, and then to get appointments to teach somewhere, not an easy thing to do in the academic circumstances of the 1950s. And so the years of youth disappeared, our twenties and thirties.

Now we find ourselves survivors of an age that has passed—into our sixties, living belatedly our heyday. We are treated respectfully as we walk down the corridors, but the young people are bustling along, looking for their new theories and forthcoming books (never manuscripts, always books). We are treated respectfully as we walk down the corridors, but the young people are bustling along, looking for their contemporaries and wanting to talk with them, for they, rather than we, now represent the profession. At home, to speak, on our campuses, we see the new generation of students, the yuppies, some of them chil-

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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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signed to show that they really have not eaten any pizzas, running us down in their
den of former students, a third our age or
generality of scholars in departments of history
together the case. The scholars of Bemis's
little cars, in any event going their own
to pass off the scene, and recall such fig-
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generation differed markedly from the gener­
that it is all part of the human condition.
slowly. Moreo v er, foundation support , and
success as students a s semester, and
students involved with feminist concerns.

1988 Election Nominees

The Nominating Board of the Organization of American Historians has announced the state of nominees to be voted on in 1988.

For the Executive Board:
William Harris
Arnold Taylor
Gary B. Nash
Harold D. Woodman
Thomas C. Holt
Joan M. Jensen

For the Nominating Board:
William McKeen Evans
James B. Stewart
Thomas Bender
Armstead Robinson
Marjorie Bingham
Frederick E. Hoxie

The nominee for President:
Louis R. Harlan
University of Maryland.

New Women's Studies Journal

The National Women's Studies Association has an­nounced that it will begin pub­lishing the NWSA Quarterly Journal, a new interdisciplinary, multi-cultural journal in the Center for Women's Studies at The Ohio State University. The
first issue is scheduled for spring 1988. The journal, which all NWSA members will receive, will publish scholarly articles of interest to women's studies re­searchers, teachers and others involved with feminist concerns.

Clarification

The Newsletter regrets that the May issue contained an error in the lay-out of Elaine Forman Crane's "The Diary of Elizabeth Drinker."
On Hiring II: The Other Side of the Table

As someone who has been on the job market for two years (with successful results), I read with great interest the article entitled "On Hiring" which appeared in the May 1987 OAH Newsletter. Some of the author's reflections rang true; others were contradicted by experience. Moreover, having applied for positions, I am prompted to put forward some suggestions to those who may be seeking to hire personnel in the near future.

Please make clear in your announcement what sort of position you are seeking to fill and the qualifications for the position. Do not provide a job description that conceals a hidden agenda or obscures what you honestly want in a candidate. If you require teaching experience beyond that provided through teaching assistantships, say so. If a record of scholarly publication is important, tell us. If an ABD just finishing work on a dissertation will not receive serious consideration, mention that, too. It is a waste of our time as well as yours if the position announcement fails to mention these factors.

While personal information on a curriculum vitae is extraneous, information about scholarly activities is not. The writer of "On Hiring" may dismiss conference papers and book reviews from the realm of "scholarly publications," but others do not, and there is no way to serve every taste and preference in preparing a uniform curriculum vitae. Not all of us want to teach at a flagship state university; moreover, as relative beginners in the profession, most of us have not had the time to accumulate a long list of essays, articles and books. It seems as if the writer's comments present many applicants with the classic Catch-22 of employment: to work, you need experience; to get experience and publish, you need to work. Besides, how is anyone going to find time to research and publish if he/she has to produce a tailor made vitae for each institution?

Search committees need to keep applicants apprised of the progress of the search. Although most of us can figure out that after a silence of several months no news is bad news, it is only polite for the committee to inform the candidate promptly that it has decided not to consider the application. Moreover, should committee members choose to set up an interview with a candidate at a convention, it behooves them to notify the candidate sufficiently ahead of time—which means some more notice than a letter arriving two days before the AHA, for example. Contrary to rumor, most job applicants are not wealthy, and these last-minute notices are costly financially as well as emotionally. The same advice goes for job searches where the institution is uncertain whether it will be able to fund a position. Do not keep candidates hanging in suspense, wondering what is up. Inform them of a delay or a problem. Silence, far from being golden, tarnishes in these cases.

Just as the author of "On Hiring" appreciates a letter of application which shows interest in our institution and some knowledge of our faculty and needs, candidates appreciate it if committee members take the time to become familiar with the information provided in that letter of application. It is disconcerting to see interviewers page through curricula vitae as if they had never seen them before, or ask questions which demonstrate that they have not reviewed the application with sufficient care. Candidates are aware that they must appear on time for interviews. Committee members should show the courtesy to adhere to schedule as well. Finally, interviewers should be well-rested and prepared to interview. We all know that travelling, other interviews and socializing can take their toll on the human body, but it is most disturbing to commence an interview only to discover within minutes that the interviewer is exhausted, sleepy and has a headache from previous activities. After all, the candidate is not the only one being interviewed; signs of disinterest or lack of an interviewer's consideration are not the best recommendations to a candidate judging possible future colleagues. Please do not make candidates wish their self-respect against their desire for employment, for not everyone is that desperate.

In short, search committee members should act with consideration for the candidate at each stage of the search process. After all, many of these people will be their future colleagues in the profession if not at their institution, moreover, following these suggestions (to which, thankfully, many search committee members do adhere), they can help alleviate some of the awkwardness and other unpleasantness of the job search process for both sides.

The author has requested that his/her name be withheld.

SPECIAL ISSUE of
THE PUBLIC HISTORIAN: Planning the Curriculum: The Field of Public History
"Triumph after Defeat" Conference

William L. Lang

If there is a topic in Montana and perhaps all of western history that has no additional exposure it is George Armstrong Custer and the Battle of the Little Big Horn, but here it was again as the subject of a conference. Evan Batkin's Fatal Environment aside, I wondered if we needed to hear once again the telling of that tragic day on Montana's plains. But this conference, sponsored by the Montana Committee for the Humanities (a state program of the National Endowment for the Humanities) turned out to be more than a rehash of the familiar Custer stories. Some 200 American and Canadian historians, writers, anthropologists, students and an enthusiastic public came to Northern Montana College in Havre, a community just miles from the Canadian border, because the conference promised an intriguing study of the construction of three anomalous historical personalities who had achieved heroic stature only after they had suffered military defeat.

The three figures—Custer, Chief Joseph of the Nez Perce, and Canadian Metis rebel Louis Riel—had been courageous in the face of danger, had beaten back their enemies, and had subsequently triumphed as popular heroic figures. Custer lost his life in gallant, if foolish, warfare against a much superior force in southeastern Montana on June 25, 1876. Joseph laid down his people's fight, even though he handed over his gun in surrender to General Nelson A. Miles at Bear Paw in October 1877. The Nez Perce had embarrassed a pursuing army for months by eluding traps and engaging in strike and retreat warfare. In more than metaphorical explanation, Joseph became the "red Napoleon," a battlefield genius and magnanimous loser in combat. As contrasted to the nineteenth-century characterizations of Sitting Bull as "wild" and "brutal," Joseph became the noblest of combatants. The myth creates a "white" Indian who could outwit the army and be solicitous in defeat. The myth created an Indian war leader's role during the Nez Perce fight, even though he handed over his gun in surrender to General Nelson A. Miles at Bear Paw in October 1877. The Nez Perce had embarrassed a pursuing army for months by eluding traps and engaging in strike and retreat warfare. In more than metaphorical explanation, Joseph became the "red Napoleon," a battlefield genius and magnanimous loser in combat. As contrasted to the nineteenth-century characterizations of Sitting Bull as "wild" and "brutal," Joseph became the noblest of combatants. The myth creates a "white" Indian who could outwit the army and be solicitous in defeat. The myth created a "white" Indian who could outwit the army and be solicitous in defeat.

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We found out quickly that the answers to our questions lay at the crossroads of mythology and history.

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Several libraries have recently announced manuscript acquisitions of interest to American historians.

Sen. Russell B. Long has donated the remainder of his senate and personal papers to the Russell Long Collection in Hill Memorial Library. The latest gift brings the total number of items to almost one million. Selected material will be made available to researchers in the next several years.

A segment of papers covering the last decade of Henry M. Jackson is the U.S. Senate has been donated by researchers at the University of Washington Libraries. These papers join other installments of the late senator's papers already open and cover Jackson's involvement in a wide span of issues during his final decade as a senator.

The James Jerome Hill Reference Library in St. Paul, Minnesota, has opened the papers of Louis Warren Will, son of Great Northern Railway founder James J. Hill. The collection primarily spans the period from the 1890s to the late 1940s and documents his career as railway president and board chairman. The papers contain material relating to his involvement with the Good Roads Movement and the early years of the Minnesota Highway Commission, agriculture, philanthropy and art patronage.
Pilgrimage

Jeffrey C. Williams

My childhood fascination with Custer's Last Stand first turned me on to history and ultimately to a career in history teaching. Although near the Montana battleground on several occasions, it was not until age forty and after sixteen years of teaching that I finally visited the fabled site. It proved to be an encounter with not just the American past, but with my own past, and an opportunity to reexamine why I wanted to study history in my youth and while I still teach it in my maturity.

In the summer of 1986 I drove over the majestic eastern plains of Montana and approached the battleground on a golden July afternoon. Long ridges of yellow dried grass sloped graciously to the green valley of the Little Big Horn. I knew I had arrived when I saw a hillside dotted with RVs, those modern buffalo which migrate with the seasons, grazing at scenic and historic places. A special excitement swept through me: like the first handling of an important manuscript, visiting a historic site can bring an incomparable elation to a historian for whom it has so long held such an attraction.

For the next three hours I "did" Custer's Last Stand. I hiked the supposedly rattlesnake-infested trail which links the site of the Indian camp, into which Custer and his men barged, with the ridge over which the Indians pursued, surrounded and slaughtered them. I drove along the crest of the ridge as I flippantly would have Custer, Reno and Benteen's units be besieged for two terrifying nights and a day, unable to assist Custer whose fate was unknown until after the Indians had withdrawn at the northern approach of General Terry's larger force. I experienced the battlefield on three levels: that of the guidebook, of my ten-year-old self, of the professional historian.

Custer was my hero—once upon a time. From the perspective of the safe suburbs of the 1950s, that gloriously handsome, specifically courageous cavalryman fired my youthful imagination as a tragic hero whose exploits I could worship but never emulate. But perhaps someday, it gradually occurred to me, I could recount the epic of his life. If I could not be a romantic hero, I might perhaps be a romantic narrator and offer to others the rich pageant of American history, moving them as it moved me. My fascination with teaching history began then.

My fascination has remained but the history has changed. By 1986 my naive and youthful image of Custer and his cavalrymen as crusaders for civilization had been replaced by an image of often tormented misfits for whom frontier duty offered the only outlet for alcoholism, egocentricity and incompetency not tolerated by civilized white society. Young, faithless, monosyllabic Indians had been replaced with respect for Indian culture and sympathy for their resistance to the white man's depredations. My callow understanding of American history as a series of grand conquests for pure motives had matured into a troubled uncertainty about the complexity of good and evil motives. My role had changed from romantic fan to cautious interpreter of analytical problems undreamt of as a child.

Evidence surrounded me of the shift in how we perceive our history. Beside the long, dusty road of Wyoming and Montana stand historical signposts of the 1950s which assume that history begins with the arrival of the first white scouts and that the Indian's relevance was only an impediment to civilization's rise. But there are other signposts, mostly on reservation land, which recount aspects of Indian history both before, during and after the white invasion. At and the battlefield, the guidebooks earnestly remind readers of the Indians' plight in the 1870s which drove them to rebellion and of their bravery and sacrifice in defense of their culture. The nearby gift shop has postcards of both Indian chiefs and white cavalrymen and books on Indian history.

But subtle distinctions remain. I suddenly noticed while reading the official guidebook that Custer's men were invariably referred to asstroopers and soldiers while Indian fighters were usually referred to as warriors. Were not the cavalrymen just as dedicated to warfare as the Sioux and Cheyenne? Do we downplay their violent role conquering an indigenous people fighting for survival by using neutral terms such as trooper and reserving for the Indians such savage terms as warrior? The battlefield has a reverential atmosphere for the slain cavalrymen, but I found no monument commemorating the Indian dead. The tribes removed their dead after the battle for traditional burial rites, so logically only headstones of the fallen white men appear on the battlefield. But surely alongside the obelisk celebrating Custer's sacrifice we might by 1986 have room for a monument of equal stature commemorating the Indian leadership (just as doomed, it turned out) of Sitting Bull and Crazy Horse. For the National Park Service and the majority of white Americans, it appears the Indian chiefs are not yet worthy of a place in the pantheon of American heroes.

As the long, brilliant afternoon wore on, I tried to comparing my sense of history today with the history I grew up with and found myself slipping into a simpler mood of wondering sadness. It was my usual reaction to battlefields. I remembered visits to Gettysburg, the Somme, Bosworth Field—all taking place on summer days of sparkling sunshine which forced me to absorb the wrenching contrast between nature's restorative beauty and the ancient anger that once erupted in these places. A brooding melancholy comes, almost a despair over human kind's violent propensities in the midst of positive natural beauty.

Matching my mood, a vast canopy of dense overcast that had been gradually overtaking the northwestern sky advanced more rapidly towards the battlefield. I could hardly believe the weather was proving to cooperatively romantic. Golden hillsides turned gray and a fitful wind rippled the grass into swirling waves. Farther up the valley sunshine still flooded the groves of cottonwood trees, living memorials to the integrity of the Indian culture that once flourished among them. And many miles to the south I discerned the snow-topped peaks of the Big Horn Mountains to which the temporally victorious Indians had retreated in 1876.

Suddenly my ten-year-old self asserted itself unexpectedly. In spite of the disasters that humankind creates for itself, there are always sunny peaks somewhere on the horizon. Those distant peaks suddenly seemed to symbolize the residual faith I have in the promise of America that we are not always doomed to be as savage to each other as we were at the Little Big Horn. And then I felt the familiar need to express that faith by telling the story for a new generation and by doing so free them from the self-hating northwestern sky that culminated in the tragic collision of whites and Indians a century ago and that threatens us still. Faith in civilization, in the relevance of history to its preservation, in my personal role as communicator of that civilization-sustaining story came flooding through me as I gazed out from those cottonwood shaded hills top towards the beckoning, sun-drenched mountains. The cynicism and weariness of forty years of living and working in the mid-twentieth century fell briefly away, and I was in touch once more, for a magical moment, with the spirit that first prompted me to love, study and teach history.

Rumbles of thunder and flickers of lightning ended my reverie. As I drove down the ridge, even the cottonwood trees along the river swayed wildly before the oncoming tempest. The pilgrimage had yielded up its truths and inspiration. I had felt again the fascination of history and the overwhelming urge to tell the story again now that I had walked among the ghosts of those desperate men of so long ago. I had confirmed my vocation by renewing that natural compulsion to explain how the past happened and why we must remember it. And finally, I had felt again what it was like to be ten years old and madly in love with history for the first time. With my last look back before the storm obscured it all, those mountains were still gleaming—far away to the south, far away in my past.

Jeffrey C. Williams is professor of history at Northern Kentucky University, Highland Heights, Kentucky.
Research Collections in American Politics
General Editor: William E. Leuchtenburg
William Rand Kenan Professor of History, University of North Carolina at Chapel Hill

PAPERS OF THE REPUBLICAN PARTY
Introductions by William E. Leuchtenburg, University of North Carolina at Chapel Hill, and Josephine Good, Former Director of Conventions and Meetings, RNC

Part I: Meetings of the Republican National Committee, 1911–1980
Part I of Papers of the Republican Party publishes in its entirety the files of RNC meetings housed both at the National Archives and at the RNC Headquarters. Meetings of the Republican National Committee, 1911–1980 includes the meeting records of the full National Committee, its executive committee, special committees appointed by the National Convention, and convention committees (call, site, arrangement, contests, and rules). The RNC, in its role as a central forum for policy study, has witnessed the great political debates of the twentieth century, from the debate of Nations debate to U.S. action in Vietnam, from women's suffrage to the civil rights movement. Meetings of the Republican National Committee contains transcripts, task force proceedings, and other materials on a wide range of these major national and international issues. Taken together, these meeting records form a virtual documentary history of the Republican Party from William Howard Taft to Ronald Reagan.

THE JOHN F. KENNEDY 1960 CAMPAIGN
Introduction by Richard M. Fried, Professor of History, University of Illinois at Chicago

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Introduction by Louis Galambos, Professor of History, The Johns Hopkins University

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The "STAR" Program in Kansas

W. Still Robinson

Twelve Kansas towns and communities have been targeted by the Kansas Committee for the Humanities for special programs on the Constitution during this bicentennial year. The project, "Striving toward America's Roots," or "STAR," will bring a dozen different humanities scholars into these pre-selected localities for a month-long program of book discussions on the theme of major issues in the U.S. Constitution.

The library-based discussions serve not only to instruct but to prepare citizens in the dozen Kansas towns for a visit by a team of scholars representing the often-conflicting views of Alexander Hamilton and Thomas Jefferson on the governance of the nation. Arrayed in period garb, the two "Founders" will appear initially to debate their differences. Subsequently, they also present a seminar for the public on "The World of Jefferson and Hamilton" during which they share the results of research they conducted in preparing to play exemplary grants.

The STAR project was made possible in Kansas by a State and Regional Exemplary Award granted to the state's humanities council by the National Endowment for the Humanities. Although there are 53 of these NEH state programs in the nation, only ten were chosen last year to receive the exemplary grants.

One of STAR's major purposes is to bring humanities scholars and the public together to identify issues relating to values in society. As the Kansas Humanities Council's successful application to the NEH explained, "Examining the philosophical, literary, historical, and political origins of the Constitution ultimately helps the audience understand the interconnections between government and the purposes of human life."

Three carefully selected volumes are being used by each of the humanities scholars taking part in the library discussions. First, of course, is an edited version of The Federalist Papers, with an introduction by Clinton Rossiter. The publication includes all of the 85 treaties in support of ratification of the Constitution by Hamilton, James Madison and John Jay. It was my privilege to lead one of the discussion groups in Kansas City, Kansas, and before we began meeting I identified the following topics and related readings for the participants: views on human nature, characteristics of American society, the nature of a republic relative to its territorial size, the role of factions, the relative merits of "federal" or "national" government, the role of the judiciary, the need for an electoral college in the selection of a president, the amendment process, and the current call for a new constitutional convention under provisions of Article V.

This endeavor at focusing the discussions worked well enough with the first of our readings that I employed the same approach in introducing the group to the other books in the series: Merrill Peterson's The Portable Jefferson and McKenna and Feingold's Taking Sides: Clashing Views on Controversial Political Issues (fifth edition).

'I hope the people rise up and throw you out and begin again.'

My STAR colleagues across the state report coming to date with the project. The smallest discussion group included a dozen participants while the largest boasted from 45 to 50 regular members. They also had a remarkable diversity of the people who elected to attend. There were teachers from every level of the educational system, business and college union members, lawyers, library and museum officials, retired persons and others. In addition to their insights into the assigned readings, many were able to contribute significantly to the discussions on the basis of their own rich experiences in life. In my Kansas City group, for example, I recall especially the comments of a labor union member who had first-hand knowledge of the workings of political action committees and the recollections of a working woman who had been a victim of sex discrimination on the job.

The culmination of the month of reading and discussion was the arrival in Kansas City of Alexander Hamilton and Thomas Jefferson, portrayed respectively by Professor Melvin A. Kahn of Wichita State University and Clay S. Jenkinson, a former Rhodes scholar who has spent many hours reading these past two years appearing as the sage of Charlottesville to audiences throughout the nation.

In Kansas, those audiences have numbered from 300 to 600 persons under the auspices of STAR and often the exchanges between the scholars and the public have been as lively and informed as the sparring between Kahn and Jenkinson. I like to think that our reading and discussion series contributed significantly to that outcome.

On "Kansas Day" in late January of this year, the Kansas Committee for the Humanities and the state's Bicentennial Commission arranged to have the STAR project's Hamilton and Jefferson appear before a joint session of the state legislature. Jenkinson, playing the author of the Decloration of Independence, proclaimed at one point to the assembled solons, "I hope the people rise up and throw you out and begin again." Fortunately, both the Speaker of the House and the President of the Senate responded with laughter to the Jeffersonian challenge. Quite obviously, the STAR project has so far exceeded the Kansas Committee's fondest hopes as it devised its application to the NEH last year.

W. Still Robinson is professor of history at the University of Kansas and former chairman of the Kansas Committee for the Humanities.

NEH Media Guide

Is Available

The National Endowment for the Humanities has published Media Log, a comprehensive guide to film, television and radio programs which it has supported. The guide lists 400 dramas and documentaries and covers such subjects as U.S. History, Folk Traditions and Local History, and World Culture and History.

The guide includes information on distributors, lengths, formats, program production credits, and a topic index. All programs are available to the general public through the listed distributors.

Programs were originally produced for broadcast but can be used effectively in any setting. Media Log is available free from the National Endowment for the Humanities as long as supplies last. Write to Office of Publications and Public Affairs, NEH, Room 409, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Additional copies may be purchased from the U.S. Government Printing Office for $9.50. Ask for stock no. 036-800-00049-0.

Revised Guide on Use of FOIA and Privacy Act Released


The newly revised guide, which replaces a 1977 edition, reflects all changes to the two laws, including the Freedom of Information Reform Act of 1986 which became law last October. The updated texts of the FOIA and the Privacy Act of 1974 are included.
Reno Area Will Interest Historians


New American History

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August 1987 OAH Newsletter
In 1984, the National Historical Publications and Records Commission celebrated its 50th anniversary, yet, many of our colleagues in the historical profession are unaware of the Commission's functions. Established along with the National Archives in 1934, the Commission was given a strong mandate to preserve and make available historical documents important for an understanding of American history.

Since the beginning of the Commission's work, it has promoted a comprehensive program for the identification of the public and private papers of individuals who contributed significantly to our national heritage. From the inception of the grant program in 1964, the Commission has sponsored more than 228 documentary publications projects—175 book and microform editions already completed along with 50 still in progress. The projects cover a broad sweep of American history from the papers of the founding fathers and other important political leaders, military figures, diplomats, jurists and scientists to the papers of women, blacks, Indians and labor leaders. The Commission launched its Records Preservation Program in 1974. This program provides support to state and local governmental institutions and private organizations such as libraries and historical societies to preserve documents that are of significance, that are disintegrating, are ill-housed or inaccessible. Since 1975, 676 records grants have been awarded.

The Committee is facing its funding dilemma in a number of ways.

The Commission is facing its funding dilemma in a number of ways. It has sought to speed up the production of long-term book editions by encouraging editors to exercise greater selectivity in choosing the documents to be published, to limit the extent of annotation, and to use word processing, computerized filing and indexing programs. This new technology has been fully integrated into most of the documentary editing projects and our editors believe they may achieve a 40% savings in time by the use of this automation. In addition to these efforts, the Commission is now supporting more selective, shorter-term projects such as the Freedmen and Southern Society papers and the one-volume Civil War diary of Mary Boykin Chesnut. It is also encouraging projects to microfilm some of the material that might otherwise appear in comprehensive book editions.

To help relieve some of the financial burden saddling the editing projects, the NHPRC's administrative staff has, in the last few years, helped to organize several consortia of projects linked together by subject area—the founding fathers, black history, women's history and projects related to the Constitution. Since 1982, these consortia have raised over $4 million in grants. In addition, the Commission staff has approached numerous foundations on behalf of individual projects. Although private gifts have been critical in keeping alive some of the major projects under the aegis of the Commission, foundation officials emphasize that their support cannot be long-term and that the primary support must continue to come from the Federal government. For such projects as the Jefferson Papers, the Adams Papers, the Grant Papers, the First Federal Elections, the First Federal Congress, and the Ratification of the Constitution editions, we must rely upon the support of the historical community and other foundations to meet our collective memory and, of course, upon the good will of Congress through its granting of appropriations.

The bad news, in spite of all these efforts, was the Commission's inability in 1986 to initiate any new publication projects except for the Ratification of the Constitution editions, the country could leave no better legacy than such a commitment to preserve and make available for study the nation's most significant records.

The Commission's goals for both the preservation of records and the publication of scholarly editions are lofty but are in the country's vital interest. We must do more to ensure greater accessibility of the Commission's book and film editions. We must guarantee that scholars have better access to these editions, that these documentary materials reach classrooms, even offices and homes. Accordingly, discussions of marketing techniques, distributions and pricing have now become a prominent part of the Commission's deliberations and a standing Publications Committee has been appointed to address these and other major issues. Thus far, the NHPRC has expanded its efforts in order to ensure the continued success of its Publications Program.

The NHPRC Needs You

Carol Blaiser

Carol Blaiser is professor of history at Clemson University.
FIPSE Career Packet Available

The OAH/FIPSE Project announces the availability of its Historians’ Career Packet, a one-hundred page packet of materials for history departments and their students, undergraduate and graduate. The purpose of the "Packet" is to help history departments improve the quality and effectiveness of their career advising and to help students recognize the broad applicability of history skills to the job market. Although the "Packet" discusses the traditional academic role for historians, it also deals extensively with opportunities in public history, as well as in positions outside of the history profession in business, industry and government.

The "Career Packet" grew out of the January, 1986, OAH/FIPSE Project's National Advisory Board. Several members of the Board have extensive experience in various aspects of career advisement for liberal-arts students: Mary C. Gentile, School of Business, Harvard University; Mary M. Heiberger, Associate Director, Career Planning and Placement, University of Pennsylvania; Mary Hayes, Sommer, formerly of the Institute for Research in History; and Joel Zimbelman, former Administrative Director, Career Options, University of Virginia. H. P. Hutson, another Board member, is the Personnel Director of Cummins Engine Company, Columbus, Indiana. Drawing on the materials provided by these individuals, Bill Williams, the Project Director, has put together a varied collection of ideas and resources.

The "Packet" includes materials aimed at history departments:

1. "Departmental Guide to Careers for History Majors" reviews the prospects for careers in secondary and post-secondary history teaching and summarizes the various fields of public or applied history.

2. "Reviewing Your Department’s Career Advisement Services" suggests how a department can conduct a review and improve upon its career counseling.

3. "Working with Your Campus Office of Career Counseling and Placement" suggests ways in which cooperation with the OCP can add depth to a department's advisement services.

4. An extensive series of resources and bibliographies accompany the "Packet."

The "Packet" also includes materials for students:

1. "Is It Practical? A Career Guide for History Majors" discusses the reasons why undergraduates may major in history and expect to apply the skills they learn to their future careers.

2. "A Student Guide to Careers in History" is designed for history majors thinking of pursuing history and for history graduate students.

3. "How to Write a Resume." The "Career Packet" is prepared for a three-hour lecture and costs $3.00. Orders with checks made payable to "Organization of American Historians" may be sent to Michael Regoli, OAH, 112 N. Bryan St., Bloomington, IN 47401.

The "Career Packet" offers a range of materials for career counselors, history professors, and history majors.

A New Forum on American History

Scholars and laymen will explore the creation and durability of the U.S. Constitution at Colonial Williamsburg’s first history forum this fall.

"The Constitution Makers: Master Craftsmen of Government" is the theme of the new program about American history, planned as an annual event.

Gary Wills, author of Reagan's America and professor of cultural and public policy at Northwestern University, keynotes the November 19-21 program offered in Virginia's restored Colonial capital, where Washington and Jefferson and other early American statesmen honed their political skills. Designed in celebration of the bicentennial of the Constitution, the forum is intended not just for scholars but for all lovers of history.

"Those who attend will have an opportunity to see how those gentlemen of 200 years ago were able to create a governmental framework that has worked for centuries," said Dennis O'Toole, vice president of historic operations at Williamsburg.

Participants will see a performance of The Lying Valet, an 18th-century favorite of the London state, and will be invited to take part in scenes from Robert Munford's The Candidates, a farce on Virginia electoral politics on the eve of the Revolution.

Speakers will focus on the events and ideas that fostered the development of a distinctive political culture in the Colonies and led to the drafting of the Constitution in 1787. Lively give-and-take sessions "much like Phil Donahue works an audience" will follow the formal presentations, O'Toole said.

On the program are Edward F. Counihan, senior lecturer at the Joint School of American Studies at the University of Warwick, England, speaking on the first American constitutions; and history professors: Pauline Maier from the Massachusetts Institute of Technology, on republican traditions; John M. Murrin, Princeton University, on British constitutionalism, and Gordon S. Wood, Brown University, on the Articles of Confederation.

Registration is limited. The $175 fee covers forum sessions, tours, passes to Historical Area attractions, and a luncheon. Inquiries should be addressed to the Registrar, Colonial Williamsburg History Forum, P.O. Box C, Williamsburg, VA 23187.

Correspondence

To the Editor:

Norman Murdoch's recent essay on "The Salvation Army's U.S. Arrival" in the May OAH Newsletter raises some interesting questions. He first asks how an organization selects an opening or anniversary date. . . .

The problem in selecting such dates is that organizations often evolve rather than start at some specific point. The organization can make one of two choices: select the earliest date when the work began or a date which reflects continuity and uninterrupted service.

In selecting 1880 as its founding date, The Salvation Army decided on the latter. But historians have every right to challenge this fact. Since 1980 the Archives and Research Center has discovered evidence which supports an earlier founding date. . . . (namely) 1879 when Eliza Shirley arrived in Philadelphia.

In preparing his essay, Murdoch suggests that organizations conspire to control their history and uses this example as evidence. As his citations show, most Salvation Army historians mention all three individuals [James Houston, John George and George Scott Railton] and the dates when they arrived in the United States [1872, 1879, 1880]. What is at issue is interpretation, and there has never been any attempt to suppress information by The Salvation Army. The fact that it established an archives in 1974 which is open to the public clearly expresses both its interest and support of the historical process.

The selection of an anniversary date for institutional purposes is an organization's prerogative. In making such a selection it usually does so on the best evidence available at the time. While such a date may be open to interpretation, the selection should not suggest a purpose or motive where none is in evidence.

Thomas Wilsted,

The Salvation Army

Archives & Research Center

new York, New York

The Newsletter welcomes readers' letters. Write the Editor, OAH Newsletter, 112 N. Bryan Street, Bloomington, IN 47401. Note that letters should be brief and the editor reserves the right to shorten letters for publication.

Report of the Nominating Board

The following were elected in the recent balloting:

For the Executive Board:

Lloyd Gardner, Rutgers University

Dorothy Ross, University of Virginia

Peter Daniel, Smithsonian Institution

For the Nominating Board:

Jacquelyn Hall, University of North Carolina, Chapel Hill

Charles Joyner, Costal Carolina College

Linda Gordon, University of Wisconsin, Madison

Robert Weible, National Park Service

Submitted by Barbara J. Fields, Chair
Hearing Held on Nomination of Billington for Librarian of Congress.

On July 14 the Senate Rules Committee held a confirmation hearing to consider the nomination of James Billington to be the Librarian of Congress. Billington, who since 1973 has been director of the Woodrow Wilson International Center for Scholars, is a recognized scholar in American history and a respected administrator. As the second Director of the Woodrow Wilson Center, he was the catalyst for the establishment of many of its widely acclaimed programs and activities. Witnesses at the hearing stressed that he has demonstrated an ability to foster intellectual pursuits and to promote the humanities and humanities-related programs in major cultural institutions. Several witnesses did use the opportunity of this hearing to identify some of the problems currently facing the Library of Congress — the preservation of brittle books, use of new technology, and discriminatory employment practices — to help lead to an innovative expansion of those areas. The Rules Committee recommended his confirmation, and in late July the Senate approved.

White House Proceeds on Nomination for U.S. Archivist.

Following John Agresto's report on May 29th that he no longer be considered for the position of U.S. Archivist, the White House Personnel Office quickly reactivated the selection process. On June 8 the Executive Directors of the American Historical Association and the Society of American Archivists and I met with the staff of the White House Personnel Office to discuss the nomination. We learned at that time that Don Wilson was under serious consideration and that a decision on the nomination would be made within a few days. The Personnel Office recently confirmed that the President had made a tentative decision but stated that an announcement on the nomination would not be made until the completion of the FBI clearance check, which may take from eight to ten weeks. Indications are that the nomina­tion will probably be Don Wilson, who is currently the Director of the Gerald R. Ford Presidential Library and Museum and an Adjunct Professor of History at the University of Michigan. In both education and programming, Wilson is well suited for this position. He holds a Ph.D. in History from the University of Cincinnati and for the past two decades has held positions as Archivist of the Kansas State Historical Society, Historian and later Deputy Director of the Eisenhower Presidential Library, and Associate Director of the State Historical Society of Wisconsin. Last spring when Wilson appeared to be a strong contender for the nomination for U.S. Archivist, a number of major historical organizations, including the Organization of American Historians, have written to the White House supporting his nomination. During the winter a special NCC committee prepared a list of suggestions for U.S. Archivist and included Wilson among a list of six.

Freedom of Information Act.

In April federal agencies began to implement new regulations passed last October that established new fees and procedures for applying for fee waivers. One aspect of the new procedures that is particularly disconcerting for scholars is the requirement that requesters receive no financial gain from use of the material requested. In recent months several federal agencies have denied historians fee waivers because they contend that use of the requested material will result in financial gain. Since the original intent of the FOIA was to make available information about the government's activities for the public good, it seems most ironic that the publication of a scholarly monograph, which generally yields small remuneration, which would contribute to the public good, is viewed as commercial gain. Historians are also beginning to feel the effects of the requirement that requests be "authorized by and under the auspices of a qualified institution." One federal agency has alerted a historian that future requests must be made on "behalf" of a university so that the University's ownership of records provided and possible publication royalties are recognized. If you have had any recent experience with federal agencies concerning the implementation of the new procedures for FOIA requests, I hope that you will keep the NCC apprised of pertinent developments.

House Appropriations Committee Considers FY'88 Budget for the National Archives.

The House Committee has recommended an appropriation of $116,266 million for the National Archives for FY'88. This represents an increase of $6 million over the President's recommendation of $110 million. Of the $116,266 million, $4 million is earmarked for the National Historical Publications and Records Commission's grants program and $6 million for the development of an architectural design for a new archival building. Since the National Archives' current funding level is $60.5 million, this amounts to almost a $16 million increase. However, this budget represents little new operational money. The money specified for the design, a sizeable increase in the General Services Administration's rental charges for the records center, and the added personnel costs of the new federal retirement plan absorb most of the increase. A concerted effort is being made to gain Senate support for the $6 million additional funds for architectural plans for this much needed archival facility. In recent years the lack of adequate storage space has forced the National Archives to disperse archival records and related programs to various leased facilities in the Washington, D.C. area. The current situation makes the agencies and the public's research activities more difficult and time consuming, wastes resources by forcing the National Archives to operate duplicate facilities such as research rooms, and as a result in records being stored in substandard storage environments. Acting Archivist Frank Burke has recommended that the new building be located in the Washington suburbs within easy access to good public transportation.

House Acts on FY'88 Appropriations for the National Endowment for the Humanities.

The House Appropriations Committee has recommended a slight increase for NEH, bringing the total for FY'88 to $139.64 million as compared to the Senate recommendation of $138.49 million. The small increase will go for administrative costs. The one change in grants allocations involves an addition of $350,000 for Office of Preservation and a decrease of $500,000 for the NEH Humanities Projects in Libraries. The incease for preservation evolved as a response to concern expressed in April during a hearing on the problem of "brittle books" before the Subcommittee on Postsecondary Education. While applauding the additional support for preservation, the Appropriations Committee has encouraged the NEH to develop a program that promotes the use of humanities collections in libraries.

Appropriations for Historic Preservation.

The House Appropriations Committee has recommended for FY'88 that $20 million go for the State Historic Preservation Programs and $4.25 million for the National Trust for Historic Preservation. Since the President had asked for an increase of $11 million, this appropriation represents an achievement for the preservation community. The Senate will consider this budget later this summer.

Update on National Park Service Legislation.

H.R. 1320, the legislation that would allow new fees for entrance to many National Parks and would set in place a procedure whereby money from the entrance fees would be used for the acquisition of cultural and natural resources — not routine operating funds — has passed the House and is now under consideration by the Senate. The Senate Subcommittee on Public Lands and National Parks has recommended the bill to eliminate the House exclusion of fees for twenty-six urban parks, most of which are historic sites. The Senate did provide special exemptions for entrance fees at the Statue of Liberty and Independence Park. H.R. 1339, a bill to provide for continuing interpretation of the Constitution in appropriate National Parks, was passed the House on May 27 and is now before the Senate Subcommittee on Public Lands and National Parks. The House Report on this bill referred to the NCC testimony as an attempt to undermine the Constitution and believes that such conferences could be effective ways to bring together the public, the Constitutional experts and the park personnel to gain greater understanding of the Constitution.

Progress Made on Clarification of Federal Oral History Procedures.

In March 1985 the Society for History in the Federal Government's Oral History Subcommittee sent to the Archivist of the United States the draft of the "Oral History Procedures" to provide specific procedures for federal oral history programs. The report covered a wide range of issues from the definition of "oral history," restricted access, model deeds of gift, interview processing, and preservation considerations. After the recently required meeting of the National Archives to provide specific procedures for federal oral history programs. The report covered a wide range of issues from the definition of "oral history," restricted access, model deeds of gift, interview processing, and preservation considerations. After the recently required meeting of the National Archives to provide specific procedures for federal oral history programs, the report covered a wide range of issues from the definition of "oral history," restricted access, model deeds of gift, interview processing, and preservation considerations.

OAH Newsletter August 1987
"Bibliography is the Queen of the sciences" as an Irish librarian friend of mine says with customary Celtic modesty. Indeed, a good bibliography is the key to many an otherwise strange and locked door. The joys of bibliography dwindle rapidly, however, as one exchanges the role of user for that of producer. All of those three-by-five cards to shuffle and misshuffle. All of those styles to choose from. All of those commas and periods. And the proofreading!

Thus, when I decided to produce a bibliographic database for the OAH/FIPSE Project, you can imagine the greed with which I fixed my eyes on the review copy of Pro-Cite (by Personal Bibliographical Software) that arrived at the office of the OAH Newsletter. With an aggressiveness that would have embarrassed William of Normandy, I managed to acquire what I hoped would be the keys to a bibliographic kingdom. I was not disappointed. Pro-Cite is an excellent program that does just about everything that would-be and would-rather-not-be bibliographer could desire.

There are three ways you can learn Pro-Cite. If you are the type of person who feels impelled to read through the manual before taking the disk out of its jacket (you probably enjoy reading textbooks, too), you will find the documentation well-laid out and clearly written. If you like a controlled, hands-on introduction to software, then the on-board tutorials will get you started quickly and painlessly. If, however, you are like me, a techno-berzerker, one who likes to plunge into a strange program with all ten fingers flying, Pro-Cite can still accommodate you quite nicely. It is entirely menu-driven and there are help screens for just about every situation (just press HOME).

A techno-berzerker... likes to plunge into a strange program

regardless of which mode or field you are in. The inevitable forays into the manual are facilitated by a good index. Be forewarned, however, that Pro-Cite is a very powerful and versatile program. Unless you at least skim through all of the documentation, you may miss something useful and important.

Bibliographic entry in Pro-Cite is built around a series of "workforms," each with specific "fields" ("Title," "Author," "Date," etc.). There are short and long forms for books and journals. The long forms have 29 optional fields for books; 19 for journals. In addition, there are ready-made workforms for reports, newspapers, dissertations, trade catalogs, letters, manuscripts, conference proceedings, maps, musical scores, sound recordings, motion pictures, audiovisual material, video recordings, art works, computer programs and data files. Although each of these workforms can be edited, there are also two "template" forms that are essentially blank. This means that you can create bibliographic forms to suit your specific needs.

Before you can output bibliography to screen, disk or printer, you must define a format or "punctuation style." The default style is ANSI (American National Standards Institute), used by most catalogers. However, you may define or create any style you choose. For example, I created a punctuation file that automatically prints the titles of books and journals in boldface and places brackets around anything entered in the "Note" field. By merely creating a new format, you can automatically make your entries conform to any style sheet or the personal whims of an editor, at least as far as punctuation is concerned.

Pro-Cite is an excellent program that does just about everything that the would-be and would-rather-not-be bibliographer could desire.

Pro-Cite does much more than facilitate the entering and printing of bibliographic citations. It is a powerful database manager that allows you to order up indexes and to search and sort your entries in a variety of ways. You may search in only a specified field or throughout the full text of your citations. You can create an index based on index terms, titles, authors or key words. You can use the Boolean commands AND, OR, NOT to isolate a few key entries or

See Pro-Cite page i7

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American history research in China may be divided into six periods. The first period ended with the 1911 Revolution. As we know, a description of the United States occurred first in Notes on the Sea by Xue Ching-gao, which was written at the turn of the 18th and 19th centuries. But generally speaking, what Chinese scholars did about American history prior to the 1911 Revolution was merely to translate American historical works.

The second period began with the 1911 Revolution and ended with the Japanese invaders' being driven from China. During this period, publications about American history by Chinese scholars were evenly divided between writings and translations. But even works written by Chinese scholars, except a few dealing with Sino-American relations, were merely synthetic introductions of American historians' works and could hardly be called research.

The period from 1945 to the establishment of the People's Republic of China constitutes the third period. Because the United States government intensified increasingly the policy of supporting the Chiang Administration and opposing the Chinese Communist Party, and thereby the Chinese people, some Chinese scholars in the liberated areas and progressive scholars in the Kuomintang-controlled area wrote books and translated Russian writings to reveal the essence of American imperialism and its reactionary policy against the Chinese people. Nevertheless, those who admired the United States were few as they were imperialistic and those who were pro-America in the Kuomintang-controlled area were not very few. Therefore the majority of Chinese scholars of American history in the Kuomintang-controlled area still limited themselves to translating the writings of American historians because they thought of them highly.

The fourth period, from the establishment of the People's Republic of China to the so-called Great Cultural Revolution, marks a new era in American history research in China. The main characteristics were: (1) scholars of American history tried their best to do research with the Marxist-Leninist point of view; (2) most of the books and essays about American history were written to serve politics closely. Because the American government during this period was madly anti-Communist, made itself the enemy of Chinese people and sought world hegemony, Chinese scholars wrote and translated many, many books and essays to reveal the American expansion and aggressions in the whole world. Here I just mention a few of the books dealing with the history of American aggression against China. A History of American Imperialist Aggression Against China by Liu Ta-Nian was reprinted again and again. And in 1952 another book with the same title by Ching Yu-ji came into being. A History of American Economic Aggression Against China by Ching Ben-li was published in 1952. Two books entitled History of American Aggression Against Taiwan were published in 1953 and 1954. At least three collections of historical documents of American aggression against China were published in this period. All these writings helped the Chinese people to understand American imperialism and raise their national self-respect, especially in the early days of the People's Republic of China. Except the above-mentioned writings, there were a few Chinese historians who began to make systematic research of American history and write American history books. Professor Huang Shou-siang's A Concise History of the United States, published in 1953, and The Early Development of the United States, published in 1957, are worth mentioning here. Both of them were among the first attempts to get American history research in China into Marxist-Leninist orbit. Besides these two books, there were four popular readings of American history by different authors published in this period. Their titles were History of the American War of Independence, Shay's Uprising, American Civil War and The Panama Canal. In the introduction of the works of American history by American historians, special attention was paid to translations of important works of progressive historians such as Marx, Engels, Lenin, Her bert Aptheker, Harry Haywood, James Allen, Herbert Morris, Jack Hardy, Anna Rochester, James Cannon, and so on.

Two important books of American history by Russian historians, An Outline of American History, 1492-1870 and An Outline of American History, 1877-1918, were translated into Chinese during this period. More important was publication of Chinese versions of Marx's and Engels' works about American history, such as On American Civil War, Letters to Americans from Marx and Engels and so forth. The biographies of American historical figures published in this period centered on attention on those who played progressive roles in American history such as Thomas Paine, William Z. Foster, Paul Robeson, Walter Whitman, Albert C. Wedemeyer, Eugene Victor Debs, John Brown, Theodore Dreiser, and Frederick Douglass.

In order to strengthen American history research in China, during the period two American History Research Centers were established in the History Departments of Wuhan University and Nanjing University in 1964. In the same year, a Center for the Study of History of the English and American Foreign Relations was established in the History Department of Nanjing University, and an European and American History Research Office was established in the Institute of World History of the National Academy of Social Sciences.

So it should be said that this period laid a foundation for the scientific, systematic and intensive study of American history. Because of the limitation of conditions, there still existed the following problems. Firstly, our research of American history since the 1930s, especially after the Second World War, was very weak. There were many aspects of American history in this period about which we almost did not know anything. This is disadvantageous for our people's understanding of contemporary America. Secondly, because of the effect of "Left" dogmatism, the evaluations in our writings of American history of some important historical facts and figures in American history were somewhat biased and not exactly in accordance with actual conditions. Thirdly, too much emphasis was laid upon economic and political history. Cultural, social and intellectual history were neglected. Fourthly, the historical materials used in our American history writings were relatively old and inadequate.

The fifth period of American history research in China began with the end of the Cultural Revolution. In this period, almost all American history research in China stopped. Only about thirty books of American history or American biography were translated into Chinese and published as a result of the gradual defrosting of Sino-American relations since 1971.

The last period began with the downfall of the Gang of Four, or more exactly with the Third Plenum of the Eleventh Chinese Communist Party Central Committee at the end of 1978. As a result of the correct line adopted by the Chinese Communist Party, science and education have been respected, and the normalization of Sino-American relations has been realized. Therefore, American history research in China has embarked on the road of healthy development. The problems mentioned above are being gradually resolved.

In this period, the institutions for American history research in China have increased. A third American History Research Center was established in the History Department of the Northeast Normal University, the History department of Shandong Normal University, an Office for Modern World History Study with Emphasis upon American History was set up. The Institute of American Studies of the Academy of So-
American history books published during this period are as follows: Huang's *A Concise History of the United States* was reissued and translated into the *Concise General History of the United States: American Civil War* by Liu Tzo-Zhang is the first academic work of this subject; *A Concise History of the American Bia's Liberation War* by Yang Shen-mao and *A History of American Political Institutions* by Cao Shou-nian are pioneers in the subjets they deal with; besides there are American Industrial Revolution and American Agricultural History by Zhong You-len, and Den Shun-sheng's Woodrow Wilson.

**"Most of the books and essays about American history were written to serve politics closely."**

In the field of the post-ww-II American history, we have made conspicuous progress during this period. A *General Outline of Contempory History of the U.S.* and *Radio Speeches of Theodore Roosevelt*. Since 1900 by Arthur Link and William Catton into Chinese, the last chapter of which deals with the history of 1919-1923. There are also translated biographies, memoirs, speeches and addresses published for almost all the American Presidents and Secretaries of State of the post-ww-II period. Besides, there are many translated works with relation to post-ww-II American history. Chinese economists have done a lot of research with respect to the nature of American society of the post-ww-II period. Most of them consider that American society since the end of WW II, especially since the 1950s, has transformed from a monopoly capitalist society into a State monopoly capitalist society. Many articles discussing this subject have been published. Books dealing with this subject by Russian, East European and Chinese economists were translated into Chinese and published.

The numerous articles of American history published in this period dealt with many aspects of American history since the conclusion of the Second World War. The *American History Series* which I am currently editing is going to consist of thirty books, and two books of the post-ww-II part of this series have just been published. Another achievement of this period in American history study in China is to pay respect to historical reality and to oppose "left" dogmatic evaluations of American historical events and figures expressed in the past publications of American history. For example, from the Liberation of China to the downfall of the Gang of Four, no book or essay said anything good about FDR's New Deal. They said: "The New Deal represented a good deal of the interest of American monopoly capital!" "Roosevelt's New Deal was something serving monopoly capitalism exclusively...[and] didn't do the capitalist system of exploitation the slightest harm!" "Roosevelt's New Deal was just the same as other bourgeois administrations' attempt to overcome economic crises, and it ended in thorough failure!" and, "The New Deal had trampled upon people's democratic rights!" At the present time, there are still a few scholars who think and say so. But besides, See China...
OAH Survey

If you have not filled out one of these questionnaires during the past year, please take a minute to fill this one out and return it to: Data Base Coordinator, OAH, 112 N. Bryan Street, Bloomington, IN 47401.

Name: ____________________________

Profession: ____________________________

Employer or Affiliation: ____________________________

Address: _______________________________________

OAH ID number: ____________________________

*Year of Birth: ____________________________

*Race: _______________________________________

8. Canadian

12. Cultural

13. Demography

14. Ethnicity

15. Economics

16. Education

17. Environmental

18. Family

19. Films

20. Foreign Relations

21. Folklore

22. Hispanic-American

23. Historic Preservation

24. Historic Sites Interpretation

25. Historiography

Data necessary for federal grants and targeted mailings.

OAH Lectureship Program, 1986-87

The following scholars delivered lectures at the institutions indicated below during the academic year 1986-87 (August 1, 1986, to August 1, 1987) and donated the proceeds to the Organization of American Historians. The OAH thanks them for their generosity.

Barton J. Bernstein
University of Wyoming
Laramie, WY

Mary Frances Berry
U. S. Capitol Historical Society
Washington, DC

Women's Research Institute
Harford, CT

William Chafe
Santa Fe Community College
Gainesville, FL

Carl Degler
University of Alabama
University, AL

Paul Gaston
Central Virginia Community College
Lynchburg, VA

John Carraty
Southern State Community College
Hillsboro, OH

Joan Hoff Wilson
Western Illinois University
Macomb, IL

Harold Hyman
Mercy College
Dobbs Ferry, NY

Robert Kelley
Mid-America Nazarene College
Olathe, KS

Haroln Kerber
Denver University
Granville, OH

Richard K. Kendall
Illinois College
Jacksonville, IL

Gerda Lerner

Ripon College
Ripon, WI

William Leuchtung
University of Central Arkansas
Conway, AR

Leon Litwack
Mission College
Santa Clara, CA

Lewis Perry
University of Tennessee
Chattanooga, TN

Edward Pessen
Cleveland Area History Day
Cleveland, OH

Robert Remini
University of Central Arkansas
Conway, AR

James Moran Smith
Alexander City Junior College
Alexander City, AL

Edgar Toppin
Mansfield University
Mansfield, PA

*Data necessary for federal grants and targeted mailings.

Does your institution/employer subsidize travel to more than one meeting per year? Yes No

I would be willing to participate in an OAH-sponsored project to revitalize history curriculum. Yes No

Are you a member of other historical associations? Please list no more than three.

Please list other scholarly conventions attended in last five years (use abbreviations).

I have:

[ ] Served on the following OAH Committees:

[ ] Conducted research at a Presidential Library:

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Pro-Cite: A Powerful Bibliographic Program

From page 13

Which brings us to the question of price. While most of us have to create a bibliography from time to time, how many historians will really get their money's worth, all $399, from what is essentially a librarian's dream machine? If you do not do that much writing or rarely deal with large bibliographies, there may be no need for you already own a good database manager or even a sophisticated work-processing program, such as WordPerfect, you can probably adapt it for bibliographic purposes. If, on the other hand, you do not have this kind of software, you could use Pro-Cite as your gateway to realizing how pervasive and powerful the myths are and how much more they inform us about today's West than the cherished events of a century gone by.

William Lang is editor of Montana: The Magazine of Western History.

Minority Report

A supplement to this issue of the Newsletter contains the "Report of the Ad Hoc Committee on Minority Historians." The Organization of American Historians will soon publish a slightly longer version of this report in pamphlet form and make it available to departments of history.

OAH/FIPSE

Pro-Cite is a general, all-purpose text database manager. The Pro-Cite/FIPSE bibliography, History in Context, for example, is indexed with over sixty terms. As a result, you can rapidly search the entire database of 1000 entries for all citations dealing with "careers" [for liberal arts students] but NOT "careers," [in the history of ideas]. Pro-Cite can quickly edit the results of the search, print it out or save it to disk.

For a sort, you may combine up to three fields with an unlimited hierarchy. For example, I can separate the journals from the books and then produce a listing of articles by periodical and historical period. This makes proofreading of the entries in the library very easy.

Pro-Cite will also allow you to create automatically an index based on authors, titles, index terms or key words and will print out the results either with full citations (as defined by a specific format style) or by citation numbers. As a result, History in Context has been printed in two parts: the full citations listed alphabetically; and the list of index terms and relevant citation numbers arranged under them.

Files are easily merged and can be quickly alphabetized and renumbered. Duplication of citation entries is automatically prevented. The Pro-Cite has a "foreign language character set" included in the program.

The value of Pro-Cite can be extended if you buy Personal Bibliographic Software's Biblio-Link program. This will enable you to download files from OCLC, RLIN, DIALOG, and BRJ. These files can then be manipulated by Pro-Cite.

Finally, you can use Pro-Cite to generate automatically a bibliography or even the footnotes of a chapter or a paper. The word-processing text must first be transmitted into an ASCII file.

Moreover, Pro-Cite will only recognize a reference if it is in a specific form such as "[Author, Date]." The program matches the in-text references against your bibliographic database and will produce a list of citations that may be automatically formatted for either bibliographic or footnote style.

Let's say the previous example is too complex as Pro-Cite must have some drawbacks, and if illibale software reassures you that God, not Superchip, rules the Universe, then you can relax, there are some bugs in the program. The delete key does not work properly in the "punctuation style" part of Pro-Cite. So if you make a mistake, you may have to bail out and start again from scratch.

Although not a bug, it is impossible to do any global "search and replace" routines in the database. As a bibliography grows, index terms, for example, have a strange habit of evolving and it would be very handy to be able to change "computers" to "computer" with just a few key strokes, instead of "by hand" on each relevant entry.

In their overzealous attempt to copy-protect their software, the makers of Pro-Cite have seriously hampered the honest user if he or she is using a hard disk. Although designed for IBM PCs and compatible, you may have problems installing it on hard disk, depending on make of computer or the version of DOS that is being run. Once installed, the "fingerprint" that protects the software may disable some of the routines you have on disk. For example, we can no longer run Norton Utilities on the IBM PC. Moreover, the same "fingerprint" prevents you from running Pro-Cite on more than one hard disk at a time (or from loading it on hard disk and then running it on a disk drive). So when our PC is down, Pro-Cite is no longer available to us.

OAH Newsletter

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"Legacies," An Aural History

Ellen K. Rothman

In the spring of 1987, public radio stations around the country broadcast "Legacies," a series of eighteen thirty-minute programs on the history of women and the family in the United States from 1607 to 1870. This summer, cassettes of "Legacies" will arrive in college and public libraries; and in the fall, college and high school faculty will begin using the programs as a resource for teaching U.S. history, women's history, Women's Studies, American Studies, and sociology. By the spring of 1988, colleges and universities will be offering "Legacies" as a three-credit independent study or correspondence course. "Legacies" was funded by The Annenberg/Corporation for Public Broadcasting Project as part of its fifteen-year effort to support use of telecommunications technology to enhance higher education. The technology we chose was radio.

Over a period of twenty-eight months, Elizabeth Pleck and I worked with independent radio producers Christian Egloff and Jay Allison to develop the largely untapped potential of a "medium--radio--to expand the audience for the "new" social history.

Most people assumed that we chose radio for reasons of economy. Audio production costs are a fraction of film or video, but for historians radio has other advantages. The visual record before the development of photography is extremely limited. One could take a dramatic rather than a documentary approach, but the complexity and costs involved in 'doing it right'--and getting to look right--would make a telecourse version of 'Legacies' prohibitively expensive. With radio, the challenge is to stimulate listeners to imagine the people, events, and ideas they are hearing. When the challenge is met, the result is as vivid an experience as one ever gets from watching television.

Whatever the virtues radio as a medium for teaching history, it imposes certain problems.

1. How would we choose our stories?

We were interested in assembling a gallery of aural portraits of "Great Women." We were committed to giving voice to the voiceless and (to further complicate matters) to weaving together women's history and family history. Each program had to develop ideas and yet not have the feeling of television's "talking heads." Collectively, the eighteen half-hour programs had to cover the major issues in the field: Republican Motherhood, the Cult of Domesticity, sex roles on the Overland Trail, the separation of home and work, the structure of the slave family, etc.

We decided that one model, no matter how ingenious, would not serve our needs. Each topic raised its own problems and required its own solutions. Sometimes we allowed ourselves to tell one story. In other programs, we told two stories, as when a contrast between A and B or a transition from A to B was central. For example, in the first program, we juxtaposed the stories of settlement in Virginia and Massachusetts...
OAH Committee Annual Reports, 1986-87

Committee on Access to Documents

The committee met on Friday, April 3, as scheduled. Dr. Page Putnam Miller, director of the National Coordinating Committee for the Promotion of History, joined us at the chair's request. Dr. Miller briefed us on the activities of her organization in general and on the new FOIA guidelines in particular. The committee agreed that these new guidelines were barriers to access to documents and open information. The committee adopted the following positions:

1. It passed unanimously the draft resolution on declasification policy.

2. It recommended that the OAH Board draft an appropriate letter to the relevant Congressional Committees protesting the new regulations. The letter should state that these new regulations would severely curtail legitimate academic research.

3. It approved the idea of developing a network of historians in Washington D.C. who would serve as an informal liaison committee with government agencies associated with access to documents issues. (Anyone interested in participating in such a group should contact Marty Sherwin.)

4. It concluded that this committee was not the appropriate committee to be responsible for the preservation of historical documents issue.

Submitted by Martin Sherwin, Chair

Report of the Delegate to the American Council of Learned Societies

The American Council of Learned Societies has succeeded in endowing permanently its central fellowship and grant programs. ACLS President Stanley N. Katz announced completion of this fundraising goal during the ACLS's annual meeting April 23 and 24, 1987, in Washington, D.C. At the same meeting, the ACLS took initial steps toward defining a national policy on preserving historical and cultural records.

Funds from the Ford, Andrew W. Mellon and Rockefeller foundations, together with a challenge grant from the National Endowment for the Humanities, will permit the ACLS to fund fellowships and grants from permanent endowment beginning in 1991. Support from the Carnegie Corporation, Pew Charitable Trusts and the Mellon Foundation will sustain the program until 1990. Katz noted that fellowships would offer support to the same number of scholars at about the current level of stipends.

Addressing the problem of deteriorating books, manuscripts and other records in the American's libraries and archives, Katz also urged constituent societies (like the OAH) and their delegates to produce position papers on issues of preservation. In concert with the societies, the ACLS will begin September 30 to establish an agenda of needs and priorities in preservation.

Submitted by David F. Allmendinger, Jr., OAH delegate to the ACLS

America: History and Life Committee

Publishers received announcements from the OAH office in August, setting a September 1 deadline. Because we received very few submissions, I wrote a second letter to all the major journals, urging editors to nominate articles by November 15. In the end, we considered 45 articles, almost all of which were nominated by editors. I asked each committee member to vote for three articles, ranked in order of preference and with rationales. I circulated copies of the results and asked the committee to vote again, considering the top eight articles. I solicited these votes by telephone, tabulated the results, then called each committee member again to confirm our final choice.

I would offer the following suggestions, based on our experience and on conversations with Pam Byrne, ex officio member from ABC-Clio, and David Thelen, editor of the JAH.

1) The criteria for the award should be clarified. The current phrasing—"to recognize new scholarship in developing fields by historians in both the public and private sectors"—is too vague. As a number of people commented, all good scholarship is "new" and most fields are "developing." ABC-Clio apparently had in mind "cutting edge scholarship," articles that take a new look at conclusions that have become commonplace, that adopt new perspectives rather than elaborating old ones. That seems fine to me, but we need to think of a way to convey that goal more clearly. I would also suggest that future committees make special efforts to encourage the submission of articles published in non-mainstream journals.

2) The award should be publicized much more widely. I suggest that the OAH place notices in various journals and newsletters in advance of the deadline for submissions.

3) I would suggest—most strongly—that we encourage individuals to submit their own articles as well as articles by others. Relying on submissions by journal editors raises a host of problems. To name but two: We received numerous nominations from some journals, none from others. We were at the mercy of editors' preferences and blind spots and may have overlooked some meritorious work.

4) Finally, I want to pass along David Thelen's concern about the deadline for submissions. He feels that an early fall deadline places articles published in winter issues at a serious disadvantage.

Submitted by Jacquelyn Hall, Chair

The Erik Barnouw Award Committee

In this the fifth year of the Barnouw Award, the committee unanimously voted against making an award. A summary of the Barnouw Committee's activities follows. Entries for the award closed December 1, 1996, with a total of eleven submissions. Individually two or three stood out as significant accomplishments in the presentation of historical subjects, stories and themes on film and video. On the whole, however, the pool of entries was not as impressive as in past years. Eight were submitted by public television stations—six documentaries, one instructional, and one dramatic mini-series. The remaining three, a series of television historical spots (1 minute each), a documentary and an edited televised conference, were submitted by independent producers. Regrettably, there were no submissions from the commercial networks or major independent producers whose works are regularly seen on PBS (e.g., Frontline producers who have entered in past years).

The committee deliberated on the award in a conference call on January 30, 1987. It became evident early in the discussion that the members would not have an easy time in considering the Barnouw Award on any of the entries; making comparisons was difficult given the disparate entries. Overall, the quality of film or video production, which varied greatly, was not impressive. While some programs reflected seriousness of purpose and professionalism in scripting, camerawork, settings,
I should be represented by a cash OAH award. It disposed of three major items.

4. Collect a modest fee of $25
5. In addition to the award
7. Revise the Barnouw Award... did not. As for broadcast, only a ward and attract entries of the one entry had

I. history of the Constitution. They hoped they will strengthen the awareness and prestige of the award, provided the level of recognition as publicity

Recommendations to the OAH Executive Committee:
1. Expand mailing lists
2. Increase Award publicity
3. Give consideration to establishing two awards, one for documentary/doc-drama and one for dramatization (30 to 60-minutes in length or longer.
4. Collect a modest fee of $25 to cover the OAH Award Committee with operating funds.
5. In addition to the award certificate, the Barnouw Award should be represented by a cash award.
6. Screen the Barnouw-Award winning program at the OAH's annual meeting.
7. Revise the Barnouw Award "Call for Entries" to describe: the Barnouw-Bicentennial Award; award criteria (summary or highlights); submission procedures; deadline for entries; and date of award ceremony.

Submitted by Ruth Christensen Sprott, Chair

Ad Hoc Committee on the Bicentennial of the Constitution

During the past year the OAH Bicentennial Committee has disposed of three major items. It has sent to the OAH offices a collection of documents entitled "The Organization of American Historians' Documents of United States Constitutional History, 1787-1789" which was prepared under the direction of William Wiecek and Paul Finkelman, consists of more than 100 pages of the most important documents related to the history of the Constitution. It will be available through the OAH Bicentennial Committee has also made a proposal to a major publishing house to publish by 1991 a series of short books on the history of the rights and liberties in America. Finally, the Committee worked with the ERIC Clearinghouse for Social Studies and Social Science Education on the possibility of dramatizing the Federalist Papers: Supplements to High School Course in American History, Government, and Civics, which was prepared by John J. Patrick and Clair W. Keller.

The Committee thanks Joan Hoff-Wilson and the staff of the Bicentennial office for their assistance.

Submitted by Kermit L. Hall, Chair

The Binkley-Stephenson Award Committee

The Binkley-Stephenson Award Committee met by mail and by telephone during late January, early February, 1987. The Committee considered seventeen titles, two research notes, three "perspectives," and a review essay from the four issues of the Journal of American History for 1986. The Committee was impressed by the very high quality of the Journal's articles and considered four of five articles to be unusually good. Eventually, committee members selected Jacquelyn Dowd Hall's "Disorderly Women: Gender and Labor Militancy in the Appalachian coalfields, 1926-1936" (September, 1986) as the Binkley-Stephenson winner for 1986. The Committee felt that "Disorderly Women" was an excellent example of innovative research with good writing and that it made an important contribution to the field. Thomas J. Pextony leaves the Committee after a three year term. The remaining members would like to thank him for lending us his time and good judgment.

Submitted by Paul Lucas, Chair

The Avery F. Craven Award Committee

Twenty-one books were submitted for the award. Most of them arrived (either as finished books or as written decisions) before the September 1 deadline, but I did receive telephone calls from three or four publishers asking if we would accept books or proofs submitted a few days to a few weeks after the deadline. I thought it would be a good reason for the book's tardiness, so I approved late submission. This worked no hardship on the committee, which had barely begun its work of reading the books by September 1 in any case, and did not feel the need to have the Christmas-New Year's holidays. I would recommend that in the future, October 1 would be a reasonable deadline, especially given the summer vacation schedule of publicity directors, etc., of publishers, which makes a September 1 deadline difficult.

I suggested to my colleagues in the Committee that we read the books without consulting each other, in order to arrive at independent evaluations of the merits and avoid being influenced by each other's initial reactions. My colleagues accepted this suggestion. On January 5, 1987, we each wrote a letter to the other committee members listing our first five choices for the award, and our reasons for ranking them thus. My hope was that we would agree on a number one; my expectation was that we would have some disagreement in ranking the top three or four, and some we would both be satisfied with by telephone and/or letter to arrive at a consensus. As it turned out, we agreed with virtual unanimity in the number one, but quite eccentric about the top three or four, on which there was close agreement in our rankings.

Submitted by James M. McPherson, Chair

The Merle Curti Prize Committee

One-hundred ten books were nominated for the 1987 Merle Curti Prize. Although some of these--perhaps a dozen--were not "intellectual history," even by the most liberal definition, the remaining were eligible for the award and received the appropriate selections. The committee sometimes made some initiative in making sure that eligible books were nominated: if an obviously eligible book had not been nominated, the committee sometimes informed the publisher of the committee's potential interest in the book. Such overtures produced several of the strongest candidates for the prize, especially those written by scholars who happen not to be members of departments of history (publishers tend to exclude university presses holding studentship as well). In the committee's collective opinion, the quality of work published in this field during 1985 and 1986 was quite high. At least a half-dozen of the submissions were worth-while of an award, and another two or three dozen were judged by the committee to be substantial contributions, offering new insight in the continuing vitality of the field. The three members of the Committee (Daniel W. Howe, Barbara Sicherman, and David A. Hollinger, Chair) corresponded about the books throughout the year, but about 25 books had been eliminated from further consideration. The Committee then met at both the AHA meetings, to discuss at length the remaining candidates. Most of this discussion focused on a handful of books, but the correspondence had received especially strong support from at least one member of the committee. At this meeting, two finalists were selected; the members of the committee reviewed these two books, and concluded deliberations by phone in mid-January, 1987.

Submitted by David A. Hollinger, Chair

Committee on the Status of Minorities in the Historical Profession

At its first meeting held on April 3, 1987, the Committee on the Status of Minorities in the Historical Profession considered the recommendations made by the ad hoc committee chaired by Professor Neil Irwin Painter and decided to ask the
The Pelzer Committee

The Pelzer Committee for 1987 read and evaluated eleven manuscripts submitted for the Louis Pelzer Memorial Award, an award for the best essay for a graduate student for the best essay in American history. The prize of $500, a medal, and publication of the essay in the Journal of American History was awarded for 1986 to Gordon H. Chang of Northwestern University for his essay, "JFK, China and the Bomb." Based on extensive research in classified documents, Chang explores how an obsessive fear of Chinese development of nuclear weapons led President John F. Kennedy to pursue closer ties with the Soviet Union. Chang argues that Kennedy's overtures to the USSR included the limited-scope treaty and peaceful attempts to persuade the USSR to acquiesce and even join in military action against the Chinese attack on Formosa.

Committee members rated the submitted manuscripts on special forms which the editor of the Journal of American History may adopt. Faculty in charge of the committee met by conference call to discuss the committee's final decision. Joan Ruben leaves the Committee this year and Ricardo Gonzalez-Castillo of San Diego State University becomes the newest member. Submitted by David Thelen, Chair.

The Program Committee

The Program Committee encourages the leadership of the OAH to continue efforts to produce special sessions on minority history or to increase the coverage of minority history in all panels. A large number of panels either honored the Constitution's bicentennial by treating its role in American life, or addressed the meaning of "dissonance." President Leon Litwack's choice of a theme for the meeting was, in addition, a particularly striking opening night event, a celebration of music featuring Pete Seeger, Joanne Hichens, Tracy Nelson, and Dianne Davidson. Special support from the OAH and the University of Pennsylvania, and the Center for the Study of Southern Culture made it possible, as did the generosity and the performers themselves, who were willing, at some sacrifice, to appear before an audience that may have been as small as the members of the programs. We also had unusually high representation of minority scholars, with representation on approximately one-fourth of the sessions.

Probably the greatest single source of conflict caused by our activist posture was the selection of commentators. Reports of their importance to the success of several sessions, notwithstanding our efforts to enlist participation from minority scholars, were reported to us by staff members. Our belief that Program Committees ought to ask proposers of panels only to recommend commentators, making clear that the final selection should rest with the Committee, was not successfully carried out. Another consequence of the program's activism has been an untended strain on the OAH policy of requiring non-historian participants to pay the convention registration fee. Waiving the fee means a loss of revenue, but charging it discourages truly interdisciplinary work. In many instances, imposes a burden on people who would not ordinarily attend an OAH meeting, whereas appearing as a commentator or a session, and who generally have little or nothing to gain in professional terms. We appreciate the sensitivity of Joan Hoff-Wilson, Mary Belding, and the Executive Board, and the Executive Committee in dealing with the issues inadvertently raised by the above-average number of non-historians on our program. We hope that the relief we have continued to offer in balancing the Organization's need for income to defray the costs of the convention with a Program Committee policy which includes men and women from other professions who can contribute to our understanding of the past.

On one troubling issue we did not act. We were faced with the question of whether to remove from the program a person involved in a breach of academic ethics. We decided against this action for a variety of reasons, among them the absence of clear guidelines and procedures. Our committees have apparently had to deal with similar cases, we recommend that the Executive Board establish some guidelines to which a scholar might be barred from appearing at any meeting. A new white matter is deeply disturbing, because it raises, on the one hand, the matter of maintaining professional integrity, and on the other, a specter of censorship and of conviction without due process that no believer in academic freedom relishes.

We do not want to end our report on such a depressing note. At its annual meeting, we were deeply disturbed, at times of great optimism, about a profession that could explore America's triumphs as well as tragedies, while the spirit and vitality that once came from the crowded rooms, inevitable broken sessions, occasional attempts to reach the participants, President Litwack, the performers who unselfishly contribute to the OAH staff (particularly Mary Belding, the Convention Manager), and our committee, to produce programs with intellect, good judgment, and a sense of humor to the job. Anger over the size and many people either could not hear papers, or could only do so with great physical discomfort.

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We look back on the 1987 Annual Meeting of the OAH, American history, with pride, gratitude to those who made it a success, and relief to our activist posture. A large number of panels either honored the Constitution's bicentennial by treating its role in American life, or addressed the meaning of "dissonance." President Leon Litwack's choice of a theme for the meeting was, in addition, a particularly striking opening night event, a celebration of American music featuring Pete Seeger, Joanne Hichens, Tracy Nelson, and Dianne Davidson. Special support from the OAH and the University of Pennsylvania, and the Center for the Study of Southern Culture made it possible, as did the generosity and the performers themselves, who were willing, at some sacrifice, to appear before an audience that may have been as small as the members of the programs. We also had unusually high representation of minority scholars, with representation on approximately one-fourth of the sessions.

Probably the greatest single source of conflict caused by our activist posture was the selection of commentators. Reports of their importance to the success of several sessions, notwithstanding our efforts to enlist participation from minority scholars, were reported to us by staff members. Our belief that Program Committees ought to ask proposers of panels only to recommend commentators, making clear that the final selection should rest with the Committee, was not successfully carried out. Another consequence of the program's activism has been an untended strain on the OAH policy of requiring non-historian participants to pay the convention registration fee. Waiving the fee means a loss of revenue, but charging it discourages truly interdisciplinary work. In many instances, imposes a burden on people who would not ordinarily attend an OAH meeting, whereas appearing as a commentator or a session, and who generally have little or nothing to gain in professional terms. We appreciate the sensitivity of Joan Hoff-Wilson, Mary Belding, and the Executive Board, and the Executive Committee in dealing with the issues inadvertently raised by the above-average number of non-historians on our program. We hope that the relief we have continued to offer in balancing the Organization's need for income to defray the costs of the convention with a Program Committee policy which includes men and women from other professions who can contribute to our understanding of the past.

On one troubling issue we did not act. We were faced with the question of whether to remove from the program a person involved in a breach of academic ethics. We decided against this action for a variety of reasons, among them the absence of clear guidelines and procedures. Our committees have apparently had to deal with similar cases, we recommend that the Executive Board establish some guidelines to which a scholar might be barred from appearing at any meeting. A new white matter is deeply disturbing, because it raises, on the one hand, the matter of maintaining professional integrity, and on the other, a specter of censorship and of conviction without due process that no believer in academic freedom relishes.

We do not want to end our report on such a depressing note. At its annual meeting, we were deeply disturbed, at times of great optimism, about a profession that could explore America's triumphs as well as tragedies, while the spirit and vitality that once came from the crowded rooms, inevitable broken sessions, occasional attempts to reach the participants, President Litwack, the performers who unselfishly contribute to the OAH staff (particularly Mary Belding, the Convention Manager), and our committee, to produce programs with intellect, good judgment, and a sense of humor to the job. Anger over the size and many people either could not hear papers, or could only do so with great physical discomfort.

The Public History Committee

The Public History Committee met on April 3, 1987 at the Wyndham Franklin Hotel, with three guests also attending.

The Committee reviewed basic areas of interest and agreed that the presence of public history within the OAH was strong and growing stronger. There was general praise for nominations to the Executive Board and for nominations for the Journal, and newsletter. Committee members agreed to continue to serve as contacts with offices of the OAH and to serve as editorial consultants for the newsletter and journal. The Committee encouraged the leadership of the OAH to continue efforts made on behalf of public history by associations. The Committee includes public historians and those historians teaching public history courses in colleges and universities.
The Committee identified three issues of particular interest for the coming year: 1) to assess the accomplishments and future direction of the OAH Public History pamphlet series, especially to identify topics and authors for future publications in this series; 2) to monitor the completion of the OAH-FIPSE project regarding what steps OAH might take to improve and sustain this program, perhaps resulting in a resolution to the Executive Board for consideration at its November meeting; 3) to maintain contact with the historic preservation committees, particularly the National Conference of State Historic Preservation Officers and other national public preservation organizations. An active role for historians is needed during this next year when reauthorization of the National Historic Preservation Act is under consideration by Congress.

Submitted by Brent D. Glass, Chair

Convention Publicity Committee

This committee of one was ably assisted by the Organization’s Bloomingtom headquarters staff. We sought to attract media attention through thoughtful press releases and contact with correspondents for the national press and electronic media. We were aided in producing a convention brochure highlighting photographs of Philadelphia from Temple University’s Photographic Collection and the Urban Archives. Most importantly and fortuitously, Coretta Scott King chose the 1987 Convention to announce the appointment of her late husband’s papers. The conference received excellent coverage in the Philadelphia Inquirer, the New York Times, and a wire story on UPI.

Submitted by Elliott Shore, Chair

Committee on History in the Schools and Colleges

Almost all of the activity by the committee on History in the Schools and Colleges during the 1986/1987 school year was devoted to organizing Professional Day at the OAH annual meeting. This was the first year the committee had assumed this responsibility, and it became a learning year. Too much of the time was spent on getting the chair, not because others on the committee were unwilling to help but because the time factor made it exceedingly difficult to do so. Despite problems, however, a successful Professional Day was organized at the OAH meeting. Much of the success in identifying presenters and teachers came as a result of work by persons outside the committee. For example, at the Historical Society of Pennsylvania, Deborah Welch, History Teaching Alliance, John Kirke, and Sarah Bedard coordinated, Philadelphia Schools.

Plans for next year’s Professional Day are well underway. Unlike last year, members of the committee have assumed specific responsibilities. We also have established guidelines and procedures for participation. If the committee on History in the Schools is to continue planning Professional Day and other programs, the board ought to consider the makeup of the committee in making appointments. For example, an appointment should be made so that someone on the committee comes from the area where the OAH annual meeting is to be held. This person could serve as the program chair for Professional Day. The meeting of the committee plans to present several sessions on teaching. Two such sessions were held at this year’s meeting. They were well attended.

It is hoped that the Committee on History can continue to foster innovative sessions at the national meetings. For example, the Committee encourages the development of "vigilante sessions" in which participants register and purchase the paper in advance. The sessions would distribute the paper to each listener to someone read. A practical way to organize such sessions would be to require a fee, perhaps $2.00 to cover the cost of duplicating and mailing the papers.

The OAH needs to expand its role in promoting the teaching of history. How should American History be organized for the future? What level of challenge to the profession? If historians were asked to devote five lectures to their American History curriculum, what topics would be taught and where during the course would the topics be taught. The profession must address and improve upon these kinds of questions if it wants to influence history teaching at elementary and public school levels. Perhaps the answer to the above questions will become a regular feature of the OAH Magazine of History by encouraging elementary and secondary teachers to identify the essentials of various themes in American History. In some ways, that is what Professional Day has attempted to do: to bring teachers and scholars together to discuss the Whys of history: What, Why, When, and to Whom.

Submitted by Claire W. Keller, Chair

Organization of History Teachers

At the OAH meeting in Philadelphia, the Organization of History Teachers was founded to achieve recognition of the need for affiliation with the OAH and AHA. This new organization grew partly out of the initiative of OAH to reach out to secondary teachers. The Rockefeller Scholarships brought teachers to OAH conventions; OAH professional ways to build wider networks; and the OAH Magazine of History has provided a forum for many concerns. The joint sponsorship of the OAH, AHA and NCSS of History Teaching Alliances has found that teachers have a strong interest in professional activities. Approximately 40 teachers and interested others met at the Wyndham-Franklin Plaza at 6:00 p.m. on April 4, 1987. The meeting had been arranged through the OAH by Jack Larn er, Denny Schilling and Marjorie Bingham and was opened by Bob Umiker and Larner and Bingham. There was considerable discussion of the purposes of founding such an organization, particularly with regard to its influence on secondary teachers. The Committee encouraged the formation of History Teachers was founded to address the need to "teach better," at all academic levels, and to "teach history better," at all academic levels. The formation of any organization is always an exciting and perplexing event. The organization of History Teachers will have difficulties as it grows, but it will also have an opportunity to foster innovative sessions at national and professional committee meetings. It is hoped that the organization will become a regular feature of the AHA and OAH conferences. The organization will attend the next meetings at AHA in Washington and the OAH in Reno.

Submitted by Marjorie Bingham, Chair

Committee on the Status of Women in the Historical Profession

The Committee met only once at the annual meeting of the OAH in Philadelphia. During the rest of the year, the majority of the business of the Committee was carried out by mail.

I. Annual Meeting. The Committee planned a number of events which it hoped would foster the interests and advance the status of women in the profession.

A. Business meeting open to all interested OAH members.

A. A cocktail reception which provided an opportunity for informal socializing, networking, and discussion of issues. This was co-sponsored by the
Women Historians of the Midwest, the Southern Association of Women Historians, the Women Historians of Greater Cleveland, UNYWHO, and CCWH/CGWH.

3. A breakfast meeting of women in the historical profession at which the guest speaker was Mary Berry, Professor of History and Law at Howard University and a member of the United States Commission on Civil Rights.

The Committee did not sponsor any special workshops or panels for this convention. However, a number of excellent panels concerning women's issues were part of the 1987 convention. Including the women historians' breakfast, ten sessions at the Philadelphia conference were devoted exclusively to the history of American women; numerous other panels contained papers which also addressed this topic. It is hoped that such a situation will continue and that future OAH conventions will include numerous sessions in which women are both participants and subjects.

II. Report on the Status of U. S. Women Historians

In May 1986 the OAH Newsletter published a report by this Committee entitled, "Assessing the Past, Looking to the Future: A Report by the Committee on the Status of Women in the Historical Profession." This report was the culmination of three years of work on the part of members of the CSWHP. In fall, 1987, approximately 1000 copies of this report will be published in pamphlet form and made available to interested individuals. Working with a limited budget, the Committee is now studying how best to distribute this pamphlet to departments, foundations, libraries, and the like. Ideally, the Committee would like to send the report to all History Departments and other organizations listed in the AHA Guide to Departments of History.

Attached to the end of the report was a list of recommendations which the CSWHP hoped the OAH Executive Board would act upon. The Board has indicated that the Committee should prioritize its requests, especially since considerable expense would be involved in the implementation of some of them. The Committee believes that little, if any, expense would be involved in the implementation of resolutions 1, 6, 7, and 8; implementation procedures for the other resolutions are currently undergoing discussion. The Committee feels that detailed studies of the career patterns of recent Ph.D.'s in history must be carried out. This is not a feminist issue, but rather one which affects the profession at large.

III. A Code of Ethics on Sexual Harassment:

During 1985-1986 the CSWHP drew up a code of ethics on sexual harassment which was presented to the Executive Board for adoption. At its November 1986 meeting in Charlotte, the Board accepted without amendment these guidelines and they have since been published in the OAH Newsletter.

The Committee urges the Board to consistently encourage departments of history to abide by them.

IV. Other Activities:

Several other issues came before the CSWHP this year. In February 1987 the American Studies Association suggested that women members of the OAH participate in answering a questionnaire surveying women academics about their working conditions. The OAH complied with this request and results from the poll have begun to accumulate. The Women's Committee regrets that this survey lacks demographic questions about respondents and that it appears to be directed mainly at married women with young children.

Still, the data thus received is richly informative. The Committee is proceeding with its plans to devote a session at the 1988 Annual Convention in Reno to discussing the questionnaire and what its findings suggest about the lives of women in academe.

Also of interest to the Committee has been a spate of recent publicity on the issue of the seeming overabundance of women students at universities across the country. The Committee is deeply concerned about the ramifications of such publicity, has discussed the matter, and is carefully monitoring the situation. It does not feel that it should take action at this time. If need be, it might join with other professional women's groups to come up with a joint statement condemning attempts to limit the number of women enrolling in graduate and undergraduate programs in the United States.

In responding to a suggestion made to it, the Committee is recommending the addition of graduate student representation to the group. It expects to ask for OAH Executive Board approval at its next meeting in November.

In conclusion, the CSWHP is an active and busy committee. Through concern for women students, the status of women professionals, and the quality of life on American campuses, the Committee is showing its continuing concern for women's issues and is remaining true to its mission to safeguard the interests of women in academic life.

Submitted by Marian Strobel, Chair
Professionals Opportunities

Bates College

Bates College tenure track position at instructor or assistant professor rank depending on status of Ph.D. degree. Teaching load equally divided between U.S. 20th century political and diplomatic history and Latin American, surveys and upper level courses in both. Bates College, a co-educational, undergraduate institution, is an Equal Opportunity Employer. Interviews at the AHA meeting in Washington, D.C., in December. Send full credentials to John Cole, Chair, History Department, Bates College, Lewiston, ME 04240. Deadline, December 1, 1987.

University of Wisconsin-Madison

Tenure-track position at assistant professor level, beginning July 1989. Ph.D. and research specialization in Women's History required; teaching experience in Women's History or Women's Studies preferred. Candidate generally consists of one undergraduate lecture course and one graduate seminar per semester. Candidate will participate in direction, teaching and advising in Graduate Program in Women's History, which is part of History Department. Salary competitive. Send letter of application, c.v., three references and letters of reference, and sample chapter or printed article to Dr. Miriam R. Levin, MFHAPP, One Wisconsin Street, South Hadley, MA 01075; telephone (413) 536-1385. AA/EOE.

Minnesota Historical Society

The Minnesota Historical Society seeks Deputy Director of Interpretive Programs to manage the state museum, historic and prehistoric sites, the state's historic preservation program, services to schools and local historical organizations, and the MHS Press, publisher of trade and scholarly books. Responsibilities include planning and implementation of museum program for major new state history center. Advanced degree in history or related field (or equivalent experience) and experience in managing major historical programs required. Salary and benefits are commensurate with experience. Application deadline: October 9, 1987. Send letter of application and resume to Patricia Gaarder, 1500 Mississippi Street, St. Paul, MN 55101. EEO/AA employer.

Activities of Members

Richard A. Baker has won the Forest History Society's 1986 Hall Award. Director of the U.S. Senate Historical Office, he wrote "The Conservation Congress of Anderson and Aspinall" for the Journal of Forest History.

Gabor S. Boritt was appointed Robert C. Flusher Professor of Civil War Studies at Gettysburg College. The College built on a challenge grant of $100,000 to establish a South-funded chair in Civil War history anywhere.

William J. Gilmore, associate professor at Stockton State College, was awarded a Fulbright Senior Teaching Fellowship for 1986-87 to teach American History at Thammasat University, Bangkok, Thailand.

The Chahtaqua Institution has published Alfred L. Irwin's Three Taps at the Gavel: Pledges to the Future.


Michael Kammen, Newton C. Farr Professor of American History and Culture at Cornell University, received the Francis Parkman Prize, awarded annually for the best book published in the previous year in American history. The Prize honors Professor Kammen's "A Machine That Would Go Of Itself: The Computer in American Culture," published by Alfred A. Knopf.

Thomas Jay Kemp, Assistant Director of the Poplo Library in Southport, Conn., was elected President of the American Society of Indexers. Mr. Kemp represented ASA at the Society of Indexers 1987 Conference in England.

Phil Alpha Theta, the international honor society in history, has awarded James I. Matray's book, The Reluctant Crusade: American Foreign Policy in Korea, 1941-1950, the best book published by a member of the Society as their first book in the field of history. Matray is Assistant Professor at New Mexico State University.

Christopher McKee, Professor and Librarian at the University of Iowa, has been awarded the U.S. Navy History Prize by the U.S. Naval Historical Center and the Naval Historical Foundation for the best article on the history of the United States Navy published during 1985. "The Pathology of a Profession: Death in the United States Navy Corps, 1797-1815" appeared in War and Society, published at the University of New South Wales, Australia.

Randall M. Miller has been named editor of the Pennsylvania Magazine of History and Biography, published at the History and Museum Commission, Harrisburg, Pennsylvania. He was previously editor of the New York History.

The program committee for the 1988 conference of the Western History Association, which will be held in Wichita, Kansas, October 11-14, welcomes proposals for sessions. Those dealing with new trends and resources and interests of renewed interest in the western history will be particularly welcome, as will submissions by non-teaching historians. A brief summary of prospective papers, with a short paragraph on each presenter, chair, and commentator(s), should be sent by September 1, 1987, to committee chairman, Judith Austin, Idaho State Historical Society, 610 N. Julia Davis Drive, Boise, ID 83702-7695.


The Sonneck Society for American Music is inviting papers for its National Conference at Shaker Village and Center College in Kentucky on April 13-17, 1988. Send inquiries and ms.
The Southern Historical Association will meet with the Southwestern Social Science Association in Houston, TX, on March 23-26, 1988. Proposals for papers or sessions in U.S., European, Asian, Latin American History are encouraged. Proposals for complete sessions are especially encouraged and must be received by October 1, 1987. Selected papers delivered at the conference may subsequently be published. For additional information, contact James P. Walsh, Program Chair, History Department, Central Connecticut State University, New Britain, CT 06050.

The Southwestern Historical Association will meet with the Southwestern Social Science Association in Houston, TX, on March 23-26, 1988. Proposals for papers or sessions in U.S., European, Asian, Latin American History are encouraged. Proposals for complete sessions are especially encouraged and must be received by October 1, 1987. Selected papers delivered at the conference may subsequently be published. For additional information, contact James P. Walsh, Program Chair, History Department, Central Connecticut State University, New Britain, CT 06050.

The Long Island Studies Institute at Hofstra University invites papers for its June 10-11, 1988 conference entitled "Robert Moses and the Planned Environment: Innovation in the American Tradition." A book, emphasizing the will of Moses' plan of development on Long Island, but there is also interest in an historical and comparative perspectives on his work. Papers should run 20 minutes. Abstracts, in triplicate with curriculum vitae, must be received by October 1, 1987. Final papers in duplicate are due March 1, 1988. Selected papers will be published. For information, contact Joann P. Krieg, Chair, Moses Program Committee, English/American Studies, Calkins Hall, Hofstra University, Hempstead, NY 11550; telephone (516) 460-5456.

The Naval Historical Center will host the annual meeting of the American Military Institute on April 7-9, 1988, at the Washington Naval Yard, Washington, D.C. The conference theme is "Technology, Power and Sea Power." Send proposals for papers to AMI Conference Coordinator, Naval Historical Center, Box 57, Washington Naval Yard, Washington, D.C. 20374, before October 1, 1987.

The Society for Historians of American Foreign Relations invites papers and panels for its 1988 conference at The American University in Washington, D.C., June 9-12, 1988. Fully assembled sessions are preferred, but individual submissions will be also considered. The committee will be interested in papers discussing topics such as diplomatic history, economic history, military history, and the history of American foreign relations and the American government. They will also consider proposals for special sessions on other topics. Send proposals to Dr. John E. Matteson, Program Chair, World History Program, The American University, Washington, D.C. 20016.

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tory in German Film" to be held in Chicago, October 20-22, 1988.

The American Film Studies Association announces its fall meeting will be held at Claremont Graduate School, P.O. Box 4348, Claremont, CA 91711.

Earnest and leisurely presentations are invited on all aspects of labor history and industrial relations. For details contact, John W. Larner, Pnn State Altoona Campus, Altoona, PA 16601; telephone (814) 946-4321, ext. 63. (No deadline mentioned.)

The National Historical Publications and Records Commission (NHPRC) and the American Historical Association announce jointly funded fellowships in archival administration for the 1988-89 academic year. The application deadline for this fellowship is October 1, 1987. Applications will be chosen in October 1987. Individual fellows will be chosen on the basis of ability and applicants must have had at least three years experience in archival work and graduate study involving research. Applicants must request guidelines and application forms from the NHPRC, NPR, National Archives Building, Washington, D.C. 20408; telephone (202) 5235386.

The Committee on Scholarly Communication with the People's Republic of China announces a National Program for Scholarly Exchange for the 1988-89 academic year. The Graduate and Research Programs offer opportunities to graduate students, teachers, and scholars in the arts, sciences and humanities to conduct long-term research in China. The visiting Scholar Exchange Program is designed to provide short-term programs which offer opportunities to American scholars and students, as well as to those from China, to search in and invigorate nominations of Chinese scholars to come to the U.S. The applications deadline is January 1, 1988. For applications write to CSPRC, The National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418; telephone (202) 334-2718.

The Gilbert Chinard prize awards are made jointly by the Society for French Literature and the Institut Francais de Washington for distinguished scholarly books or manuscripts in the history of France-American relations by Canadian or American authors published during the previous year. The prizes in any one category may be renewed for a second year. Fellowships for 1988-89 must have received the Ph.D. between January 1, 1983 and December 31, 1983. The stipend will be $27,500, one half for independently conducted research, and the other half supporting teaching in the undergraduate general education program. Application forms can be obtained by writing to the Director, Society of Fellows in the Humanities, Heyman Center for the Humanities, Box 100, Central Mail Room, Columbia University, New York, NY 10027. Deadline for receipt of completed application forms is October 15, 1987.

The Rockefeller University will make grants of up to $1500 for graduate students or postgraduate scholars of any discipline who are engaged in research requiring use of the historical collection of the Rockefeller Archive Center. The size of the individual grants is dependent upon travel, temporary lodging, materials, books, and other expenses incurred. For more information and a copy of the application form, write to Kent Mulliken, Assistant Director, National Humanities Center, Alexander Drive, Research Triangle Park, NC 27709. Applications must be postmarked by October 15, 1987.

For further information, write to Dr. W. Warner, Associate Director, Stanford Humanities Center, Mariposa House, Stanford University, Stanford, CA 94305-6630.

The American Society of Church Historians announces the Frank S. and Elizabeth D. Brewer Prize of $2,000 to assist a scholar in publishing a book-length manuscript on church history. The winning manuscript shall be published in a manner acceptable to the Society. Complete application forms must be received by William B. Miller, 305 East Country Club Community, Ann Arbor, MI 48105, by December 15, 1987. The award will be announced at the spring meeting of the Society in 1988.

The Columbia Society of Fellows in the Humanities will appoint postdoctoral fellows in the humanities for the academic year 1988-89. The Society wishes to announce the annual application deadline of October 1, 1987 (postmarked), for project proposals. Applications must be postmarked by October 1, 1987. Fellowships may be renewed for a second year. Fellowships for 1988-89 must have received the Ph.D. between January 1, 1983 and December 31, 1983. The stipend will be $27,500, one half for independently conducted research, and the other half supporting teaching in the undergraduate general education program. Application forms can be obtained by writing to the Director, Society of Fellows in the Humanities, Heyman Center for the Humanities, Box 100, Central Mail Room, Columbia University, New York, NY 10027. Deadline for receipt of completed application forms is October 15, 1987.

The National Humanities Center awards 35-40 fellowships for advanced study in history, literature, philosophy, and all other fields of the humanities. Fellows pursue their own research, and while at the Center, generally during the academic year. Fellows spend a writing residency at the Center the following year. The stipend will be $25,000, with $7500 of this amount awarded for books, manuscripts, or other scholarly work. Additional support of $250 is for unpublished book-length manuscript, generally by a younger scholar. Deadline for the 1987 award is December 15, and five copies of each extrad will be sent to Professor John McVaugh, Haight Jr., Chairman, John Paul and Josephine Peddie Prize Committee, Department of History, Magdalen #9, Lehigh University, Bethlehem, PA 18015.
The New York State Commission on the Bicentennial of the United States Constitution and the New York State Historical Association will cooperate in a scholarly article contest relating to the bicentennial of the United States Constitution. A purse of $50 will be offered to four essays that will be published in a bicentennial issue of New York History in July 1988. Entries are due by January 15, 1988. For further information, contact Wendell Tripp, New York State Historical Association, P.O. Box 800, Cooperstown, N.Y. 13326.

The John Carter Brown Library, after fifteen short-term fellowships each year, extending from one to four months, with monthly stipends of $800. The Library, funded by the President and the Trustees, offers five short-term fellowships extending from six months to a year, with a monthly stipend of $27,500 or a six-month stipend of $13,750. Recipients of fellowships each year, extending from March 1, 1987 to December 31, 1987. For more information, contact the Library, 140, Providence, RI 02912.

The American Antiquarian Society, in order to encourage research in its library, will award qualified scholars a number of short and long-term Visiting Research Fellowships in four categories during the year June 1, 1988 to May 31, 1989. One category is supported (from the NEH) for six to twelve months' residence at the Society, while the other three categories are supported for three months' support. Research Associate status (without stipend) will be available to qualified applicants. Through an arrangement with The Newberry Library, AAS encourages applications for joint fellowship tenure in both Chicago and Worcester. For all AAS fellowships, the deadline for applications and three months' support is January 31, 1988. All application forms may be obtained by writing John B. Hench, Associate Director for Administration, The Newberry Library, 1050 Lincoln Park West, Chicago, Illinois 60614. The Newberry Library reserves the right to make recommendations in the selection of fellows.

The 13th biennial conference of the Australian and New Zealand American Studies Association will be held at the University of Newcastle from August 28 to September 1, 1988. Accommodations will be available on campus. For further information, contact the Conference Co-ordinator, University of Newcastle, Box 20, New South Wales 2308.
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OAH NEWSLETTER
Organization of American Historians
Organizations of American Historians

Report of the Ad Hoc Committee on Minority Historians

August 1987

Introduction

In its spring 1985 meeting the Executive Board of the Organization of American Historians created an ad hoc committee to inquire into the status of minorities in the historical profession. The minority member of the Executive Board, Nell Irvin Painter, was designated as chair of this committee, whose other two members were Eric Foner, an outgoing member of the OAH Executive Board, and Darlene Clark Hine. In the spring of 1986 the OAH office sent out 1795 questionnaires to departmental chairs, of which 297 (17%) were returned. These questionnaires showed that departmental personnel varies considerably by size, region, and history of institutions. Subsequently the Bloomington office sent out 232 surveys to the minority historians who had appeared in the questionnaires returned by departmental chairs. Thirty-two (14%) completed questionnaires came back, indicating that minority historians share the same concerns across racial/ethnic lines.

In April and November 1986 the chair of the ad hoc committee presented the Executive Board two draft reports, of which the present report is a condensation. This report contains three sections:

1. summaries of the responses to questionnaires of chairs and of minority historians,
2. a discussion of the concerns of minority historians within the context of the professorial in general, and
3. recommendations of new policies to the OAH.

Section I

Part A: Departmental Chairs' Responses to Questionnaires

Questions (1) and (2) concerned the size of the department, names and specialties of minority historians. Here are the results of those questions, summarized according to region and size of department.

<table>
<thead>
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<th>No Minority Historians</th>
<th>Some Minority Historians</th>
<th>Totals</th>
</tr>
</thead>
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<td>40 (31%)</td>
<td>4(03%)</td>
<td>44(02%)</td>
</tr>
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<td>21(17%)</td>
<td>56(34%)</td>
<td>77(28%)</td>
</tr>
<tr>
<td>South</td>
<td>25(20%)</td>
<td>56(34%)</td>
<td>81(27%)</td>
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<td>34(27%)</td>
<td>3(02%)</td>
<td>37(12%)</td>
</tr>
<tr>
<td>West</td>
<td>17(13%)</td>
<td>30(18%)</td>
<td>47(16%)</td>
</tr>
<tr>
<td>Totals</td>
<td>134(100%)</td>
<td>163(100%)</td>
<td>297(100%)</td>
</tr>
</tbody>
</table>

(3) In what fields do your minority historians teach?

Minority historians are heavily represented in the fields of Afro-American (if Back), Latin American (if Hispanic), and Asian (if Asian-American) fields. However, chairs mentioned several minority historians in other fields, notably European and African American. Chairs believe that most minority historians teach in limited areas, which many chairs see as a problem. At the same time, chairs who are Euro-Americans did not realize that white Americans in European history are teaching the equivalent of their own ethnic studies. The questionnaires also showed that even when minority historians teach in fields unrelated to their own ethnic background, this does not guarantee them jobs. One institution reported having let go an Afro-American Chinese specialist who was on a one-year appointment.

(4) Are you satisfied by the contribution made to your department by minority historians?

Most chairs in departments with one or more minority historians gave either no response or a simple yes. The yeses seem to indicate qualified satisfaction and the blanks vaguely negative answers. Although rapid responses were in the majority, a significant number of chairs were enthusiastic about the teaching and publishing of minority historians in their departments. However, a few chairs expressed frustration for several reasons: inability to complete the Ph.D., low scholarly productivity, and conflicts between the competing claims of ethnic studies programs and the history professions.

(5) Would you say that your university and community are supportive of minority faculty?

Most chairs answered yes, whether or not they have minority historians in their departments. In general, chairs interpret the very presence of minority faculty on a campus as evidence that the university and community are supportive. Several chairs, however, realized that although their institutions might be supportive, their communities are not. Chairs in departments with minority historians appeared to be more sensitive to their minority colleagues' feelings. All in all, a surprisingly large number of chairs admitted reluctantly that their surroundings are less than hospitable to minority historians.

(6) If you have had minority faculty members who have left your department within the past five years, how many left and what were the reasons?

Several chairs indicated that minority historians had left for tenure-track jobs, better-paying positions, or places in larger institutions. This points to a contradiction in the responses. On the one hand, chairs stress the paucity of "qualified" minority historians. But on the other hand, chairs complain that the prestigious institutions pay well attract minority historians away. Several chairs seem to feel that minority historians are a luxury that only wealthy institutions can afford.

One fact emerges clearly from responses to this question, however, that fiscal imperatives are taking their toll on the hiring and retention of minority historians. According to the questionnaires, three people lost their jobs due to cutbacks, having been the last hired and first fired. Particularly striking are the answers indicating that no minority historians had left because none had ever been hired, due to lack of funds or reductions in faculty. Evidently the
minority graduate students as cause for alarm, just as they are distressed by the attrition in the ranks of minority faculty. They suspect that the academic world knows full well what steps need be taken to attract and keep minority graduate students and faculty, but lacks the will to do so.

(6) How might the Organization of American Historians help further your professional concerns?

This question produced a plethora of responses, which may be summed up in four general propositions. First, the OAH could lobby colleges and universities to become less racist and more sensitive to the concerns of minority faculty and students. Second, the OAH could include minority historians more prominently in its committees and annual meetings. Third, the OAH could sponsor or encourage funding agencies to give fellowships for minority graduate students and junior faculty that would ease the financial burdens of graduate study and allow for release time for research and publication. Finally, the OAH could add a book prize (The W. E. B. Du Bois Award) in the field of minority history.

In short, minority historians like their work as historians and they believe they are performing a valuable intellectual service by enriching their students’ and their readers’ sense of the variety of historical perspectives. Their feelings about the OAH are positive, but they have many suggestions of ways that the organization might respond to their special needs. Their criticisms are timed primarily at their departments and home institutions and reflect the fact that racism and discrimination exist not only in minorities but also in institutions.
Minority historians share with women and working class historians the sense of constantly being derided by their colleagues and of being under pressure to conform to the prevailing culture of the academic world, of which 93 percent is white, 70 percent is male, and 3/4 is middle class. At the same time, minorities, women, and faculty from working class backgrounds are likely to be conscious of various sorts of discrimination, which makes it exceedingly difficult for them to become white-hearted academic boosters. Their acquaintance with discrimination (even in history departments) makes them doubt that most of their colleagues truly accept the canons of graduate school: a reverence for knowledge, intellectual honesty, and academic freedom. While this consciousness of prejudice may enrich one's teaching and writing, it may also confer outsider status as one fully conscious. For some minority historians and other outsiders, becoming a full-fledged member of the academy carries moral overtones—seeming to have joined the oppressor—that do not necessarily affect middle class white males. And even as full professors, minority historians and others retain the sense of always being judged—as individuals and as members of inferior categories—by their ostensibly peers. 1

Most of the material on minority academics (nothing focuses on minority historians exclusively) speaks of Blacks or of Blacks and Hispanics, who are the two largest American minorities. (Blacks represent 11.7 percent of the American population, Hispanics are 6.4 percent.) In addition, Blacks and Hispanics also share poverty and high secondary school drop out rates. Whereas Asian-Americans, non-white residents of predominantly white campuses, and on faculties in numbers commensurate with their proportion of the population, Blacks and Hispanics are terribly under-represented. In 1980-81, only 1.3 percent of Americans who had graduated from a four-year college were Hispanic; 6.5 percent were Black. Hispanics were 2.2 percent of graduate student enrollments; Blacks were 5.5 percent. 2 Unfortunately Native Americans disappear from the statistics, lumped into the category of successful "others" that includes Asian-Americans and non-resident Indians. Otherwise Native Americans are overlooked entirely. 3

The published views of Black academics in fields other than history accord well with the comments on the OAH questionnaires for minority historians. About 1/2 of Black academics now teach at predominantly white colleges and universities, and in the near absence of colleges that are predominantly Hispanic, Asian-American, or Native American, one concludes that virtually all other minorities are on predominantly white campuses. As members of a tiny academic minority (1 percent of faculty), Black reports feeling that they are always being judged, that their professional life takes place in a sort of "fishbowl." 4 They say that "academic standards" become emotional issues, particularly when the professor in question works in a new field like Afro-American studies, and that tenure committee make subjective, negative judgments about such fields. Realizing that even in four-year institutions, 22.3 percent of faculty have never published a journal article and 54.8 percent have never published a book places this complaint in its context. 5 Houston Baker, a chaired Black professor at the University of Pennsylvania has said that "indisputably Black applicants are given short shrift and disproportionately then fully qualified. He reports having had to "move mountains" to get such people hired, even to the point of threatening to quit. 6 Although many colleges and universities have not been able to hire or keep minority faculty, this is not an insoluble problem.

The University of Massachusetts-Boston has been unusually successful in attracting and retaining Black faculty. Whereas the usual percentage of faculty that is Black is 1 percent or less, this university has 8 percent Black faculty, more than half of whom are tenured. Robert Corrigan, the university's chancellor believes that he would realize the same success in any other institution, even an elite, private one, where minority faculty are notoriously rare.

People from the elite private schools say they have fewer black faculty because they choose only the best. That assumes that black faculty are of lesser quality. I don't accept that. If I were at one of the sites--with their better resources, their higher standing in the academic community--I'd be able to attract more black faculty, not less. Black faculty are like any others. They have to be paid well and work at a prestige institution. 7

That is, the key to attracting and retaining minority faculty is an appreciation of the realities of the market and taking appropriate action. Both are difficult in an environment in which minority faculty and minority studies are functioning to presumed to be valuable intellectually than white faculty and European and Euro-American studies.

The responses on the OAH questionnaire to minority historians expressed concern that the minority faculty is shrinking, and sta-

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**Section II: Discussion**

Minority faculty are likely to be somewhat more junior than non-minorities, because over 70 percent of Black, Hispanic, American Indian/Alaskan and almost 65 percent of Asians/Pacific Islanders earned their doctorates between 1970-1980. The corresponding figure for non-minorities is slightly over 50 percent. 8 Although minority faculty have lower levels of tenure, the differences in tenure status between minority and non-minority faculty are not as great as between men and women. Differences between minorities and non-minorities and between women and men persist in the percentages of tenured humanities faculty who are full professors. While 65 percent of minorities are tenured, 74 percent of non-minorities are tenured. But 57 percent of men and 38 percent of women are tenured. Put another way, roughly 1/2 of non-minority men, 1/3 of minority men, 1/4 of non-minority women, and 1/5 of minority women on humanities faculties are tenured. 9

**Fall-Time History Faculty**

<table>
<thead>
<tr>
<th></th>
<th>Number in Fall 1979</th>
<th>Number in Fall 1982</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>13,613</td>
<td>13,159</td>
<td>-3.3</td>
</tr>
<tr>
<td>Tenured</td>
<td>10,906</td>
<td>10,639</td>
<td>-2.4</td>
</tr>
<tr>
<td>Minority Men</td>
<td>730</td>
<td>579</td>
<td>-20.6</td>
</tr>
<tr>
<td>Tenured</td>
<td>524</td>
<td>404</td>
<td>-22.9</td>
</tr>
<tr>
<td>Minority Women</td>
<td>203</td>
<td>239</td>
<td>17.7</td>
</tr>
<tr>
<td>Tenured</td>
<td>118</td>
<td>143</td>
<td>21.1</td>
</tr>
<tr>
<td>Non-Minority Men</td>
<td>10,876</td>
<td>10,484</td>
<td>-3.6</td>
</tr>
<tr>
<td>Tenured</td>
<td>9,066</td>
<td>8,854</td>
<td>-2.3</td>
</tr>
<tr>
<td>Non-Minority Women</td>
<td>1,803</td>
<td>1,857</td>
<td>3.0</td>
</tr>
<tr>
<td>Tenured</td>
<td>1,198</td>
<td>1,227</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Minority faculty vary from one institution to the next. When the number of minority male history faculty fell 20.6 percent between the fall of 1979 and the fall of 1982, and the number of tenured minority male historians fell by 22.9 percent, the number of minority women jumped 17.7 percent. 10 During the same period, the number of history faculty as a whole fell 3.3 percent, of non-minority men by 3.6 percent. The number of non-minority women historians increased by 2.9 percent, and the number of minority women jumped 17.7 percent. The following table shows the gender and minority status of full-time faculty in history in the fall of 1979 and 1982, the most recent data for which such figures are available. 11

**Notes**

1. The question of increasing the numbers of minority graduate students in history begins with economics. Black and Hispanic students mention the two most important reasons for not beginning or continuing their studies:

   - lack of adequate financial aid
   - fear of financial indebtedness

2. Between 1979 and 1983, 64 to 78 percent of Blacks and Mexican Americans taking the GRE test came from families whose income was $15,000 per year or less. Only 5 to 13 percent came from families whose income was $25,000 or more. 12 Very obviously students from such poor families will need generous financial aid in the form of grants rather than loans to pursue graduate studies in fields in which they will not make salaries large enough to permit the timely repayment of student debts.

   In addition, institutions need to offer the academic and moral supports that have allowed traditionally-Black institutions to succeed in graduating large numbers of poor students. For instance, two predominantly Black institutions, Howard University and the Atlanta University Complex, were among the 10 percent of Ph.D granting institutions from which 60 percent of blacks received doctorates in 1980-1981. One study lists the following inhibitors of success of
minority students on white campuses:
1. unequal access to financial resources
2. lack of faculty to serve as mentors and advisors
3. lack of role models
4. inadequate support from administrators
5. institutional insensitivity and indifference to minorities

Although minority historians now probably share similar class backgrounds with non-minority academics, 1/4 of whom come from working class families, any substantial increase in the numbers of minority historians, particularly of Blacks and Hispanics, will need to draw on people from the working class. Working class Black students attended elite colleges in the late 1960s and early 1970s, although attrition levels were high. Since the late 1970s college recruiters have tended to compete for the tiny numbers of minority students in prep schools and affluent suburban public schools, a practice that will not greatly increase the numbers ready for graduate school. 

Section III

Recommendation

Acknowledging the persistence of racism in the historical profession, this committee of the OAH to take concrete steps to improve the status of minority studies and minority historians, beginning with the designation of a permanent, funded Committee on Minority Historians and Minority History that would consider the following:

1. an annual April meeting of the OAH that would accord particular attention to minority history. Every program committee should be sensitive to the representation of minority historians on the program as to the representation of women. Minority historians should be considered as chairs and commentators in areas of their expertise besides minority history;
2. the publication of a special issue of the Journal of American History on minority history;
3. an investigation of the attrition of male minority historians;
4. the compilation of a job register of minority historians;
5. the compilation, in conjunction with the AHA, of a directory of minority historians, to be updated every year; and
6. the creation of an annual book prize in minority history, perhaps the W. E. B. Du Bois Prize.

Respectfully submitted,
Nell Irvin Painter, Chair
Darlene Clark Hine
Eric Foner

Notes

1. See Jake Ryan and Charles Sackrey, Strangers in Paradise: Academics from the Working Class, Boston, 1984, especially pages 113-114, 270, 299, 311, 318 on anger and disappointment of working class academics and Richard Sennett and Jonathan Cobb, The Hidden Injuries of Class, New York, 1972, especially pages 38, 41, 76-79 on the sense of being judged by others. Unfortunately both these books pointedly ignore working class Blacks and give only the merest nod toward white women, making each study far narrower than its title would seem to indicate.
3. It is known that the proportion of American Indian and Aleut graduate students in all fields remained constant between 1976 and 1982, at less than 1/10 of 1 percent of total enrollment. (Elizabeth Kolbert, "Minority Faculty: Bleak Future," New York Times Education Survey, 18 August 1985, page 42)
7. In Staples, page 54
11. Ibid., pages 7-9 and Gomberg and Atelsek, page 7.
13. Thomas, pages 32-33
14. In 1979-1980, 78 percent of Blacks and Mexican-Americans taking the GRE were from families with annual incomes of $15,000 or less. That percentage has declined to 64 and 65 percent in 1982-1983. The proportion of Blacks and Mexican-Americans taking the GRE from families with annual incomes of $25,000 or more increased from 5 percent in 1979-1980 to 13 and 11 percent in 1982-1983. Ibid., page 69. The poverty of these Black GRE takers reflects the poverty of the population from which they come. According to one estimate, 36 percent of the Black population lives in poverty and another 40 percent of Black families live just above the poverty line. (In Kolbert, page 42)
15. Thomas, pages 34-35
16. Stapler, pages 46-50

Section IV

Bibliography

Books:

Articles: