

OAH NEWSLETTER

Organization of American Historians

Volume 15, Number 3

August 1987

On Hiring: The View of the Hired

American History in China

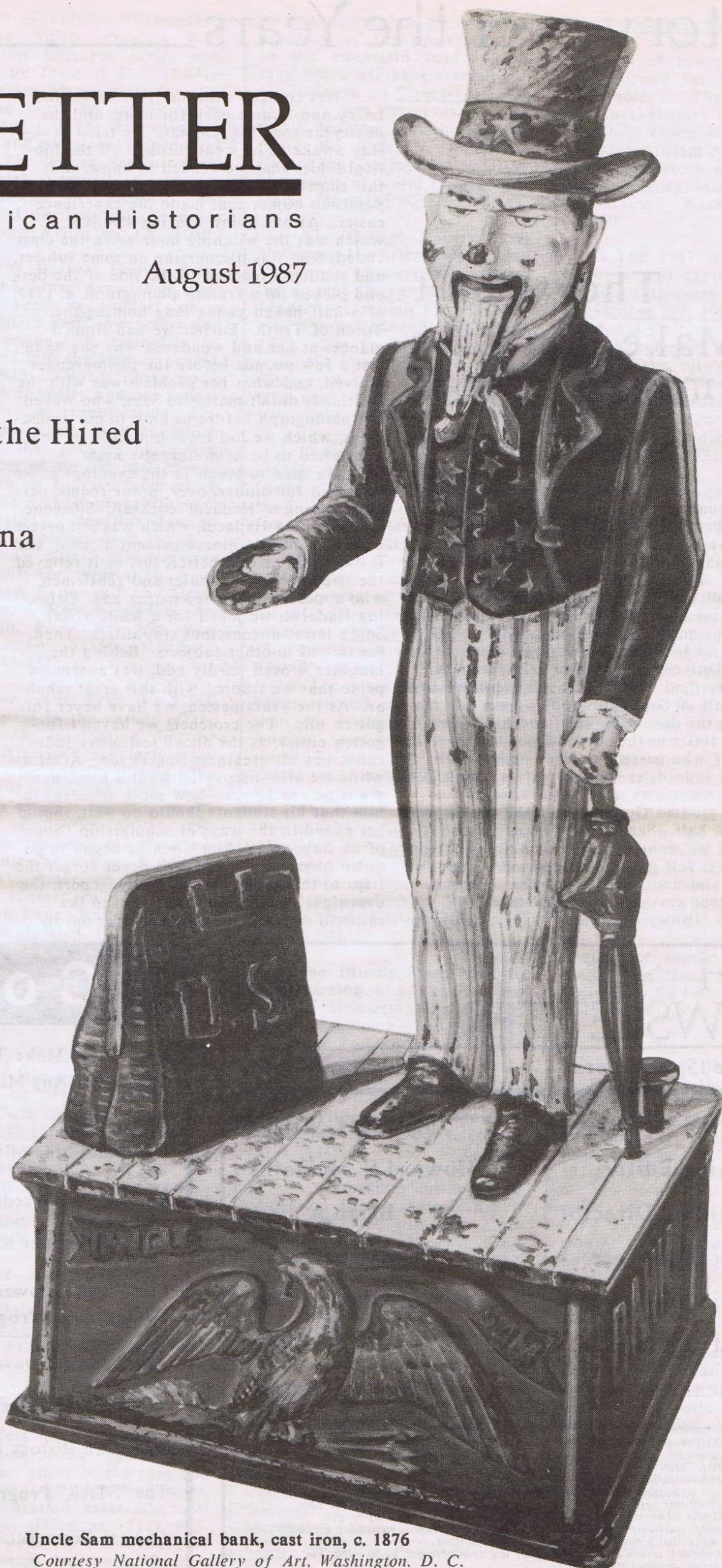
Samuel Flagg Bemis

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.

History over the Years

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 austere 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 discoursing 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 glances at her and wondered why 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 enormous pride that we 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 wheel chair, anxious for historical and other talk, grinning in appreciation of what he described as our busy careers. He is buried near Sturbridge, I think in a small cemetery close to a maze of interstates. 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 a great 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 beyond our time: full of titles, bibliographies respectable and perhaps better than that, but faced with historical meetings in Chicago or New York or Reno where the garish hotels are athump with noise and people relating 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, so to speak, on our campuses, we see the new generation of students, the yuppies, some of them chil-

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dren of former students, a third our age or less, dressed in their designer clothes designed to show that they really have not eaten any pizzas, running us down in their little cars, in any event going their own way. On the campuses, as in the convention hotels, our colleagues similarly are busy.

As people of my generation get ready to pass off the scene, and recall such figures as Sam Bemis, it is tempting to think that it is all part of the human condition. And yet many of us believe this is not altogether the case. The scholars of Bemis's generation differed markedly from the generality of scholars in departments of history today.

The first difference had to do with money--scholars today live much better than they did forty years ago. The highest salary Bemis ever made was \$20,000. Admittedly this was in good old 1963 dollars, but considering his eminence it was no princely salary. Little need to push the point, other than to add (it is necessary for people younger than myself, for they do not remember the Great Depression) that during the 1920s and 1930s academic salaries moved very slowly. Moreover, foundation support, and U.S. government support, was slight or, in the case of the federal government, nonexistent. One of my old friends believes that what academics today need is less money, not more--that it would make them more professional, that indeed the sign of a professional is someone who is willing to do something for nothing. I am tempted to agree, although I wish this particular reform would begin with faculty members other than myself.

A second difference was in teaching loads. Bemis always taught three classes, and averaged 150 students a semester, and thought that was all right. I find it painful to listen to my young colleagues talk about how with anything more than two courses a semester they cannot possibly do research. When I tell them I started with four, came down to three, and voluntarily have remained with three, their eyes glaze and they say that, well, that's all right if you want to do it that way, but as for themselves they need the time.

A third difference was in the nature of the research. The rapid increase in university presses has made manuscripts much easier to publish. Many commercial presses have brought out scholarly books in order to get textbooks or obtain friendly library consideration of expensive microfilm editions. Manuscripts submitted for publication have increased to meet the needs of publishers. Beginning twenty or twenty-five years ago, too, when university faculties were doubling



Courtesy Alfred A. Knopf, Inc.

Samuel Flagg Bemis

or tripling, and publication was talked about, publish or perish, young scholars began to see the easiness of taking themes, doing reinterpretation, that sort of thing. The monographs of the Bemis-generation scholars, later criticized as dry-as-dust, were based on serious work in manuscript collections and archives, not riffling, and often displayed major novelties. Bemis's research in the British, French, and Spanish records will not have to be done again. His two-volume biography of John Quincy Adams will last. Anything Bemis said he found in the archives was believable, and if he advanced an interpretation it was hardly open to question.

A fourth and last difference was the modesty, the self-effacement. Some older readers of the present essay may snort to see such words applied to Sam Bemis, who could be as assertive as any good man or woman ought to be. Sam could oppose the heathen, and often took an impish delight in it, just to keep himself in trim--just like Theodore Roosevelt going after the pusillanimous cat-rabbits. I have heard that at Yale history department meetings he could be a bear. And yet one recalls the gentle-

manly way in which he could group himself with others. As I type these words I look over my shoulder and see the photograph taken in New York by Alfred Knopf, and read the penned words, "To my friend, colleague, and fellow student." He meant that. Such also was the behavior of scholars with whom he associated--Julius W. Pratt, Dexter Perkins, Thomas A. Bailey. During his later years Julius taught at Notre Dame, and once showed me his rented house. He began the operation by pointing his old car at the garage door and pressing the button on the automatic door opener. Standing in the middle of the huge living room he nonchalantly smoked a cigarette and with a sweep of his hand and a grin displayed the way he was living it up in South Bend. Dexter possessed a card that entitled him to any box of candy in a Fanny Farmer store. He loved Mars Bars, however, and I once sneaked him three of them, in a way that Wilma, his wife, would not see. Tom Bailey worked in the Victorian building at Stanford, in a back alcove, in a study that was not much more than a closet. Tom would open the door, peer out from under his eyeshade, then grin and welcome his visitor for a little gossip, probably starting the seance with some such remark as "Why, it's Doctor Ferrell!" These scholars of the old school did not know what egotism was.

In his mind's eye, as he grew old, William Allen White often recalled the political figures he had known, several of them presidents of the United States, and saw them as masks in a pageant. Their faces and figures floated across his memory. Perhaps he thought of Grover Cleveland and Benjamin Harrison when at the Republican national convention in 1920 the crowds howled and the trumpets brayed and the Harding parade formed up and marched around, with White himself, a "sad, fat figure," toddling along in the middle of it. The scene in academe today, along the glossy halls of the history departments, with the professors tie-less and jacketless, bearded and mustachioed, hurrying in and out of their offices, giving students just enough time to sign their schedules, otherwise sending them to a counselor, meanwhile turning on the word processors--the present scene is not as bad as what White beheld in 1920 when he went along on the broad way that leadeth to destruction. But something was lost when the Sam Bemises left us and scholarship and teaching took over.

Robert H. Ferrell is Distinguished Professor of History at Indiana University, Bloomington. He has recently written Woodrow Wilson and World War I.

1988 Election Nominees

The Nominating Board of the Organization of American Historians has announced the slate 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 McKee 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. Persons wishing information on manuscript submission should contact MaryJo Wagner, Editor,

NWSA Quarterly Journal, Center for Women's Studies, 207 Dulles Hall, 230 West 17th Avenue, The Ohio State University, Columbus, OH 43201.

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 af-

Please do not make candidates weigh their self-respect against their desire for employment.

ter 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 ap-

plication. 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: after all, they established it. No one wants to be kept waiting for twenty minutes or a half hour, especially a candidate who has other meetings scheduled 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 weigh 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 candidates at every stage of the search process. After all, many of these people will be their future colleagues in the profession if not at their institution. By 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.

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RICHARD NIXON

A Retrospective on His Presidency

THURSDAY, FRIDAY, SATURDAY
NOVEMBER 19, 20, 21, 1987

SPECIAL SPEAKERS (As of July 15)

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Martin Anderson	Robert H. Finch	Hugh Sidey
Roy Ash	Frances Fitzgerald	Maurice H. Stans
Alfred L. Atherton	H.R. Haldeman	Herbert Stein
Birch Bayh	Amb. Han Xu, <i>People's Republic of China</i>	Tom Wicker
Amb. Aleksandr M. Belonogov, <i>Permanent Representative of the USSR to the UN</i>	Elizabeth Holtzman	Roger Wilkins
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SPECIAL ISSUE

of

THE PUBLIC HISTORIAN

The Field of Public History: Planning the Curriculum

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Robert Kelley, "On the Teaching of Public History"

Lawrence B. de Graaf, "Distinctiveness or Integration? The Future of Public History Curriculum"

Patricia Mooney Melvin, "In Quest of the Professional Historian: The Introduction to Public History Course"

Peter Stearns and Joel Tarr, "Curriculum in Applied History: Toward the Future"

Raymond Starr, "The Role of a Local History Course in a Public History Curriculum"

Barbara J. Howe, "Student Historians in the 'Real World' of Community Celebrations"

Theodore J. Karamanski, "Experience and Experimentation: The Role of Academic Programs in the Public History Movement"

G. Wesley Johnson, "Professionalism: An Essential Component for Developing Public History"

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"Roundtable: The NEH Summer Institute on Teaching Public History"

Michael Scardaville, "Program Development in Public History: A Look to the Future"

This special Summer 1987 issue (Vol. 9, No. 3) is available for \$5.00 for individuals, \$6.50 for institutions, from the address below.

THE UNIVERSITY OF CALIFORNIA PRESS
Berkeley, California 94720

"Triumph after Defeat" Conference

William L. Lang

If there is a topic in Montana and perhaps all of western history that needs 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 Connell's *Son of the Morning Star* and Richard Slotkin'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: the comparison 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 been defeated by 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 guns at Bear Paw battlefield in northern Montana and asked for mercy at the hands of his opponents in a tragic conclusion to a heroic effort to preserve Nez Perce culture that had taken his people on a 1,000-mile trek in 1877. Riel died on the scaffold in Regina in 1885 as punishment for leading a rebellion against a young Canadian government on behalf of a racial minority.

The superb program included noted experts on Custer, Joseph and Riel. American historians Robert M. Utley and Paul A. Hutton described the *real* Custer and the Custer created by artistic license, popular culture and cinematic imagination. Canadian scholars Hugh Dempsey, John Foster and Blair Stonechild untangled the complicated story of Louis Riel's rebellion against the Canadian government, explaining that it was a struggle for ethnic rights that went well beyond a single leader's vision. And Nez Perce historian Allen Slickpoo revealed the centrality of the 1877 trek in Nez Perce

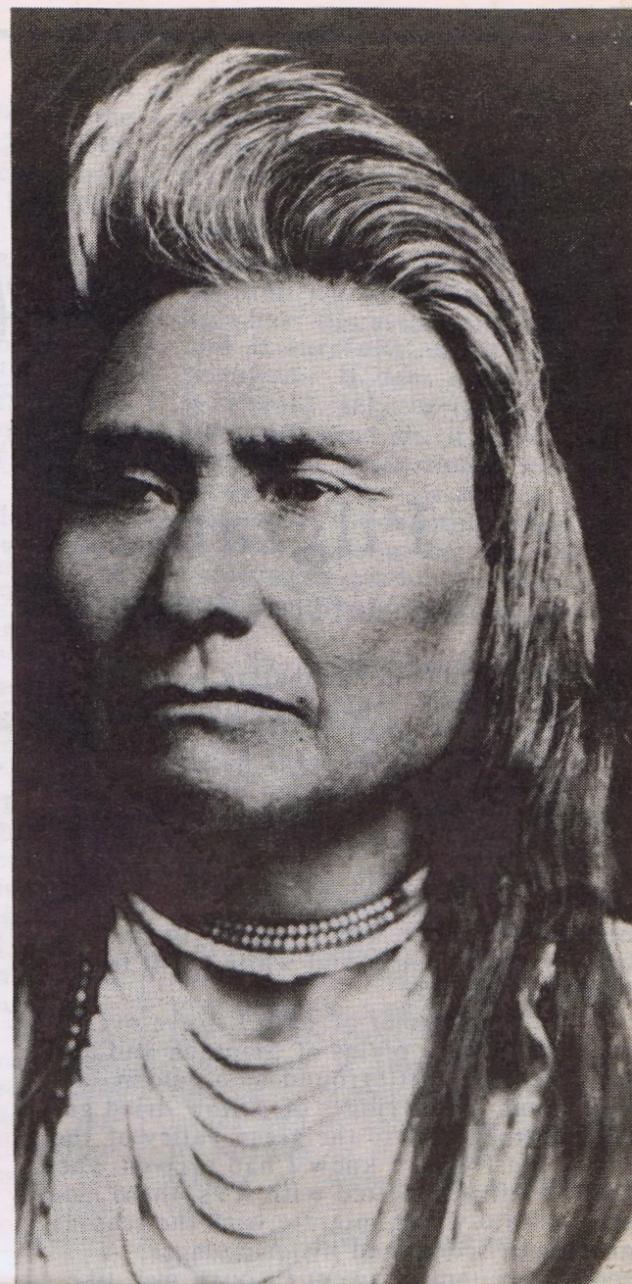
history and the powerful image Joseph left his people. Each of these leaders had suffered defeat, the historians told us, yet they became the subject of heroic and mythic creations that were impregnated with powerful cultural symbols. Comparing their careers posed one key set of questions: how and why had the three become mythic heroes and what, if anything, did they have in common?

Answers to our questions lay at the crossroads of mythology and history.

We found out quickly that the answers to our questions lay at the crossroads of mythology and history, where, as Richard Slotkin has explained, myth serves as metaphor and history provides the raw materials of myth. It opened up a fascinating spectrum of additional questions. In this realm, historical realities do not dictate, they merely contribute to a larger image that is the product of cultural imagination. In comparing Custer, Joseph and Riel we discovered that the realities of their lives, even if they were contradictory to their heroic images, still fed the myth.

Chief Joseph, for example, did not play the 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 nineteenth-century characterizations of Sitting Bull as "wily" and "brutal," Joseph became the noblest of combatants in the Indian wars, a man who could outwit the army and be solicitous in defeat. The myth created a "white" Indian who epitomized the character traits whites wanted Indians to admire. Ignoring Joseph's strident defiance of military and governmental authority, mythmakers molded their own Joseph, a figure who is unlike the one revered by the Nez Perce.

Even more intriguing than the fabrications in these mythic creations, we found



Courtesy Montana Historical Society, Helena

Chief Joseph

that enigmas in the biographies of Custer, Joseph and Riel added extra dimensions to their images and seemed to feed the myths. What prompted Custer to rush into battle against the Sioux and their allies? Was he lusting for heroic stature or did he have some kind of "death wish"? Was he the victim of his own delusions or just a soldier who ran out of luck? In Riel's case, we wonder about his extreme religiosity, what some thought at the time to be ravings. Was Riel insane even though he rejected insanity as a defense and ended up at the gallows instead? Did he act as a political leader or as a messiah? In raising these questions we enter the myth-history intersection, because the answers are in the historical milieu of those tragic events and in the value contemporaries and succeeding generations have placed on them. The un-

See "Triumph" page 17

Manuscript Acquisitions

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 in the U.S. Senate has been opened to researchers by 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 is-

issues during his final decade as a senator. These materials complete the processing of papers concerning Jackson's public career. Media materials and records of Jackson's campaigns from 1952 to 1982 are organized separately and will be made available when processing is completed.

More than 200 cartons containing the papers and books of Alice Paul, one of the leaders in the fight for woman suffrage and women's rights and author of the Equal Rights Amendment first introduced in Congress in 1923, have arrived at Radcliffe College's Arthur and Elizabeth Schlesinger Library on the History of Women in America. The collection will be divided between the Schlesinger Library and the Smithsonian In-

stitution. Her diaries, letters and books will be processed and preserved by the former while artifacts in the collection will go to the latter's National Museum of American History.

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



General George Custer

Courtesy Montana Historical Society, Helena

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 gracefully 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 the four miles to the hilltop where Reno and Benteen's units were 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 glamorously handsome, spectacularly 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. Youthful indifference to 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 roads 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 Indians' 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. And at 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 as troopers, cavalrymen or 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 made room for a monument of equal stature commemorating the 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 tired of 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 is 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 so cooperatively romantic. Golden hillsides turned gray and a fitful wind rippled the grass into writhing 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 temporarily 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 mountains 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 selfishness and insensitivity 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 that shadowed, fated hilltop 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

Historians of American politics and other students of that fascinating and significant subject will surely welcome the news that University Publications of America has made available the papers of the Republican National Committee and its Research Division. The opening of these materials and this easy access to them will surely be of great benefit to such scholars. And the guiding role of William E. Leuchtenburg in this enterprise and the larger one that it initiates strengthens our confidence that scholarship will be well served.

—Richard S. Kirkendall
The Henry A. Wallace Professor
Iowa State University

Part I: Meetings of the Republican National Committee, 1911–1980

Part I of *Papers of the Republican Party* publishes in their 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 Committee, 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 League 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.

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The Research Division of the Headquarters of the RNC serves as the reference bureau for the entire party organization. Its responsibilities include campaign and election analysis, study of population and voting trends, public policy research, analysis of opposing candidates and political organizations, and review of developments in election law and legislative activities. This collection reproduces in their entirety the reports and memoranda of the Research Division from the RNC Headquarters Research Library files at the National Archives.

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THE JOHN F. KENNEDY 1960 CAMPAIGN

Introduction by Richard M. Fried, Professor of History, University of Illinois at Chicago

A well-edited and thoughtfully chosen collection of documents on one of the most exciting presidential elections of this century.

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THE DIARIES OF DWIGHT D. EISENHOWER, 1953–1961

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

There is no substitute for reading Eisenhower, his letters, memoranda, and diaries. Here is the most complete compilation that can possibly become available outside of Abilene. One can hardly imagine a more indispensable source.

—Herbert Parmet
Distinguished Professor of History
The City University of New York

The Diaries of Dwight D. Eisenhower, 1953–1961 is the microfilm edition of the Dwight D. Eisenhower Diaries series that is located at the Eisenhower Library in Abilene, Kansas. The Diaries series covers Eisenhower's presidential years and consists of over 28,000 pages of material, arranged chronologically by month and year. UPA, in cooperation with the Eisenhower Library and John S.D. Eisenhower, has filmed the Diaries series in its entirety for this publication.

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copies of letters from Eisenhower to governmental and political associates. Another prominent category consists of approximately 3,000 pages of detailed memos of telephone conversations.

The largest body of material in this series comprises official White House staff memoranda, reports, and notes of meetings. A major segment of the official memoranda category consists of the memoranda of President Eisenhower's conversations in the White House. Many of the "memcons" cover defense and space programs, strategic planning, foreign policy, and the federal budget. Other memoranda cover meetings between the President and minority groups, state governors, veterans organizations, and Republican Party leaders. Approximately 9,000 pages fall into this staff memoranda category.

The Diaries of Dwight D. Eisenhower, 1953–1961 contains several additional groups of records, among them "Toner Notes" (two- to three-page summaries of the activities and programs of various executive branch agencies prepared by the White House Staff Research Group on a daily basis) and intelligence briefings prepared by Andrew Goodpaster and John Eisenhower (consisting of synopses of CIA and State Department intelligence information on international affairs).

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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 their respective roles.

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 across 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

One of STAR's major purposes is to bring humanities scholars and the public together.

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 us articulate the connections between self-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 treatises 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.

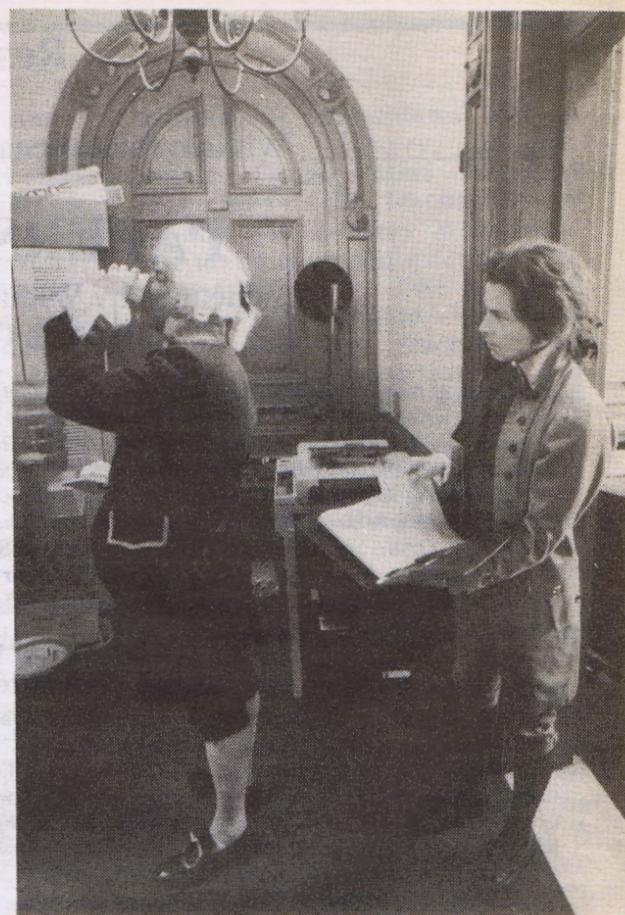
This endeavor at focusing the discussions worked well enough with the first of our readings that I employed the same approach in introducing the group to the other books in the series: Merrill Peterson's The Portable Jefferson and McKenna and Feingold's Taking Sides: Clashing Views on Controversial Political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

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

My STAR colleagues across the state reported considerable success 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 commented on the remarkable diversity of the people who elected to attend. There were teachers from every level of the educational system, businessmen, college students, labor 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 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 Decla-



Courtesy Topeka Capital-Journal

Alexander Hamilton (Melvin A. Kahn) and Thomas Jefferson (Clay S. Jenkinson) Prepare to Address the Kansas Legislature

ration 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. 036-000-00049-0.

Revised Guide on Use of FOIA and Privacy Act Released

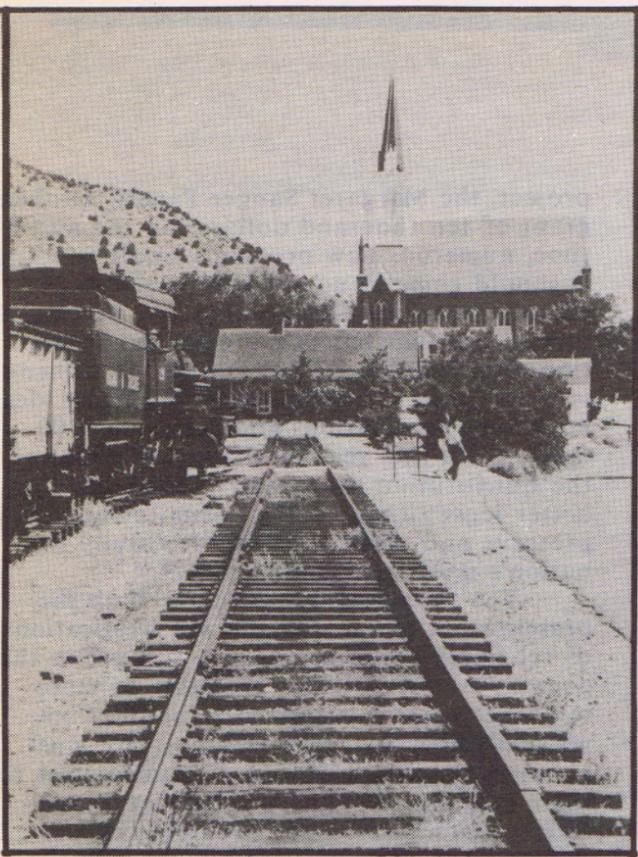
A report explaining how to use the federal Freedom of Information Act (FOIA) and the Privacy Act has just been released by the House Committee on Government Operations. The title of the 50-page report is *A Citizen's Guide on Using the Freedom of Information Act and the Privacy Act of 1974*

to Request Government Documents.

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 in-

cluded.

The new *Guide* is available from the Superintendent of Documents, United States Government Printing Office, Washington D.C. 20402. The GPO stock number is 052-071-00752-1. The price is \$1.75 per copy.



Courtesy Reno Convention and Visitors Authority

Virginia City, Nevada

When members of the Organization of American Historians arrive in Reno, Nevada, for the 81st Annual Meeting, they will discover a region with a fascinating and notable past which at times played a role in the development of the United States.

The discovery of gold and silver in the late 1850s opened western Nevada to an influx of prospectors, fortune hunters and settlers. A little known hamlet, Virginia City, became the center of all the activ-

Reno Area Will Interest Historians

ity, its population quickly swelling to 23,000 as strike-it-rich fever spread.

Between the 1860s and 1890s, the city was one of the largest, rowdiest, most free spirited and sophisticated in the West. Paupers became millionaires, miners received the highest wages of the time, suppliers raked in profits, banks prospered and everybody spent money extravagantly.

Mark Twain wrote of Virginia City's heyday in *Roughing It* when he was a reporter on the *Territorial Enterprise*, Nevada's first newspaper. Bret Harte also wrote for the paper.

Prospector Henry T. P. Comstock, gave his name to the richest claim known, but in actuality, others miners found the ore first. The "Lode" was the greatest silver-mining center in the United States between 1859 and 1882. Several of America's most famous fortunes, including the Hearsts', were derived from the Lode.

Some credit the Comstock Lode with financing Union victory in the Civil War and of building a substantial portion of San Francisco and the West. Reno is one city the "Lode" helped build.

As a pioneer settlement, Reno served as a refuge for weary settlers trekking across the Sierra Nevada. Myron C. Lake saw potential for expansion and profit, and in 1863, he purchased a small inn and a

franchise for a washed-out toll bridge. He built a better bridge, charged by the head, and began to realize a steady profit. Realizing that his lands would be crossed by the Central Pacific, he made an offer to Charles Crocker. Lake arranged for the railroad to lay out a townsite with alternate lots deeded to him and to build its main Western depot in the middle of the town in return for eighty acres from Lake's holdings.

On May 4, 1868, the tracks reached the Truckee's north bank next to Lakes' inn and bridge. Five days later downtown lots were auctioned before a crowd of more than a thousand, many of whom had slept the night before in the sagebrush. The town was now named for General Jesse Lee Reno, a Union officer.

As befitted the town's father, Lake, in 1879, purchased a stately residence from W. J. Marsh for \$5000 and some cattle. The Lake Mansion presided over the Truckee River. Today, the building is on the grounds of the Reno/Sparks Convention Center where it serves as a connection between Reno's present and past.

Information about regional tours that will take place during the 1988 Annual Meeting in Reno will appear in the November issue of the *OAH Newsletter*.

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The NHPRC Needs You

Carol Bleser

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 publication 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 225 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 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 currently consists of seventeen members who represent the Congress, the Judiciary, the President, the archival and historical associations, as well as the Library of Congress, two government departments--State and Defense--and the Archivist of the United States who serves as chair. The Commission, in addition to being a grant-making agency, encourages the creation of new archival programs and educational training institutes, sponsors conferences and two fellowship programs, and reassesses from time to time its leadership functions in the preservation of records and documentary publications.

Since I joined the Commission in 1982, Federally appropriated funds for the programs have never exceeded 4 million dollars annually, and each year the Administration's proposed budget has recommended zero funding. It should be noted that the grants of the NHPRC generate a strong contribution of non-federal funds in a matching or cost-sharing program.

One of the basic problems confronting the Publications Program of the NHPRC today is, with limited resources, to balance the need for expansion into new historical areas with the need to support the long-term documentary editing projects, those publishing ten or more volumes. Such editions as the Adams Family Papers and the papers of Benjamin Franklin, Thomas Jefferson, Martin Luther King and Ulysses S. Grant require

sustained funding. With the exception of the 26 volumes of Alexander Hamilton and the Booker T. Washington project, both of which have recently been completed, the conclusion dates for some of these editions have been estimated by their editors well beyond the year 2000. With each passing year the applications from these long-term projects show increasing costs for salaries and supplies while the funding of the NHPRC at best has shown no increase.

Some editors believe they may achieve a 40% savings in time by the use of this automation.

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 processors, computers, and editing and indexing programs. This new technology has been fully integrated into most of the documentary editing projects and some 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 and archival communities to protect 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 because of inadequate funding. (This is probably the first time that has happened since the beginning of the grant program in 1964.) At the February 1987 meeting of the NHPRC, we were able to award one new

project, the Margaret Sanger Papers, a token grant of ten thousand dollars. In the meantime, numerous new proposals await funding. It should come as no surprise, given this gloomy financial picture, that the NHPRC at recent meetings has encouraged the formation of a "National Trust for our Documentary Heritage." Supporters of the Trust idea hope for contributions amounting to \$100 million. In this year of the Bicentennial of the Constitution 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 the NHPRC is prepared to expand its efforts in order to ensure the continued success of its Publications Program.

By helping to disseminate these records of our past, you help the Commission achieve its goals [and] you help yourself. . . .

The Commission, however, cannot succeed without the help of historians throughout the country. How can the historical community help? For one thing historians can insist that there be more scholarly reviews of documentary editions. In recent years the number of reviews in various historical journals has decreased. Some journals have a policy not to review any documentary edition beyond the first volume; others insist that their reviewers discuss several volumes of documentary series in single reviews; and still others only note the publication of documentary volumes without accompanying reviews. This is of particular concern to the NHPRC since university press publishers tell us they rely heavily upon journal reviews to promote sales. Secondly, historians can urge their librarians to purchase new documentary editions and to fill in the gaps in series already in their collections. Historians should also consider making greater use of these volumes in classroom teaching.

These comprehensive editions of our documentary heritage in book form and microfilm are meant to stand the test of time. By helping to disseminate these records of our past, you help the Commission achieve its goals, you help yourself, and you help your students for generations to come.

To aid you in these efforts, the Commission has just published a new catalog of documentary editions, the first compiled since 1976. Send your name and address to: National Historical Publications and Records Commission, Room 300, National Archives, Washington, DC 20408, and request Historical Documentary Editions, 1986.

Carol Bleser 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 collection 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 advisement 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 career 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, meeting of the 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 Somer, formerly of the Institute for Research in History; and Joel Zimbleman, former Administrative Director, Career Opportunities Institute, University of Virginia. H. P. Hutson, another Board member, is the Personnel Director of Cummins Engine Company, Columbus, Indiana. Drawing on the extensive 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 and Graduates" 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 the quality of its career counseling.
3. "Working with Your Campus Office of Career Counseling and Placement" suggests ways in which cooperation with the OCCP 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 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-ring binder and costs \$5.00. Orders with checks made payable to "Organization of American Historians" may be sent to Michael Regoli, OAH, 112 N. Bryan St., Bloomington, IN 47401.

OAH Call for Papers, 1989

The Program Committee for the 1989 meeting in St. Louis invites proposals for sessions, papers, workshops, panel discussions, and other contributions. Proposals for full sessions are especially welcome. Each contribution should be described in a two-page summary that indicates its thesis and significance, and a vita should be provided for each participant. The Committee has chosen the general program theme of

"Consciousness and Society," and solicits with special interest proposals that address the issue of linking intellectual, cultural, and social history. Proposals in other areas are of course also encouraged. Deadline for proposals is March 1, 1988, but early submissions will be appreciated. Send two copies of the proposal to Richard Fox, Program Chairman, Dept. of History, Reed College, Portland, OR 97202.

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.

Garry Wills, author of *Reagan's America* and professor of American culture 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 two centuries," said Dennis O'Toole, vice president of historic area programs.

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. Countryman, 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 Historic Area attractions, two receptions 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 continued 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 Jermy, Eliza Shirley 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
Pete Daniel, Smithsonian Institution

For the Nominating Board:

Jacquelyn Hall, University of North Carolina, Chapel Hill
Charles Joyner, Coastal Carolina College
Linda Gordon, University of Wisconsin, Madison
Robert Weible, National Park Service

Submitted by Barbara J. Fields, Chair

Capitol Commentary

Page Putnam Miller

Hearing Held on Nomination of Billington for Librarian of Congress.

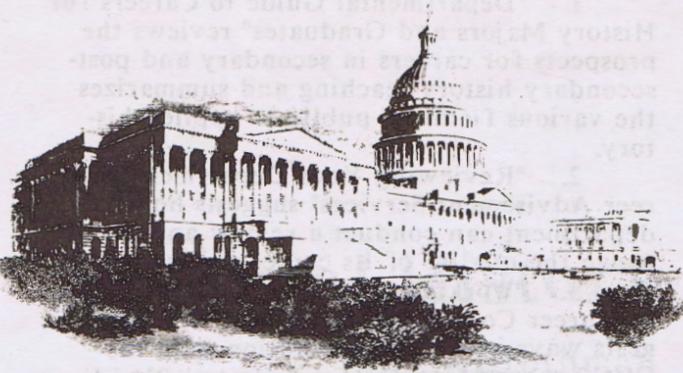
On July 14 the Senate Rules Committee held a confirmation hearing to consider the nomination of James Billington to be the Librarian of Congress. Billington, who since 1973 has been director of the Woodrow Wilson International Center for Scholars, is a recognized scholar of Russian history and a respected 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 healthy and innovative expansion of a major cultural institution. Several witnesses did use the opportunity of this hearing to identify some of the problems currently facing the Library of Congress -- such as preservation of brittle books, use of new technology, and discriminatory employment practices -- to urge Billington to provide leadership in these 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 request 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 shortly. The White House 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 nominee 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 professional experience, 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, leaders of 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 the FOIA amendments passed last October that established new fees and procedures for applying for fee waivers. One aspect of the new procedures that is particularly disturbing 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 remunerations but 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 qualifying institution." One federal agency has alerted a historian that future requests must be made on "behalf" of the university "so that the University's ownership of records provided and possible publication royalties are recognized." If you have had any recent correspondence 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 Appropriations 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 \$100.3 million, this amounts to almost a \$16 million increase. However, this budget represents little new operational money. The money specified for the architectural design, a sizeable increase in the General Services Administration's rental charges for the records centers, 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 new 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 has resulted 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 with the FY'87 amount of \$138.49 million. The small increase will go for administrative costs. The one change in grants allocations involves an addition of \$550,000 for the Office of Preservation and a decrease of \$500,000 for the NEH Humanities Projects in Libraries. The increase 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, there is concern that an excellent program that promotes the use of humanities collections in libraries had to be cut. Applications for the Humanities Projects in Libraries has exceeded awards by a ratio of almost three to one.

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 recommended zero funding, 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 which would set in place a procedure whereby money from the entrance fees would be used for protection 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 amended 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. 1939, a bill to provide for continuing interpretation of the Constitution in appropriate National Parks, 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: "The Committee heard testimony endorsing park-based conferences on 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 a report calling for 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 recently receiving the needed opinions from the Justice Department, the National Archives developed and sent to the federal historical offices a package with established procedures for conducting and preserving oral histories including a model deed of gift that can be used for the National Archives to accept oral histories.

Pro-Cite: A Powerful Bibliographic Program

William H. A. Williams

"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 the 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-berseker, one who likes to plunge into a strange program with all ten fingers flying, Pro-Cite can still accom-

modate you quite nicely. It is entirely menu-driven and there are help screens for just about every situation (just press HOME,

A techno-berseker . . . 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 17

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American History Research in China

Liu Xu-yi

"The Scholar" from Wang T'ing-na, Jen ching yang ch'iu, (A Mirror Reflecting All Kinds of People), 1599.

Courtesy of the Lilly Library, Indiana University, Bloomington, Indiana



American history research in China may be divided into six periods. The first period ended with the 1911 Revolution. As we know now, a description of the United States occurred first in Notes on the Sea by Xuei 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 into Chinese.

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 articles themselves and translated Russian writings to reveal the essence of American imperialism and its reactionary policy against the Chinese people. Nevertheless, those who admired America, those who were America-phobic, 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 1955 and 1956. At least three collections of historical documents of American aggression against China were published in this period. All these writings helped the Chinese people a lot in their understanding of the essence of 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-xiang's A Concise History of the United States, published in 1953, and The Early Development of the United States, 1792-1823, 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 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 William Z. Foster, Philip Foner, Herbert 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 Engle's 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 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 this period two American History Research Centers were established in the History Departments of Wuhan University and Nankai 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 of China coincided with the so-called Great 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. In 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-

cial Sciences of China and the Institute of American Culture of the Shandong University came into being. Four American History Research Groups were set up in the History Departments of Beijing University, Beijing Normal University, Sichuan University and the Institute of World History. For the time being, the universities and institutes which admit American history graduate students number twelve. In order to organize and solidify the American history teaching and researching personnel all over China, the American History Research Association of China was established in December 1979. The then President of the American Historical Association, John Hope Franklin, delivered a written speech at its founding meeting. In the beginning, the American History Research Association of China had 76 members. By June, 1984, its members increased to 247.

In addition to what has been said above, the socialist academic freedom has been strengthened a great deal. As a result, it is natural that we are able to make considerable progress in American history research.

Some reference books and materials about American history published in this period are as follows: The Discourses of Marx, Engels, Lenin, Stalin, and Mao on the United States; Annotated Bibliography of Reference Books in English About the United States; Index of American History Essays and Materials, 1901-1982; bibliographies of American history holdings at various Chinese universities; selected works of George Washington, Thomas Paine, Abraham Lincoln, Franklin Roosevelt; a ten-volume series of Reference Materials of American Foreign Relations; and The Selected Historical Materials of Afro-Americans.

American history books published during this period are as follows: Huang's A Concise History of the United States was revised and enlarged 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 Black Liberation Movement by Yang Shen-mao and A History of American Political Institutions by Cao Shou-nian are pioneers in the subjects they deal with; besides there are American Industrial Revolution and American Agricultural History by Zhong You-lun, and Den Shu-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 Contemporary American History by Russian historians was translated into Chinese which covers the period from 1917 to 1969. My colleagues and I translated American Epoch: A History of the United States Since 1900 by Arthur Link and William Catton into Chinese, the last chapter of which deals with the history of 1980. There are 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 French economists were translated into Chinese and published.

The numerous articles of American history published in this period deal with many aspects of American history since the conclusion of the Second World War. The Modern American History Series which I am 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 wholly 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 administration's 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, there

See China page 17

OAH/FIPSE Project presents an Active Learning Workshop

Through a grant from the Fund for the Improvement of Postsecondary Education, the Organization of American Historians has developed a two-day workshop entitled, "Active Learning and the Teaching of History." This workshop is open to any historian interested in adopting the technique of participatory learning to the teaching of history. The workshop constitutes a sharing of expertise among experts, as staff and participants work together in a collegial atmosphere to hone existing teaching skills, to explore new paths and to reconsider the role of the teacher in light of a variety of teaching styles.

The workshop leaders are: **CHARLES C. BONWELL**, former chair and Professor of History at Southeast Missouri State University. In recent years, Professor Bonwell's scholarly activity has addressed the enhancement of classroom teaching and the identification and development of cognitive skills required for students learning history.

PETER J. FREDERICK is professor of history and Chair of the Division of Social Sciences at Wabash College at Crawfordsville,

Indiana. He is the recipient of several teaching awards and has published many articles on the art of teaching.

JULIE ROY JEFFREY is a professor of history and former Chair at Goucher College where she is the Director of Historic Preservation and Director of Faculty Development.

STEPHEN JOHN KNEESHAW is Chair at the Department of History and Political Science at The School of the Ozarks. He is Coordinator of Faculty Development and Coordinator of Institutional Research and Reporting for The School of the Ozarks.

JUDITH WELLMAN is an Associate Professor of History and Curator for Special Collections at the State University of New York, Oswego, where she helped to organize and acts as a coordinator for the minor in Museum Studies and the Woman's Studies Program.

Active Learning workshops have been held at Moravian College and Middle Tennessee State University. There will be a workshop hosted by Midlands Technical College, Columbia, South Carolina, September 25-26, 1987.

FOR MORE INFORMATION ABOUT
THE OAH/FIPSE WORKSHOPS CONTACT:
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Organization of American Historians
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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 first became a member: _____

*Year of Birth: _____

*Sex: _____

*Race: _____

Particular Topical Interests: (Circle THREE) _____

Particular Chronological Interest:
(Circle ONE - Data Bank will not store more)

1. Pre-Columbian
2. Colonial
3. Early National
4. Jacksonian
5. Civil War/Reconstruction
6. Progressive Era/ WW I
7. Interwar Years
8. WW II/Cold War Era
9. 17th Century
10. 18th Century
11. 19th Century
12. 20th Century
13. Contemporary
14. Other (please specify)

1. Afro-American
2. Agricultural
3. American Indian
4. Archives
5. Asian-American
6. Biography
7. Business
8. Canadian
9. Comparative
10. Communication
11. Constitutional/Legal
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

26. History Museum
27. Immigration
28. Intellectual
29. Labor
30. Latin America
31. Medicine
32. Methodology
33. Military
34. Oral History
35. Politics
36. Poverty/Welfare
37. Psycho-History
38. Public History
39. Quantitative
40. Radical
41. Religion
42. Science
43. Sexuality
44. Social
45. South
46. State and Local
47. Urban
48. Western/Frontier
49. Women
50. Youth

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.

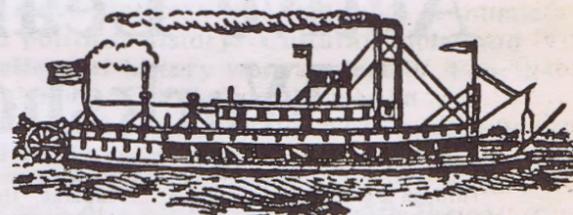
Please list other scholarly conventions attended in last five years (use abbreviations).
 I have:

Served on the following OAH Committees:

Attended the following OAH Conventions during the past ten years:

Used the Freedom of Information Act: Yes No
 Conducted research at a Presidential Library: Yes No
 Conducted research at NARA: Yes No

*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
Hartford, 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 Garraty
Southern State Community College
Hillsboro, OH
- Joan Hoff-Wilson
Western Illinois University
Macomb, IL
- University of Indianapolis
Indianapolis, IN
- Harold Hyman
Mercy College
Dobbs Ferry, NY
- Robert Kelley
Mid-America Nazarene College
Olathe, KS
- Linda Kerber
Denison University
Granville, OH
- Richard Kirkendall
Illinois College
Jacksonville, IL
- Gerda Lerner

- Ripon College
Ripon, WI
- William Leuchtenburg
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 Morton Smith
Alexander City Junior College
Alexander City, AL
- Edgar Toppin
Mansfield University
Mansfield, PA

American History Research in China

are articles saying, though the New Deal served the monopoly capitalist class, it promoted productive forces; it was a kind of progress. There are also articles saying that the New Deal only had merit, without any wrong. There are other articles (my articles), holding the following viewpoints: True is the fact that Roosevelt's New Deal served

the monopoly capitalist class. But it was not "just the same as other bourgeois administrations' attempts to overcome economic crises"; it had indeed done the capitalist system of exploitation some harm. Comparatively speaking, we can't say that it "had trampled upon people's democratic rights." Particularly it didn't end "in thorough failure."

The New Deal changed partially the relations of production, preserving the capitalist system and bourgeois democracy.

"Triumph after Defeat" Conference

answered questions fascinate us and stimulate our curiosity, while they lead us beyond facts to what are essentially cultural metaphors.

Discussions at the conference raised another facet of the study of western historical personalities such as Custer, Joseph and Riel. Their deeds, dreams and ambitions and the histories of their peoples are part of the western landscape and the western imagination. The trail of the Nez Perce through Idaho, Wyoming and Montana is hallowed historical ground to people living near the route. The site of Custer's demise and the other battlefields associated with the campaign against the Sioux are significant

It "limited the specific bad aspects and the individual extremities of the old social system," bettered the situation of the middle and petty bourgeoisie and labor masses, relaxed the class struggle, and overcame the economic crisis of 1929-1933 basically and prolonged the life of American monopoly capitalism thereby. Of course, this doesn't mean the New Deal can maintain the capitalist system forever.

"There were many aspects of American history . . . about which we almost did not know anything."

From all these discussions and debates, we have not yet derived scientific conclu-

places, for whites and Indians alike.

There is a connection among history, images and myths that comes into cultural focus on the land where it all happened. It is the connection that plugs the past into

This conference . . . turned out to be more than a rehash of the familiar Custer stories.

the present when someone says: "My grandmother gave me this necklace she got as a girl from one of the Nez Perce women in

From page 15

sions acknowledged by a majority of Chinese Americanists. What we have are helpful in overcoming the "Left" dogmatism in our past American history research, in getting our American history research into a more scientific and healthy orbit, and in helping the Chinese people understand the United States more accurately and from all points of view.

Liu Xu-yi is professor of American history at Wuhan University, Wuchang, The People's Republic of China. He is former vice-president and secretary-general of the American History Research Association of China and former director of the American History Research Center at Wuhan University. He graduated from the National Tsing-Hua University and received his M.A. from the University of Chicago in 1947.

From page 5

1877." It is also what leads Custer aficionados, arguing in Hank Weibert's frontyard a short jaunt from the battlefield, to practically come to fisticuffs about some aspect of the battle. The connections are real; there is personal investment in this history.

The conference succeeded even if, in the end, we did not learn much new about Custer, Joseph or Riel. The enlightenment came in 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.

Pro-Cite: A Powerful Bibliographic Program

From page 13

make special subsets of your bibliography. The OAH/FIPSE bibliography, History in Context, for example, is indexed with over sixty terms. As a result, I can rapidly search the entire database of 1000 entries for all citations dealing with "careers" [for liberal arts students] but NOT "careers--history." If I wish, I can then easily edit the results of the search, print it out or save it to disk.

For a sort, you may combine up to three fields in ranked priority. For example, I can separate the journals from the books and then produce a listing of articles by periodical in chronological order. 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 with the relevant citation numbers arranged under them.

Files are easily merged and can be quickly alphabetized and renumbered. Duplicate citations can be eliminated. There is even 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 package. This will enable you to download files from OCLC, RLIN, DIALOG, and BRS. These files can then be manipulated by Pro-Cite.

Finally, you can use Pro-Cite to generate automatically a bibliography or even the footnotes directly from the text of a paper or chapter. The wordprocessing text must first be transferred 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.

According to Murphy's Law, something as complex as Pro-Cite must have some drawbacks, and if fallible 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 the program. This means that 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 to run on 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 dual disk drive). So when our PC is down, Pro-Cite is no longer available to us.

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, the answer is clear. Or if 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 general, all-purpose text database manager. Most fields are of unlimited length and two "template" workforms give you latitude to create a customized database. With unlimited length of fields and the powerful indexing, searching and sorting capabilities, Pro-Cite could do double duty as a bibliographic and general database manager.

William H. A. Williams is Director of the OAH/FIPSE Project.

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.

"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 telecommunication 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 an "old" 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 it 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 not 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 our first program, we juxtaposed the stories of settlement in Virginia and Massachusetts.

2. How would we tell our stories?

The first decision, from which all the others followed, was to include both evidence and interpretation in each program. We wanted to engage listeners in the process of historical inquiry by creating the feeling of an informal conversation with a scholar and the aural equivalent of a "hands-on" experience with the evidence. The scholars performed two critical roles: they brought to life what it is like to be a historian, and they provided the interpretative "meat" of the program. We interviewed one, or in some cases two, scholars for each program. The interviews generally lasted about two hours, and then we chose segments for inclusion in the script.

To assure continuity for the series and to carry the story line for each program, we created a narrator. We tried hard to avoid a pedantic or didactic tone, while using the narrator to convey the main facts and concepts. Every script needs a "through line," and nothing does more to disrupt a "through line" than qualifications and counter-argu-

ments. We had, therefore, to wean ourselves from the subtlety and dialecticism that historians find so satisfying. Each program had to be self-contained and engaging to the general radio listener. But since the series was also designed to be the spine of a college-level course, the programs could not be repetitive, nor could they be merely entertaining.

The third element in the composition of the programs is the source material. We experimented during the pilot stage with re-created vignettes but decided not to invent character or dialogue. In many ways, this made our task more difficult, but we are convinced that our scrupulousness on this point was necessary. Certain kinds of materials--court depositions, for example--can bring the ordinary person's experience to life on tape, but many other sources that illuminate the history of working-class, black, Indian, and immigrant families are either vivid but biased, or objective but dull. Furthermore, ambiguous sources are often the most interesting to historians, and radio does not lend itself to close textual analysis.

Nevertheless, for all the difficulties inherent in putting social history on the radio, "Legacies" demonstrates the power of "aural history" to reach large numbers of people whom one does not find sitting in lecture halls and seminar rooms, subscribing to journals, or reading scholarly monographs. Even in the midst of the video age, audio offers historians a valuable tool to use in helping Americans understand and care about the past.

Ellen K. Rothman is Project Director for "Legacies: Family History in Sound."

Only 236 days till RENO

Check your calendar
for the NEW 1988
Annual Meeting Dates

Thursday, March 24 -
Sunday, March 27

Bally's Hotel
Reno, Nevada

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

Westward Ho!

O A H 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 declassification 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 the new regulations would severely curtail legitimate academic research.

3. It approved of 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 Council'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 nation'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 of all of which were nominated by edi-

tors. 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 well 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, 1986, 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--6 documentaries, 1 instructional, and 1 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 conferring 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,

costuming, and editing, others did not. As for broadcast, only one entry had a prime-time PBS airing; with the exception of one program, all others had been broadcast locally by the stations involved in their production. Often historical content was dramatized to the point of distortion, simplified greatly, or narrowly descriptive. The committee believes that film and video offer much greater opportunity for synthesis and for the creation of imaginative conceptual frameworks within which to present the rich historical resources that are available--archival footage, visuals, oral histories, etc.

In deciding against making an award, the committee did arrive at some conclusions about the award process. They are represented in the several recommendations that follow. If they are implemented, it is hoped they will strengthen the awareness and prestige of the award and attract entries of the highest quality, thereby granting the Barnouw Award the same level of recognition as publication prizes.

Recommendations to the OAH Executive Committee:

1. Expand mailing lists.
2. Increase Award publicity.
3. Give consideration to establishing two awards, one for documentary/docu-drama and one for dramatization (30 to 60-minutes in length or longer).
4. Collect a modest fee of \$25 to provide the OAH Barnouw 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 OAH; Erik Barnouw and the Award; award criteria (summary or highlights); submission procedures; deadline for entries; and date of award ceremony.

Submitted by Ruth Christensen Sproat, 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." This collection, which was prepared under the direction of William Wiecek and Paul Finkelman, consists of more than 800 pages of the most important documents related to the history of the Constitution. It will be available through the OAH offices shortly. The 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 to publish Lessons on 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 Bloomington office for their assistance.

Submitted by Kermit L. Hall, Chair

Billington Award Committee

The committee received between 64 and 67 books, depending on how one counts: in two cases, both page proof and bound books were sent, in one case duplicate copies were received, and in one case a title was withdrawn from competition after page proof was sent because it could not be published by the end of 1986. (I should note that the publisher then kindly sent at least the chairman a copy of the published book; in sending my thanks, I said I hoped that it would be submitted for the next competition.)

Committee members had some informal discussion of procedures and definitions last fall, a discussion that would not have been very profitable until all or most of the nominations were in hand. We were impressed by the variety of books submitted--some of which stretched the definitions of the award further than we might have. Submissions came from a considerable array of publishers, both commercial and academic, which speaks well both for the OAH process of getting the word out and for the seriousness with which publishers take the award process.

Submitted by Judith Austin, Chair

The Binkley-Stephenson Award Committee

The Binkley-Stephenson Award Committee met by mail and by telephone during January and early February, 1987. The Committee considered seventeen articles, two research notes, three "perspectives," and one 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 or five articles to be unusually good. Eventually, committee

members selected Jacquelyn Dowd Hall's "Disorderly Women: Gender and Labor Militancy in the Appalachian South" (September, 1986) as the Binkley-Stephenson winner for 1986. The Committee felt that "Disorderly Women" combined sound, innovative research with good writing and that it made an important contribution to the field. Thomas J. Pressly leaves the Committee after a three year term. The remaining members wish 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 page proofs) 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. In each case there seemed to 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 finish their reading until the Christmas-New Year's holidays. I would recommend that in the future, October 1 would be a more 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 on the committee that we read the books without consulting each other, in order to arrive at independent judgments of their 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 that we would then consult by telephone and/or letter to arrive at a consensus. As it turned out, we agreed with virtual unanimity on number one (one committee member ranked it as a tie with another book), so no further consultation was necessary. On the whole the committee was disappointed with the quality of most of the books submitted, but quite enthusiastic 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 intellectual history award. Although some of these--perhaps a dozen--were not "intellectual history," even by the most liberal of definitions, the remainder were eligible for the award and received the appropriate scrutiny. The committee took some initiative in making sure that eligible books were nominated: if an obviously eligible book known to the committee had not been nominated by its publisher, 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 literary and philosophical scholarship altogether when making their nominations, and sometimes exclude "American Studies" scholarship 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 worthy of an award, and another two or three dozen were judged by the committee to be substantial contributions, offering evidence of 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 1986. By December, all but about 25 books had been eliminated from further consideration. The Committee then met at Chicago, during the 1986 AHA meetings, to discuss at length the remaining candidates. Most of this discussion focused on a half-dozen books which in 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 again 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 Minority Historians and Minority History considered the recommendations made by the ad hoc committee chaired by Professor Nell Irvin Painter and decided to ask the

Organization of American Historians to take the following actions:

1) At the 1988 meeting of the OAH, a workshop should be scheduled to acquaint historians with the status of minority history. Members of the Committee on the Status of Minority Historians and Minority History (Albert Camarillo, Sucheng Chan, Sylvia Jacobs, and Waldo Martin) and one or two other historians to be invited by the committee will serve as panelists. Each panelist will prepare a one-page bibliography on the most important works published in the history of Afro-Americans, Asian Americans, Latino-Americans, and Native Americans to be handed out to the audience. Professor Paul Boyer, chair of the 1988 Program Committee, has been contacted and has agreed to schedule such a workshop.

2) The Executive Committee of the OAH can help to promote the development of minority historians and minority history by encouraging departments to send (i.e., pay the travel and lodging of) at least one minority graduate student to the 1988 meeting. These graduate students should be informed of the workshop on the state of minority history and be required to attend it.

3) The committee, with the assistance of the central secretariat, should compile a directory of minority historians. Members of the OAH, as well as members of selected minority professional associations--not all of whose members are historians--will receive a questionnaire, requesting information on their educational background, current institutional affiliation and status, and major publications.

4) The committee will work with the editor of the *Journal of American History* to either produce a special issue on minority history or to increase the coverage of minority history in all future issues of the journal.

5) A Native American historian should be added to the committee. The chair of the committee will work with the Executive Secretary and the new President of the OAH to appoint a suitable candidate.

The committee decided that several other recommendations of the ad hoc committee are less urgent, so their implementation can be postponed. These include an investigation of why there seems to have been an attrition of male minority historians, the compilation of a job register (in addition to a directory), and the creation of a book award. At its next meeting in 1988, the committee will consider the possibility of gathering together a team of historians to write a textbook on the comparative history of minorities in the United States.

Submitted by Sucheng Chan, Chair

The Pelzer Committee

The Pelzer Committee for 1987 read and evaluated eleven manuscripts submitted for the Louis Pelzer Memorial Award, an award presented to 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 Stanford University for his essay, "JFK, China and the Bomb." Based on extensive research in declassified 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 test ban treaty and repeated attempts to persuade the USSR to acquiesce and even join in military action against the Chinese nuclear capacity.

Committee members rated the submitted manuscripts on special forms which the editor's office then tallied. The editor/chair conferred with committee members by telephone as well to reach the committee's final decision.

Joan Rubin leaves the committee this year and Ricardo Griswold del Castillo of San Diego State University becomes the newest member.

Submitted by David Thelen, Chair

The Program Committee

We look back on the 1987 Annual Meeting of the Organization of American Historians with pride, gratitude to those who made it a success, and relief that it is over.

A large number of panels either honored the Constitution's bicentennial by treating its role in American law and life or addressed the meaning of "dissent." President Leon Litwack's choice of a theme for the meeting. There was, in addition, a particularly striking opening night event, a celebration of American music featuring Pete Seeger, James "Son" Thomas, Tracy Nelson, and Dianne Davidson. Special support from the OAH, the University of Pennsylvania, and the Center for the Study of Southern Culture made it possible, as did the generosity of the performers themselves, who were willing, at some sacrifice, to appear before an audience that may have been as atypical for them as they were for the OAH.

Most of the reports that have reached us about particular sessions are positive about the papers, the commentaries, and especially, audience participation. As usual, a few panels were blighted by instances of

irresponsibility. We--in common with past Program Committees--are troubled by participants who fail to show up for sessions without particularly compelling reasons and without making it possible to try to arrange a substitute. The interest of such scholars in appearing at future sessions ought to be treated with skepticism. The loudest single complaint we have heard, however, concerned the facilities, not the panelists. There were too few rooms of adequate size and many people either could not hear papers, or could only do so with great physical discomfort.

For better or worse, the program reflected our intention to be an activist committee in generating and in helping to shape panels. That came at costs, including strained friendships. Among the positive results was a fairly high proportion of gender-integrated panels, about 83%. Of the remainder, eleven had only male panelists and three only female panelists. We also had unusually high representation of minority scholars, with representation on approximately 17% 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, nonetheless, lead us to stand by 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.

Another consequence of our interventionism was to place unintended 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 and, in many instances, imposes a burden on people who would not ordinarily attend an OAH meeting, who are appearing to enrich 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 in dealing with the issues inadvertently raised by the above-average number of non-historians on our program. We hope that the result is continued flexibility in balancing the Organization's need for income to defray the costs of the convention with a Program Committee's desire to include 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 such a course for a variety of reasons, among them

the absence of clear guidelines and procedures. Because other committees have apparently had to deal with similar cases, we recommend that the Executive Board attempt to formulate standards by which a scholar might be barred from appearing on the program. The whole matter is deeply disturbing because it raises, on the one hand, the matter of maintaining professional standards 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 best, the meeting was an appreciation--at times a celebration--of many things, most notably the Constitution, dissent, American music, and Afro-American history (the latter in several excellent sessions and in Leon Litwack's moving presidential address). For the spirit and vitality that overcame the crowded rooms, inevitable glitches, and occasional low points, we want to thank the participants, President Litwack, the performers who unselfishly created a fine opening night, the OAH staff (particularly Mary Belding, the Convention Manager), and our committee, who brought the right mix of intelligence, good judgment, and gallows humor to the job--Ann Abadie, Alan Brinkley, Darlene Clark Hine, Maeva Marcus, and Nick Salvatore. While the annual meeting was not exactly a second "miracle in Philadelphia," it left us feeling optimistic about a profession that could explore America's triumphs as well as tragedies, while encompassing so much diversity and so many good people.

Submitted by Ron Walters and Drew Faust, Co-chairs

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 getting stronger. There was general praise for nominations to the Executive Board, the annual program, the journal, and newsletter. Committee members agreed to continue to serve as contacts with various programs and committees of the OAH and to serve as editorial consultants for the newsletter and journal. The Committee encourages the leadership of the OAH to continue efforts made on behalf of public history by assuring that appointments to various committees include 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 editions in this series; 2) to monitor the completion of the OAH-FIPSE project and to recommend 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 community particularly the National Conference of State Historic Preservation Officers and other national 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 Bloomington headquarters staff. We sought to attract media attention through thoughtful press releases and contact with correspondents for the local and national print and electronic media. We were aided in producing a convention supplement with historic photographs of Philadelphia from Temple University's Photojournalism Collection and the Urban Archives. Unexpectedly and fortuitously, Coretta Scott King chose the 1987 Convention to announce the appointment of an editor for 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 responsibility fell upon the chair, not because others on the committee were unwilling to help but because the time factor made it difficult to delegate responsibility. Despite problems, however, a successful Professional Day was held at the OAH meeting. Much of the suc-

cess in identifying presenters and teachers came as a result of work by persons outside the committee, e.g., Cynthia Little at the Historical Society of Pennsylvania, Deborah Welch, History Teaching Alliance, John Kelso, Social Studies coordinator, 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 dates for deadlines. 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, 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 should take place following Professional Day at the annual meeting so that suggestions for next year's sessions can be made by the participants. In addition, a call for sessions should be made well in advance. The call for presenters for the St. Louis meeting ought to be made this fall. Last year's call for papers was made in the winter issue of the OAH Newsletter. Not one proposal was received.

In addition to programs on teaching held during Professional Day, 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 OAH meeting. For example, the Committee encourages the development of "vigilante sessions." These sessions would be limited to those participants who register and purchase the paper in advance. The sessions would discuss the paper rather than listen 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 example? Here is a challenge to the profession. If historians were asked to devote five lectures to their American History specialty, what topics would be taught and where during the course would the topics be taught. The profession must address these kinds of questions if it wants to influence history teaching at elementary and public school levels. Perhaps the answers to the above could become a regular feature of the OAH *Magazine of History* by including a two page essay helping teachers to identify the essen-

tials of various themes in American History. In some ways, that is what Professional Day has attempted to do by bringing teachers and scholars together to discuss the Ws of history: What, Why, When, and to Whom.

It is hoped that the committee on History in the Schools and Colleges can again become the vehicle within the OAH to address the need to "teach better history" and to "teach history better," at all academic levels.

Submitted by Clair W. Keller, Chair

Organization of History Teachers

At the OAH meeting in Philadelphia, the Organization of History Teachers was founded to represent pre-college teachers in affiliation with the OAH and the AHA. This new organization grew partly out of the initiatives in the OAH to reach more secondary teachers. The Rockefeller Scholarships brought teachers to OAH conventions; Professional Days helped to build wider networks; and the OAH *Magazine of History* has provided a forum for teaching concerns. The joint sponsorship of the OAH, AHA and NCSS of History Teaching Alliances has also encouraged teachers to see possibilities of greater participation in OAH and AHA 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 Lerner, Denny Schilling and Marjorie Bingham and was opened by Lerner and Bingham. There was considerable discussion of the purposes of founding such an organization, particularly when historical groups abound. Some of the main reasons mentioned for a new group were as follows: 1) teachers who define themselves as "history teachers" rather than "social studies teachers" have separate interests in curriculum decisions; 2) history pre-college teachers are under-represented in professional organizations because they have no established network to furnish candidates or give representatives support or advice; 3) the discipline of history, in some states, has been eroded in the schools and needs national support; 4) a supportive network of teachers may overcome what some see as a rather "chilly" academic convention atmosphere and may also result in some innovative program sessions; and 5) such an organization may speak more forcefully on the particular needs of teachers for in-service courses and grade level programs for further academic learning. Other considerations included a push for textbook reviews, local, on-going discussion groups, and the fur-

nishing of candidates for a variety of history projects. Points from letters received from about 30 teachers from around the country who could not make it to the meeting were also mentioned. One of these letters, for example, was from an elementary teacher who urged that membership be for teachers K-12, not merely for secondary. There was also discussion about whether or not post-secondary teachers should be involved in the organization.

After a general discussion, a resolution was passed to form the Organization of History Teachers made up of pre-college teachers in affiliation with the OAH and AHA. Earl Bell presented some possible by-laws; these were accepted provisionally until the next meeting to be held at the AHA Washington meeting in December, 1987. A Steering Committee then volunteered to go over the by-laws, furnish names for possible membership, and generally to get the new organization started.

The formation of any organization is always an exciting and perplexing event. The Organization of History Teachers will have difficulties as the teachers are spread out nationally; they receive little if any funding to attend conventions; they have few career incentives to prepare papers or to serve on professional committees. But if the founding meeting was any indication, there is also real concern among teachers about the role of history in the schools and a wish to see it preserved and advanced. Teachers who would like to join the Organization of History Teachers may wish to contact members of the Steering Committee and to attend the next meetings at the 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:

1. A business meeting open to all interested O.A.H. members.

2. A cocktail reception which provided an opportunity for informal socializing, networking, and discussion of shared interests and problems. 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 CCWHP/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 department chairs, 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 or no 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 a 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

Journal Back-Issue Sale

Due to a shortage of space, the Organization of American Historians is having a special back-issue sale on The Journal of American History.

Nearly every issue from 1964 through 1986 is available. The price -- a cut rate \$3.00 per issue which includes postage and handling.

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Announcements

Professional 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) 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 academic year 1988-89. Ph.D. and research specialization in Women's History required; teaching experience in Women's History preferred. Teaching 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 reference letters or dossier, and sample dissertation chapter or printed article to Prof. Gerda Lerner, Department of History, University of Wisconsin-Madison, 455 North Park Street, Madison, WI 53706, by October 20, 1987.

Harvard University

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

The appointment is for one year, July 1988 - June 1989, with limited teaching duties, department affiliation, and opportunity to develop scholarly research. The annual salary is \$27,000. Applications are due November 2, 1987. Awards will be announced February 1, 1988. For more information and application procedures write: Dr. Richard M. Hunt, Program Director, Harvard University Mellon Faculty Fellowships, Lamont Library 202, Cambridge, MA 02138. AA/EOE.

The Massachusetts Foundation for Humanities and Public Policy

The Massachusetts Foundation for Humanities and Public Policy seeks qualified applicants for a scholars-in-residence program to begin late fall/early winter 1987. Scholars will be placed in Heritage State Parks in five cities to direct participatory community studies and conduct public programs exploring the recent history of people's responses to economic and technological change on the workplace. Doctorate in an appropriate field and experience in organizing community-based humanities projects required. From one to five scholars will be hired, pending funding. For additional information and application materials write: Dr. Miriam R. Levin, MFH&PP, One Woodbridge 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. Responsible for 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 program 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 1985 Hidy Award. Director of the U.S. Senate Historical Office, he wrote "The Conservation Congress of Anderson and Aspinall, 1963-64" for the Journal of Forest History.

Gabor S. Boritt was appointed Robert C. Fluhrer Professor of Civil War Studies at Gettysburg College. The College built on a challenge grant of NEH to establish the first fully funded chair in Civil War history anywhere.

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

Thammasat University, Bangkok, Thailand.

The Chautauqua Institution has published Alfreda L. Irwin's Three Taps of the Gavel: Pledge to the Future.

Thomas E. Jeffrey, associate director of the Thomas A. Edison Papers, won the 1986 R. D. W. Connor Award for the best article in the North Carolina Historical Review. "Beyond 'Free Suffrage': North Carolina Parties and the Convention Movement of the 1850s," appeared in the October 1985 issue.

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 the previous year in American history. The Prize honors Professor Kammen's "A Machine That Would Go Of Itself": The Constitution in American Culture, published by Alfred A. Knopf.

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

Phi 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 Prize for 1986 for 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 Grinnell College, 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 Historical Society of Pennsylvania in Philadelphia.

Awarded the prize for best article in the William and Mary Quarterly in 1986 is Peter S. Onuf, of Worcester Polytechnic Institute, for "Liberty, Development, and Union: Visions of the West in the 1780s," which appeared in the April issue. The annual award is made by

the National Society, Daughters of Colonial Wars, and carries a cash prize of \$200.

Justus F. Paul, Professor of History and Acting Dean of the College of Letters and Sciences at the University of Wisconsin-Stevens Point, has been appointed Dean.

Winner of the Institute of Early American History and Culture's 1986 Richard L. Morton Award for an article of distinction by a graduate student in the William and Mary Quarterly is Leigh Eric Schmidt, of Princeton University, for "A Second and Glorious Reformation: The New Light Extremism of Andrew Crosswell," which appeared in the April issue. The Morton Award, given for the first time, carries a prize of books from the Institute's list.

Larry E. Tise, former executive director of the Pennsylvania Historical and Museum Commission, became director of the American Association for State and Local History on July 15, 1987.

Richard White of the University of Utah has won the Forest History Society's 1985 Blegan Award for "Environmental History: the Development of a New Historical Field" in Pacific Historical Review.

Calls for Papers

The program committee for the 1988 conference of the Western History Association, which will be held in Wichita, Kansas, October 12-15, welcomes proposals for sessions. Those dealing with new trends and resources and innovative research in 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 New-York Historical Society welcomes papers for its annual conference on "Labor in New York History." Proposals should be sent by September 15, 1987 to Bill Pencak, Penn State-Berks, Reading PA 19608. Completed papers (mailed in advance to registrants) are due March 15, 1988.

The Sonneck Society for American Music invites papers for its National Conference at Shaker Village and Center College in Kentucky on April 13-17, 1988. Send inquiries and six

copies of paper abstracts to Douglas Lee, Sonneck Society Program, Blair School of Music, Vanderbilt University, Box 6320 Station B, Nashville, TN 37212. The deadline is September 25, 1987.

The Association for the Study of Connecticut History invites papers for a conference on constitutional development in Connecticut 1636-1988. The conference will be held in the Fall of 1988 and proposals covering all aspects of Connecticut constitutional history are welcome. A letter of intent and a two-page proposal are requested 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 and African History are welcome. Proposals for complete sessions are especially encouraged. Send proposals by October 1, 1987 to Victoria Cummins, Box 1606, Austin College, Sherman, TX 75090.

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." Primary emphasis will be the effect of Moses' plan of development on Long Island, but there is also interest in 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) 560-5456.

The Naval Historical Center will host the annual meeting of the American Military Institute on April 8 and 9, 1988, at the Washington Naval Yard, Washington, D.C. The conference's theme is "Technology, Industry, and Sea Power." Send proposals for papers to AMI Conference Coordinator, Naval Historical Center, Building 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 also be considered. The committee encourages volunteers for chairs and commentators. The theme will be American Foreign Relations and National Security, but other subjects are welcome as well. A one-page abstract and a c.v. should be sent by October 15, 1987, to Robert Beisner, The American University, Department of History, Washington, D.C., 20016.

The Social Science History Association announces a call for papers or sessions for its annual meeting November 3-6, 1988 in Chicago. Preliminary proposals should be sent by October 16, 1987 to Caroline B. Brettell, Family and Community History Center, The Newberry Library, 60 W. Walton, Chicago, IL 60610. The deadline for final proposals is February 15, 1988.

The Museums at Stony Brook, in conjunction with the History Department at SUNY-Stony Brook, plans a conference on the history of horse-drawn transportation in America, 1780-1920, pending funding by the National Endowment for the Humanities, to be held in late August, 1989. They invite paper proposals relating horse-drawn transportation to economic, labor, social and cultural history. Address all inquiries and proposals no later than October 16, 1987 to Susan Klaffky, The Museums at Stony Brook, 1208 Route 25A, Stony Brook, NY 11790; telephone (516) 751-0066.

The Southeastern Nineteenth Century Studies Association invites papers for its interdisciplinary conference, "The Outsider and the Outside View," April 7-9, 1988, at Georgetown University. Topics can be any aspect of the outsider in nineteenth century life and letters. Papers should be 20 minutes and must be received by November 1, 1987. Curriculum vitae and short abstracts (approx. 3 sent.) are required. Send submissions or queries to Leona Fisher, Department of English, Georgetown University, Washington, D.C. 20057.

The Southern Association for Women Historians invites proposals for the first Southern Conference on Women's History to be held June 10-12, 1988 at Converse College in Spartanburg, South Carolina. A variety of formats is encouraged, all sessions should include audience discussion and reaction time. Proposals for individual papers and sessions should be submitted by November 1, 1987 (include SASE). Each proposal should be 2-3 pages, describing the topic, discussing sources, and including brief vitae for all participants. Send all conference proposals to Constance B. Schulz, Program Chair, Southern Conference on Women's History, University of South Carolina, Columbia, SC 29208.

Siena College announces a

multi-disciplinary conference on history, literature, art, and popular culture of New York State. Regional topics will also be considered. Proposals should be sent by November 5, 1987, to Thomas O. Kelly, II, History Department, Siena College, Loudonville, NY 12211.

Papers and panels dealing with any field in history are wanted for the annual Missouri Valley History Conference at Omaha, Nebraska, on March 10-12, 1988. Proposals should include abstracts of papers and participants' vitae. Persons interested in serving as moderators or commentators should indicate areas of expertise. Proposals should be submitted by November 15, 1987, to Michael L. Tate, Program Coordinator, 1988 MVHC, Department of History, University of Nebraska at Omaha, Omaha, Nebraska 68182.

The Strong Museum announces a call for papers for its symposium "Culture and Comfort: The Draped and Upholstered Interior, 1850-1930" October 14-16, 1988, in Rochester, New York. Proposals, including curriculum vitae and 200-word abstracts, are due by November 30, 1987. Send submissions or queries to Katherine C. Grier, The Strong Museum, One Manhattan Square, Rochester, NY 14607, (716) 263-2700.

The Ohio Academy of His-

tory announces a call for paper proposals for its annual meeting, April 15-16, 1988. For information contact Taylor Stults, History Department, Muskingum College, New Concord, OH 43762. The deadline for proposals is December 10, 1987.

Proposals for papers on any aspect of the history of Quakerism are invited for the seventh biennial meeting of the Conference of Quaker Archivists and Historians. The meeting will be at Pickering College, Newmarket, Ontario, Canada, June 25-27, 1988. Proposals dealing with Quakerism in Canada are especially welcome. Send a one-page abstract by December 15, 1987 to Thomas D. Hamm, Department of History, Earlham College, Richmond, IN 47374.

Siena College welcomes papers for its third annual multi-disciplinary conference on the 50th anniversary of World War II. The focus for 1988 will be 1938, though papers dealing with broad issues of earlier years will be welcomed. Deadline for submissions is December 15, 1987. Send replies and inquiries to Professor Thomas O. Kelly, II, Department of History, Siena College, Loudonville, NY 12211.

Proposals for 20-minute papers are invited for an interdisciplinary, international symposium entitled "Concepts of His-

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To start your OAH membership, complete the form below and return it to OAH, 112 North Bryan Street, Bloomington, Indiana, 47405-3886. Please enclose a check or money order payable to the Organization of American Historians.

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Address _____

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| <input type="checkbox"/> \$10-Student* | <input type="checkbox"/> \$25 Associate |
| <input type="checkbox"/> \$15-Under \$10,000 | <input type="checkbox"/> \$25 Emeritus (retired) |
| <input type="checkbox"/> \$25-\$10,000-14,999 | <input type="checkbox"/> \$30 Foreign Scholar (add \$8 foreign postage; U.S. funds only) |
| <input type="checkbox"/> \$30-\$15,000-19,999 | <input type="checkbox"/> \$50 Dual (receive 1 journal, at one address) |
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tory in German Film" to be held at the University of Illinois at Chicago, October 20-22, 1988. Abstracts of 250-300 words should be sent by January 15, 1988 to Dr. Bruce Murray, German Department (M/C 189), University of Illinois at Chicago, P.O. Box 4348, Chicago, IL 60680; telephone (312) 996-3205.

The California American Studies Association announces its spring conference at the Claremont Graduate School, April 29 to May 1, 1988. The Program Committee invites papers, panels or media presentations on the topic "Religion and Belief in American Culture." Papers on other American Studies topics will also be considered. Religion, in this context, will be defined broadly. Please send proposals and vitae by January 15, 1988, to Ann Taves, Program Chair, School of Theology at Claremont, 1325 N. College Ave., Claremont, CA 91711.

Papers, panels, and media presentations are invited on all aspects of labor history and issues of gender and ethnicity for the Fourteenth Annual Conference of the Southwest Labor Studies association at Loyola-Marymount University in Los Angeles on May 1 and 2, 1988. For information or to submit proposals contact Frank Stricker, Coordinator of Labor Studies, SBS A-306; California State University, Dominguez Hills; Carson, CA 90747.

Papers and sessions are invited for the 1988 Business History Conference on March 18-20, 1988, at the Pierremont Plaza Hotel, Atlanta, Georgia. The theme is "Competitiveness." Proposals should include a one-page precis and a curriculum vitae. Send to Wayne Broehl, Amos Tuck school of Business Administration, Dartmouth College, Hanover, NH 03755. A session will also be held for dissertations completed in the last three years. Send suggestions and proposals to Paul Tiffany, Wharton School, University of Pennsylvania, Philadelphia, PA 19104. (No deadline mentioned.)

The North American Society for Sport History welcomes papers and sessions for its annual convention at Arizona State University, Tempe, Arizona on May 20-23, 1988. Abstracts should be sent to Jack W. Berryman, Department of Biomedical History, School of Medicine, University of Washington, Seattle, WA 98195. (No deadline mentioned.)

A major project to publish substantial studies in the reception of Classical antiquity in North and South America has been established at Boston University. A series of volumes will appear on the Classical tradition in the Americas. Scholars who desire to prepare contributions to the project should send a brief statement of the proposed subject to Profes-

sor Meyer Rheinhold, Institute for the Classical Studies Tradition, Department of Classical Studies, Boston University, 745 Commonwealth Avenue, Boston, MA 02215. (No deadline mentioned.)

The American Railroad Conference seeks presenters. The conference at Penn State's Altoona Campus, will be June 16-19, 1988. Presentations, must be academically solid but delivered informally to invite questions. Audio-visual enhancements are encouraged. Presenters are provided transportation, lodging, meals, and conference tours. For details contact, John W. Larner, Penn State Altoona Campus, Altoona, PA 16601; telephone (814) 946-4321, ext. 65. (No deadline mentioned.)

Grants, Fellowships and Awards

The Association for the Study of Connecticut History invites nominations for the 1987 Homer D. Babbidge Award. This award is presented annually to the scholar who, in the opinion of the judges, has published the most outstanding article or book in 1986-87 dealing with some aspect of Connecticut history. The judges also will consider nominations of persons who have made sustained contributions to Connecticut history over a substantial number of years. Nominations must be accompanied by a copy of the publication and should be mailed by August 31, 1987 to Dr. Albert E. Van Dusen, 85 Ball Hill Road, Storrs, CT 06268.

The Interpretive Research Program of the Division of Research Programs, the National Endowment for the Humanities, wishes to announce the annual application deadline of October 1, 1987 (postmarked), for projects beginning on or after July 1, 1988. Draft applications may be sent to the program for the staff comments any time up to August 15. The Projects category supports collaborative research for up to three years, primarily in the liberal arts and social sciences employing interpretive rather than quantitative methods. A second category of support, Humanities, Science and Technology, supports collaborative research drawing on theories and methods of the humanities to study current or historical issues in science and technology. For more information about the Projects category, contact Dorothy Wartenberg at (202) 786-0210; for Humanities, Science and Technology, contact Daniel Jones at the same number. The address of the program is Interpretive Research Program, Room 318 IR, National Endowment for the Humanities, Washington, D. C. 20506.

The National Historical

Publications and Records Commission (NHPRC) and the Andrew W. Mellon Foundation announce jointly funded fellowships in archival administration for the 1988-89 academic year. Archival institutions interested in hosting a fellow are encouraged to submit applications to the Commission by October 1, 1987. Three host institutions will be chosen in October 1987. Individual fellows will be chosen in the spring of 1988 and applicants must have at least three years' experience in archival work and graduate study involving archival education. Please 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 Exchanges for the 1988-89 academic year. The Graduate and Research Programs offer opportunities to graduate students and scholars in social sciences and humanities to conduct long-term research in China. The visiting Scholar Exchange Program is a reciprocal, short-term program which offers opportunities to American scholars to lecture and conduct research in China and invites nominations of Chinese scholars to come to the U.S. The application deadline is October 10, 1987. For applications write CSCPRC, The National Academy of Sciences, 2101 Constitution Ave., NW, Washington D.C. 20418; telephone (202) 334-2718.

The Columbia Society of Fellows in the Humanities will appoint postdoctoral fellows in the humanities for the academic year 1988-89. The appointment may be renewed for a second year. Fellows for 1988-89 must have received the Ph.D. between January 1, 1985 and July 1, 1988. The stipend will be \$27,500, one half for independent research and one half for 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 writing in residence at the Center, generally during the academic year. Scholars from any nation may apply. Fellowship stipends are based, insofar as possible, on scholars' usual academic salaries. For more information and application material, write to Kent Mullikin, Assistant Director, National Humanities Center, 7 Alexander

Drive, Research Triangle Park, NC 27709. Applications must be postmarked by October 15, 1987.

The Stanford Humanities Center will offer eight external fellowships for 1988-89 intended for scholars and teachers in the humanities who would be interested in spending the academic year at Stanford. The fellowships are primarily intended to enable fellows to pursue their own research and writing; however, recipients are also expected to devote about one-sixth of their time teaching or in some other way contributing to intellectual life at Stanford. The deadline for application is December 1, 1987. For further information write Morton Sosna, Associate Director, Stanford Humanities Center, Mariposa House, Stanford University, Stanford, CA 94305-8630.

The American Society of Church History announces The Frank S. and Elizabeth D. Brewer Prize of \$2,000 to assist an author in publishing a book-length manuscript in church history. The winning manuscript shall be published in a manner acceptable to the Society. Complete manuscripts in final form must be received by William B. Miller, 305 East Country Club Lane, Wallingford, PA 19086, by December 15, 1987, with return postage included. The award will be announced at the spring meeting of the Society in 1988.

The Gilbert Chinard awards are made jointly by the Society for French Historical Studies and the Institut Francais de Washington for distinguished scholarly books or manuscripts in the history of Franco-American relations by Canadian or American authors published during 1987. Historical studies in any area or period are acceptable, including critical editions of significant source materials. The Gilbert Chinard Prize of \$750 is awarded annually for a book or manuscript in page-proof; the Incentive Award of \$250 is for unpublished book-length manuscript, generally by a younger scholar. Deadline for the 1987 award is December 31, and five copies of each entrant should be sent to Professor John McV. Haight, Jr., Chairman, Chinard Prize Committee, Department of History, Maginnes #9, Lehigh University, Bethlehem, PA 18015.

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 collections at the Rockefeller Archive Center. The size of the individual grants is dependent upon travel, temporary lodging, and research expenses of the applicant. The application deadline is December 31, 1987 and the names of 1988 grantees will be announced in March 1988. Inquiries about the program and application forms should be ad-

dressed to Director, Rockefeller Archive Center, Pocantico Hills, North Tarrytown, NY 10591-1598.

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 \$750 will be awarded to four essays that will be published in a bicentennial issue of *New York History* in July 1988. Essays may deal with any aspect of New York State's history 200 years ago. The tentative deadline for submissions is 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, offers fifteen short-term fellowships each year, extending from one to four months, with monthly stipends of \$800. The Library also offers NEH-sponsored, long-term fellowships extending from six months to a year and with an annual stipend of \$27,500 or a six-month stipend of \$13,750. Recipients of all fellowships are expected to be in regular residence at the Library and to participate in the intellectual life of Brown University. The application deadline is January 15, 1988. For further information and application forms, write to the Director, John Carter Brown Library, Box 1894, 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 provides funding (from the NEH) for six to twelve months' residence at the Society, while the other three categories provide one to 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 letters of recommendation is January 31, 1988. All application forms may be obtained by writing John B. Hench, Associate Director for Research and Publication, American Antiquarian Society, 185 Salisbury Street, Worcester, MA 01609; telephone. (617) 752-5813.

The Department of History, University of Texas at Arlington announces the 1988 Webb-Smith Essay Competition, a \$500 award for the best essay of 10,000 words or less on the topic "Sunbelt Cities and Recent Urban America." The winning essay will be submitted for publication

as part of Volume Twenty-three of the Walter Prescott Webb Memorial Lectures Series published by Texas A & M University Press. Manuscripts for 1988 judging must be submitted by February 1, 1988. For submittal forms and additional information write The Walter Prescott Webb Memorial Lectures Committee, Department of History, Box 19529, University of Texas at Arlington, Arlington, TX 76019.

The Herbert Hoover Presidential Library Association, Inc., offers research support on a competitive basis to scholars and others conducting original investigations into the Hoover period, 1921-1933. Awards range up to \$10,000 annually and are renewable through reapplication. Priority is given projects which utilize the primary historical resources of the Herbert Hoover Presidential Library, and which have the highest probability for publication. Deadline for receipt of applications is March 1, 1988. To obtain all necessary documents for application, write Chairman, Fellowship and Grant Committee, Hoover Library Association, P. O. Box 696, West Branch, IA 52358; telephone (319) 643-5327.

The Schaff Prize is a \$1000 award paid to the author of the best book originating in the North American scholarly community published during the years 1987 or 1988 and which presents original research in the history of Christianity. The deadline for receipt of nominated titles by William B. Miller, Secretary, American Society of Church History, 305 East Country Club Lane, Wallingford, PA 19086, is March 1, 1988.

Meetings and Conferences

The Coalition for Western Women's History presents a conference on "The Woman's West: Race, Class, and Social Change" August 13-15, 1987 at San Francisco State University. For more information, contact The Coalition for Western Women's History, c/o Women Studies, Washington State University, Pullman, WA 99164.

The Society of American Archivists will sponsor a three-day workshop August 31-September 2, 1987 in New York City on "Basic Archival Conservation." This workshop is intended for persons currently employed in positions responsible for the care of manuscript collections and offers the opportunity to learn how basic conservation techniques apply to the care and management of such documents. For registration materials, call the SAA office at (312) 922-0140 or write the Basic Archival Conservation Workshop, Society of American Archivists, 600 S. Federal, Suite 504, Chicago, IL 60605.

A symposium on historical problems of the American West in the twentieth century will take place at the University of Notre Dame on September 25-26, 1987. For reservations for meals, lodging, and the sessions, write Dr. Peter J. Lombardo, Center for Continuing Education, University of Notre Dame, Notre Dame, IN 46556.

The George Rogers Clark National Historical Park and Vincennes University announce the annual George Rogers Clark Trans-Appalachian Frontier History Conference on October 3, 1987. For further information, write the Conference Committee, George Rogers Clark National Historical Park, 401 S. 2nd St., Vincennes, IN 47591.

Tanana Yukon Historical Society and the City of Fairbanks, in commemoration of the 100th anniversary of the founding of Alaska's first historical society at Sitka in 1887, will host the Tenth Annual Alaska History Symposium and annual meeting of the Alaska Historical Society and Museums Alaska on October 20-24, 1987. The theme will be "Aviation in Alaska's History". Anyone interested in attending or offering papers should contact Dr. Jonathan M. Nielson, Chair, Tenth Annual Alaska History Symposium, TYHS, P.O. Box 1336, Fairbanks, Alaska 99707.

The Hoover Symposium VI, "Possibilities for Peace," is scheduled for October 24, 1987 at George Fox College. For more information, contact Lee Nash, Academic Vice President, George Fox College, Newberg, Oregon 97132.

The Illinois State Museum is sponsoring a symposium entitled "Understanding Mary: Recent Scholarship on the Life of Mary Todd Lincoln" to be held on October 25, 1987 in the Illinois State Museum. For more information, contact the Art Section, Illinois State Museum, Springfield, IL 62706; telephone (217) 782-7152.

A symposium entitled "The Michelson Era in American Science 1870-1930" will take place at Case Western Reserve University on October 28-29, 1987. For more information, contact A. J. Roche, History Department, Case Western Reserve University, Cleveland, OH 44106.

"Immigration, Ethnicity, and the Industrial Revolution" is the theme of the eighth annual Lowell Conference on Industrial History, to be held October 29-31, 1987, in Lowell, Massachusetts. For more information, contact Robert Weible, Lowell National Historical Park, 169 Merrimack Street, Lowell, MA 01852; telephone (617) 459-1025.

The third North American meeting of the Society for the History of Natural History will be held in Raleigh, North Caro-

lina, October 30, 1987. This will be a joint meeting of the History of Science Society and the Society for the History of Technology. The theme will be "Natural History in the American South." Those interested should contact William A. Deiss, Society for the History of Natural History, Smithsonian Institution Archives, Washington, D.C. 20560.

The 1987 Winterthur Conference will explore the culture of late 18th-century Philadelphia November 6-7, 1987. "Shaping a National Culture: The Philadelphia Experience 1750-1800" will address the city's cultural primacy and influence beyond its geographic borders. For more information, contact Office of Advanced Studies, Winterthur Museum and Gardens, Winterthur, DE 19735; telephone (302) 656-8591, extension 249.

The American Studies Association and the Canadian Association for American Studies will meet in New York City November 21-24, 1987. The convention's theme is "Creating Cultures: Peoples, Objects, Ideas." For information on the program and registration, write American Studies Association, 309 College Hall, University of Pennsylvania, PA 19104

The European Association for American Studies announces its 1988 Biennial Conference at the John F. Kennedy Institute in West Berlin on March 28-31, 1988. The theme will be "Looking Inward - Looking Outward: The United States in the 30s and 40s". Those wishing to contribute a paper, organize a workshop, or register for the conference should write to the EASS President, Sergio Perosa, Università Ca Foscari, Dorsoduro 3246, I-30123 Venezia, Italy.

Civil War naval history will be the theme of the tenth annual meeting of the Confederate Historical Institute on April 7-9, 1988 in Portsmouth, Virginia. This meeting results from activities in connection with the 125th anniversary of the battle of the ironclads and is sponsored by the Hampton Roads Civil War Round Table of Portsmouth. For more information, write the Confederate Historical Institute, PO Box 7388P, Little Rock, AR 72217.

The 13th biennial conference of the Australian and New Zealand American Studies Association will be at the University of Newcastle from August 28 to September 1, 1988. Accommodations will be available on campus. The association wishes to hear from American scholars desiring to attend, and it notes that there is time to contact appropriate authority under the Fulbright program. For information, contact L.E. Fredman, University of Newcastle, Department of History, Newcastle, New South Wales, 2308.

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OAH NEWSLETTER

Organization of American Historians

Organization 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 de-

partmental 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 professoriat in general, and
3. recommendations of new policies to the OAH.

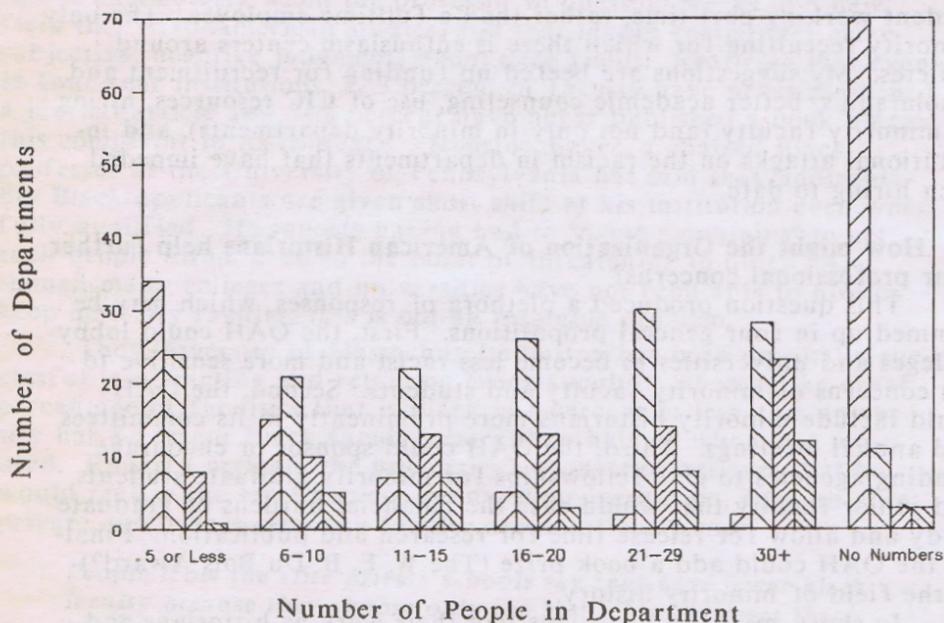
Section I

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.

*Regional Breakdown of Questionnaires
Returned by Departmental Chairs*

	No Minority Historians	Some Minority Historians	Totals
West	17(38%)	30(18%)	47(16%)
Northeast	31(23%)	34(21%)	65(66%)
South	40(30%)	56(34%)	96(32%)
Midwest	42(31%)	40(25%)	82(28%)
No Place	4(03%)	3(02%)	7(02%)
Totals	134(100%)	163(100%)	297(100%)



Number of People in Department

- ▨ Sizes of Departments Reporting No Minority Historians
- ▤ Sizes of Departments Reporting One or More Minority Historians
- ▥ Sizes of Departments Reporting Two or More Minority Historians
- ▧ Sizes of Departments Reporting Three or More Minority Historians

While larger departments are obviously more likely to employ minority historians, size does not always provide a sure indicator, for three very large departments reported no minority historians, one department with more than fifty historians reported only one minority member, and twenty-four very small departments include minority personnel.

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

Minority historians are heavily represented in the fields of Afro-American (if Black), Latin American (if Hispanic), and Asian (if Asian-American) fields. However chairs mentioned several minority historians in other fields, notably European and African. 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 tepid 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 prestigious institutions that 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

crisis in higher education has not ended, and a significant number of History Departments is still frozen--at best.

Chairs also reported seven cases of minority historians who did not get tenure, and brief answers may well veil other such examples.

(7) How many minority graduate students are enrolled in your department? What are their fields of study?

Afro-American, Latin American, and East Asian fields are still quite popular with minority graduate students, nearly all of whom are to be found in large institutions with minority faculty. Minority graduate students seem to be diversifying somewhat now, and they may be spreading out more than the questionnaires indicate on their face, for in some cases students from one minority may be studying the history of other areas popular with other minorities. Several chairs mentioned minority graduate students concentrating in European history.

(8) Is your department or university taking steps to expand the number of minority faculty and graduate students? If so, what are they?

Lack of money and falling enrollments prevent many institutions from increasing minority faculty, and some chairs feel their departments are not likely to attract minority graduate students because they cannot offer attractive fellowships. Although some departments with minority faculty said simply that they followed affirmative action procedures, many also mentioned more energetic steps. It is clear that merely waiting for minorities to apply for positions does not produce results. Realizing this, several institutions employ a series of means of targeting and attracting minorities at the faculty and graduate student levels. These strategies range from fairs for prospective graduate students, correspondence with prospective graduate students who have been targeted through the GRE examination, and ties with traditionally black institutions.

One request that appeared often in question 9 was that the OAH share these strategies, which could be accomplished easily, as chairs discussed them in their responses to question 8.

(9) Are there ways in which the Organization of American Historians can assist in this endeavor?

Responses to this question varied in tone. Some chairs seemed to resent the suggestion that the OAH should interfere in their departmental concerns, but most either did not see how the OAH could help or asked for some assistance. They wanted the OAH to compile vitas of minority historians seeking employment, to hold panel discussions on the issue of minority historians at annual meetings, to fund graduate student travel to annual meetings, and to provide minority student fellowships and research grants.

Chairs were divided on whether to tackle the issue of minority historians and graduate students as a question of supply or of the market. Some chairs would prefer to increase the supply of minority historians by beginning with students in high school or undergraduates, so that they would come into the profession in the normal course of events. Other chairs realized that training, hiring, and retaining minorities means taking steps that far exceed those taken for non-minority historians. The recommendation that appeared time and again was for a jobs register for minority Ph.D.s. Even though its use may be limited (as in the case of the register of women historians), a list of minority candidates and doctoral candidates is what the majority of chairs would like to have at hand.

Part B: Minority Historians' Responses to Questionnaires

(1) What are your main professional concerns as a minority historian?

Most begin with the answers one would expect from any historian: the ability to teach and write in peace and with adequate support. But beyond that, minority historians voice additional concerns that are intellectual, collegial, and demographic. In their teaching and writing, they want to portray a plural history and show what history looks like from a non-European perspective. At the same time they realize that their non-minority colleagues instinctively devalue any intellectual undertaking connected with minority studies. Minority historians are also concerned about the dwindling numbers of minority students and faculty.

(2) Do you feel adequately supported by your department and institution in furthering your professional concerns?

Again, the responses, which are mostly negative or conditionally positive, address concerns that are intellectual and material. Answers vary from individual to individual, with some reporting having received adequate financial report for their research. But minority historians repeatedly mention that they receive little intellectual or moral support for work in non-European areas of study. One professor remarked:

I don't think there is much concern for developing an approach to history that does not glorify the European past or [that]

seeks to understand the history of other parts of the world. I am firmly convinced that the academy remains the most chauvinistic sector of American society.

(3) What are your main sources of satisfaction and dissatisfaction as a historian?

The main satisfactions and dissatisfactions were those of all historians, teaching, writing, and recognition from colleagues, on the one hand, low pay and long hours, on the other. But minority historians spoke of additional issues. One professor wondered whether mid-career blues explained these conclusions:

This profession has become increasingly unsatisfying. The continued strain of having to fulfill the role of "the minority" on committees etc. while at the same (and perhaps as a result) being "judged" in a separate category is demeaning and insulting--even though unintentional. It seems inevitable while the proportion of minority scholars remains low.

Others mentioned persistent racism and discrimination in their institutions and within the profession and academic world. They were more likely to speak of a lack of recognition from their peers than of positive encouragement.

(4) What do you see as your main contributions to your institution? Do you feel that your department and your university take your contributions adequately into account?

Most spoke of the usual contributions of teaching, research, and service. Whether they felt such contributions were appreciated varied from institution to institution. Several minority historians said they made an additional contribution simply by working in a predominantly white institution, where they could be counted as a statistic or serve some public relations role. But several doubted that their colleagues cared about their views. They felt their opinions were neither sought nor heard.

(5) Do you feel that your institution does enough to attract and keep minority faculty and graduate students? If not, what more would you like to see done?

Generally responses to the first question were negative, and several offered suggestions that included the proven remedies: encouragement of promising undergraduates, special attention to non-traditional applicants, adequate financial aid, and moral and academic support. A few respondents wondered whether many good minority students were interested in graduate school in history, e.g. this one: "Yes, they make a good effort. The good students aren't there. (not a popular thing to say!)" One historian contrasted recruitment for athletes with disinterest in graduate students: "Hell no. It makes almost no effort to utilize CIC resources even though it is a Big Ten school. At least one college's affirmative action officer is a graduate student working part time, rather than a fulltime employee. The only minority recruiting for which there is enthusiasm centers around athletes. My suggestions are beefed up funding for recruitment and scholarships, better academic counseling, use of CIC resources, hiring of minority faculty (and not only in minority departments), and institutional attacks on the racism in departments that have impeded such hiring to date."

(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 aimed primarily at their departments and home institutions.

Minority historians are disturbed by the condescension with which their non-minority colleagues address minority studies and minority concerns. Minority historians see the shrinking numbers of 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.

Section II

Discussion

Minority historians share with women and working class historians the sense of constantly being devalued 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 in the society and in the academy, which makes it exceedingly difficult for them to become whole-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 on the 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 ostensible 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-resident aliens, and whites are represented in graduate schools 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 aliens. 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), Blacks report 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 committees 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 shift at his institution even when 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 faculties 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 not as good as white faculty. I don't accept that. If I were at one of the elites--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.⁷ They like to be paid well and work at a prestige institution.

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 increasingly presumed to be less 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-

tistics bear this out--to an alarming degree for minority men. If the data are correct, 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. 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. These results do not correspond well with data from the same sources that show that between 1982 and 1979, the number of full-time minority men on humanities faculties fell 3 percent and of full-time minority women, almost 1 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.⁸

Full-Time History Faculty⁹

	Number in Fall 1979	Number in Fall 1982	% Change
Total	13,613	13,159	-3.3
Tenured	10,906	10,639	-2.4
Minority Men	730	579	-20.6
Tenured	524	404	-22.9
Minority Women	203	239	17.7
Tenured	118	143	21.1
Non-Minority Men	10,876	10,484	-3.6
Tenured	9,066	8,854	-2.3
Non-Minority Women	1,803	1,857	2.9
Tenured	1,198	1,227	2.4

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 57 percent.¹⁰

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 79 percent of men and 58 percent of women are tenured. Put another way, nearly 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.¹¹ Figures on salaries are not available.

Discussions of minority/Black faculty inevitably turn to the dearth of minority/Black students enrolled in graduate and undergraduate schools and how to attract and retain larger numbers. The most recent, comprehensive study of the American professoriat notes that while the supply of college professors as a whole for the 21st century is problematic because the best students are undertaking professional rather than graduate study, that is already the case for the small number of minority students who graduate from four-year colleges.¹² The means of getting minorities into graduate school and on faculties are well known, as the literature and the responses to our questionnaires indicated.

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:

1. lack of adequate financial aid
2. fear of financial indebtedness¹³

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.¹⁴ 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 large 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 minorities¹⁵

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.¹⁶

Section III

Recommendation

Acknowledging the persistence of racism in the historical profession, this committee encourages 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 up-dated 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.

2. Gail E. Thomas, The Access and Success of Blacks and Hispanics in U.S. Graduate and Professional Education: A Working Paper, Washington, D.C., 1986, pages 4-5

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)

4. John B. Turner, assistant provost and associate dean of the graduate school at the Massachusetts Institute of Technology, in Stacy E. Palmer, "In the 'Fishbowl': When Blacks Work at Predominantly White Colleges," The Chronicle of Higher Education, 14 September 1983, page 19.

5. Ibid., page 21. Figures on publication are from the Carnegie Foundation for the Advancement of Teaching, "The Faculty: Deeply Troubled," Change, September/October 1985, page 34

6. In Brent Staples, "The Dwindling Black Presence on Campus," New York Times Magazine, 27 April 1986

7. In Staples, page 54

8. Table drawn from Frank J. Atelsek and Irene L. Gomberg, Selected Characteristics of Full-Time Humanities Faculty, Fall 1979, Washington, D.C., American Council on Education, 1981, page 34 and Irene L. Gomberg and Frank J. Atelsek, Full-Time Humanities Faculty, Fall 1982, Washington, D.C., 1984, page 20.

9. Atelsek and Gomberg, page 34 and Gomberg and Atelsek, page 20.

10. Susan Henn and Betty D. Maxfield, Departing the Ivy Halls: Changing Employment Situations for Recent Ph.Ds, Washington, D.C. 1983, page 50

11. Ibid., pages 7-9 and Gomberg and Atelsek, page 7

12. Howard R. Bowen and Jack H. Schuster, American Professors: A National Resource Imperiled, New York, 1986, pages 58-60.

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. Staples, pages 46-50

Section IV

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