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Over the last two years, the OAH Newsletter has carried information concerning The Fund for American History, a major endowment campaign of the Organization of American Historians, and in coming issues you will learn more about The Fund and what it means to you.

For more than a decade the OAH has been considering the creation of a permanent endowment, but only within the last three years has the Executive Board taken specific steps to make such an endowment a reality. As early as October of 1981 an Ad-Hoc Committee on Fund-Raising Possibilities, chaired by Fred Harrington, made recommendations to the Executive Board concerning long-term planning for an OAH endowment fund, but it was not until 1985 that the Executive Board began laying the groundwork for a major endowment campaign. At the April 1986 meeting of the Executive Board Myron Marty presented a background report about preparation of a National Endowment for the Humanities Challenge Grant.

In April 1987 the Executive Board passed a resolution (the full text of which was carried in the May 1987 issue of the OAH Newsletter) to undertake an endowment campaign by authorizing submission of an NEH Challenge Grant and by appointing an ad hoc steering committee of the Board to oversee the effort. In the 1986-87 Treasurer's Report, which was carried in the same issue of the Newsletter, Treasurer Cullom Davis spoke of the need for an endowment to "safeguard the OAH's vital services in the years ahead."

Stanley Katz, 1987-88 OAH President, subsequently named Cullom Davis, Samuel Hays, Myron Marty, Dorothy Rost and himself to serve on the Endowment Steering Committee which held its first meeting in connection with the OAH Executive Board meeting in New York in November, 1987. At that November meeting, the Executive Board passed a resolution to establish an OAH Endowment Fund to be called The Fund for American History and to appoint a Council of the Fund comprised of past Presidents of the Organization. David Brion Davis, John Hope Franklin, Stanley N. Katz, Leon F. Litwack, Anne Firor Scott and William Appleman Williams subsequently agreed to serve on the Council. The May, 1988 Newsletter carried the full text of this resolution and another one authorizing the transfer of 1987 year-end funds to The Fund for American History, as well as an announcement of the Endowment Campaign which had also been formally announced at the OAH Business Meeting in Reno.

The Endowment Campaign is now well under way. In the past year-and-a-half members of the Executive Board of the OAH have pledged over $20,000 to The Fund for American History, and in May of this year the Endowment Steering Committee, with the help of Acting Executive Secretary Arnita A. Jones, submitted a proposal for a $400,000 NEH Challenge Grant. The Endowment Steering Committee continues to meet at the regularly scheduled OAH Executive Board meetings in addition to conducting a large portion of its business via conference calls. When Myron Marty's term on the Executive Board ended in 1988, OAH President David Brion Davis appointed new Executive Board member Joan Jensen to replace him on the Endowment Steering Committee.

The Fund for American History will underwrite projects in three major areas: historical inquiry, teaching, and professional development. Future issues of the OAH Newsletter will carry articles on specific projects. The first such article will be by OAH Executive Board member Arnold Taylor of Howard University on minority internships and scholarships, and it will appear in the February Newsletter. Please continue to read this column for further information about the projects and progress of The Fund for American History.
I began teaching history in fall 1948, just after earning my master's in American history at Columbia University. My mentor, the already marvelous Richard B. Morris, arranged to have me teach one section in European history at CCNY, the school where he had taught before going to Columbia. Although I discovered, to my delight, that I loved teaching history as much as I loved reading it and although my students and my departmental supervisors seemed to think well of my work during my term at CCNY, sometime during the sixth year, as I was nearing completion of the Ph.D., I began to have misgivings about the classes I taught. This included the sour comment by a very conservative fellow metal worker about the boss's son, who was about to go on what at the time was a rare midwinter vacation, "The son of a bitch is off to Florida on our sweat," and the question put to me and my buddies by so many wide-eyed German soldiers we captured, "What are Nazis?" It was all grist to a history teacher's mill. The more diverse and striking the experience, the richer the illustrations he could offer for his analytic generalizations, the more likely that his observations would be absorbed and remembered. No, my sudden restiveness was not occasioned by unhappiness with teaching. The City College students of those days were delightful, bright, interested, responsive to any indication that their teacher had given hard thought to transmuting his experience in life and in library to classroom gold. As a ham actor of sorts, it was lovely to illustrate such 'new values' of the early modern era as a lust for life at almost any price by acting out Claudio's exchange with his virtuous sister, Isabella, in Shakespeare's Measure for Measure. The young reprobate is told that his death sentence would be voided if Isabella yields her virginity to the acting ruler who has sentenced her brother to death for fornication, he makes a selfish yet nevertheless powerful plea for life, to avoid having "this warm motion cease," or when the noble Hotspur desires to "pluck bright honor from the pale-fac'd moon," in Henry IV, Part I while Falstaff offers contrasting sour ruminations, in the same play, on honor, that it will not take away "the grief of a wound," does nothing for the dead, and will not be permitted by "detraction" to cling to the living. Teaching had been fun. The problem was not that doing history was unsatisfying but rather that it seemed an insufficient activity to a red-blooded man. I gave more or less serious consideration to alternatives.

My own suspicion was that jazz feeling was all I had and it might not be enough.
The Allensworth Saga as Public History

Lonnie G. Bunch

One of the joys of historical inquiry is the opportunity to craft an understanding of the past that better reflects the ethnic, racial and economic diversity of the American people. The exploration of forgotten and underexamined events, such as the attempt in the early years of the present century to create a "race colony" in Allensworth, California, is central to much of current scholarship. Unfortunately, not enough of the important insights of academic historians reach the general public. Recent studies supported by the National Endowment for the Humanities and the Center for Civic Education (which created and implemented the National Bicentennial Competition on the Constitution and the Bill of Rights) suggest that the public's grasp of America's past is woefully inadequate, even bordering on historical illiteracy. It is important, therefore, that every effort be undertaken to make current historical scholarship more accessible. Providing that accessibility is one of the overriding concerns of historians who labor in museums, historical societies and historic sites. Their work in public history permits these scholars to home traditional skills needed for effective research and publications; yet, it also obliges them to grapple with such non-traditional matters as the visual and educational content of exhibitions. Their accumulated experience in this enterprise improves the historical profession's ability to convey humanities issues to a broad audience untrained in the discipline.

The written word alone certainly does not do justice to the experience of the all-black community of Allensworth, California, that was established in 1908 by a group of visionaries including William Payne and Colonel Allen Allensworth. Located in the inland climes of Tulare County, Allensworth was once populated by retired soldiers, businessmen, farmers, laborers and their families. I learned about the community just after I arrived in California several years ago and, with my very pregnant wife serving as navigator, took the first opportunity I could manage to drive beyond the hills northeast of Los Angeles in search of this noteworthy black settlement. Hills and fertile fields gave way to the dry, hot air of the Central Valley. Just at the point when I was about to forsake the mission, a small sign announced that we had arrived at the Allensworth State Historical Park.

The "Park" was, in fact, a barren land decorated with swirling clouds of dirt and hay (called "Dust Devils" by the locals) and a few deteriorating buildings whose appearance belied their historical importance. At first, it was difficult to believe that this patch of heat and weeds was the site of Allensworth. The dreams that this colony represented were seemingly covered by the dust of history. Closer examination revealed the remnants of homes, stores and businesses, the essence of a community. Two restored edifices dominated the southern boundary of the park: a large schoolhouse with an impressive bell tower and the pristine home of Colonel Allensworth. In addition to providing us with some much-needed shade, these buildings conveyed a sense of order, industry and community spirit that had once permeated the colony. As the California sun began mercifully to set, we were joined by a park ranger who confessed to having been startled by "this flood of visitors." His response to our torrent of questions about the Allensworth experience promptly convinced me that the community's saga merited a wider audience and that this history deserved more than to continue as "little known."

In 1908, the Delano Holograph reported that five "gentlemanly looking negro men" sought land in the area to establish a "race colony of orderly and industrious blacks." The founders hoped that in this environment, free from the debilitating effects of racism, blacks would demonstrate that they could organize and manage their own affairs and were entitled to the rights and responsibilities of citizenship. Their vision was that Allensworth would become a beacon of hope, a city on a hill, where Afro-Americans would prove that they were worthy of equality to an often-hostile, white America. To accomplish this task, the five (Colonel Allensworth, Harry A. Mitchell, John W. Palmer, William Payne and William H. Peck) created the California Colony and Home Promoting Association in Los Angeles on June 30, 1908.

The clear leader of the organization was Allen Allensworth, a former slave who escaped from bondage and served as a seaman in the United States Navy during the Civil War. At the end of that conflict, Allensworth became a clergyman in his native Kentucky and remained in the Commonwealth until 1868 when he accepted an appointment as an army chaplain with the rank of captain in the 24th Infantry. His tour of duty with the black unit was to last for two full decades and carry Allensworth and his family to such posts as Fort Apache in Arizona, Camp Reynolds in California and Fort Missoula in Montana. When he finally retired from the service in 1906 with the rank of Lieutenant Colonel, Allensworth elected to settle down in Los Angeles but soon became prominently involved in the effort to create a viable black community in the Central Valley.

This "race colony" faced problems from its inception. Foremost among them was the reluctance of many real estate agents and small communities to sell land to an enterprise that promised to create a black settlement. The hopes of Allensworth's association were thwarted until the Pacific Farming Company, a white-owned, rural land development firm, offered the California Colony and Home Promoting Association farmland in the town of Solito, located 30 miles north of Bakersfield. In spite of the site's distance from any city, the offer was soon accepted since there seemed to be abundant water, a railroad...
The all-black community of Allenworth was established in 1908 by a group of visionaries. The structural recreations into a setting that emphasized the stark and often hostile desert landscape that surrounded Allenworth. Supplanting the exhibit text was a daily, living history presentation by theater students from the University of Southern California who portrayed residents of the community and often interacted in these roles with visitors to the museum. The second Allenworth project is currently underway and seeks to introduce the community’s history to an even larger audience. Grants from the California Council for the Humanities and the National Endowment for the Humanities have enabled Danny McGuire of Spirit Productions to work in conjunction with public television station KNPR in Reno, Nevada, to produce a dramatization of the extraordinary career of Colonel Allen Allensworth. Among the themes the broadcast will explore are the role of blacks in the military services of the United States as exemplified by Allensworth’s career; the importance of black history in America; and the origins of theAllenworth community. McGuire’s production, produced in collaboration with the California Afro-American Museum in Los Angeles and the University of Southern California, will be viewed by millions, the goal in all these endeavors is to introduce new audiences to the history of African Americans and to make America’s past more available and accessible.

LLOYD LEWIS FELLOWSHIPS IN AMERICAN HISTORY

New last year, the Lloyd Lewis Fellowships are available for established scholars in any field of American history appropriate to the Newberry’s collections, for periods of six to eleven months. One or two awards will be made each year, with a maximum stipend of $40,000. Applicants must hold the Ph.D., or its equivalent, at the time of application, and must have demonstrated, through their publications, particular excellence in the field.

The Lewis fellowships are offered in addition to the Library’s other fellowship programs, for the Humanities Fellowships, short-term awards, and grants for work in particular Newberry research centers.

Applications are due January 15, 1989. For further information and application forms, write to:

Committee on Awards
The Newberry Library
60 W. Walton Street
Chicago, IL 60610

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Applications of the Illinois Historic Preservation Agency's first Summer Institute, of which I was principal planner.

Their comments prompt two observations of my own. First, my experience is that academics who spend their days in classrooms do not appreciate the pressures that face public historians and teachers. Second, the McGregors were far more pessimistic in their assessment of how receptive the teachers were to the "new" history than were the teachers themselves. Quite honestly, the Institute was a dynamic and creative interchange of divergent points of view. The Institute intended to get to the core of philosophical and methodological differences between the "new" history and current textbook instruction, and to plan some constructive remedies, which it accomplished both of these objectives.

The teachers whom we recruited for the Summer Institute were among the most innovative and enthusiastic in the state; however, some did not fully comprehend that our Summer Institute was a method and theory experience as well as an opportunity to "do" local research. After the first week, the teachers realized the Institute was quite different from any previous educational experience. Gender distinctions were established early, and attempts to breach them were futile.

While the McGregors struggled with these problems, the Master Teacher—hired to help the teachers to devise lesson plans—presented some very practical lessons on how to use the "new" history in the classroom. This combination had some very positive effects. A follow-up meeting in May 1988 showed that teachers had done quite well this academic year. All had developed substantial in-class units, and five had prepared outstanding materials on social history. Some did flex their intellectual muscle; some felt uncomfortable with the experience, though they tried; a few ignored it altogether. But nearly all put the Institute at the top of their lists as a "challenging and most meaningful" experience.

Coping with Textbooks

John W. Larner

Gilbert T. Sewall presents a compendium of ills; but, as with the weather, people can cope with the textbook situation even when needed change seems beyond all hope.

Any novice teacher soon learns that mandated texts are straightjackets but high-school student learning outcomes do not a curriculum make. Most history teachers—many coaches included—thirst for "new stuff," find ways to use it in their classroom instruction with a variety of teaching materials. We must not allow ourselves to be lured into easy generalizations about textbook-bound elementary and secondary history teachers and students!

Fifteen years ago our profession began much hand-wringing about the so-called "crisis of history in the classroom." Happily, over these years historians have taken solid and practical steps to cope with realities and alter things for the better. We now have at hand several special commissions reviewing the status of history in the schools; all indicate strong likelihood that texts will receive attention in their deliberations. And The History Teacher, journal of the AHA-affiliated Society for History Education, talks of publishing textbook reviews.

Historians must be free themselves to seek out teachers and ask what they can do to help. Universities must encourage historians to work with the schools, and every history department should have someone actively involved with pre-collegiate history whose work should be rewarded at the time of tenure/promotion review.

John W. Larner is assistant professor of history, Penn State University, Altoona.

Two High School Teaching Objectives

Henry M. Littlefield

Most of us who labor in the pre-college classroom understand that the "actions of the political and economic elites," as the McGregors put it, do not comprise the whole of the historical story. We are, however, charged with the preparation of our students for the next level of historical study, or, in the case of students who choose to avoid history classes thereafter, with preparing them as thinking citizens in a working democracy. In the first case, there are Advanced Placement examination and Regents examinations for which to prepare, neither of which, to my knowledge, emphasize the "new" history. This is not to say that these tests and their related textbook material on "women, racial and ethnic minorities," or on "the poor and common people in general." As business products, such materials must reflect the society within which they are to be sold, and while the "new" history may not have become the classroom standard the McGregors envision, it has reshaped our sense of social history.

I believe most of us who teach the past understand another McGregor issue, that of bias, and bring it into our classroom discussions as often as is practical. But where do the McGregors display a consciousness of their own bias? Looking at history from the top down, or from the bottom up, I am not sure the issue of bias changes a great deal. I want my history hater to get something more from my class than "the fundamentals," more than cynicism, memorized lists or teacherly pressure to sympathize with neglected groups. Am I wrong to think that most of us insist for our students a no less understanding of the past in the context of an awareness of contemporary bias? The McGregors seem to me to be prime examples of one such bias: that a study of the past can only be done in light of social history.

Henry M. Littlefield teaches at The York School in Monterey, California.

Textbook Controversy

Donald A. Ritchie

What should we believe about the current state of high school textbooks? Gilbert T. Sewall complained of the fragmentation of textbook narratives because minority groups have been "pasted" into the record while Deborah Kuhn McGregor objected that textbooks neglect "women, racial and ethnic minorities, the poor and common people in general." One is tempted to urge Sewall and the McGregors to exchange books; but as part of a rising chorus of negative assessment of high school textbooks, their discontent should not be taken lightly.

High school history textbook authors learn to take their lumps. Concerned citizens pillo¨y textbooks for not living up to their world views and educational agendas. Common themes run through these various critiques: textbooks have lost their old narrative power; their reliance on heroic individuals and action stories has diminished; their writing styles have become oversimplified; and their attempts to cover too much territory have resulted in telling nothing well at all.

Much of this criticism presupposes that high school textbooks were once much better than they are today. I cannot determine when this golden age existed, but it certainly was not in the early 1960s when I was a high school student, nor in the later sixties when I was a high school teacher. The books I used back then were sepia-toned, both in their illustrations and prose. The perfunctorily limited their treatment of American Indians, segregated blacks to chapters on slavery and Reconstruction, and disregarded women. Twenty years ago my students found only two women in the index of their textbook: Queen Isabella and Jane Addams.

In the 1970s, historians reexamined history "from the bottom up," and the study of women and minorities entered the curriculum. At the same time, feminists and ethnic groups campaigned with publishers and state legislators to make textbooks reflect more than the history of great white men. By the 1980s, after a decade of pioneering historical writing, most school textbooks have integrated the subjects of the "new" history into their "old" political, economic and diplomatic frameworks.

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Donald A. Ritchie is associate historian in the Historical Office of the U.S. Senate and author of Heritage of Freedom: History of the United States (1985).
This year's convention will meet from Thursday, April 6 to Sunday, April 9, 1989, at the Adam's Mark Hotel in St. Louis. We have assembled a provocative program of sessions, panels, workshops, films and tours in keeping with our overall theme of "consciousness and society.

Here is a very selective preview.

Major sessions will be devoted to the intersections of social, cultural and intellectual history. Dorothy Ross, Ian Tyrrell, John Higham and James Gilbert will speak on "The Problem of American Exceptionalism," Carroll Smith-Rosenberg, Myra Jehlen, Janice Radway and Donald Scott on "The New Cultural History," and Elizabeth Fox-Genovese, Drew Faust, Linda Kerber and Susana Berkvitch on "New Directions in Women's Intellectual History." Christopher Lasch, Garry Wills, Helen Leopold and Wilson Carey McWilliams will discuss "Historical Scholarship and Social Criticism," Jean-Christian Plantin on "Historical Perspectives," and Alan Dawley, Kathryn Hishaw and Eli Zaretsky on "Revolt and the Civil War South."

Several sessions will address the problem of war in the 20th century (1989 is the 50th anniversary of World War II, the 75th anniversary of World War I, and the 25th anniversary of the Gulf of Tonkin Resolution). Thursday evening six senior historians (David Brion Davis, Carl Degler, John Hope Franklin, Mikisco Hane, Bradford Perkins and Anne Firor Scott) will speak on 'History and Memory: the Living and Reliving of World War II'. Each session will combine personal recollections of the war with reflections about the place of memory in history. Other sessions will discuss the mobilization of "civic responsibility" in World War II. Activities of peace activists in both World Wars, the role of NATO over the last 40 years and historical perspectives on covert action. A group of Southeast Asian historians will take a systematic look at the role of America's allies during the Vietnam War.

Southern history, labor history, women's history and black history are strongly represented on the program. At least one session in each field is scheduled at each meeting time, which includes Thursday afternoon. Public history will also be heavily represented, both in our own sessions and in those planned by the National Council on Public History, with which we are meeting in joint convention. Finally, there will be several sessions in each of these areas: colonial, political, economic, legal, urban, ethnic, religious, frontier/western and local. St. Louis is a particularly interesting place to visit, as one of the largest cities in-American history, on "America's Medieval Metropolis" in nearby Cahokia, with its 25th anniversary of World War II, and the 25th anniversary of the Gulf of Tonkin Resolution). On Thursday evening six senior historians (David Brion Davis, Carl Degler, John Hope Franklin, Mikisco Hane, Bradford Perkins and Anne Firor Scott) will speak on 'History and Memory: the Living and Reliving of World War II'. Each session will combine personal recollections of the war with reflections about the place of memory in history. Other sessions will discuss the mobilization of "civic responsibility" in World War II. Activities of peace activists in both World Wars, the role of NATO over the last 40 years and historical perspectives on covert action. A group of Southeast Asian historians will take a systematic look at the role of America's allies during the Vietnam War.

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The Analysis of Consciousness in the Gilded Age," "Sources of Cultural Stability in the 1930s," "Dilemmas of Recent American Liberalism," and "Political Arguments Against America since the 1930s." Invited guests from philosophy, political science and other fields— including Richard Rorty, Robert Reich, J.D. Davidson, Alan Ryan and Daniel Herzog—will present papers or comments.

Five sessions will feature discussions of key works in recent American historiography: Henry May's End of American Innocence, Eleanor Flexner's Centuries of Struggle, Robert Wiebe's Search for Order, John Hope Franklin's From Slavery to Freedom and Edmund Morgan's American Slavery, American Freedom. May, Wiebe, Franklin and Morgan will all serve as commentators on the papers devoted to their books. A number of other sessions will also address the problem of slavery—a fitting topic in David Brion Davis's presidential year. These include "Capitalism and Southern History," "New Perspectives on American Slavery," and "Slave Revolt and the Civil War South."

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The National Park Service has published Partners in Research, a list of projects is the cultural, natural and social science research areas within the 26 park units in the Mid-Atlantic Region. The National Park Service encourages research and looks forward to the independent research provided by qualified individuals. Conducting studies such as those listed in the catalog will provide researchers with the tools to research prehistoric and significantly broaden the base for acquiring scientific information in the National Park Service.

By distributing this catalog on a regular basis, the NPS hopes to continue its cooperative relationships with academic institutions and professional organizations. For a copy of Partners in Research, write James W. Coleman, Jr., Regional Director, Mid-Atlantic Region, National Park Service, 143 South Third Street, Philadelphia, PA 19106.

Richard Wightman Fox is program chair for the 1989 convention and associate professor of history at Reed College, Portland, Oregon.

1989 Candidate Slate
The Nominating Committee of the Organization of American Historians has announced the slate of nominees to be voted on in 1989:

Executive Board: (3 vacancies)
David Montgomery, Yale University
Paul K. Conkin, Vanderbilt University
Virginia Yans-McLaughlin, Rutgers University
Michael Kammen, Cornell University
Jonathan Wiener, Univ. of California, Irvine
Dan T. Carter, Emory University

Nominating Board: (4 vacancies)
David L. Lewis, Rutgers University
Clarence E. Walker, Univ. California, Davis
O. Vernon Burton, University of Illinois
Judith D. Walzer Leavitt, U. of Wisconsin-Madison
Brent Glass, Penn. Hist. and Museum Comm.
Susana Porter Benson, U. of Missouri-Columbia
Michael H. Ebner, Lake Forest College
William H. Chafe, Duke University

President:
Mary Frances Berry, University of Pennsylvania

Call for Papers
OAH 1990 Annual Meeting
The Program Committee for the convention to be held in Washington in 1990 invites suggestions for papers, workshops or panels. The committee would prefer fully packaged session proposals but will give fair consideration to single papers. For the committee to evaluate fairly the expected flood of proposals, each proposal should be described in a one or two page summary that summarizes its thesis, methodology and significance. Each proposal should also be accompanied by a short recent vita of no more than two pages for each proposed participant.

Deadlines for receipt of proposals are February 15, 1989.

The Program Committee has chosen two interrelated themes for the 1990 program: (1) the experience of ethnic and racial minorities in the United States, treated as far as practicable in a comparative context; (2) the comparative study of freedom movements, that is, discussion of protest and reform in United States history among racial and ethnic minorities, women and the working class.

The committee encourages, however, submissions in all areas of United States history. It seeks a balanced program: (1) the experience of ethnic and racial minorities in the United States, treated as far as practicable in a comparative context; (2) the comparative study of freedom movements, that is, discussion of protest and reform in United States history among racial and ethnic minorities, women and the working class.

It should be noted that participants specializing in American history—those who make their living as American historians—are required to meet the same standards of submission as those submitted to the program committee representing other disciplines.

Submit proposals to August Meier, OAH Program Chair, Department of History, Kent State University, Kent, OH 44306-4597. telephone (216) 678-8944.
Duke University has a unique collection of videotaped interviews and public addresses which are available for research and for teaching purposes. They are housed in the University library under the label of The Living History Program.

Rutherfurd had acquired a sense of mission to help preserve records of earth-shaking events...for future students of history.

The program was the brainchild of Jay Rutherfurd who spent many years as a broadcast journalist of the Hearst Headline Service and the Mutual Network. He worked with the RKO Pathe news service in documentary film production before the Second World War and served as U.S. Liaison Officer in the counter-intelligence corps at the headquarters of British Security in the Middle East during the war. Since the war, he has travelled extensively throughout the world. Between 1961 and 1965, he was assistant to Ambassador Angier B. Duke who was Chief of Protocol in the White House and the State Department. For the next three years he was Bureau Chief of the Hearst Headline Service in Madrid, at the same time that he was assistant to Ambassadors Angier B. Duke who was ambassador to Argentina at the time that Juan Peron assumed power; in the same year with Earl Smith who was ambassador to Cuba at the time Castro took over; in 1975 with Lucius Clay about his career in Europe after World War II; and in 1977 with W. Averell Harriman, who recalled, among other events, a dramatic meeting involving Churchill and Stalin.

Interviews with these individuals were videotaped and deposited in the Duke University Library under the official rubric of the Duke-Rutherfurd Audio Visual Program. In the meantime an informal committee consisting of associates of Rutherfurd and Angier Duke and of faculty members at Duke University were formulating goals and procedures for what was by 1978 called the Living History Program. Continually inspired by Jay Rutherfurd—his present enthusiasm and his experiences as travelling reporter and diplomat—and by a kind of great-man theory of history, the committee decided to focus on distinguished statesmen who had influenced the foreign policy of the United States since World War II. The committee also decided to interview those no longer in public office on the assumption that when questioned they would be more candid than if they were still in policy-making positions. These individuals would be invited to the Duke campus to deliver a public lecture and be interviewed in private by scholars who were specializing in the visitor's areas of experience.

This program has received enthusiastic endorsement from key administrators at Duke as well as from members of the University faculty. Launched by generous gifts from Rutherfurd and his associates, it has received grants for operating expenses from the Mary Biddle Duke Foundation and from the Exxon Foundation and a substantial gift for endowment from Ryoichi Sasakawa, a Japanese businessman. In its early years, the Program received the personal support of President Terry Sanford and has always enjoyed the organizational support of the University Development office in securing a financial base. James David Barber of the Department of Political Science not only served as an interviewer but as director of the Program from 1978 to 1986 when he was succeeded by Richard L. Watson, Jr. of the Department of History. In 1987 the Program became associated with the Center for the Study of Communications, a subdivision of the Institute of Policy Sciences.

The interviews were always fascinating and, with the visual dimension, frequently brought out points not on the public record.

The interviews have been conducted largely by members of the above two departments, including Professors Barber, Ole Holst, E. Timothy Lomperis, and Ralph Braibanti in political science and Bruce Kuniholm and Alex Roland in history.

Since 1978, the program has included lectures by and interviews with Ellsworth Bunker (1979), Ryoichi Sasakawa (1979), Dean Rusk (1981), J. William Fulbright (1984), Charles Percy (1986) and James Schlesinger (1987). These individuals...
gave public lectures, met informally with their questioners over breakfast or lunch and then were interviewed in depth, usually for four to six hours, by a panel of faculty members. The program has also "piggybacked" on other programs bringing distinguished visitors to campus. Robert McNamara, for example, came as the Terry Sanford Lecturer and delivered two lectures and was interviewed for almost three hours. In 1986 Elie Wiesel came to lecture under the auspices of the Judaic Studies Program and was interviewed for two hours. In other cases only the public addresses of visiting dignitaries have been videotaped. In 1988, for example, President Reagan gave a much heralded but not particularly significant speech at Duke on drugs; Senator Robert Dole stopped in for one of his last campaign speeches and a question-and-answer session; Abbie Hoffman and Julian Bond spoke on the protests of 1968; and Robert Bork came for obvious reasons.

The program has also "piggybacked" on other programs bringing distinguished visitors to campus.

The interviews were always fascinating and, with the visual dimension, frequently brought out points not on the public record. Fulbright provided recollections of the Tonkin Gulf Resolution, criticism of the Truman Doctrine, and evaluation of President Johnson "if he could only get control there, he could bring the Great


At present time these videotapes are perhaps more useful for research than for conventional classroom teaching.

Anyone interested in borrowing or purchasing these materials should correspond with Robert Byrd, curator of manuscripts, Perkins Library, Duke University, Durham, NC 27706. A fee of $300 is charged to institutions that acquire these videotapes and/or transcripts. This fee is in addition to charges for the cost of the tape and photocopying. Those who borrow or acquire these tapes will be asked to sign a contract regarding their use. The plan for the future is to entertain at least one Rutherford lecturer a year and to take advantage of as many "targets of opportunity" as finances will permit. For information, write to Richard L. Watson, Jr., Director, Dept. of History, Duke University. —

Richard L. Watson, Jr., is professor of history at Duke University and director of the Living History Program.

Shoulder to Shoulder

Videocassettes

Imagine Not Being Allowed to Vote in November!

British suffragists fought long battles for the right to vote at the beginning of this century. Through public confrontation with government figures, hunger strikes, imprisonment and speeches, they made themselves heard. You can witness the fight of these pioneering women making history in the award-winning SHOULDER TO SHOULDER series from public television.

Available for the first time on videocassette, this dramatic series commemorates the 70th anniversary of British women winning the right to vote. The strong example of the British suffrage movement provided inspiration and strategy for American women, whose victory followed nine years later.

Relive this history ... experience the triumph, the tragedy, the suffering and the ultimate, hard-won victory.

"SHOULDER TO SHOULDER stands as the singularly authentic media document on the British suffrage movement. A must for any women's studies collection."

Patricia A. Gozemba, Chair, National Women's Studies Association
New Historic Sites and Parks Established by 100th Congress

A major characteristic of recent legislation establishing historic sites and parks is the mandate for broad historical interpretations. Jimmy Carter's Historic Site Act, Public Law 100-206 establishes a historic site in Plains, Georgia to preserve the key structures associated with Jimmy Carter, the 39th-century rural south, historic preservation, and the American Presidency. Natchez, Mississippi. A bill now awaits the President to establish a site in Natchez, Mississippi to commemorate the history of a small rural southern town. The site will interpret the life and home of Charles Pinckney, one of the key framers of the U.S. Constitution, and present the history of the United States as a young nation.

National Endowment for the Humanities

In September Lynne Cheney, Chairman of the National Endowment for the Humanities, issued a report on the status of the humanities titled "Humanities in America." Cheney organized the report around three institutional groups that affect the teaching and learning of the humanities in our society: colleges and universities; television; and public humanities organizations such as museums, libraries and state humanities councils. While Cheney commends television and the public humanities organizations, she expresses concern over the state of the humanities in higher education. The report specifically addresses the fact that in 37% of the nation's colleges and universities it is possible to earn a bachelor's degree without taking any course in history. In a section on "The Scholar and Society" the report concentrates on the adverse effects of specialization, of emphasizing research and publishing at the expense of teaching and of politicizing the curriculum. The full report appears in the September 21, 1988 Chronicle of Higher Education. A free copy of the report is available from the Office of Publications and Public Affairs, NEH, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506.

FY'89 Appropriations

This year Congress succeeded in passing all the appropriations bills prior to the beginning of the new fiscal year on October 1, thereby avoiding the confusion of an omnibus continuing resolution. Within a tight budget climate, history-related federal programs did fairly well.

National Archives. The FY'89 appropriation for the National Archives is $121.9 million, up from $116 million last year. Of this amount $4 million is earmarked for the grants program of the National Historical Publications and Records Commission. The National Archives budget also includes special one-time appropriations for transfer of the records of the Reagan Administration to California and some construction work at the Kennedy Presidential Library. Despite the overall increase in the appropriation, the anticipated national level of funding for the National Archives will probably be closer to the FY'88 levels.

National Endowment for the Humanities. Although the President recommended a budget of $140.435 million, which was the current funding level, for the National Endowment for the Humanities for FY'89, the Congress increased the NEH budget by almost $13 million for a total of $153 million. The increases can be attributed to several factors. Representative Sidney Yates (D-IL) launched a major effort to have NEH take a lead in dealing with the preservation of significant books and records that are deteriorating because they were published on acidic paper. The appropriation for the NEH Preservation Office will increase from $4.5 million to $12.5 million. Supporters of the state humanities councils worked hard this year to alert Congress to the importance of public humanities programs at the local and state levels and are pleased that funding increased from $21.3 million for State Programs to $25 million. Another factor working in favor of an NEH increase was a general understanding on many fronts to close the funding gap that has existed for some years between the appropriations of the Humanities and the Arts Endowments. Last year the Arts Endowment received $28 million more than the Humanities Endowment. The gap this year is only $16 million.

Historic Preservation. The FY'89 budget includes increases for historic preservation. There is $24.75 million for the state preservation programs (up from $22 million in FY'88) and $4.75 million for the National Trust for Historic Preservation (up from $4.5 million in FY'88). Women's History Landmark Project. FY'89 interior appropriations legislation includes $60,000 for work on women's landmarks. Congress, in both oversight committees and appropriation committees, has urged the National Park Service to increase the involvement of scholarly associations in researching landmarks. The funding for the women's history landmark project has evolved from a joint undertaking of the National Park Service, the Organization of American Historians, and NCC that began over two years ago. The project will involve the identification and nomination of nationally significant sites associated with women's experiences to the National Landmark program and the preparation of appropriate theme study essays that integrate the tangible resources of women's past with recent scholarship on women's history. This FY'89 funding will launch the project. It is hoped there will be additional funds next year. Currently less than five percent of the approximately 2,000 properties identified as National Historic Landmarks commemorate women's experiences and contributions.

Congress Passes Legislation to Establish a History Program for the Judicial Branch

On September 29, the House Appropriations subcommittees passed H.R. 4807, a Court Reform and Access to Justice Act of 1988. Following quick movement through the Senate Committee, the measure came up on the Senate floor for a voice vote on October 14 and passed. This legislation is significant for historians is found in a small section, buried alongside the provisions regarding arbitration and multidistrict litigation, that gives the Federal Judicial Center the authority to implement a history program. The Federal Judicial Center, an independent agency in the judicial branch of government responsible for providing education, training and research services to the judicial branch, is authorized to conduct, coordinate, and encourage programs relating to the history of the Judicial Branch of the United States government. The House Report 100-889 Part I, which accompanies H.R. 4807, states: "Preservation and use of historical material is a useful and valid service to contemporary work. Knowing how and why things came to be the way they are contributes substantially to any assessment of current effectiveness and to appreciating the promise of proposals for change." Currently little attention is given to preserving the history of the judicial branch. The need for such a program is well documented.

Legislation Introduced to Require Study of Land Grants

During the 100th Congress Representative Bill Richardson (D-NM) introduced H.R. 239, a bill to require the study of the history of Spanish and Mexican land grants in northern New Mexico. The House Judiciary Committee never voted on the bill and there was no parallel legislation in the Senate, but it will probably be reintroduced in the next Congress. As with the Superfund toxic waste legislation, which includes language on historical research of land use, this legislation mandates historical research of land ownership. In this case, the problem has evolved over centuries from questionable acquisitions of land grants. The legislation calls for an examination of the chain of title of ownership as well as an investigation of the conditions under which the lands were transferred.

Access to Records of the House Historical Office

The House did not schedule for a vote H.Res. 415, which would amend the Rules of the House to make more House committee records available to researchers after thirty years instead of the current fifty years. It appears likely, however, that this provision will become a part of the package of rules that the 101st Congress will adopt when the House convenes in January.

Page Putnam Miller is Director of the National Coordinating Committee for the Promotion of History.
CONSTITUTION OF THE ORGANIZATION OF AMERICAN HISTORIANS

Article I—Name

The name of this organization shall be the Organization of American Historians.

Article II—Object

The object of the Organization shall be to promote historical study and research in the field of American history, and to do all things necessary and proper to accomplish this purpose.

Article III—Membership

Section 1. Membership in the Organization is open to anyone interested in American history. There shall be the following classes of membership in the Organization: Regular, Associate, Foreign, Scholar, Retired Emeritus, Dust, Life, Patron, and Student, at such dues and rates as shall be recommended by the Executive Board and approved by the membership at the annual Business Meeting. All classes of membership are eligible to participate in all affairs of the Organization.

Section 2. Institutions may subscribe to the publications of the Organization, but they are not eligible for membership.

Article IV—Officers and Terms of Office

Section 1. The officers of the Organization shall be a President, a President-Elect, Secretary, and Treasurer. They shall hold office from the date of their election until their successors are elected and qualified.

Section 2. The President, President-Elect, Secretary, and Treasurer shall continue in office for two years from the date of their election.

Section 3. The President and President-Elect shall serve for one term each, which may be extended by a majority of the membership.

Section 4. In the absence of the President, the President-Elect shall succeed as President. In the absence of the President and President-Elect, the most recent past president shall serve as President Pro Tempore.

Section 5. The President and President-Elect shall serve for a term of three years.

Section 6. The term of office of elected offices shall begin with the adjournment of the annual Business Meeting.

Article V—Elections

Section 1. There shall be an annual election by mail ballot

Section 2. Nominations. Nominations shall be made by a Nominating Board of seven persons elected by the membership. Members of this board shall serve two-year terms, four being elected in odd-numbered years and three in even-numbered years.

The President-Elect shall designate a chair from board members serving in their second year. The Nominating Board shall report to the Business Meeting its nomination of a candidate for President-Elect. In addition the Nominating Board will select a slate of at least six candidates for the Executive Board, and two or more candidates for each vacancy on the Nominating Board. These nominations shall be communicated to the Executive Committee before May 1 and to the membership before October 1 in an appropriate publication of the Organization. One hundred voting members of the Organization may present a petition for an additional candidate for any office for election, such petition to be presented to the Executive Committee. The Nominating Board shall contain a space where members may suggest candidates for the following year. Whenever more than two candidates shall have been nominated for a single office, by whatever means, a preferential ballot shall be used, providing for elimination of first, second, third, or more choices. The names of persons so nominated shall be placed on the official ballot to be held at least six weeks before the annual meeting. Ballots, to be valid, must be returned at least two weeks before the annual meeting to the chair of the Nominating Board who shall count the ballots and report the results to the Executive Committee at least one week before the annual meeting. In case of a tie vote in the mail ballot, or in order to fill an emergency vacancy, the election in question shall be determined by ballot at the annual Business Meeting. When a vacancy occurs in the Executive Board with two or more meetings left in their term, the Executive Board shall select a candidate who received the highest number of votes cast in the last regular election for the remainder of the term. The election results shall be announced at the annual Business Meeting and in the September issue of the Journal of American History.

Section 2. The Organization must adopt bylaws to specify any added conditions of membership, procedures for holding annual meetings, duties or terms of officers, and requirements for fiscal responsibility, to nominate and empower permanent or recurring committees, and to make other changes in operational procedures as necessary. New bylaws, or amendments to existing bylaws, may be proposed by the Executive Board, by the annual Business Meeting through a motion adopted by a simple majority, or by a petition signed by 100 members and submitted to the Executive Committee. All proposed amendments, along with clarification information and pro and con arguments, must be submitted in writing by mail, and for ratification, require a favorable vote by two of three members.

Section 3. The Organization must adopt bylaws to specify any additional conditions of membership, procedures for holding annual meetings, duties or terms of officers, and requirements for fiscal responsibility, to nominate and empower permanent or recurring committees, and to make other changes in operational procedures as necessary. New bylaws, or amendments to existing bylaws, may be proposed by the Executive Board, by the annual Business Meeting through a motion adopted by a simple majority, or by a petition signed by 100 members and submitted to the Executive Committee. Such proposed bylaws or amendments to bylaws must be submitted to the membership through a mail ballot, and for ratification require a favorable majority of those voting. At its discretion, the Executive Board may add to such mail ballots clarifying information or pro and con arguments.

Section 4. Proposals for action by the Organization, consistent with Article II of this Constitution, which do not involve changes in the Constitution or bylaws shall be made in the form of ordinary motions or resolutions to be submitted to the annual Business Meeting. Motions or resolutions presented to the Executive Board become effective when carried by a simple majority vote of the membership. Motions or resolutions originated by members and adopted by a majority of the meeting and Executive Board motions or resolutions amended on the floor may be reviewed by the Executive Committee at its next meeting. The Executive Board must be submitted to the full membership in a mail ballot accompanied by a summary of the pro and con positions as developed in the debates within the Business Meeting and within the Executive Committee. Such a motion or resolution is adopted by a favorable majority vote of the members voting.

1. Meetings. The Executive Board shall set its date between March 15 and May 15 or whenever the Executive Board approves another appropriate time and a place of annual meeting at least two years in advance of said meeting. The Annual Meeting should be scheduled so as not to interfere with either the Easter Festival or the Passover High Holidays.

2. Duties of Officers

a. The President shall preside at the official meetings of the Organization and the Executive Board and shall appoint committees and perform all duties of the chief executive officer. The President-Elect shall serve in the absence of the President.

b. The Executive Secretary shall be responsible for the Business Office of the Organization and shall keep the records, arrange dockets for meetings, notify members concerned, inform prospective members in the profession, advise and answer inquiries, and put into effect programs under direction of the Executive Board.

c. The Editor shall be responsible for the publication of the Journal of American History, shall grant permission for reprinting of materials published therein, and shall be advised by an Editorial Board of nine members, each serving a three-year term. The Editorial Board shall be appointed by the Executive Board on recommendation of the Editor.

d. The Treasurer shall be responsible for carrying out the investment program of the Organization under the direction of the Executive Board, shall assist the Executive Secretary in preparing budget estimates and in estimating costs of activities sponsored, and shall serve as financial and investment adviser to the Organization.

3. Business Operations

a. The books and accounts of the Organization shall be audited annually by a public accountant.

b. All payments of funds of the Organization shall be on vouchers numbered serially, made out by the Executive Secretary and approved by the Treasurer.

4. Committee. Committees of the Organization shall be appointed by the President unless otherwise provided by these bylaws. The appointing authority shall designate the chair unless otherwise provided in these bylaws. Unless otherwise noted, all committee members must be members of the Organization on April 1 of the year in which they are appointed and remain members throughout their terms.

a. Executive. The committee is composed of the officers of the Organization and the immediate past President. The committee acts as necessary between board meetings.

b. Service Committees. One of the members of each of the service committees shall be an Executive Board Liaison appointed by the President from one of the Executive Board members in their second or third year of service.

1. Access to Documents and Open Information. This committee shall have five appointed members, both historians and archivists, serving three-year terms. At least one member of the committee should be located in the Washington, DC area. It should work closely with the Executive Secretary to represent the historical profession on access to public documents, freedom of information, and issues of accuracy and censorship.

2. Bibliography and Research Needs. The committee is composed of five members. Each member serves a two-year term, two being appointed in even-numbered years and three in odd-numbered years. The Editor is ex officio member of the committee. The committee proposes programs and workshops and establishes criteria for geographical and research needs of the profession.
3. Educational Policy. This committee shall consist of the incumbent President, President-Elect and Executive Secretary as officer members and three members of the Executive Board, one from each of the three calendar categories. This committee is responsible for making recommendations to the OAH Board on policy and procedural matters. Its activities include reviewing OAH proposals, initiatives, endorsements and undertakings concerning the teaching and dissemination of American History and joint program efforts with other associations in such matters.

4. History in the Schools and Colleges. The committee is composed of five members. Each member serves a two-year term. The committee works to improve the teaching and understanding of American History and American culture through training.

5. Membership. The size of the committee is determined by the President. The President-Elect appoints the chair who serves during the ensuing year. The function of the committee is to promote membership in all areas of the United States and other countries.

6. Status of Minority Historians and Minority History. This committee shall have five appointed members serving three-year terms. The committee considers all professional problems bearing upon minority historians in the historical profession as well as the study of minority history.

7. Program. The membership of the committee may vary from five to seven, one member serving as liaison with the Convention Publicity Committee. The Program Committee is appointed by the President-Elect to serve during the year of his/her presidency. The program committee is responsible for the program of the annual meeting and such other activities as the President may delegate.

8. Public History. This committee shall have five appointed members serving three-year terms. It will maintain liaison with private and public history, and generate such proposals relating to OAH policy and program as seem suitable to its membership. Appointments to the committee are to be widely representative of the various professional pursuits embraced within the field.

9. Convention Publicity. The size of the committee is determined by the President in consultation with the person who chairs the committee. The committee is appointed by the President who also names its president-elect. The function of the committee is to assist the Executive Secretary in whatever areas deemed necessary in order to provide adequate publicity.

10. Status of Women in the Historical Profession. The committee is composed of five members. Each member serves a three-year term. The committee considers all professional problems bearing upon women in the historical profession.

11. Television, Film, and Radio and Media. This committee is composed of five members, each appointed for a three-year term. At least one and no more than two members shall be nominations from outside the history profession who have distinguished themselves in the mass communication field. The committee will collect and disseminate information regarding the use of history and of historians in creating, producing, distributing, and evaluating radio and television programs.

c. Award and Prize Committees.

1. ABC-CLIO America: History and Life Award. The President appoints a five-member committee for a two-year term. The committee determines a winner for the biennial ABC-CLIO America: History and Life Award which is given to recognize and encourage new scholarship in American history in the journal literature advancing new perspectives on accepted interpretations or previously unconsidered topics.

2. Erik Barnouw Award. The committee is composed of three members, each appointed for a two-year term. The award is given to an outstanding television or film program dealing with American history.

3. Ray Allen Billington Prize. The committee is composed of three members appointed for a two-year term. The Ray Allen Billington Prize is given each odd-numbered year for the best book about America published in the preceding calendar year.

4. Binkley-Stephenson Award. The committee is composed of three members, each appointed for a three-year term. The award is given annually for a book dealing with race relations in the United States.

5. Avery O. Craven Award. The committee is composed of three members appointed annually by the president. The award is given annually to an outstanding essay based on archival research in the broadest possible sense.

6. Merle Curti Award. There are two committees, each composed of members representing the entire field of American intellectual history and one in American intellectual history published during the preceding two years.

7. Richard W. Leopold Prize. The committee is composed of three members, at least one connected with a government agency and none on any other committee of a historical association. The award is given every two years for the best book on foreign policy, military affairs, the historical activities of the federal government or biography by a government historian.

8. Louis Pelzer Memorial Award. The committee is composed of four members, one appointed each year for a four-year term. The committee members are appointed by the Executive Board on the nomination of the Editor. The Editor acts as an official chair of the committee. The committee selects the best essay in American intellectual history written by a graduate student as the winner of the Pelzer Memorial Award.

9. James A. Rawley Prize. This committee is composed of three members, each appointed each year for a three-year term. The prize is given annually for a book dealing with race relations in the United States.

10. Charles Thomson Prize. The committee is composed of three members, one appointed each year for a three-year term. The prize is awarded for an outstanding essay which is published in Prologue.

11. Frederick Jackson Turner Award. The committee is composed of the immediate past President and two other members chosen by the current President. The committee chooses the Turner Award from a book or a book-length manuscript on American history which has not previously been published.

d. Joint Standing and Advisory Committees.

1. Historical Diplomatic Documentary. Members are nominated by the American Historical Association (3), the American Political Science Association (2), the Organization of American Historians (1) and the American Society of International Law (1).

2. American Council of Learned Societies. The Executive Secretary and one member representative will represent the OAH at meetings of the ACLS. The President appoints the ACLS delegate to a four-year term.

3. The Defense of the Rights of Historians under the First Amendment. The committee is composed of the President, the Executive Secretaries, and one appointed member from the Organization of American Historians and the American Historical Association. Appointed members serve three-year terms. The committee acts to protect the rights of historians.

e. On International Scholarly Exchanges. This committee shall consist of two representatives each from the OAH, American Historical Association and the American Studies Association. The purpose of the committee is to bring historians intellectual and personal contact Americanists in this country and abroad.

f. National Historical Publications and Records Commission. The Organization represents intellectuals with the NHPRC to develop policy and promote its grants programs. The OAH has two representatives, each serving a four-year term.

7. Oversight Committee: History Teaching Alliance. The History Teaching Alliance is a cooperative project of the OAH, the AHA and the National Council for the Social Studies (NCSS). OAH Representatives to this committee serve two-year terms.

8. National Coordinating Committee for the Promotion of History. The committee is composed of representatives from the American Historical Association, the Organization of American Historians, the Southern Historical Association, and members from other organizations as circumstances dictate. Its purpose is to promote historical studies generally in schools at all levels, to broaden historical knowledge among the general public, to encourage our discipline throughout our society, and to educate our students' special talents and the value of employing historians in non-teaching careers.
Preservation of Brittle Books

The preservation budget for the National Endowment for the Humanities has nearly tripled for the coming fiscal year in a move that will allow the agency to launch the first phase of a nationwide program designed to address the problems posed by the deterioration of millions of books and other printed research resources.

It has been estimated that as many as 77 million of the 300 million volumes in university and research libraries in the United States are in varying stages of deterioration that will result in their turning to dust by the year 2000. Of the 77 million, it has been estimated by the Commission on Preservation and Access that about 11 million are at risk immediately, and of that number some three million of the most important volumes in our nation’s heritage should be saved.

Influential in bringing congressional and administration awareness of the issue were Reps. Sidney Yates (D-IL), Chairman of the House Appropriations Subcommittee on Interior and Related Agencies, and Pat Williams (D-MT), Chairman of the House Education and Labor Subcommittee on the State, District of Columbia, and the Territories (EDC).

Acid paper came into nearly universal use in the mid-19th century, when a process for producing cheaper and more abundant paper was developed using wood as the source for cellulose fibers that make up the body of paper. Alum, which is acidic, was used as filler in the papermaking process. The interaction between alum in the finished paper and water in the atmosphere results in the breakdown of the cellulose fibers; the paper eventually becomes so brittle it can be broken with only one or two folds. The resulting deterioration of books and other materials in libraries, archives and other repositories has become so widespread that preservation of the materials in their original format is economically unrealistic.

The nationwide program to be administered by NEH’s Office of Preservation will focus initially on collection of the nation’s largest research and university libraries. Because of the diverse and decentralized nature of research collections in the United States, however, many libraries large and small will eventually be contributors to the national program.

An ultimate result of the new program will be the creation of a new, national resource of microfilmed materials that will be available at modest cost to libraries and scholars throughout the nation and the world. This "access" feature of the program means that institutions now too fragile to be used or to be sent through normal inter-library loan channels will become known and available.

Computer Indexing at the NMHR

Recently the New Mexico Historical Review staff compiled a fifteen-year comprehensive index for the years 1970-1985. The Review is a quarterly journal published since 1926. Three programs, fifteen-year indexes have been produced manually. In 1986, the Review staff contemplated using handwritten entries on index cards or a computer. Eventually, the staff opted for a computer.

The index presented some unusual problems. The Review looked at data base and word-processing programs that might do the job, but no ready-made alphabetizing or indexing package was available. The staffs of the Review and UNM Computer center tried a data base program but found it cumbersome and limiting. The Review needed to enter a great deal of data of varying lengths, to view material entered on full screen, and to expand, recast, move, or divide entries as they were compiled. Only a word processing program provided the flexibility and maneuverability needed to arrange an index by computer.

With an appropriation from the New Mexico State Legislature, the Review purchased a Zenith 158 with hard disk, a memory upgrade, an office writer 5.0 program, and paid students to complete the job. With training classes and advice from the Computer Center, Review personnel learned to apply computer and programs to the index project.

The 200-page index to the Review consists of NHPRC Catalogue

Historical Documentary Editions. 1988 is a comprehensive guide to Government publications supported by the National Historical Publications and Records Commission. The 77-page free catalogue is cross-referenced to aid researchers in finding sources quickly. An alphabetical descriptive list of the editions includes the title, author, publisher and a brief description of each publication funded or endorsed by the NHPRC. The catalogue also provides chronological, regional and topical breakdowns of the editions.

For a free copy, call the NHPRC at (202) 523-3092 or write NHPRC, National Archives, Washington, DC 20040.

Government Books

A free copy of the U.S. Government Books Catalog listing hundreds of useful and popular books and subscriptions published by the government is available upon request. The Catalog lists government books on research, census information, business, medicine, law and regulations, statistics, foreign trade and much more. These books are the results of millions of dollars worth of government statistical analysis and are available for sale by the government.


Endnotes

1. The current categories of satellite and dual membership were approved at the April, 1982 Executive Board Meeting.
2. This change was made in a ballot mailed February 10, 1982 along with the 1982 official ballot.
3. This condition was approved by ballot. See OAH Newsletter, Feb. 1983, Vol. 13, No. 1.
4. The Executive Board decided this at its November, 1986 meeting.
5. A bylaw change approved by membership in September 1983 removed the requirement for an audit by a certified public accountant. See ballot on Newsletter (May 1983) Vol. 11, No. 2.
6. The last sentence was added by a ballot in the November 1980, Vol. 8, No. 1, ballot.
8. The Bibliographical and Research Needs Committee was abolished by the Executive Board in November, 1979. The Committee requested that they be allowed to serve at the own expense rather than being phased out. The Executive Board agreed to this request; however, it was denied at the November, 1981 meeting that the committee overlapped the activities of the Committee on Access to Documents and Open Information and therefore it no longer exists.
9. As its November, 1986 meeting, the Executive Board abolished the Ad Hoc Committee on the Status of Minority in the Historical Profession and replaced it with the service committee Status of Minority Historians and Minority History.
10. Originally the Historic Preservation committee, the Organization changed this committee’s change by a ballot included in the Newsletter July 1981, Vol. 9, No. 2.
11. The Television, Film and Radio Media Committee was abolished by the Executive Board at the request of the committee in November, 1984.
13. The OAH began to award this prize in 1981 by virture of a bylaw change approved by the membership in September 1983.
16. The Charles Thomson Prize was abolished by the Executive Board at its November, 1986 meeting by agreement with the decision made by the co-sponsoring agency the National Archives and Records Administration.
17. In practice, this committee is formed only when needed. The last time this committee functioned was the Yale-Aptheker controversy, 1976-78. The membership voted for the committee to investigate the matter in a mail ballot included in the July, 1976 issue of the OAH Newsletter.
18. The NCC was defined and OAH participation formalized at the 1977 Business Meeting. The Executive Board subsequently adopted a charter for the NCC at its November 11, 1981 meeting.
The Routine of the Documentary Editor?

Mary A. Giunta

Documentary editors pursue historical truth, contribute to available sources for the study of history and help provide a complete historical record. In their work, they use skills and abilities not usually demanded of other historians. And yet, the work of the editor is often denigrated as mechanical or routine. Let us examine, then, this so-called "routine" editing. What is its nature? What is its contribution?

It is incumbent upon reviewers...to have full understanding of these editions.

The editor's work often begins with transcribing and deciphering difficult to fathom handwriting and script. Such persons as Reverdy Johnson and Montgomery C. Meigs had atrocious writing. So difficult is Meigs's handwriting that his wife, Louisa, attempted to improve the formation of words and individual letters, but she gave up in exasperation. Think what an easier time Meigs's biographer would have had if an edited version of the Meigs papers were available for use.

Beyond transcription of documents from manuscript to typescript, there may be need to determine the meaning of codes, ciphers, shorthand and to identify accurately the authors of documents and the documents themselves. While there exists a "codebook" for diplomatic exchanges, there does not usually exist a key to various private codes or word substitution schemes. In addition, documentary editors often face the uncertainties of a writer's use of shorthand. Meigs used Pittman shorthand and he further contracted the system. This prevents a comprehensive understanding of some of his letters. It was necessary for the editors of the Wilson papers to deal with this problem by engaging a Graham shorthand expert and then by learning the Graham system itself.

Recently, a French scholar was on the trail of the author of a two-volume manuscript purporting to be the Memoirs of Admiral d'Estaing for the period of 1778 to 1783. The document long had been in private hands and was practically unknown to the scholarly community. The establishment of the true identification of the author, Jean-Francois de Bourgoing, a French diplomat, required extensive research in the diplomatic correspondence of the period and included handwriting analysis and other methods of historical investigation. The manuscript has value outside of d'Estaing authorship and will be published in France and the United States.

Historians often assume that a repository staff's identification of a document is accurate, especially when accuracy is affirmed by contemporaries of the writer and a bevy of scholars. This is not always the case. The true author of the notorious "cipher letter" of July 1806, erroneously attributed to Aaron Burr for more than 175 years, has been correctly identified by Mary-Jo Kline and Joanne Wood Ryan, the editors of the Burr papers. Full editorial treatment of this significant document and its reconstruction are now available for wide scholarly use in the Political Correspondence and Public Papers of Aaron Burr published by Princeton University Press.

The official diary and extensive correspondence of Robert Morris, Superintendent of Finance under the Articles of Confederation, is another case in point. Morris's papers allude to many varieties of paper money, bank notes and other instruments of credit, both public and private, in use during and after the American Revolution. Extant examples are rare. Some are located in the National Archives. But even there, archivists needed the assistance of the Morris editors to identify these documents.

Many documentary editors are faced with problems of translation. In this regard, the old comment can be heard: we should be able to read foreign languages. But language, whether written or spoken, is a "living" instrument of communication. Written 18th-century French has unique differences from modern French. These differences would be even greater for editors of a LaSalle project facing 16th-century French. The problem is true also for other languages, including English. I remember my own attempts to read 16th- and 17th-century English documents at the Folger Library in Washington. How grateful I was for a handwriting manual. It saved me from staring incomprehensibly at documents, their contents masked. How much easier it was to read documents from the same period in an expertly edited edition. Our friends in Tudor history, for example, must find their lives far less complicated for the impressively diligent and "routine" work of Muriel St. Clare Byrne, in her monumental edition of The Lifes Letters, as well as others who have unmasked documents.

Other tasks of the editor include the extensive collection of documents both from public and private sources, the complete intellectual control of these documents, the compilation of annotations by period and the preparation in indices. All are basic keys for the time-troubled monographic historian and all, of course, are routine.

John Niven, editor of the Salmon P. Chase microfilm and book editions being prepared at Claremont, in his presentation at the OAH Annual Meeting in Reno, humorously suggested ways in which the new political and social historians use the computer to over-quantify historical data through operations of apparently unrelated materials. After our laughter had quieted, perhaps more than a few listeners raised "scholarly eyebrows." While no one can deny that narrative history and biography will continue to hold their own among the profession and the laity, quantification is here to stay. Carl Bridenbaugh's admonition with regard to the Biblical Old Testament: "Identification has not deterred historians from pursuing the use of such analysis of every imaginable subject. I believe edited publications, especially microform editions, can offer sources for these studies. Historians' innovative use of these records can produce fascinating results in future.

In addition, there are sources for research of other than traditional political and economic history in long-existing editions. In preparing the index to the microfilm edition of the Albert Gallatin papers, the editor found many subjects for women's history. I doubt that the Gallatin papers would be immediately thought of as a likely source of women's history.

Historians' innovative use of these records can produce fascinating results in future.

Charles Cullen, former editor of the John Marshall and Thomas Jefferson papers, in his paper cites the example of the case of "Commonwealth v. Randolph" in his paper given at the OAH Annual Meeting. Documentary materials which he found among the records of this case may serve to motivate further study of infanticide or self-induced abortion. Certainly,
one has a better understanding of the case and their documents to speak for themselves. They...
A New Building for the National Archives

Michele F. Pacifico

The National Archives and Records Administration (NARA) is planning to construct a new archival facility, Archives II, in College Park, Maryland. The present National Archives Building, located on Pennsylvania Avenue in Washington, DC, was completed in 1935 and reached its records storage capacity of approximately 800,000 cubic feet in the late 1960s. To alleviate the space shortage, over 500,000 cubic feet of archival records received since 1970 have been diverted to several federally owned and leased buildings in the Washington, DC, area. NARA has also been forced to move various administrative support activities out of the National Archives Building into numerous office buildings in the District of Columbia.

Some of the nation’s historically valuable records are currently stored in space that was not designed to provide environmental conditions necessary to prolong the life of these important documents. In the future, these records will have to be stored in archivaly unsuitable space unless a new archival facility is constructed that meets the environmental requirements for archival records recommended by the National Bureau of Standards. Further dispersal of records to additional sites will increase operational inefficiencies including the duplication of various support activities (e.g., research rooms and laboratories) and will further impede researchers wishing to use the records.

Additionally, a study of the National Archives Building completed in 1985 recommended renovations to the National Archives Building to correct deficiencies in environmental and records storage conditions and to expand currently inadequate public use areas. These essential renovations will require that records be temporarily stored offsite during work to the National Archives Building.

The Design Program for a National Archives Facility in Maryland, completed in January 1988, identifies NARA’s program requirements, documents functional relationships and recommends the type and configuration of building that meets NARA’s special needs. As part of this study, facility planners also prepared design and construction cost estimates and evaluated alternative building sites in College Park and Suitland, Maryland.

The design program describes the archival facility of 1.7 million square feet for records storage and program support areas. A facility of this size will meet NARA’s requirements to the year 2004. The building, however, will be specially designed to allow the addition of new wings to meet future storage needs. These wings, providing additional records storage and processing space totaling 375,000 square feet, should fulfill NARA’s space needs to 2025.

Archives II will provide state-of-the-art storage, reference and laboratory facilities. Current standards established by the National Bureau of Standards and National Academy of Sciences will serve as the basis for the building’s environmental controls. Both national and international guidance relating to reference services, general building security and classified records security systems will be reviewed and the best of these guidelines incorporated into the building design. In addition to the archival functions, Archives II will provide space for offices and general facilities, including a theater, conference rooms and a cafeteria.

Archives II will provide state-of-the-art storage, reference and laboratory facilities.

The National Archives Building

Archives II will not replace the current National Archives Building. Both buildings will operate as archival facilities but will emphasize different programs. NARA will continue to use the downtown facility as a records storage and public-use facility. With some renovation, the centrally located National Archives Building will provide improved records storage space for the same amount of records that are housed there today. Since Archives II will be located outside the District of Columbia, the focus of most public activities will remain in the renovated National Archives Building. Expanded public-use areas in the National Archives Building will include a new Genealogical Research Center and special areas for lectures, conferences, tours, exhibits and film festivals.

After much searching for suitable land in the District of Columbia and surrounding suburbs, NARA considered three sites for Archives II: one at the Federal Complex in Suitland, Maryland, and two sites at the University of Maryland in College Park, Maryland. Site selection was based on site characteristics to accommodate the building’s size, construction factors, the relationship of the structure to its surroundings and its accessibility to transportation and other services. NARA has selected one of the University of Maryland sites as the one that best fulfills the site selection criteria. The proposed site is approximately 33 acres on the northwest end of the campus in College Park, Maryland. A major benefit of this site is that the Federal Government will receive the use of this land without charge.

In NARA’s search for a suitable site, easy access for researchers was a top priority. Current plans for a Washington, DC, subway construction include a College Park station on the Metro Green Line. In addition there will be parking available at the facility for researchers. While NARA realized that there may be some inconvenience for researchers who will need to use records in downtown and suburban buildings, centralizing the records in one facility is not an option. NARA currently ensures that researchers have easy access to the three sites in the Washington, DC, area, where archival records are stored, by running a free shuttle service and plans to provide this same shuttle service to and from the College Park subway station.

Archival records will be located both in the downtown National Archives Building and Archives II. The National Archives Building will house approximately 800,000 cubic feet of textual records. Archives II will house all special media records, including motion pictures, photographs, maps, drawings and machine-readable records, in addition to over one million cubic feet of textual records.

NARA has tentatively decided to consolidate genealogically-related records, Congressional and Supreme Court records and pre-1947 military records in the downtown National Archives Building. Locating genealogically-related records in the downtown building will ensure that the core records needed for genealogical research are together and convenient to researchers using the new Genealogical Research Center. Congressional and Supreme Court records will continue to grow although their projected growth can be managed for many years within the confines of the National Archives Building. While 1947 is used as a general cut-off date for the military records to be located in the downtown facility, in fact not all military records can be split at that precise date. NARA will be dividing the military records series where appropriate breaks appear after World War II. All other textual records housed by NARA will be located at Archives II.

With the onset of the design of Archives II, NARA needs to continue planning the division of its operations between the two facilities. NARA would appreciate comments and suggestions. Please send all inquiries and suggestions to the Archives II Project (NAA), National Archives and Records Administration, Washington, DC 20408, or call Ms. Adrienne C. Thomas at (202) 523-3621.
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The Kutztown University History Department held an OAH workshop on "Integrating Public History into the Curriculum" earlier this year. Fourteen people attended in order to acquaint themselves with this growing field, to be introduced to new material and methods, and to discuss adding public history offerings to the History Department curriculum.

All historians need to be public historians, aware of trends that will affect training requirements for public history over the next few years.

The Kutztown History Department and the OAH co-sponsored the event, using a Kutztown Professional Development Committee grant. The OAH provided two facilitators: Barbara J. Howe, associate professor at West Virginia University and vice-chair of the National Council on Public History; and Theodore J. Karamanski, associate professor at Loyola University at Chicago and director of the Mid-Atlantic Research Center. Both had organized graduate-level public history programs.

The facilitators began the workshop by defining public history and tracing its development. Faculty members then described for the facilitators Kutztown’s specific situation, its students and curriculum. Next came discussions of jobs available in public history and the ethical concerns particular to this field.

After lunch, the workshop leaders illustrated how public history methodology can be incorporated into courses. Prof. Howe described an exercise in which her students conducted oral history interviews. She also took the group on a walking tour of Morgantown, West Virginia, via slides and constructed a history of the town. Prof. Karamanski showed how public history can support policy analysis with a model lesson in which students applied to modern situations insights derived by reading documents about the Peloponnesian War. The demonstration concluded with a discussion of incorporating public history into survey courses.

The next morning the group visited Historic Bethlehem, about 30 miles northeast of Kutztown, to evaluate the site as a teaching tool. They also met with two public historians at Historic Bethlehem, who described how they became interested in the field and what training they had. The meeting raised the possibility of university-museum cooperation, especially in the field of undergraduate interns. Historic Bethlehem’s historians accompanied some workshop participants to lunch in a restored 18th-century inn.

In the last session, the conference considered what aspects of public history could be introduced into the curriculum. Since the workshop, discussions have continued at faculty meetings, in corridors and via workshop evaluation forms.

Prof. Howe and Karamanski distributed questionnaires to assist evaluating and improving the workshop. Responses indicated that most faculty reacted favorably to the workshop. In response to the question “What were your expectations for the workshop?” most faculty said they were not familiar with public history, and the workshop met their expectations as an introduction to it. But they wondered how to do justice to public history within the context of existing survey courses and how to balance hands-on experience with documents against historiography. In the space for “Other comments,” faculty mentioned aspects of the workshop that particularly appealed to them, such as going on the field trip, talking to historians already involved in public history, and the information packets the facilitators gave them.

The faculty has continued to debate several issues raised in the workshop, including: What is the relationship between “public” and “non-public” history? The field trip made clear some of the similarities and differences between those who organize and interpret museums and those who teach and research. Historians in both settings do some research, teaching and fund raising, though academic historians do much less of the latter. Public historians, particularly in the museum field, may spark an interest in history, but they cannot do systematic work developing historical knowledge and skills.

Pressure to make history degrees marketable may lead to undergraduate public history offerings. Should courses or programs be undergraduate or graduate? If public history is a specialized branch of history, then individuals would need to complete their basic history first. If public history is an integrated part of history, then students should be exposed to it in surveys and upper-level undergraduate courses, just as they are exposed to other methodologies. This raises questions of job training. Public history has developed by utilizing the post-baccalaureate training of those who did not complete a Ph.D. If public historians continue focusing on this group, training should remain on the graduate level. However, pressure to make history degrees marketable may lead to undergraduate public history offerings. All historians need to business, archives, historic sites, historical societies and museums.

See Kutztown, Page 2
Service: The Moloch of the Academy
Lawrence O. Christensen and Jack B. Ridley

When we completed our graduate work and entered the academy as junior members of the faculty, we anticipated the opportunity to teach and conduct research in our areas of specialty as well as to offer general survey courses. We expected our success as professionals to be judged on the basis of published research and satisfactory performance in the classroom. We had little understanding of or appreciation for that area known as "service." We vaguely suspected that it merely entailed occasional committee work devoted to something regarding "personnel matters" and perhaps serving our profession through holding office in professional societies.

We must deal with this proliferation of service responsibilities before the beast devours us, not just our time.

After toiling in the academy for approximately twenty years, our perspective on service remains vague, though we find ourselves devoting a disproportionate amount of time to departmental, campus, university (ours is a four-campus multi-campus university) search productivity coupled with an occasional diatribe betrayed a total lack of sensitivity to institutional forces within the profession. Most institutions define their general missions as teaching, research and service. In spite of the amount of time devoted to service, it remains an ill-defined function of the faculty in an academic setting. Most institutions define their general missions as teaching, research and service. In spite of the rhetorical parity of each mission, the means of achieving promotion, tenure and salary increments continue to be research productivity coupled with an occasional nod toward classroom teaching. What then of service? In recent years, colleges and universities, in an attempt to attract more public support for higher education, have emphasized service to the community. Moreover, as our institutions have become more complex, college and university administrators, partly in response to the faculty's appeal for more authority and partly in order to diffuse responsibility for decision-making, have created more and more advisory committees. Committees seem to proliferate in proportion to the layers of administrative bureaucracy present in the academic setting. Thus, it seems reasonable to assume that junior college faculty members serve on fewer committees than members of the faculty in a multi-campus university.

Whatever the academic setting, faculty members in all disciplines are asked to devote more and more time to service, and service often assumes the characteristics of a "moloch." In my-

academic training or because of our proclivities? How much do we accomplish through our service efforts? Is it worthwhile for professional development? When is it appropriate to say no? We accepted these appointments or submitted to election because we thought we could perform the tasks better than others; because we had an interest in the questions to be dealt with; or, because we preferred to spend our time in service activities instead of preparing lectures or doing research. No doubt a combination of these factors caused us to accept election or appointment to one or another committee. Successful performance on one committee led to more elections and appointments until we came to face our current predicament.

Faculty members shoulder ever-advancing service loads and sacrifice teaching, research and writing time. We are not the only historians in this nine-person department to feel the oppressive burden of service, for at least three other department colleagues serve on numerous and "important" committees. Indeed, during the 1986-1987 school year, department members served on two university committees, twenty-one campus committees, fourteen college committees and eleven national, regional and state professional committees. The total came to forty-eight with members of our department serving nine of these. The service burden has not abated during the current academic year. Why are we asked to do so much? Are we asked to serve because of the excellence of our

Correspondence
To the Editor:
I was disappointed by James Klotter's sarcas- tic "Advice for ABDs" (August 1988). Klotter's diatribe betrayed a total lack of sensitivity to institutional forces within the profession. The length of graduate study in history has grown in direct response to the job crisis. Students who have chosen broader subjects to study and have extended their graduate years in order to polish their dissertation generally have done so as a rational response to a market requiring rapid publication of a significant first book. Faculty advisors have tailored their advice to students in response to a bleak market where "graduating quickly," as Klotter recommends, has often cut short an academic career. If the profession is to continue to train future historians, we should resist the temptation to belittle our graduate students and instead seek to understand and control the institutional forces which are structuring entrance to academia.

Mark Lawrence Kornbluh Washington University St. Louis, Missouri

Obituary
Joe Gray Taylor

Joe Gray Taylor, professor of history at McNeese State University, Lake Charles, Louisiana, died December 8, 1987. A native of Tipton County, Tennessee, he attended Memphis State College and received advanced degrees from Louisiana State University. Professor Taylor taught at LSU, the Air University, Southeastern Louisiana and Nicholls State University before going to McNeese State in 1963. He became head of the department of history in 1968 and dean of the School of Liberal Arts in 1983. He received the first McNeese Distinguished Teacher Award in 1979.

Author of numerous books on the history of the South and the history of the U.S. Air Force, Dr. Taylor received the Louisiana Literary Award in 1976 for the best book on a Louisiana subject, and the L. Kerper Williams Prize for the Best Book on Louisiana history. Among his works on Southern history are Negro Slavery in Louisiana (1963), Louisiana Reconstructed, 1863-1877 (1974) and Louisiana: A Bicentennial History (1976). He had recently completed an as yet unpublished history of McNeese State University.

Policy for Non-Profit Tables at OAH Annual Meeting

The OAH Executive Board has established a new policy regarding free table space at the Organization's Annual Meeting. The policy applies to small non-profit organizations of historians (defined by the OAH Executive Board as having less than one thousand members) may establish, without cost, a table at a convenient, public place to be determined by the convention manager. Table requests will be accepted on a first-come, first-serve basis, depending on space available in any given year. At this table, the organization will be permitted to distribute materials, solicit members and subscriptions, and sell journals and other products of the organization to promote its activities. Such organizations must notify the OAH convention manager of their desire to establish a table two months prior to the annual meeting. The deadline for the 1989 annual meeting is February 6, 1989. Written requests should include the organization's tax exempt number (for organizations of non-profit status) and a statement of the organization's size. Correspondence should be directed to OAH Convention, 112 N. Bryan St., Bloomington, IN 47401.
INDEX 1988

Bradley Commission Report

What do young people need to know about themselves, their country and the world? Much more than they do now, if democracy is to prosper and our country are the level of our public debates, say the members of the Bradley Commission on History in Schools. The report, Building a History Curriculum, condenses the current commission's curriculum in schools such as what the study of history should be required of all students, whether or not they are preparing for college.

It reported that 15 percent of teachers in public schools do not teach American history in high school, at least 50 percent do not teach American history in high school, and at least 50 percent do not teach history in high school.

The Bradley Commission concluded that whatever careers may lie ahead for students, they will all practice the profession of citizenship, so that all schools, whether or not they are part of the American educational system, must give students, whether or not they are preparing for college, the best possible opportunity to learn the history of America as it is taught to them, to work toward understanding their own history and to understand how history is taught in other countries.

The report urges schools to give students the opportunity to study American history in depth, to teach history in a way that is meaningful to students.

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The Bradley Commission is made up of some of America's most distinguished historians, including the following members of the OAH: Michael Bingham, Robert H. Ferrell, Hazel Hertzberg, Nathan I. Huggins, Michael Kammen, William E. Leuchtenburg, Leon F. Litwack, and Bill C. Wilson. The report is issued by the American Historical Association and the commission's curriculum is study published by the Association.

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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 NIXON WHITE HOUSE
Series Editor: Joan Hoff-Wilson, Professor of History, Indiana University
Executive Secretary, Organization of American Historians

The important news is that the basis for serious scholarship into the Nixon years has arrived, and in a form available way better research library. Historians and other students will welcome access to this microfiche edition and will appreciate its utility as an introduction to a closer examination of virtually every aspect of the administration.

These papers, if read by themselves, raise questions about saddling Nixon with conventional ideological labels. The most powerful impression is that of a well-informed, thoughtful leader whose decisions are heavily guided by the exigencies of politics but who, at the same time, clearly sees himself as the architect of a post-New Deal alliance, one that would reconstitute the virtues of nationalism, entrepreneurialism, tradition, and internationalism, all bonded together with a hearty dose of anti-elitist, anti-establishment populism. At many points, these files offer glimpses into his mind that rival the intimacy of the Watergate tapes.

—Herbert S. Parmet, Professor of History, The City University of New York

Papers of the Nixon White House is an invaluable source for the study of the modern American presidency. These documents belong in every major research library.

—Fred Greenstein
Professor of Political Science, Princeton University

NOTE—To enhance the accessibility of this publication, a cumulative index will be prepared by Congressional Information Service, Inc.

Official Inventories of Papers and Other Historical Materials of the Nixon White House

The Official Inventories collects in one convenient publication the finding aids to all of the Nixon presidential files that have been opened to the public. Each of the ninety-five official inventories included in this collection contains a scope and content note, a biographical organizational note, and a box-by-box, folder-by-folder description of the papers that make up a given file. These official inventories provide an excellent introduction and overview to the millions of pages of newly released documents from the Nixon White House. The following is a list of just some of the finding aids that can be found in this collection: the White House Papers of Patrick Buchanan, Charles Colson, John Dean, John Ehrlichman, H.R. Haldeman, Alexander Haig, Elik Krug, Ron Zeigler, President's Office Files, the President's Personal Files; the President's Daily Diary; and the White House Central Files.

The President's Meeting File, 1969—1974

This collection consists of detailed memoranda describing the numerous official sessions in which President Nixon met with key political figures and members of his administration. Nixon's meetings with Republican and Democratic leaders, the Cabinet, and the Quadriad (the administration's economic policy makers) are particularly well documented. Although each of the meetings in this collection includes individuals outside the White House staff, the memoranda were written by staff members whose attendance was required at the meetings. Among the chief authors of the memoranda are Patrick Buchanan, Charles Colson, Alexan- der Haig, Henry Kissinger, and Caspar Weinberger. The following are among the hundreds of meeting sessions detailed in this collection: with Roy Wilkins on civil rights; Nelson Rock- ettie on urban affairs; the Cabinet on welfare reform; legislative leadership on the nomina- tion of Judge Haynsworth to the Supreme Court; Senator Dole on the new Republican leadership in the Senate; the deans of major universities on Kent occasion; political participation in certain other activities, such as the Pentagon Papers case, the My Lai massacre, the Fulbright leaks, and the break-in of the office of Daniel Ellsberg's psychiatrist.

The John Ehrlichman Alphabetical Subject File, 1969—1973

Throughout his years in the White House, John Ehrlichman maintained an alphabetical subject file consisting of memoranda and reports documenting his varied activities on behalf of the Nixon administration. Since Ehrlichman was given wide-ranging responsibilities in many areas of domestic affairs, his files are particularly rich in such major policy issues as revenue sharing, antitrust, integration in housing and education, government reorganiza- tion, and the 1972 election strategy. These files also document Ehrlichman's investigation of or participation in certain other activities, such as the Pentagon Papers case, the My Lai massacre, the Fulbright leaks, and the break-in of the office of Daniel Ellsberg's psychiatrist.

H.R. Haldeman: Notes of White House Meetings, 1969—1973

As the President's chief of staff from January 1969 through May 1971—and as Nixon's most trusted aide—H.R. Haldeman attended innumerable White House meetings and was privy to almost every political decision that Richard Nixon made. Haldeman's extensive and meticulous handwritten notes of these meetings—from one-on-one discussions with Nixon; to formal policy sessions attended by Nixon, his advisors, and aides; to government recom- mendations with other staff members and Cabinet officials—provide the quintessential inside view of the administration. These notes are particularly revealing in their coverage of Nixon's approach to partisan politics, relations with the press, high-level administrative and judicial appoint- ments, reorganization of the executive branch, Republican National Committee matters, fund raising, opinion polls, the President's reactions to daily news summaries, use of milk producers' money, campus opposition, Cambodia, détente with the Soviet Union, rapprochement with China, and testimony before the Ervin Committee.

The President's Office Files

The materials in these files, which date from 1969 to 1974, provide a detailed record of President Nixon's official responsibilities as head of state, chief executive, commander in chief, and political leader. Part 6, Series B: Days and Minutes: A: Documents Announced by the President, 1969—1973 comprises a collection of all the daily news summaries on which President Nixon made handwritten notations. Nixon's marginalia on the news summaries covers a wide field of subjects and, as with the annotated documents, the notations were often intended to be directed to the staff.

—Stephen E. Ambrose
Professor of History, University of New Orleans

Historical Materials of the Nixon White House

The President's Meeting File, 1969—1974

Part 1. Official Inventories of Papers and Other Historical Materials of the Nixon White House

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Part 6. The President’s Office Files.


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Standing Order: Under the general editorship of Dr. Joan Hoff-Wilson, UPA will continue to add new parts to Papers of the Nixon White House at the rate of four to six parts per year. A library that wishes to receive all parts on the basis of a standing order should include on its purchase order the notation “Standing Order for All Parts on Approval.” UPA will then ship on 45-day approval all new parts as they are produced. The standing order discount is 15 percent.

Supplemental Materials: Many of the parts that will be published in Papers of the Nixon White House will contain withdrawal sheets that indicate that items have been removed pursuant to Title 1 of the Presidential Recordings and Materials Preservation Act of 1974 and implementing regulations. These items, which have been found to contain personal and private materials or security classified materials, will be published by UPA if and when they are finally released. A library that wishes to receive automatically all such pages that are released for any single part of Papers of the Nixon White House should include on its purchase order for that part the notation “Supplemental Materials on Approval.” UPA will then ship on 45-day approval the appropriate microfiche and printed index as they are produced.

Technical Specifications: Papers of the Nixon White House is published on 98-frame positive silver halide microfiche that conforms to ANSI and AIM standards. The reduction ratio is 241. Each microfiche features an eye-readable title strip. The printed index for each part contains a document-by-document listing of all materials, as well as comprehensive subject and name indexes.

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November 1988 OAH Newsletter 21
DePaul University
Assistant Professor, tenure track, September 1989, American Social History (European/African). Preferred some teaching experience. Position requires willingness/ability to teach courses in world civilization. Second course offered is introductory to European history and publications desirable. Send applications before December 10, 1988 to Professor Robert G. Redfield. Committee #2, History Department, DePaul University, 802 W. Belden Av., Chicago, IL 60614. Will interview at AHA in Cincinnati. Women and minority candidates are encouraged to apply. AA/EOE.

University of Sussex, England

University of Kansas

USDA Forest Service
USDA Forest Service History Section announces plans for a 30-month graduate fellowship in the southeastern region. To obtain contract announcement call (703) 235-3323 in January 1989, or write Brace Rodenhiser, Procurement and Property Staff, Forest Service, USDA, P.O. Box 96090, Washington, DC 20128. Academic and independent scholars invited to submit proposals. (Pending funding a history of the Pacific Northwest region will also be contracted."

Northeast Missouri State University
Tenure track assistant professor. Teach courses on undergraduate and graduate level including basic general education course in U.S. survey, U.S. public history, and one of the following: American social or science and technology. Supervise undergraduate student research. Salary competitive, Ph.D. required, for four-year appointment. Must be anticipated August 21, 1989. Send c.v., all transcripts including undergraduate and graduate; letter of recommendation to Joanna S. Zangrando, Chair, Department of History, Skidmore College, Saratoga Springs, NY 12866, by November 15, 1988. AA/EOE.

University of North Carolina at Chapel Hill
The Department of History at the University of North Carolina at Chapel Hill involves directing a staff of professional, technical and clerical employees. Candidates should have a M.A. in history and five years progressively responsible experience in historical, archival or comparable work. Minimum salary is $28,500 plus a liberal per diem. Submit letter of interest and resume to Personnel Services Unit, P.O. Box 1026, Pennsylvania Historical Museum Commission, Harrisburg, PA 17108.

University of Wisconsin, Madison
Departments of History and Afro-American Studies invite applications for a joint tenure-track assistant professorship (unless qualifications require appointment at higher rank) in Africana studies. Specialization in Afro-American history, preferably post-Civil War with strengths in U.S. social and cultural history and/or cultural/intellectual. Candidates should have a Ph.D. in history and be prepared to teach undergraduate and graduate courses; direct graduate students' research; conduct scholarly research in area of specialization; participate in university professional, state, and national organization activities. Send c.v. to John M. Cooper, 455 North Park Street, 321C Humanities, Madison, WI 53706. AA/EOE.

Wabash College
Wabash College, a selective liberal arts college for men, invites applications for a ten-month position in post-Civil War American history. Required qualifications: Ph.D. in American or Hispanic history, pre-1877. Notify Barbara, Chair, Department of History, Wabash College, Crawfordsville, IN 47933

Carleton College
The Carleton College Department of History seeks a scholar with demonstrated evidence of effective college-level teaching and scholarly potential to offer introductory and advanced courses in Afro-American and American history. This is a tenure-track position. Rank open. Salary competitive. Carleton College is a highly selective liberal arts college committed to diversity and academic excellence. Review of applications will begin December 15, 1988 and continue until the position is filled. The department will conduct preliminary interviews at the American Historical Association Convention in Cincinnati. Send credentials plus two letters of recommendation to Professor John M. Cooper, Chair, Department of History, Carleton College, One North College St., Northfield, MN 55057.
Activities of Members

Jonathan Lurie, professor at Rutgers University at Newark, has been appointed historian of the Office of Military Appeals. Lurie will write the next two years researching and writing the judicial body's official history.

Wenyo Gamber, graduate student at Brandeis University, has received a $1,250 doctoral dissertation grant from the Andrew W. Mellon Foundation and the Elizabeth Schlesinger Library on the History of Women in America to work on "The Female Economy. Properties, Workers and Consumers in the Fashion Trades, 1830-1930."

Joan Zimmerman, lecturer on history and literature at Harvard University, has been appointed archivist and executive director of the New England Historic Genealogical Society. In addition to her new duties, Zimmerman will continue to work on "Creating a Republican Jurisprudence: The Confrontation between Instrumentalism and Conceptualism in the Debate over the Drafting of the First Equal Rights Amendment, 1805-1923."

The American Council of Learned Societies has awarded post-doctoral research grants to the following OAH members: Douglas C. Abrams, Bob Jones University; David W. Blight, Harvard University; Suffy H. Clark, University of Texas; Nancy F. Cott, Yale University; Candace L. Falk, University of California, Berkeley; John D. W. Guice, University of Southern Mississippi; Christina C. Simmons, University of Cincinnati; Thomas P. Slaughter, Rutgers University; and Judith S. Stein, CCNY. The ACLS also awarded fellowships to recent Ph.D. recipients in humanities and related social sciences, including: Steven C. Bullock, Vassar College; and Lori D. Ginzberg, Pennsylvania State University.

R. David Myers, formerly the staff librarian of Congress, has been appointed head librarian of the State Historical Society of Wisconsin. He began his new duties (August 1).

Awards from the New York State Archives and Records Administration Research Residency Program have been announced for OAH members Vivian Bruce Conger, Cornell University, and Lawrence Kohl, University of Alabama.


The Abel Wolman Award for the best new book in the field of public history has been awarded to Bruce E. Seely for Building the American Highway System: Engineers at Policy Makers, Temple University Press. Seely is assistant professor of history and science at Michigan Technological University at Houghton. Recipients of honorable mention are Iris G. Clark, professor emeritus at New Mexico State University; and Michael E. Webb, Cameron University.

Annette Cox, lecturer at the University of North Carolina at Chapel Hill, has received an Archie K. Davidson Fellowship from the North Carolina Office of Burlington Industries for Burlington's corporate records research for a biography of J. Spencer Love.

Brit Allan Storey is the new senator at the Bureaus of Reclamation. Storey, who has been active on the Public History Committee, has been at the Advisory Council on Historic Preservation for fourteen years, and has also worked at the State Historical Society of Colorado.

Martin V. Melosi, professor of history and director of the Institute for Public History at the University of Houston, has received a $165,000 planning grant for a National Institute for the Humanities which will support research on "The Consequences of Growth: Technology, Environment, and the City-Building Process, 1840-1980."

Calls for Papers

Notes submitted for "Calls for Papers," "Meetings and Conferences," "Grants, Fellowships and Awards," and "Active on the Committee" may be no more than 100 words and typed in double space. Please include only information basic to the call. Also, please include a deadline. Lines are: December 15 for the February issue; March 15 for May; June 15 for August; and September 15 for November.

The Department of Historical and Political Science of the University of Missouri-Rolla invites session and paper abstracts on all topics for the Missouri Conference on History at the Lakes of the Ozarks, March 17-19, 1989. Send abstracts and c.v. to Marvin R. Cain, Program Chairman, Department of History and Political Science, University of Missouri-Rolla, Rolla, MO 65401 by November 15, 1988.

The Ontario County, NY, Historical Society will sponsor a symposium in November 1989. The conference will be titled "Views of Ontario County and Western New York History, 1789-1989," on April 1, 1989. Papers should examine Indie and United States relations during thecomity development, agricultural, industrial, and post-industrial development of the region. Proposals should be in the form of an abstract and c.v. Send to Christopher Clarke-Hazlett, Director, Ontario County Historical Society, 5 Main Street, Canandaigua, NY 14424; telephone (716) 394-4975. Deadline is November 18, 1988.

On October 13-14, 1989, the Strong Museum will sponsor a symposium on popular heroes and hero-worship in the U.S. during the nineteenth and early twentieth centuries. Proposals, due by November 1, 1988, should include a 200-word abstract. Presentations can run up to forty minutes. Send c.v. with proposal to Michael D. Cook, Educational Director, Strong Museum, 266 Manhattan Square, Rochester, NY 14607; telephone (716) 263-2700, x212.

The American Studies sections of the Western Social Science Association invites session papers and panels on all aspects of American culture for its conference in Albuquerque, NM, on April 26-29, 1989. Proposals for papers should contain a brief statement of purpose and c.v. for each participant. Proposals for papers should contain a 150-word abstract and c.v. of the presenter. Write Fred Erisman, Department of English, Box 32872, Texas Christian University, Fort Worth, TX 76129 by November 30, 1988.

The 1989 Southwest Labor Studies Conference at San Francisco State University, April 28-29, 1989, invites papers on labor topics and panels on all aspects of American labor for its Eleventh Annual Meeting at San Francisco Community College District, 33 Gough St., San Francisco, CA 94103; telephone (415) 239-3090.


The Program Committee of the Ohio Academy of History invites papers for its annual meeting at the Ohio State University. Send one-page abstracts to Richard Spence, Program Chairperson, The Ohio Academy of History, Ohio Wesleyan University, Delaware, OH 43015 by December 9, 1988.

The Marjorie Kinnan Rawlings Society invites papers relating to Rawlings' life and work for the Second Annual Rawlings Conference to be held in St. Augustine, FL, April 13-15, 1989. Send papers or proposals to Donald S. Rawlings, Jr., Program Chairperson, The Ohio Academy of History, State University College, Marquette, Michigan Technological University, 14607; telephone (906) 263-2700, x212.

The Conference on New York State History will be in Tarrytown, NY, on September 22-23, 1989. Papers may address New York County and related topics related to the history of New York colony and state. Direct proposals to Stefan Bielinski, Chairperson, Conference on New York County History Project, 3093 Cultural Education Center, Albany, NY 12230; telephone (518) 476-0917. Deadline is December 31, 1988.

The Society for Historians of the Early American Republic invites proposals for papers and sessions for its Eleventh Annual Meeting at the University of Virginia, Charlottesville, and Thomas Jefferson's Monticello, July 20-22, 1989. Young scholars, local or regional historians and public historians interested in American history from the Revolution through the Mexican War are encouraged to participate. Send one-page proposals and c.v. to John J. Shear Program Committee, Dept. of History, Purdue University, West Lafayette, IN 47907. Deadline is January 1, 1989.

The Association for Cravatene Studies invites proposals for presentations at its conference June 22-23, 1989, at Governor Dummer Academy, Byfield, MA. Submissions on Early American women, MA cavers and on ethnic, Afro-American and Native American traditions are especially encouraged. Send one-page abstracts and inquiries to David Waters, Department of English, University of New Hampshire, Durham, NH 03824 by January 15, 1989.

The Centennial Dakota History Conference will be held April 8-9, 1989, in Madison, SD. Prizes will be given for the best papers in various categories: History, Military, History, and Indian History. All papers submitted in the prize competition must be read by the author and, if desired, will be published in the next issue of Dakota History. For information contact H. W. Bliskey, Director, Dakota Histo-
Yale University holds a Joint Atlantic Seminar in the History of Biology March 31-April 1, 1989. Preference for paper presentation will be given to advanced graduate students. Those wishing to present a paper should send a title and short abstract by February 28, 1989 to Julian C. Huxley, Director, Center for the History of Medicine, Yale University, P.O. Box 3333 Yale Station, New Haven, CT 06510.

The Berkshire Conference on the History of Women, "Crossing Boundaries in Feminist History," will be June 7-10, 1990, at Douglass College, Rutgers University, New Brunswick, NJ. Submit proposals in triplicate for complete panels or roundtables addressing the relations between women's history and social and political practice to Jane L. Hesley, History, Dza Maw College, Bryn Mawr, PA 19010, or Nancy Cott, American Studies Program, 1504A Yale Station, New Haven, CT 06520. Deadline is February 1, 1989.

The Institute of Culture and Communication, Temple University, invites paper and panel submissions for the Seventh International Conference on Culture and Communication October 4-7, 1989. Proposals should utilize special exhibitions, community projects, and activities. For information contact Sari Thomsen, Institute of Culture and Communication, Annenberg Hall, Temple University, Philadelphia, PA 19122; telephone (215) 787-8725. Deadline is February 10, 1989.

The Social Science History Association will meet November 16-19, 1989, in Washington, DC. Those interested should send a short description of papers or panels with their telephone number to Carole Shamma, Dept. of History, University of Wisconsin-Milwaukee, Milwaukee, WI 53201; telephone (414) 224-2890. For further information contact Carla M. Goldstein, Dept. of Sociology, Northwestern University, Evanston, IL 60208 by February 15, 1989.

The University of Florida's Graduate School Monographs in the Social Sciences seeks unpublished works on any theoretical or/and empirical social scientific topic. The winning manuscript will receive an offer of publication. Potential entrants should first submit a brief prospectus. The selection committee will then request completed manuscripts of about 125-225 pages and send additional information. Deadline for finished manuscripts is February 15, 1989. For information contact George E. Pozzetta, Department of History, University of Florida, Gainesville, FL 32611.

The annual meeting of the Northern Great Plains History Conference, "Northern Great Plains History Conference: 19th Century Perspective," will be March 24, 1989, in St. Cloud, MN. Proposals for papers or complete sessions should be sent to a contact person. Material and should be submitted to Carl Gruver, Department of History, St. Cloud State University, St. Cloud, MN 56301; telephone (612) 255-3165 by April 1, 1989.

The Illinois History Symposium Committee will accept proposals on any facet of the State's history for presentation at the Tenth Annual Illinois History Symposium which will be held December 1-2, 1989. Proposals should be 300-600 words long and include a c.v. Deadline is April 1, 1989. Material should be sent to The Illinois Historical Symposium Committee, Illinois State Historical Society, Old State Capitol, Springfield, IL 62701; telephone (217) 782-4836.

Research in Social Policy: Critical, Historical and Contemporary Perspectives is soliciting papers and abstracts focusing on theoretical analysis of social policies. Papers should not exceed forty pages and abstracts should be at least four pages long. Submit both a brief prospectus and an abstract if you are interested in serving as session chair or commentator. The committee will accept proposals on any aspect of social policy. Abstracts focusing on theoretical analysis of social policies are not eligible. Three copies should be submitted by December 1, 1989, with a letter of intent to the Hendricks Manuscript Award Committee, Friends of the New Netherland Project, P.O. Box 2535, Empire State Plaza Station, Albany, NY 12220.

Haverford College invites application for a postdoctoral fellowship for academic year 1989-90. Fellows spend one or two semesters researching in the library's Quaker College collection and in the special collections. The fellowship is usually awarded to mature scholars and is for the academic year. Fellows will be provided a $20,000 stipend and one year of research support. Fellows are expected to submit a progress report to the Special Collections and Manuscripts department at the end of each summer. Fellowship for two semesters begins August 24, 1989 to May 11, 1990. Applications are due January 15, 1989. For information contact George E. Pozzetta, Department of History, Haverford College, PA 19041. Deadline is December 31, 1988.

UCLA's Institute of American Cultures and the University's four ethnic centers offer fellowships to postdoctoral scholars of Afro-Americans, Asian Americans, Chicano/a Americans, and American Indian Scholars. Fellowships range from $20,000 to $25,000 per year. Fellowships can be awarded for a maximum of two years. Applications are due December 31, 1988. For information contact the appropriate ethnic center: Afro-American Studies Center, 5220 Boelter Hall, Los Angeles, CA 90024-1545; Asian American Studies Center, Los Angeles, CA 90024-1546; Chicano Studies Research Center, Los Angeles, CA 90024; and American Indian Studies Center, Los Angeles, CA 90024-1548.

The History Teaching Alliance accepts topics in all fields of history, especially world history and ethnic and minority aspects American history. The deadline for applications will be January 1989. The Oversight Committee will review applications and promptly notify successful applicants of their award. Inquiries should be sent to the Director, History Teaching Alliance, 4131 Turlington Hall, University Florida, Gainesville, FL 32611; telephone (904) 392-8118.

The Log of Mystic Seaport seeks manuscripts of no more than 6,000 words on the aspect of American maritime traditions. Strictly naval topics and works of fiction are excluded. A $500 prize and publication field trip at Longyear will be awarded. For information contact The Editor, The Log of Mystic Seaport, Mystic Seaport Museum, Mystic, CT 06355. Deadline is December 1, 1988.

The Temple Holyoke Buel Center for the Study of American Architecture offers two residential fellowships of up to $30,000 and $50,000 for junior and senior scholars researching American architecture. Deadline for applications is December 1, 1988. For information contact the Temple Holyoke Buel Center for the Study of American Architecture, Graduate School of Architecture, Planning and Preservation, Columbia University, New York, NY 10027.

The Friends of the New Netherland Project announce the 1989 Hendricks Manuscript Award for manuscripts on any aspect of New Netherland history. Works of fiction and articles are not eligible. Three copies should be submitted by December 1, 1989 with a letter of intent to the Hendricks Manuscript Award Committee, Friends of the New Netherland Project, P.O. Box 2535, Empire State Plaza Station, Albany, NY 12220.

For information contact Carla M. Goldstein, Dept. of History, University of Florida, Gainesville, FL 32611.
The Travel to Collections Program of the National Endowment for the Humanities provides grants of up to $750 to American historians to meet costs of long-distance travel to libraries, archives and museums throughout the world. Deadlines are January 15, 1989 for travel between June 1 and November 30, and July 15, 1989 for travel between December 1 and May 31. Contact, Travel to Collections Program, Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, 1100 Pennsylvania Ave., N.W., Washington, DC 20506; telephone (202) 786-0463.

The National Air and Space Museum offers a one-year resident fellowship for pre- or post-doctoral research. Pre-doctoral candidates will receive a $12,500 stipend and postdoctoral candidates will receive a $20,000 stipend. Deadline is January 15, 1989. For application, contact the Office of the Deputy Director, Air and Space Museum, National Air and Space Museum, Smithsonian Institution, Washington, DC 20560.

The American Antiquarian Society offers fellowships for research in American history. The society offers fellowships for one to two months in the archives for advanced graduate students and scholars and offers fellowships of one to two years in the library. The fellowships cover one to two months of research. Deadline is January 15, 1989, and carry stipends of $750. Fellowships are available for both post-doctoral and doctoral work. Send c.v., names of three references, and description of the project to James Green, Curator, Library Company of Philadelphia, 1314 Locust St., Philadelphia, PA 19107; telephone (215) 346-3181. Deadline is February 1, 1989.

The American Institute of the History of Pharmacy offers grants-in-aid to graduate researchers. Deadline for applications is February 15, 1989. Short-term research grants are also available. For information contact the Executive Administrator, Center for the History of Pharmacy, Pharmacy Bldg., 425 N. Charter St., Lancaster, PA 17603; telephone (717) 393-6150.

Fellowships with the Hagley Mu­seum and Library are available for advanced research in the history of science and technology and for doctoral work in business and technological history. Deadline for applications is February 15, 1989. Short-term research grants are also available. For information contact the Executive Administrator, Center for the History of Business, Technology, and Science, Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19890.

The Virginia Historical Society invites applications for its 1989 research fellowship. Awards support travel and living costs related to research. Applications are due March 1, 1989. For information contact Ms. Terri Sewell, Education Program Aide, National Air and Space Records Administration, 10446 Cultural Center Education, Library, Richmond, Virginia 23221-0311; telephone (804) 473-8037.

Fellowship will be available at The Newberry Library for Renaissance Studies in its 1989 Summer Institute in Hispanic-American-Chival Sciences. The Institute will provide intensive training in reading, writing, and editing Span­ish and Hispanic-American text­books from late medieval through the early modern periods. Faculty, lib­rarians, and advanced graduate students are encouraged to apply. Deadline for application is June 1, 1989. General information, contact Execu­tive Administrator, Center for the History of Pharmacy, Pharmacy Bldg., 425 N. Charter St., Lancaster, PA 17603; telephone (717) 393-6150.

The Rockefeller Archive Center offers a one-year resident fellowship in history for the field of history of philanthropy. The fellowship, for the 1989-90 academic year, provides a $30,000 research stipend and nine months of study at the Archive Center. Applications should con­tain c.v., a brief abstract detailing the project and the applicant's knowledge of the library's holding and three letters of reference. Deadline is April 1, 1989. Address inquiries and applications to John H. Stapleton, Director, Rockefeller Archive Center, Pocantico Hills, North Tarrytown, NY 10591.

The Charles Redd Center for Western Studies at Brigham Young University offers a two-year guarantee of publication for a non­ograph-length manuscript in the field of Western American Studies in the humanities and social sciences. Manuscripts may come from any area in the humanities, social sciences or be­havioral sciences are eligible. Manuscripts must be unpublished and between 100 and 200 double-spaced typewritten pages. Appli­cants must send manuscript and a statement agreeing to publication, and an indication whether the man­uscript is on an IBM compatible system. Contact The Charles Redd Center for Western Studies, 4069 Harold B. Lee Library, Brigham Young University, Provo, UT 84602; telephone (801) 378-4048. Deadline is May 1, 1989.

The Walter P. Reuther Archives of Labor and Urban Affairs at Wayne State offers awards of up to $700 to cover travel and expenses related to research for graduate students and junior faculty using the Archives. For information contact Philip P. Mason, Director, Archives of Labor and Urban Affairs, Walter P. Reuther Library, Wayne State University, Detroit, MI 48202; telephone (313) 577-4024. (No dead­line mentioned.)

The Newberry Library Summer Institute in Transatlantic Encounters offers fellowships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships for advanced research fellow­ships for advanced research fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships for advanced research fellow­ships for advanced research fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­ships and dissertation fellow­ships and dissertation fellow­ships for advanced research fellow­s
The New Jersey Historical Commission's annual conference will be at Princeton University December 3, 1988. It is titled "Woodrow Wilson and New Jersey: The Progressive Agenda" and will feature Arthur M. Schlesinger, Jr., and a panel discussion on the Progressive Era. For information contact New Jersey Historical Commission, 24th Street, 2 N. Broad Street, Trenton, NJ 08625; telephone (609) 292-6062.

The National Endowment for the Humanities will offer sixty Summer Seminars in American Social Science for Teachers in 1989. Participants will study major texts in the humanities for periods of four to six weeks. Stipends range from $2,000 to $2,750. For information contact the National Endowment for the Humanities, Division of Fellowships and Seminars, 1100 Pennsylvania Ave., N.W., Washington, DC 20506. Deadline is March 1, 1989.

The Luncheon of the American Urban History Association will be held April 8, 1989 in St. Louis, Missouri. The luncheon is in conjunction with the AHA convention. Tickets will be available with the pre-registration package or at OAH Registration. Purchase through OAH Registration or at the door. A pre-registration fee is encouraged. For information contact the conference manager, Public Works Historical Society, 1313 E. 60th St., Chicago, IL 60637; telephone (312) 667-2200.

The Center for Civic Education announces a summer institute on "The Political Philosophy of the United States Constitution." The Institute for elementary and secondary teachers will be held July 10-August 5, 1989. Participants will receive stipends of $250 per week plus expenses. For information contact Duane E. Smith, The Center for Civic Education, 5146 Dougall Fir Road, Calabasas, CA 91302.


The Institute for the Editing of Historical Documents is scheduled for June 19-30, 1989, in Madison, Wisconsin. It will provide practical instruction in documentary editing. Contact the National Historical Publications and Records Commission, Room 300, National Archives Building, Washington, DC 20408; or telephone (202) 532-3092 by March 15, 1989.

The William O. Douglas Institute is sponsoring a symposium in Seattle, Washington, April 18-19, 1989 to commemorate the 50th anniversary of Justice Douglas's appointment to the Supreme Court. For information, write William O. Douglas Institute, Box 45745, University Station, Seattle, WA 98145.

The University of Genova will hold its annual conference on North American history April 16-19, 1989 as part of the quincentennial celebrations of the discovery of the new world. The theme is "From Melting Pot to Multiculturalism: The Education of Hispanic Latinos in the United States and Canada." Contact Valerie Lerdas, Instituto di Storia degli Stati Uniti, Universita di Genova, Via Biffi 6, 16126 Genova, Italy.

The Museum of Early Decorative Arts in Winston-Salem, North Carolina and the University of North Carolina at Greensboro will sponsor a graduate Summer Institute entitled "Early Southern History and Decorative Arts." June 25-July 21, 1989. Graduate student credit in history will be awarded and partial fellowships will be available to a limited number of applicants. Enrollment is limited to twenty. Write Sally Sprout, Education Coordinator, Summer Institute, Museum of Early Decorative Arts, P.O. Box 10310, Winston-Salem, NC 27108; telephone (919) 761-7360. Deadline is April 20, 1989.

"Water and the City," an international urban water management conference, will be held in Chicago June 7-10, 1989. For information contact the conference manager, Public Works Historical Society, 1313 E. 60th St., Chicago, IL 60637; telephone (312) 667-2200.

The Center for Civic Education announces a summer institute on "The Political Philosophy of the United States Constitution." The Institute for elementary and secondary teachers will be held July 10-August 5, 1989. Participants will receive stipends of $250 per week plus expenses. For information contact Duane E. Smith, The Center for Civic Education, 5146 Dougall Fir Road, Calabasas, CA 91302.

In September, 1991, the John Carter Brown Library will hold a four-day international conference on "America in European Consciousness: The Impact of the New World on the Old, 1492-1700." Direct inquiries to Quincentennial Conference, John Carter Brown Library, P.O. Box 1894, Providence, RI 02912.
To Continue or Not to Continue

For all the big bucks possible from success in it, would he have made?

is sadder than an aging "romantic entertainer" who is not so much a has-been as a never-was?

"Body and Soul" and "I'm Confessin." Benny Goodman had written that in jazz singing "feeling" is all. Maybe so.

And what sort of contribution, as we historians will have to re-evaluate progress in public history frequently to determine future action.

Public History at Kutztown

Public historians, aware of trends that will affect training requirements for public history over the next few years.

Toward expanding minority participation in the OAH, the Committee on the Status of Minority History and Minority Historians would like to encourage each graduate history department to sponsor attendance of at least one minority graduate student at the 1989 annual meeting in St. Louis. Several departments did this last year for the meeting in Reno. Given the positive response we received from innumerable minority historians. If possible, make copies and share them with colleagues and advanced graduate students. If you are not a minority historian, please pass the survey to appropriate colleagues and students. Please fill it out and return it to:

Valdo E. Martin, Jr.
Department of History
Randall Hall
University of Virginia
Charlottesville, VA 22903

Name: ___________________________

Title: ___________________________

Institution: _______________________

Preferred mailing address: _______________

Education: B.A. __ M.A. __ Ph.D. __

Field: ___________________________

Institution: _______________________

Year: ___________________________

Major teaching area(s): _______________

Minor teaching area(s): _______________

Current research topics: _______________

Type of institution you teach at or would most like to teach at (check one):

research univ. __ four-year public __

no preference __ private __

church-related __

Would you be interested in working at museums, historical societies, and similar institutions?:

yes __ no __ maybe __

Preferred location (check one):

England __ Mid-Atlantic __ Southwest

Southeast __ Mountain states __ Pacific coast

South Central __ Other __

Main publications (Please give full citations and use a separate sheet of paper if necessary. If you do not have any publications, please indicate the title of your Ph.D. dissertation):

Edward Pessen is distinguished professor of history at the Baruch College and The Graduate School and University Center, The City University of New York. Professor Pessen very graciously prepared this essay at the request of the editor of the Newsletter.

Workshop leaders illustrated how public history methodology can be incorporated into courses.

Toward the department's internship program. The department's internship program. The department's internship program. The department's internship program. The department's internship program.
announcing the new
RUTGERS CENTER FOR HISTORICAL ANALYSIS

which invites applications for senior and post-doctoral fellowships from individuals engaged in research on topics related to the Historical Construction of Identities

During the academic years 1989-90 and 1990-91, the work of the Center will focus on the multiple ways that western and non-western societies have constructed personal and collective identities. A series of seminars and conferences will explore the meaning of identity in a variety of times and places for the purpose of enhancing understanding of the concept and refining its historical uses. While the Center is concerned with change over time, a multidisciplinary approach will be encouraged and applications from members of all historically-oriented disciplines are welcome. Applicants need not be United States citizens. AA/EOE.

For further information and fellowship applications, write to

Professor Richard L. McCormick, Director
Professor John R. Gillis, Project Leader
Rutgers Center for Historical Analysis
Department of History
CH 5059
Rutgers University
New Brunswick, New Jersey 08903
Phone: 201-932-8493

Closing date for 1989-90 fellowship applications is February 1, 1989. Those wishing to give a paper in either 1989-90 or 1990-91 should write to Professor John R. Gillis as soon as possible.

Harvard University
CHARLES WARREN CENTER
for Studies in American History

FELLOWSHIPS
1989-90

The Charles Warren Center will make six awards for 1989-90 to scholars of American history, broadly defined, who are involved in some stage of a major research project and for whom location at Harvard or in the Boston area would be particularly useful. Scholars of American history who are not citizens of the United States are eligible. Fellows must not be degree candidates at any institution, and applicants should have, or expect to receive no later than June 1989, a Ph.D. or equivalent degree. Preference will be given to scholars who have received their Ph.D. degree or have otherwise completed their professional training since 1980 and who can accept a full-year fellowship.

Fellows are granted membership in the University, with access to the Harvard libraries and other facilities; a private office in the Center; photocopying and postage privileges; and some secretarial assistance. The Center makes no demands on the time of its fellows, beyond the requirement that they remain in residence at the Center for the nine-month academic year (or four months in the case of one-semester fellows). Fellows have the opportunity to participate in the Center’s ongoing series of colloquia, seminars, and other professional activities.

Where financial support is necessary, fellowships will carry stipends, with a maximum of $20,000 each. Appointments will also be available for scholars of American history who do not need financial assistance but who would benefit from affiliation with the Center for one or both semesters.

Application forms, due in the Center by January 15, 1989, may be obtained by writing to the Charles Warren Center, 118 Robinson Hall, Harvard University, Cambridge, MA 02138.

The University of Connecticut Graduate Program in History

The Department of History at The University of Connecticut offers a full range of fields in graduate studies leading to the Master’s degree and the Doctorate. The Department has recently been awarded a National Endowment for the Humanities grant to train practicing and future teachers of Western Civilization courses. All graduate students in the Department are eligible for teaching assistantships, fellowships and other forms of financial assistance. The Department’s specialized graduate programs include:

• Archival Management. A two-year program leading to a Certificate in Archival Management and a Master’s in History. Doctoral students may also earn the Certificate in Archival Management. The program trains historian-archivists. It includes a one-semester internship. Fellowship funds are earmarked for students in the program.

• Medieval Studies. An interdisciplinary program that allows students to obtain degrees in Medieval Studies with a concentration in history. Fellowship funds are earmarked for students in the program.

• Latin American and Caribbean Studies. An interdisciplinary Master’s Degree is offered through the Center for Latin American & Caribbean Studies, one of ten federally funded centers in the nation. U.S. Department of Education Title VI Foreign Language and Area Studies Fellowships are available to students in this program as well as to doctoral students in History concentrating on Latin America. The Center also offers a joint interdisciplinary program with the School of Business Administration leading to an M.A. and an M.B.A. in Business and International Studies.

• Museum Research. Students in the field of Early American History may obtain a Certificate in Museum Research and Interpretation by taking an additional 12 hours of course work in history and related disciplines and by completing a 15-week internship at Old Sturbridge Village.

• Soviet and East European Studies. An interdisciplinary Master’s Degree is offered through the Center for Soviet and East European Studies.

For further information, contact:
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