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Photo Courtesy of Magee Family Photographs, The Balch Institute for Ethnic Studies Library.
William J. Magee with his mother and sisters, Philadelphia, 1895.
THE FUND FOR AMERICAN HISTORY
AN ENDOWMENT CAMPAIGN OF THE ORGANIZATION OF AMERICAN HISTORIANS

Fund-raising efforts by the OAH Committee on the Status of Women in the Historical Profession exceeded expectations, more than meeting the $7500 matching grant for establishment of a dissertation prize in honor of Gerda Lerner and Anne Scott, two former Presidents of the Organization. To all those who made this effort an outstanding success, a hearty thanks.

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Alfred P. Young
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Nathan Huggins-Benjamin Quarles Travel to Collections Grants

Since its creation The Fund for American History has had as one of its goals the widening of access to careers in history. Now, in response to a proposal from the OAH Committee on the Status of Minority Historians and Minority History, the Executive Board has allocated funds and authorized a matching grant to support travel to collections for students of color. To be named for the late Nathan Huggins of Harvard University and for Benjamin Quarles, now retired from a pioneering career as a historian of African Americans, these awards promise to make a substantial difference to the efforts of young historians seeking to complete their doctoral research.

Those interested in contributing to the awards or otherwise helping with the fund-raising efforts should contact George Sanchez, Department of History, University of California, Los Angeles, 405 Hilgard Avenue, Los Angeles, CA 90024.
Tales of Historical Frustration: Exciting Discoveries That Dissolved

by Dennis Clark

Biographical notes and bibliographies by various historians do not contain catalogs of projects and research that went wrong for them. In my experience, only an Olympian historical perspective on time and time wasted can contain the melancholy that wells up when historians must contemplate the failed leads, dead-ends, and unfulfilled projects that pock the productive years of even the most diligent researchers. Perhaps it is my own engagement with ethnic history that has bred such a long list of subverted enterprise and blind alley diversions. Ethnic history and social history rarely involve going to a handsome library and studying beautifully catalogued materials. Sources are far more disparate, crazily hidden, and oddly diffuse than the documents and diaries of leadership figures who have willed their papers to top universities. My interest in secret societies among the Irish has made source discovery even more treacherous.

For longer than I care to confess, I have been studying the development of one of the nation's oldest Irish communities, that in Philadelphia, which has roots in the eighteenth century and still represents a thriving network of over 100 organizations and scores of other attachments. Now, the Irish are an especially history-afflicted group. They carry history in their gene pool and in their life consciousness. Tale-tellers, writers, ballad singers, and informants giddy with the comedy of Irish-American life have been wonderfully helpful to me in compiling organizational histories, oral histories, six books, and a broad span of articles on the background of Philadelphia's Hibernian circles. However, that does not testify to the inane frustrations that have been involved in tracing materials, chasing records, and seeking documentation of people and events that, in my intermittent brainstormstorms, promised fascinating revelations of Irish-American activities filled with delicious intrigue and immigrant drama.

Here are some of the exercises in disillusion that have attended my investigations of source material about local figures. 

"He'll Never See a Scrap of Those Papers!"—I had been trying for some years to gain access to a trove of very important personal papers that had been left behind by a prominent Irish leader, Joseph McGarrity, who had an important influence on the pivotal 1916 Easter Rising that led to the foundation of the Republic of Ireland in the 1920s. This man was a leader of the Clan na Gael (Children of the Gael), a revolutionary group, and his papers were sequestered by that organization. I asked local officials of the Clan if I could work on the papers to write about McGarrity. It was agreed. But, I had previously written an article for a national magazine saying that the Irish had invented large-scale urban rioting in the U.S. in the bad days of the nineteenth century when they had been subject to intense social pressures and hostility. I wrote this piece at the time that black rioters had burned whole sections of major cities in the 1960s. This article was brought to the attention of the old fellows in the local organization, and their response was furious. "The Irish never had behaved like blacks!" They were embarrassed by the thought of their group's actual past. As a result, I was denied access to the papers. Fortunately, Sean Cronin, a gifted Irish writer, did gain access to them and wrote a fine book on Joseph McGarrity.

The Priest Who Wasn't There—In the mid-nineteenth century there was a local priest who was a fiery partisan of Irish liberation. He was a powerful orator, widely travelled, and a strong propagandist for the right of the Irish to rebel against English rule. At one point he was told by his superiors and the local archbishop not to

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Organization News

Correspondence

To the Editor:
The Institute for Historical Review has requested that the OAH publish a call for papers for its *Journal of Historical Review*. Like the Institute, the *Journal* is dedicated to proving that there were no extermination camps in Nazi Germany and hence no Holocaust. All of its activities are concentrated on promoting this gargantuan lie.

The majority of the members of the Executive Committee of the OAH has voted to print this announcement in the current issue of the *Newsletter* because of our stated policy of encouraging submission of articles and letters to the editor related to the interests of our members and representing all points of view. I oppose this decision. In my opinion this is not a question of respecting different points of view, but rather of recognizing a group which repudiates the very values which bring us together as members of the OAH.

The First Amendment protects free speech. It does not enjoin organizations like ours to publish repugnant announcements. To use this constitutional guarantee of free speech to justify running the Institute’s call for papers is to evade professional responsibility under the guise of upholding civil rights.

As historians our most profound commitment is to the open ended pursuit of knowledge. We are constantly discriminating between good and bad evidence, good and bad methods, good and bad interpretations and, even, good and bad faith. This is our ethical code. We preach it; we practice it; we debate it. Sometimes we may stray from it, but we should never give comfort to its enemies.

Yours sincerely,
Joyce Appleby
UCLA
[Professor Appleby is president of the OAH, 1991-92.]

Zip Plus Four
The OAH requests that members use their “zip code plus four” when corresponding with the business office, especially on membership renewal forms and when submitting changes of address.

Executive Secretary Appointment

The Executive Board of the OAH has named Dr. Arnita Jones its new Executive Secretary. Dr. Jones has been Acting Executive Secretary since January, 1988, serving continuously since December of that year. A graduate of Vanderbilt University, Dr. Jones received her Ph.D. in 1968 from Emory University where she wrote a dissertation on the socialist party in the Weimar Republic. She has taught history at Bellermine College, Indiana University Southeast, and the University of Louisville.

A distinguished public historian, Dr. Jones was the founding Director of the National Coordinating Committee for the Promotion of History and subsequently served as a program officer for the National Endowment for the Humanities, and as senior historian with History Associates Incorporated.

Dr. Jones also served on the steering committee of the Coordinating Committee on Women in the Historical Profession, on the executive council of the Society for History in the Federal Government, as president of the Southern Association of Women Historians, and as chair of the National Council on Public History. She has written on utopian and reform movements in England, America, and Germany.

Dr. Jones will serve until June of 1993. During this time the OAH will conduct an assessment of the executive secretary position in relation to the changes of the last decade within the history profession.

Your sincerely,
Joyce Appleby

Request for Proposals

The Organization of American Historians, a professional association of 3,000 institutional and 9,000 individual members concerned with scholarship and teaching in the field of American history, is seeking a partner to provide editorial leadership and staff for its newest publication: the *Magazine of History*. The *Magazine*’s mission is to bring recent historical research to teachers in a form they can readily adapt to the classroom. Issues are thematic and contain historiographical essays, lesson plans, and news of interest to history teachers. The *Magazine* is available through individual subscriptions and through the new OAH membership for history educators.

The ideal partner for OAH in publishing the *Magazine of History* will be an institution with a record of excellence in both historical scholarship and in training teachers of history. Institutions responding to this Request for Proposals should be prepared to provide partial release time for one senior editor and funds for one research assistant. Production of the publication will continue to be located and supported at the OAH offices in Bloomington, Indiana.

Copies of the Request for Proposals are available from Kara Hamm, Circulation Manager, *Magazine of History*, 112 North Bryan Street, Bloomington, IN 47408. Proposals will be accepted until March 9, 1992. Institutions should notify the OAH in writing of an intention to submit a proposal by January 13, 1992.

OAH Call for Papers

1993 Annual Meeting, Anaheim, California
The Development of American Culture

The 1993 Annual Meeting will focus particularly on the development of American culture in all periods of our history. This subject embraces all historical fields-economic, political, diplomatic, military, legal—as well as social, cultural, and intellectual history.

We invite colleagues to propose papers and sessions in all areas and on all subjects of the colonial and national history of the United States and its peoples. We also invite our members to think innovatively about alternatives to the traditional format of two or three papers presented orally, followed by one or two formal oral comments. We plan to devote some sessions at the 1993 meeting to exploration of other formats and modes of presentation and discussion—for example, roundtables on work in progress, preregistered sessions with papers circulated in advance, workshops on broad historiographic and interpretive questions, and seminars on newly published work. The submission of entire sessions is strongly encouraged, but single papers will be considered.

OAH policy discourages gender-segregated sessions and encourages the inclusion of participants representing the full diversity of the organization’s membership.

Proposals should include: an abstract of not longer than 500 words stating the subject, methodology, and significance of the proposed session; a prospectus of no longer than 500 words for each proposed paper; a one- to two-page recent vita for each participant. For non-traditional sessions, equivalent descriptive material should be provided. Five full copies of each session proposal must be submitted no later than March 1, 1992, to the co-chairs of the program committee: Barbara Melosh and Roy Rosenzweig, Dept. of History, George Mason University, Fairfax, VA 22030-4444. Please note that according to an Executive Board ruling of November, 1983, annual meeting participants specializing in American history and who make their living as American historians are required to be members of the OAH and to register for the meeting. Participants representing other disciplines do not have to be members of the OAH. The Board reaffirmed this policy in April, 1986, and November, 1990.
Ad Hoc Committee to Assess the Office of Executive Secretary

OAH President Joyce Appleby has appointed a committee to assess the position of the Organization’s Executive Secretary in relation to the changes of the last decade within the history profession and the OAH itself. The committee is scheduled to report to the OAH Executive Board in April, 1992.

Members of the Organization are encouraged to share their concerns and views on this subject with the committee:

Mary Frances Berry, Chair, OAH Assessment Committee, 1000 Vermont Avenue, N.W., Suite 300, Washington, DC 20005. (Mary Frances Berry is the Geraldine R. Segal Professor of American Social Thought, Professor of History, and OAH Past President.)

John Bodnar, Department of History, Ballantine Hall 835, Indiana University, Bloomington, IN 47405.

Eric Foner, Getty Center, Scholars Department, 401 Wilshire Blvd., Suite 400, Santa Monica, CA 90401-1455. (Eric Foner is DeWitt Clinton Professor of History at Columbia University and is the nominee for president elect of the OAH.)

Lawrence Levine, Department of History, University of California-Berkeley, Berkeley, CA 94720. Professor Levine is OAH president elect.

Jamil Zainaldin, President, Federation of State Humanities Councils, 1012 Fourteenth Street N.W., Suite 1007, Washington, DC 20005.

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. Any small non-profit organization of historians (defined by the 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 whether the table is 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. Written requests should include the organization’s tax exempt number (or other proof of non-profit status) and a statement of the organization’s size. Correspondence should be directed to the OAH Convention Manager, OAH, 112 N. Bryan St.; Bloomington, IN 47408-4199.

The OAH Executive Board met November 2, 1991, after the Newsletter went to press. Action items from that meeting will appear in the February issue.

National Archives Studies Optical Digital Imaging and Storage

The National Archives has released a report on the project, begun in 1984, to evaluate the feasibility, benefits, and costs of applying digital imaging and optical disk storage technologies to archival records.

The project, known as the Optical Digital Image Storage System, or ODISS, used a large-scale optical imaging production facility to capture and test a representative sampling of original documents. The staff indexed, stored, and enhanced the compiled military service record files of 55,783 Tennessee Confederate cavalry veterans. In addition, testing was done on a wide variety of archival documents to determine the minimally acceptable scanning resolution in order to compare image quality captured from paper with that captured from microfilm.

The ODISS project evaluated a number of factors, including the comparative costs and benefits of converting paper and microfilm documents to optical digital media, the capability of a digital imaging system to retrieve stored images, and the feasibility of creating printed documents from digital data.

The project compared the costs of an optical digital image storage system and four alternative systems with a manual reference system in which original paper records are stored and retrieved. The four alternatives were microfilm conversion using existing filming and retrieval facilities, microfilm conversion using upgraded equipment and a computer assisted retrieval (CAR) system, upgraded (CAR) microform system using a service bureau for conversion, and digital image/optical disk system using a service bureau for conversion. The study found that none of the alternatives that involved conversion of records appeared to be economically competitive at this time. The report concluded that retrospective conversions are expensive, labor-intensive processes that entail significant initial capital costs.

Among its advantages, ODISS was found to enhance the legibility of images captured from poor-quality paper and microform and to permit copying from one generation to another without loss of data or detail. Rapid access, improved reference service, and reduced storage space were other potential benefits of the optical imaging system.

The 378-page report on the ODISS project is the tenth in a series of technical information papers available from the National Archives. A limited number of copies are available at no cost. Contact Ruth Gardner at (202) 501-5540 for information about its availability. The title is “Optical Digital Image Storage System Project Report.”

The ODISS project is one of a number of advanced research and development studies undertaken by the National Archives, principally by its Archival Research and Evaluation Staff. For more information about these studies, contact the Director, William M. Holnes, at (202) 510-5540.

From the National Archives

NCSS Releases Columbus Quincentenary Recommendations

National Council for the Social Studies announces the release of its position statement, The Columbian Quincentenary. Recognizing Columbus’s voyages to America as events too significant in history "for the nation’s schools and colleges to ignore or treat romantically or trivially," the statement offers a perspective guide for educators at the elementary, secondary, and collegiate levels.

According to the statement, "the most fitting and enduring way in which educators can participate in commemorating the quincentenary is to examine seriously the available scholarship to enhance our knowledge about 1492 and, in turn, to enhance the knowledge of our students." The Columbian Quincentenary is available at no cost. Contact the Director, William M. Holmes, at (202) 510-5540 for information about its availability.

New JPH Office

The editorial office of the Journal of Policy History has moved to Saint Louis University. Thomas F. Curran has accepted a position as managing editor. The JPH will expand its issues to include book reviews, 1500-2000 words in length. Scholars interested in undertaking reviews for the journal should contact David B. Robertson, Book Review Editor, Journal of Policy History, 256 Debourgh Hall, 221 North Grand Blvd., Saint Louis University, St. Louis, MO 63103.

HTA Names New Director

The History Teaching Alliance has appointed Dr. Anthony J. Beninati as director. He received his Ph.D. in Latin American History from SUNY at Stony Brook. He has been Program Director for Business and Industry at Valencia Community College and a member of the Social Science and Business faculty at Bergen Community College.

In assuming leadership of the HTA, Dr. Beninati seeks to strengthen its financial base through creation of an endowment. A 1990 NEH challenge grant will aid this goal substantially.

Federal Preservation Forum Update

The first annual meeting of the Federal Preservation Forum was held June 25-27, 1991. The forum’s interests included enhancing the quality, efficiency, and economy in the cooperation among federal historic preservation programs.

The meeting addressed several issues: the involvement of historians in the federal historic preservation program; strengths and weaknesses of the National Register of Historic Places related to the federal historic preservation program; integrating planning and management of historic properties; and the implications of the Native American Graves Protection and Repatriation Act.

The next meeting will be in Seattle, Washington. For information contact Evans DeBloois, Preservation Officer, U.S. Forest Service, P.O. Box 96090 (Room 4218-S), Washington, DC 20090-6090; (202) 382-9427.

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Informal Writing and Engaging the Past

by Richard A. Straw

A t writing-across-the-curriculum workshops, I discovered that informal writing can do more than evaluate my students' understanding of course content. Informal writing can introduce new information, stimulate creativity in classroom discussion, and give students an outlet. They can express their feelings, frustrations, and concerns with me, the class, the readings, the past. Informal writing can also be an effective way to stimulate questions from students and assess the learning process itself.

Informal writing communicates what one has learned. In history classes, the primary audience for formal writing—an essay exam, term paper, book review—is the instructor. Informal writing is the result of learning, it is indispensable to communicating knowledge, and it can be evaluated. Informal writing is about the process of learning. It asks students to commit unorganized thoughts to paper, to question, to look inward. As I have heard from more than one student, "There are things that I can write that I am incapable of saying."

In every class, I use both formal and informal writing, but informal writing has created unique experiences, opportunities, and challenges. I use both in-class and out-of-class informal assignments. In-class writing is frequently spontaneous and has become a way to stimulate discussion, heighten participation, focus a discussion, generate questions, and reflect upon a learning experience. Out-of-class assignments are more focused, but they have the same purposes: to stimulate students to think about the subject, to become involved with history, to create a link with the past, and not to elicit a correct or incorrect response. By encouraging an emotional context through writing, I hope my students will consider what one of William Faulkner's characters meant when he said, "History is never dead. It is not even inward."

My informal writing assignments generally fall into four categories: summaries of chapters, articles, and discussions; question writing; reaction/response essays; and dialectical writing.

Chapter and article summaries encourage students to keep up with the reading. Students react favorably to preparing reading summaries because they understand the benefits of coming to class prepared. Summaries also focus attention on class discussion. I ask the class to summarize a discussion, and then we share the results in small groups. The result is generally increased attentiveness.

After several days of discussions, students eagerly accept the challenge of writing two or three questions that you think will open up this issue for discussion." My students hear me say over and over that good questions will lead to critical thinking and deeper understanding, but good questions will also lead to more good questions.

Reaction/response essays prod students to consider the validity of positions expressed in readings, discussions, and videos. They provide an opportunity for students to link their emotional and intellectual world to something in the past. For most of them, this is their first opportunity to ask important questions. For some, the introspective nature of these essays is frustrating, and the writing that emerges is complicated and painful. For others, it is liberating to have the opportunity to feel a reaction to the past, and this gives them an affinity and respect for it. Most enjoy grappling with their own emerging ideas. The informality and ungraded nature of the writing lifts a certain amount of performance anxiety from some and opens important doors of self-awareness for others.

Writing . . . encourages students to think about the past and its importance to them and their culture . . . [and] gives students the opportunity to reflect on ideas presented in readings and discussions.

The dialectical writing assignments give students an opportunity to read and write about the work of their classmates. The initial writing might be a response to a question or a reaction to an article or essay. Students exchange papers, read, and write a commentary upon the first student's writing. These comments are then passed back to the student who then writes a response. This can go on for several exchanges. The object is to build an analysis and generate new perspectives and questions.

These informal assignments focus on issues that can be handled by lecturing or conventional forms of discussion. Writing is a better method because it actively encourages students to think about the past and its importance to them and to their culture. Writing gives students the opportunity to reflect on the ideas presented in readings and discussions in a more personal and thoughtful manner.

Of informal writing assignments, two warrant particular mention. In freshman U.S. history surveys, students write about their perceptions of the general meaning and nature of history. This assignment is done out of class and follows a discussion of the question, "What is history?" I ask them to write freely about the possibility that history is not what happened in the past but the interpretation of events by someone removed from them in time. I borrow an analogy from Barbara Tuchman: if events occur in the past and no one interprets them for us in the present, did those events happen? The question compels students to write without the pressure of working for a grade, to be honest and open as a result of sharing ideas with the paper before them. I want them to engage the past, to absorb it, to make something happen on the paper that could not come out of a discussion or a conversation.

Informal writing is much more about the process of learning than about the product of learning. Through it students can understand their mastery of an experience. By writing about experiences, students gain a perspective and discover their place in the past, and the place of the past within them.

Another assignment illustrates my use of informal writing. Students write about the choices historians have to make when writing about the past. For example, in conjunction with Columbus' interaction with indigenous peoples, they read an article about European treatment of the Indians. The class is astonished at the difference between what they had always been taught about this important historical figure and what they now learn. Some generative questions are prepared in small groups: what should historians emphasize about recognized and significant figures? Only the good? Should they seek a balanced image? What responsibility, if any, does an historian have to the nation's portrait of its past? By writing about these questions, students become more familiar with the notion that history is highly interpretive. They learn that every historian must make certain basic decisions about what will and will not be emphasized in his/her work.

In a follow-up discussion, we consider how historians' choices determine what the past will be for people in the present and future. As the result of these assignments, students begin to relate three abstractions: past, present, and future. Writing compels my students to recognize the potency of these concepts in a manner that my lecturing would not.

I do not grade or evaluate informal writing. I use informal writing to enhance the emotional context of the course and help students create a personal link with the past. I want students to have an emotional connection to the material, but I do not want them to need my critical response to validate it. Some students see these ungraded assignments as eye-opening, freedom-granting opportunities. Others see them as a waste of time. The challenge is to give students the confidence to write with my ear as an audience, but without the need for my endorsement.

Many times the immediate goal of my informal writing assignments is simply to have the students write. What matters at the moment is seeing ideas take shape on paper. Sometimes the results can be enlightening and mystifying. I hope to encourage students to write without the pressure of working for a grade, to be honest and open as a result of sharing ideas with the paper before them. I want them to engage the past, to absorb it, to make something happen on the paper that could not come out of a discussion or a conversation.

Informal writing is much more about the process of learning than about the product of learning. Through it students can understand their mastery of an experience. By writing about experiences, students gain a perspective and discover their place in the past, and the place of the past within them.

Richard A. Straw is associate professor of history and department chair at Radford University, Radford, Virginia.
OAH Annual Meeting, Chicago, April 2-5, 1992

The 1992 Annual Meeting of the OAH has been named "The Meeting of Cultures," with the goal of observing the Columbian Quincentenary while exploring the effects of this global encounter. Early in 1989, when planning for this meeting was begun, a decision was made to encourage participation by American historians practicing abroad, in order to represent various viewpoints of the effects of the Columbus voyages. At that time, we could not have foreseen that the world stood on the threshold of enormous historical change . . . China, the Soviet Union, the Middle East, South Africa . . . events of such scope and importance that it is risky to describe the situation in print, because any statement is outdated before the ink is dry. It is clear, however, that at this time in history, leaders throughout the world have begun to look anew to American history and American institutions for guidance and inspiration. How fortunate that at this time historians take a new look at the clash of cultures and begin to foster new understanding of the ongoing interplay among nations and peoples of the world.

The Eighty-Fifth Annual Meeting of the Organization of American Historians will take place April 2-5 at the Palmer House Hilton and will include more than 100 sessions with over 500 participating scholars. Among those participants will be approximately 60 scholars of American history from other countries. These foreign Americanists will serve on many sessions, and will also participate in panels discussing teaching and research in American history abroad. While making a special effort to focus on an international view of the Columbus voyages and their effects, the Program Committee worked equally hard to ensure that the program presented a varied and balanced selection of sessions. Political and diplomatic sessions are particularly well represented this year and the committee is pleased to report an unusual degree of participation by distinguished historians in these specialties. Along with a selection of sessions in colonial history, several panels will explore the experience of Native American and African American cultures from the 15th and 16th century into today.

With a meeting containing more than 100 sessions it is difficult to list highlights, but the keynote speech Thursday night by William McNeill, Robert A. Millikan Distinguished Service Professor Emeritus, Department of History, University of Chicago, is sure to be among the outstanding presentations. Dr. McNeill, winner of the National Book Award for The Rise of the West: A History of the Human Community, will speak on "1492 in World Perspective."

Off-site sessions include a walking tour of downtown Chicago, a symposium and visit to the exhibit "America in 1492" at the Newberry Library and a tour of the Chicago Historical Society exhibit "A House Divided." Six sessions will present films, while a panel of film makers and historians will explore the topic "History on Film: A Panel Discussion.

In addition to sessions, tours, luncheons and dinners, several special events are planned for Chicago 1992. For the second year, the OAH will host a "Welcome Breakfast" on Friday morning. The first welcome breakfast last year in Louisville proved to be a popular addition to the activities and a convenient opportunity to meet and greet colleagues. Included in the price of registration, the breakfast is open to all attendees. Friday evening will feature the Presidential Banquet, followed by the annual awards ceremony and presidential address. President Joyce Appleby will speak on "What American History Cannot Teach the World."

Saturday evening entertainment will feature the famous Chicago improvisational comedy troupe Second City in a special OAH performance. Second City, the "alma mater" of many successful comic actors for more than thirty years, is well-known for its satirical sketches and musical numbers. The performance will be free to all registrants of the Annual Meeting.

Along with all of these interesting sessions and activities, do not overlook the attractions of the site. The historic Palmer House Hilton is a particularly fitting site for the meeting, having hosted distinguished visitors to the 1893 Columbian Exposition. A recently completed renovation, costing more than $120 million, restored the grandeur and beauty of this historic structure. Watch for your copy of the Annual Meeting Program to arrive in mid-January and begin making plans to attend a fascinating meeting, at a fascinating site.

FIVE COLLEGE FELLOWSHIP PROGRAM FOR MINORITY SCHOLARS

The Five College Fellowship Program brings to the Five Colleges minority graduate students who have completed all requirements for the Ph.D. except the dissertation. The program's purposes are to provide a supportive environment for the Fellow to complete the dissertation; encourage interest in teaching as a career; acquaint the Fellow with the Five Colleges. Each Fellow will be hosted within a particular department or program at one of the five colleges. (Fellows at Smith College will hold a Mendenhall Fellowship.)

The one-year fellowship includes a stipend, office space, library privileges and housing or housing assistance. Although the primary goal is completion of the dissertation, each Fellow will also have many opportunities to experience working with students and faculty colleagues on the host campus as well as with those at the other colleges.

Date of Fellowship: September 1, 1992-May 31, 1993 (non-renewable)
Stipend: $22,500
Application deadline: January 15, 1992
Awards will be announced by May 1, 1992

For further information and application materials contact:
Carol Angus
Five College Fellowship Program Committee
Five Colleges, Inc. PO Box 740 Amherst MA 01004
(413) 256-8316

Harvard University
CHARLES WARREN CENTER
for Studies in American History

1992-93 FELLOWSHIPS

The Charles Warren Center will make six awards for 1992-93 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. Applicants must not be degree candidates at any institution and should have 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; and photocopying and postage privileges. 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 $25,000 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, 1992, may be obtained by writing to the Charles Warren Center, 118 Robinson Hall, Harvard University, Cambridge, MA 02138.
he Archival Program at New York University began with cooperation and funding from the National Endowment for the Humanities in the dispirited days of the 1970s, when alternative employment for history graduates loomed large and attractive. Today, nearly fifteen years later, the improved prospect of faculty employment beckons. Reading the trends accurately, however, requires the wisdom of the serpent; for instance, we read that the academic job market is slowly improving, and that the hiring frenzy of new Ph.D.s is already manifesting itself in a 5% replacement of faculty. And, though certain disciplines may face crucial shortages within a decade, Ph.D. students in all fields are taking longer to complete their doctorates. In addition, the Carnegie Foundation reported in 1989 on the condition of the professoriate that research support from federal agencies, academic departments, and all other kinds of financial support have been reduced for all faculty. At the same time, tenure is harder to obtain, and the faculty is collectively moonlighting; faculty members are working harder and earning less.

Other contradictory trends are manifesting themselves; scholars are demanding the retrieval of government data in electronic form, but important research institutions are increasingly disinclined to use their space and their funds to educate librarians. Technological revolutionaries challenge us to consider whether history departments can adequately prepare archivists for the information revolution at all, but a library educator, Joanna B. Marcum, recently called for additional education for librarians to deal with “information delivery systems” [Chronicle of Higher Education, August 1, 1990]. Their training, she wrote, should be relevant to the needs of society: management, strategic planning, financial accounting, and understanding the processes of large, complex library organizations. Marcum’s article should perhaps have been entitled “the library edge,” like Jerry Ham’s “archival edge” of 1975, for as a manifesto it urges an intellectual leap for librarians beyond referencing and curatorship.

Recent studies that cite the promising job market for history Ph.D.s, together with thoughtful proposals to train archivists in a library curriculum or in the Canadian governmental model, leave me, directing a history M.A. program that trains archivists, feeling as if all of academe is a tuxedo, and I’m a brown shoe. I was pleased to hear Stanley Katz suggest that educators reconsider the cultural and educational value of the M.A. degree, particularly in light of the figures cited by Dr. Janet Norwood, of the Bureau of Labor Statistics: 60,000 public historians, archivists, high school teachers, and genealogists, function as historians. The M.A. in history is a meaningful degree for far more practitioners of history than the 10,000 or so Ph.D.s teaching history inside the academy.

The education of archivists is an ongoing dialogue in the archival community, which received a large measure of its identity in this country originally from historians, more recently from deflection of the 1970s faculty job market. Higher education in the United States has traditionally striven to achieve a balance between liberal education and vocational-technical training. That balance is continually assaulted by the winds of not only technological change, but economic and social transitions, political support for higher education, and the aspirations of the student cohort. In the discourse of agendas and models in higher education, persuasive voices have called for library-based archival education as a cultural and educational mandate. I find these proposals disturbing for several reasons.

The computer-enhanced research community of the future is formidable. It includes network access to primary sources in the United States and in Europe; computer utility programs that will allow the
interchange and transfer of electronic information between all types of computers and software; and enhanced storage of images and information on optical disks and CD-ROM. But computers do not manage archives, and they do not perform research. Computers cannot tell you what has not been collected and is not accessible, such as colonial records retained, uncataloged, in the custody of local government officers. The "MARC AMC" format (Machine Readable Cataloging for Archives and Manuscripts Collections) is the fulcrum with which archival repositories will be leveraged into the information age, but who is going to pay for implementation of automated access? Who can pay? Who will teach it, learn it, use it?

Archivists thus face the same educational challenges as the humanities professoriate in addressing the confluence of information needs and computer technology that together comprise a revolution in information access and delivery. However, history-trained archivists need not abdicate their vocation and responsibilities because of fear of computers or because historians and archivists have been technology under-educated. With one foot in the information revolution and the other foot in research, humanities-trained archivists are a long way from to play our roles as the reconcilers of technological change. We have to administer and humanly plan friendly computer networks for a research community faced with the irony of shrinking research dollars and increased research demands, but supposedly improved opportunity for employment. Archivist-historians have also become senior partners in the legislative process. While academic historians are seeking out individual research grants, archivists are lobbying at the state and national levels for preservation of the documentary heritage common to both.

Accompanied by training in technical skills, archival management continues to represent a vocational choice, not a profession.

Recent studies have carefully articulated the humanities quandary: social demands for specialized skills weaken the demand for general skills. Following this trend to its logical conclusion, we might expect that archival management will continue its migration from the humanities, pausing only briefly in library and information science curricula, to lodge itself firmly in the computer science curriculum in a business school. Most archivists do not want to separate their vocation from history in order to become technocrats, but the new demographics have obviated a measure of our control of graduate archival education. History departments eying the '90s for the Ph.D. graduates are not likely to strengthen archival programs, fund new ones, tenure archival educators, or attract experienced archivists from the field to become educators except on a part-time basis. Historians and archival educators are competing for the human resources that, armed with history M.A.s and Ph.D.s, fueled a generation of archival repositories and government agencies. Current graduate students who might have been attracted to the archives vocation have caught the '90s job fever, and may shun the M.A. and the archives and public history fields. That is unfortunate, for the integrative and broadly cultural nature of higher education in the humanities should continue to be an avenue toward developing archivists who are responsive to both the needs of society in terms of computer research technologies, and also to the broader understanding of our society and culture through the long-term adequacy of its documentation.

A model for archival training based in graduate education in history must retain its vitality. Accompanied by training in technical skills, archival management continues to represent a vocational choice, not a profession. Many archivists choose their vocation for profoundly human reasons, unmoved by the prospect of being chosen by a quasi-professional body that cannot measure the cultural attributes of a liberal education but offers to certify skills. Historians, hors de combat. We need not become programmers or data entry clerks; we do need to understand and use those tools, and we must teach new and old archivists and historians how to use them and the access to primary sources that they offer.

We also can teach non-archival graduate and undergraduate students. The shift in demand for Ph.D.s offers archivist-historians another partnership opportunity—that of assisting formally in the training of the next generation of scholars. Graduate students come to archivists for training in computer-enhanced access at a time when many have just learned word-processing. "Seminars for the methodologically impaired" can teach the student researcher to cultivate repository archives who know all the collections; teach evidential values inhering to a creator's original order; use finding aids; appreciate arcane research values present in a collection; and understand how adequate documentation and access to documents influences historiography. Encouraging graduate students to ponder the location and selection of accessible sources, and simultaneously learn the uses of

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**RUTGERS CENTER FOR HISTORICAL ANALYSIS**

Invites applications for senior and post-doctoral fellowships from individuals engaged in research on topics related to the

**Consumer Cultures in Historical Perspective**

During the academic year 1992-1993, the work of the Center will continue to focus on the development of habits of consumption in a global perspective. Applications are welcomed from all disciplines and regional specializations. The fellows' projects need not be explicitly comparative. However, emphasis will be given to understanding varieties of consumer culture, and weekly seminars and conferences will be exploring how these have been shaped by diverse economic, political, and cultural systems and the exchanges among these systems over time. Applicants need not be United States citizens. AA/EOE. For further information and fellowship applications, write to Professor Victoria de Grazia, Project Leader Rutgers Center for Historical Analysis 88 College Avenue New Brunswick, New Jersey 08903

Closing date for 1992-93 fellowship applications is January 15, 1992. Those wishing to give a paper in 1992-93 should write to Professor Victoria de Grazia.

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**The University of Connecticut**

Graduate Program in History

The University of Connecticut Department of History offers graduate work in all the major areas of the discipline, but is particularly strong in the fields where the Ph.D. is offered: Early American and Recent United States, Latin American, Medieval, Early Modern, and Modern European history. With over thirty faculty and approximately 125 graduate students, the bulk of class work for both the M.A. and the Ph.D. is taken in small seminars designed to promote maximum interaction between professors and students. The faculty is a dynamic and growing one committed to both graduate teaching and research. Recently they completed a multi-year National Endowment for the Humanities Funded project to train teachers of Western Civilization, which is a prototype for university-high school cooperative programs.

The University of Connecticut is an institution large enough (less than 20,000 students) to provide variety but small enough to ensure quality. It offers a wide range of opportunities for interdisciplinary study as well as a graduate research library of two million books and periodicals, while its location in an attractive rural setting is convenient to the major research and population centers of the Northeast.

Graduate students in the department are eligible for teaching assistantships, fellowships, and other forms of financial assistance. In addition, financial aid is available in several interdisciplinary programs associated with the department including:

- **Medieval Studies**: a program that offers degrees in Medieval Studies with a concentration in History.
- **Latin American and Caribbean Studies**: a program that is one of ten federally funded centers in the nation and offers an interdisciplinary M.A.
- **Soviet and East European Studies**: an interdisciplinary M.A. is offered through the Center for Soviet and East European Studies.
- **Museum Research**: a program for students in Early American History that offers a Certificate in Museum Research.

For further information, contact:
Professor Ronald L. Coons, Director of Graduate Studies Department of History Box U-183, 241 Glenbrook Road The University of Connecticut Storrs, CT 06269-2103 (203) 486-3717

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See Pettit Page 19
Legislation on the State Department's Foreign Relations Historical Series and Declassification Policy Clears Congress and is Sent to the White House

After almost a year of discussion, negotiation, drafting and redrafting of legislative language, the House and Senate both passed in early October the conference committee's compromise version of H.R. 1415, the State Department Authorization Act of 1992 and 1993 which includes a section on the Foreign Relations of the United States historical documentary series and the State Department policy for declassifying historical documents over 30 years old. H.R. 1415, which cleared the Congress on October 8 and will soon be forwarded to the White House for the President's signature, requires that the Foreign Relations volumes appear 30 years after the events recorded, gives statutory authority to an advisory committee of outside scholars, and establishes a policy of systematic declassification for all but the most sensitive 30-year-old State Department records.

The conference committee, which had the task of reconciling the Senate and House versions of the bill, completed its work on October 3. The Senate and House bills differed in two major respects—the role of the professional associations in the selection of advisory committee members and the establishment of a systematic declassification program. On the composition of the committee, the House bill included no requirement that members be chosen from lists of names provided by the scholarly associations, which is the current practice. The Senate bill provided detailed provisions on the selection of all of the advisory committee members from recommendations of scholarly associations. On declassification, the House bill called for a study while the Senate bill established a systematic declassification program for State Department records over 30 years old. The compromise language, passed on October 4 by the Senate and on October 8 by the House, states that 6 of the 9 members of the advisory committee will be chosen from lists provided by the American Historical Association, the Organization of American Historians, the American Political Science Association, the Society of American Archivists, the American Society of International Law, and the Society for Historians of American Foreign Relations. The issue of systematic declassification was resolved by merging the two bills to include the House provision for a study on declassification to be completed within 180 days and the Senate requirement that within one year (with an extension to two years if the Secretary of State cannot reasonably meet the one-year requirement) the State Department will establish a systematic declassification program for all but the most sensitive records, with 30-year-old records available for research in the National Archives.

Commenting on this legislation, Warren Kimball, professor of history at Rutgers University and chairman of the State Department Historical Advisory Committee, noted that "this is not 'open sesame'". The legislation includes provision for privacy and national security, and as Kimball stresses, the legislation authorizes the Advisory Committee composed of people with "a demonstrable record of research" in State Department records, to examine documents withheld for more than 30 years and to report their findings to the Secretary of State.

The February, 1990, resignation of Warren Cohen, chairman of the State Department's Advisory Committee and professor of history at Michigan State University, in protest against State Department policies regarding the review of the Foreign Relations volumes, prompted congressional action and resolutions from many of the NCC member organizations. Work to secure passage of this legislation became one of the major items on the NCC agenda. Thus it is with great anticipation that NCC organizations await the final step in the legislative process, the president's signature.

Copyright—Fair Use of Unpublished Material

On September 27 the Senate passed S. 1035, a bill that would clarify the fair use of unpublished material. Senators Simon (D-NJ), Leahy (D-VT), and Grassley (R-IA), all spoke in very strong language endorsing this bill which was adopted by unanimous consent. S. 1035 has now been forwarded to the House Judiciary Committee for their consideration. The House has also been considering a bill, H.R. 2372, introduced in May by William J. Hughes (D-NJ), the chair of the House Subcommittee on Intellectual Property and Judicial Administration, which had three sections, one of which was on "fair use" of unpublished material. But on October 1, the House Subcommittee on Intellectual Property reported this bill to the House Judiciary Committee in an amended form which deleted the "fair use" section.

Representative Hughes recently stated that a case of significant harm resulting from the current copyright law had not been adequately made. He remains unconvinced that "fair use" legislation is needed because he believes that the recent Wright vs. Warner Book decision has sufficiently illustrated that the four factors used in the Copyright Law for considering use of published material may be applied to unpublished material. In the Wright case, the widow of Richard Wright, best known as the author of Native Son, sued Warner Books for copyright infringement in a biography which quoted several letters that had been sent by Richard Wright to the biographer. Since the Second District Court, which heard this case, refused to bar the fair use of quotations and paraphrase of small portions of routine letters written by Wright, Wright's widow has appealed the case. It is currently pending before the Second Circuit Court of Appeals. Many scholars, authors, and publishers, however, note that the Wright case has not yet been resolved. Furthermore, they fear that because the Wright case involves a very specific and narrowly constructed argument, it will not be able to serve adequately as a broad decision for setting a precedent of fair use of unpublished material. The scholarly community continues to participate in a large coalition of authors and publishers seeking a legislative clarification of "fair use" of unpublished material. If you are interested in receiving an NCC Briefing Sheet on the "fair use" copyright issue, please contact: Page Putnam Miller, NCC, 400 A St., S.E., Washington, DC 20003.

FY'92 Appropriations

Since the Congress did not meet the October 1 deadline for passing the FY'92 appropriations bills, the federal government is currently operating under a Continuing Resolution. At this point the conference committees for the bills involving the National Archives and the National Endowment for the Humanities have reported on the compromise budgets which must now go back to the House and Senate for votes. The House/Senate Conference Committee on the Interior appropriations bill has passed a $175 million for the National Archives with $5.4 million for the National Historical Publications and Records Commission's grant program. This total appropriation represents a $14 million increase over the FY'91 appropriation of $138 million. Although the Senate had passed an appropriations bill with $154 million for the National Archives and $6 million specified for NHPRC, the conference committee decided on the House version.

On October 17 the House/Senate Conference Committee on the Interior appropriations bill agreed to the House figure of $178.2 million for the National Endowment for the Humanities' FY'92 budget. This was the same amount requested by the President's FY'92 budget and represents an $8 million increase over the current budget. The House, and eventually the conference committee, did, however, earmark funds differently from the Administration's recommendations. The conference committee increased the allocations for State Humanities Councils and a new dissertation fellowship program. The Senate had passed a $175 million budget for NEH for FY'92 with no dissertation fellowship money. The compromise budget includes both an additional $1 million for the state councils and $1 million for dissertation fellowships.

National Science Foundation Creates Separate Directorate for Social Science

At the October 11 meeting of the NSF Board, director Walter Massey announced a major restructuring at NSF that includes the creation of a separate directorate for the social, behavioral and economic sciences (SBES). This restructuring breaks up the Biological, Behavioral and Social Science Directorate which had existed since 1976. The new directorate will fund research in economics, cognitive science, linguistics, sociology, psychology, geography, political science, and anthropology. The directorate will also include such interdisciplinary fields as law and social science; decision, risk and management science; and science, technology and society. Although the timetable for putting in place the new office was unclear, indications are that a new Assistant Director will be on board by March 1.

Capitol Commentary

Page Putnam Miller

Page Putnam Miller is director of the National Coordinating Committee for the Promotion of History.
Defense Department Initiates Legacy Resource Program

Congress has passed legislation that requires the Department of Defense to identify and manage significant natural and cultural resources on Department of Defense lands. As a part of this program, called the Legacy Program, the Department of Defense is undertaking a series of activities to examine and define the Department's stewardship responsibilities for historic properties and cultural resources. The Department of Defense has entered into partnership with the Advisory Council on Historic Preservation, the National Park Service, and the National Conference of State Historic Preservation Officers to assist with the Legacy Program. These organizations are assisting with the formation of working groups to explore issues relating to three specific types of cultural resources—traditional places and archaeological sites; historic objects; and historic structures and landscapes.


On September 24 the General Accounting Office (GAO) released the report, "Federal Records: Document Removal by Agency Heads Needs Independent Oversight," (GAO/GGD-91-117) which focused on the records removed by eight Reagan cabinet officers. Although most of the documents removed were copies of federal documents, the GAO did find some original documents and some records with classified and FBI markings. Former Secretary of State George P. Shultz, was the only one of the eight who had paid the duplicating costs. However the Shultz records which included many classified documents, amounting to almost sixty linear feet, were transferred at government expense to the federal records center in northern California for Shultz's use in preparing his memoirs.

The GAO also found that during the past ten years the Justice, State, and Treasury Departments were not always cognizant of the content, numbers, or even the types of records that their departing heads had hauled away. In requesting this study, Senator David Pryor and Representative Robert Wise expressed concern about the irregular practices at several agencies in their arrangement for giving government records to former agency heads. The report concluded with the recommendation that the Federal Records Act of 1950 be amended to prohibit agencies from relinquishing any federal documents to agency heads until the National Archives has determined that the removals are consistent with existing federal laws and regulations.

John C. Geilfuss Fellowship

The State Historical Society of Wisconsin, in conjunction with the Wisconsin History Foundation, is offering the John C. Geilfuss Fellowship, which carries an outright grant of $2000. The fellowship will be awarded for research at the graduate level and beyond in Wisconsin and U.S. Business and Economic History, with an emphasis on topics in Wisconsin and the American midwest and/or for research using the collections of the State Historical Society of Wisconsin. The recipient will be designated the JOHN C. GEILFUSS FELLOW for the year in which he/she receives the award.

The deadline for applications is March 1 of each year.

The choice of the Fellow will be made by a committee of the State Historical Society of Wisconsin, which reserves the right not to award the fellowship in any given year. Recipients will generally be ineligible for more than one award.

A two-page, single-spaced letter of application describing an applicant's background and current research, and a description of the project, should be addressed to: State Historian, State Historical Society of Wisconsin, 816 State Street, Madison, Wisconsin 53706.

American Antiquarian Society

A NATIONAL LIBRARY OF AMERICAN HISTORY

PRESIDENT

The Council of the American Antiquarian Society invites nominations and applications for the position of President. The Society is a learned society founded in 1812 in Worcester, Massachusetts. It supports a major research library in 17th-19th c. American history and culture.

The President, the chief executive officer of the Society, reports to the Council. The President must possess the skills necessary to exercise superior leadership in four principal areas of the Society's operations: 1) the collection and preservation of research materials for the study of American history, literature, and culture; 2) the fostering of effective access to the Society's collections through various means, including the support and development of a curatorial and professional staff, as well as the provision of appropriate physical facilities to house the collections, staff, and readers; 3) development of improved means of access to the collections through traditional and machine-readable resources; the encouragement of learning and increase of public appreciation of the American experience through the development of publications that contribute to scholarly work in early American history and culture, sponsorship of fellowship and research programs, sponsorship of library-based programs of value to the academic community and the general public; 4) financial and administrative management of the Society's operations and the development of capital and operating support through the effective identification and cultivation of key donor constituencies.

Qualifications for the office include a strong scholarly background in 17th-19th century American cultural studies, the Ph.D. degree preferred. The President shall have extensive experience in the successful management and building of support for non-profit, research organizations in the humanities and must possess demonstrated competency in fund raising.

Letters of application, with current curriculum vitae, must be received by January 15, 1992. Nominations and applications should be sent to:

Harold T. Miller, Chairman of the Search Committee

C/O Henry B. Dewey, Secretary

Offices of Bovditch & Dewey

311 Main Street

Worcester, Massachusetts 01608

The Society is committed to providing equal employment opportunity for all qualified candidates from any personal background, what-so-ever.

OAH Chicago-Area Foreign Scholars Sponsors

SECOND CALL FOR VOLUNTEERS

With generous support from the John D. and Catherine T. MacArthur Foundation, approximately 40 foreign scholars will participate in the 1992 annual meeting of the OAH in Chicago, April 3-5. This initiative affirms the commitment of the OAH to broaden its scope internationally.

Volunteers from metropolitan Chicago are requested to host each scholar during the convention. Responsibilities will include: (i) greeting visitor at airport; (ii) transporting to convention hotel; (iii) responding to questions about the Chicago area and the United States; and (iv) attending special convention reception honoring foreign scholars and their Chicago-area sponsors.

Chicago-area historians interested in serving as a sponsor for an individual foreign scholar should write to:

Professor Michael H. Ebner

C/O Department of History

Lake Forest College

555 N. Sheridan Road

Lake Forest, IL 60045-2399

FAX 708-234-6487

Individual members of the OAH electing to serve as a Chicago-area sponsor for a foreign scholar will incur no financial obligation.

OAH Chicago-Area Foreign Scholars Sponsors Committee: David Buizer, Newberry Library • Perry D. Ruiz, University of Illinois at Chicago • Michael H. Ebner/Chair, Lake Forest College • Neil Harris, University of Chicago • Susan E. Hirsch, Loyola Univ. • Ann Durkin Keating, North Central College • Russell Lewis, Chicago Historical Society • Paula Pfeffer, Mundelein College • Barbara M. Posadas, Northern Illinois University • June Sochen, Northeastern Illinois University • and Robert Weibe, Northwestern University.
History’s Economic Climate

Readers following news of higher education during the past year have observed a profusion of headlines calling attention to budget cuts, hiring freezes, declining enrollments, elimination of academic programs, and—in a very few cases—layoffs of tenured faculty. The current economic recession, which has forced cutbacks in many state budgets and reduced income from investments, is one major reason for the current dismal state of financial affairs in higher education. However, Elaine El-Khawas wrote in *Campus Trends, 1991*, a recent report from the American Council on Education, that academe’s current depressed condition may have more complicated causes and could persist long enough to precipitate basic changes in colleges and universities.

Through a survey in 1990-91 administered to a sample of higher education institutions the ACE found that 45 per cent of higher education institutions experienced mid-year cuts in their budgets. Hardest hit of all were colleges and universities in the public sector, where 64 per cent reported mid-year cuts (see figure). The impact of these cuts was most likely to be felt in administrative hires, equipment and travel and least likely to have an adverse effect on salaries or faculty hiring, with only 13 per cent of all institutions reporting a freeze on new faculty positions.

A major change from earlier years was found in responses to a question asking administrators to rate the overall financial condition of their institution. Slightly more than one third of administrators considered their institutions to be in excellent or very good condition, a decline from 48 per cent in 1989. 25 per cent of survey respondents ranked their institution’s financial health as poor or fair. Not surprisingly in this economic climate, administrators were less likely than last year to view faculty shortages as a general problem.

The ACE report, which is also a rich source of data on trends in enrollments, faculty demographics, assessment activities and key social issues such as incidents of racial intolerance, concludes that college and university administrators currently view maintaining quality in the face of continuing financial adversity a critical challenge for the 1990s.

In an effort to gain a clearer picture of the impact of mid-year budget cuts on institutions of higher education institutions on history departments across the country OAH President Joyce Appleby designed a questionnaire which we sent to 44 history department chairs. Departments were chosen from all geographic sectors and all types of institutions; however, no effort was made to draw a statistically valid sample of the nation’s 3000+ colleges and universities.

Thirty-two or approximately 73 per cent of the 44 departments contacted responded to the survey, although not all respondents answered each question. Results are as follows:

- 12 chairs, approximately 37 per cent survey respondents, reported that their departments had suffered budget cuts during the academic year 1990-1991, while eleven reported having to cancel or postpone searches for new faculty positions.
- Twenty-seven, or 84 per cent of respondents, plan searches this year or next, although only 7 or approximately one fourth of these departments will be recruiting for new positions. Moreover, several chairs answering this question qualified their plans as tentative.
- 24, or three quarters, of responding departments expect retirements in the next five years.
- 16, or one-half of respondents reported growth in number of faculty during the last three years. 11 of those chairs reporting growth were in departments with doctoral programs. Only one private liberal arts college reported even modest growth. The highest growth reported, eight and ten positions each, came from two private universities.
- One-quarter of chairs responding have definite plans for growth during the next three years, although another eleven, or approximately 34 per cent believe growth is possible. Others expressed their goals in terms of stemming attrition or maintain current numbers.
- One-quarter anticipated increased use of part-time faculty, In fact several department chairs volunteered the information that budget cuts would likely necessitate cuts in part-time faculty.
- 17, or more than half of respondents, have experienced library budget cuts.

While the above data is admittedly impressionistic, it would appear that history departments are faring no worse than other areas of higher education. Still, what optimism exists is cautious at best and the next several years seem likely to require careful, if not creative, management of resources on the part of departmental administrators.

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<th>Institutions with Mid-Year Budget Cuts</th>
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<td>Public Two-Year Colleges</td>
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<td>47</td>
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**Source:** *Campus Trends 1991*.

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**Modern Language and Literature Scholars Issue Report**

The Scholarly Advisory Committee on Modern Language and Literature of the Commission on Preservation and Access has issued its final report, *Preserving the Literary Heritage*. The report summarizes the committee’s basic principles and recommendations for professional organizations and scholars of modern language and literature.

The committee’s recommendations include the following: educate colleagues and librarians about the brittle book problem; consider bibliographic control; encourage Congress to appropriate more money for preservation; and use the MLA as a clearinghouse for recommendations from various groups as to which particular collections must need preservation.

Free copies of the report are available, while supplies last, from Trish Ceece, Communications Assistant, The Commission on Preservation and Access, 1785 Massachusetts Avenue, N.W., Suite 313, Washington, DC 20036-2117.
International Scholars at 1992 Annual Meeting

Over sixty Americanists teaching and working outside the United States have been invited to participate in the OAH Annual Meeting in Chicago, April 2-5, 1992. Below is a list of participating foreign scholars. Many would like to lecture or teach at one of our institutions in the days preceding and following the annual meeting. If you would like to host a visitor, please write by November 30, 1991, to Sharon Caughill, OAH, 112 N. Bryan St., Bloomington, IN 47408-4199 for a list of scholars, areas of teaching expertise, lecture topics, and available dates. The expenses your institution would incur for a guest lecturer would be transportation from and to Chicago, lodging, and meals during the scholar's stay on your campus. An honorarium certainly would be welcome. For a teaching stint, of course, a salary would be necessary.

Willi Paul Adams, Free University of Berlin, Germany
Janaïna Amado, Universidade Federal De Goias, Brazil
Masaki Ariga, Saitama University, Japan
Muhammad Raziliullah Asmi, Quaid-I-Azam University, Pakistan
Anthony J. Badger, Sussex College, Cambridge University, England
Young-soo Bae, Seoul National University, South Korea
Andrzej Brouk, Jagiellonian University, Poland
Andrzej Bryk, Jagiellonian University, Poland
Nicholas Canby, University College, Galway, Ireland
Christopher Clark, University of York, England
Michael C. Coleman, University of Jyväskylä, Finland
Marianne Debowy, Université de Paris VIII, France
Greg Denin, University of Melbourne, Australia
Mohamed El Mansour, Universiteit Mohammed V, Morocco
Claude Fohlen, Université de Paris I, France
Nicole Fouche, Université de Paris I, France
Lawrence Goldman, St. Peter’s College, Oxford, England
Hans-Jürgen Grabbe, Martin-Luther-Universität, Germany
Patricia Grimalshaw, University of Melbourne, Australia
Arnon Gutfeld, Tel Aviv University, Israel
Mark Haberlein, Freiburg, Germany
David Hamer, Victoria University of Wellington, New Zealand
Gabor Hamza, Eötvös Lorand University, Hungary
Wolfgang Helbig, Ruhr-Universität, Germany
Dirk Hoerder, Universität Bremen, Germany
Frédéric L. van Houtteon, Rijksuniversiteit Groningen, The Netherlands
Åke Huikkrantz, University of Stockholm, Sweden
Haggai Huvitz, Tel Aviv University, Israel
Dolores Janiewski, Victoria University of Wellington, New Zealand
Arturo Jarque, Universidad de Alicante, Spain
Krzyztof Jasiwicz, Institute of Polish Studies, The Polish Academy of Sciences
Ramesh C. Jauhar, Panjab University, India
Rhodri Jeffreys-Jones, University of Edinburgh, Scotland
Detlef Junker, Neue Universität, Siedsenfel, Heidelberg, Germany

Hans Krabbendam, Roosevelt Study Center, Middelburg, The Netherlands
Loreta Valz Mannucci, Università degli studi di Milano, Italy
Elise Martinez, Université Paris VII, France
Donna Merwick, University of Melbourne, Australia
Raimo Mitev-Gavrilo, University of Sofia, Bulgaria
Angela Moyano, Institute of Mora, Mexico
William R. Ochieng, Maseno University College, Kenya
José Luis Orozco, Universidad Nacional Autonoma de Mexico
Peter J. Pestal, University of London, England
J. R. Pole, England
Qi Wenying, Beijing University, The People's Republic of China
Svastava Radova, Ceskoslovenské akademie věd Historický Ústav, Czechoslovakia
Caroline Ralston, Macquarie University, Australia
Serge Ricard, Université de Provence, France
Raymond Richards, University of Waikato, New Zealand
Priscilla Roberts, University of Hong Kong
Ron Robin, University of Haifa, Israel
Michael J. Rozhicki, American Studies Center, Warsaw University, Poland
Hermann-Josef Rupieper, Philipps-Universität Marburg, Germany
Göran Rystad, University of Lund, Sweden
Matteo Sandilippo, Canadian Academic Center in Italy
Vladimir Saveliev, Academy of Sciences of the USSR
Klaus Schwabe, Historisches Institut der RWTH Aachen, Germany
Yukari Takei, Japan
John A. Thompson, St. Catherine's College, University of Cambridge, England
Christopher L. Tomlin, La Trobe University, Australia
Maurizio Vaudagna, University of Salzburg, Austria
Franquis Well, France
Hermann Wellenreuther, University of Gottingen, Germany
Akira K. J. G. Wyse, University of Sierra Leone
Yang Sheng-mao, Nankai University, People's Republic of China
Avihu Zakai, The Hebrew University of Jerusalem, Israel
Yongtao Zhu, Beijing Foreign Studies University, People's Republic of China

Department of History
Faculty Vacancy
THIRD WORLD HISTORY

The University of Evansville invites applications for a tenure-track position in Third World history beginning in the 1992-93 academic year. Necessary qualifications include an earned doctorate, a strong commitment to undergraduate education, demonstrated excellence in teaching and a record of research and publication. It is preferred that the applicant's primary field of teaching and research be in Latin American history with additional teaching areas drawn from other third world areas, such as African or Asian history, and European and/or American history. Candidates will be expected to share teaching responsibilities for history surveys as well as teach in the university-wide, interdisciplinary World Cultures sequence.

This appointment is effective August 1, 1992, and is a tenure-track position with rank and salary open and dependent on the successful candidate's record of teaching, administration, and publication.

Qualified applicants should send a letter of application, a professional resume, and three current letters of recommendation to Department of History Search, Office of Academic Affairs, University of Evansville, 1800 Lincoln Avenue, Evansville, Indiana 47722. Review of applications will commence November 1 and continue until the position is filled.

The University of Evansville is an independent, church-related, selective admissions institution located in a city of 135,000 in southwestern Indiana. Enrollment numbers nearly 2,200 full-time students. The University of Evansville is an Affirmative Action/Equal Opportunity Employer.

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FELLOWSHIPS AT THE
American Antiquarian Society

The American Antiquarian Society, which houses superb collections of American printed materials and manuscripts, awards fellowships to scholars (including doctoral candidates) for resident research in all fields of American history and culture through 1876, including art, music, science, African American history, and women's history.

Tenures vary from one to twelve months, stipends from $850 monthly to $30,000 annually (for awards funded by the National Endowment for the Humanities).

DEADLINE IS JANUARY 15

For information and applications, write John B. Hench, Room 102, American Antiquarian Society, 185 Salisbury Street, Worcester, Massachusetts 01609.
1990 Data on Doctorates Released by the National Academy of Sciences

A total of 611 doctorates in history were awarded by United States universities during 1990. Of these 201 nearly one-third, went to women, a smaller proportion than the 45.6 per cent awarded to women in humanities fields overall. 211 degrees were awarded in American history, with 65 or 30.7 per cent going to women. Over the past ten years the total number of American history doctorates has varied from a high of 285 in 1980 to a low of 176 in 1985.

17 of the 201 doctorates in American history granted to US citizens, or 8.45 per cent, went to members of racial or ethnic minorities. The number of doctorates awarded to minorities in other history fields was 26 or 6.5 per cent.

With a median 8.6 years registered time to degree, historians were exceeded among fields for only by anthropology/sociology with 9.1 years; the largest median age for Ph.D. fields only by anthropology/sociology with 9.1 years registered time. Not surprisingly, with a median age at doctorate of 36.4 historians generally were among the oldest of doctorate recipients as well.

53.5 per cent of historians receiving degrees in 1990 reported that they had definite employment; another 29.5 were seeking employment. Nine per cent either had definite plans for, or were seeking, postdoctoral study. Postdoctoral status was unknown for the remaining history doctorates.


National Archives Responds to Congress on Electronic Records Issues


The committee's principal recommendation is that the National Archives undertake a thorough review of its role in the long-term preservation of electronic records. In response to this request, the National Archives noted that it has taken a number of initiatives over the last six years that reflect its continuing concern in this area. Most notably, in January of 1988, the National Archives commissioned a study by the National Academy of Public Administration (NAPA) on the impact of electronic recordkeeping on government records. The establishment of its Center for Electronic Records in October, 1988, was a direct response to the findings of the NAPA study.

The committee expressed concern about records that are dependent on specific hardware or software, including those that are part of "relational databases." In response, the National Archives pointed out that most of the electronic records now being accessioned are not dependent on specific hardware or software. In cases where hardware or software dependencies exist, the National Archives will preserve and access these records using standardized tools that make it possible to provide access to their informational content.

Lastly, the committee requested that the National Archives make recommendations to Congress for amendments to present law that would help ensure the proper preservation of electronic records. The National Archives responded that, although new legislation does not appear to be needed at this time, the agency would be more effective in advancing its mission if the Archivist had additional authority in two areas: The authority to issue binding regulation in order to ensure agency heads in determining what constitutes a record and the authority to inspect agency records for purposes of evaluating records management practices and determining proper disposition schedules for those records.

Copies of the committee's report and the response of the National Archives are available from Michelle Cobb (NSE-C), (202) 502-5512.

From the National Archives

Southern Classics Series

— John G. Sproat, General Editor —

The Southern Classic Series returns to general circulation books of importance dealing with the history and culture of the American South.

John C. Calhoun:
American Portrait
by Margaret L. Coit
new introduction by Clyde N. Wilson
Winner of the 1951 Pulitzer Prize for Biography.

Cloth, #774-7, $49.95 — Paper, #775-5, $14.95

Red Hills and Cotton:
An Upcountry Memory
by Ben Robertson
new introduction by Lacy K. Ford, Jr.
Informative and entertaining new introduction offering fascinating new facts about Robertson's life.

Paper, #306-7, $12.95

King Cotton and His Retainers:
Financing and Marketing the Cotton Crop of the South, 1800-1925
by Harold D. Woodman
A look at the effects of the cotton industry on Southern politics and society.

Cloth, #272-5, $29.95 — Paper, #278-3, $14.95

The South as a Conscious Minority, 1789-1861:
A Study in Political Thought
by Jesse T. Carpenter
new introduction by John M. McCordall, Jr.
An account of the steps taken by the Southern states toward secession.

Cloth, #730-5, $29.95 — Paper, #731-3, $14.95

These books are available for course adoption.

Examination Copy Policy
Requests for examination copies must be made on institutional letterhead and should include: (1) the course name and term to be offered, (2) projected enrollment, and (3) the name of the bookstore that will place the order. Cloth editions will be shipped with a special examination copy invoice. If the book is adopted and an order for ten (10) or more copies is placed within sixty (60) days, the invoice will be cancelled. If the book is not adopted, the requestor may request the book at a ten (10) percent discount or return it in salable condition before the end of the 30 day period. Requests for paperback editions must include $3.00 per copy to cover shipping and handling.
Announcements

Professional Opportunities

"Professional Opportunity" announcements should represent an equal opportunity employer.

Charges are $65 for 100 words or less; $90 for 101-150 words; over 150 words will be edited. Application closing dates should be after the end of the month in which the announcement appears.

Send announcements to Advertising Director, OAH, 112 N. Bryan St., Bloomingtin, IN 47408-4514. Deadlines for receipt of announcements are: January 1 for the February issue; April 1 for May; July 1 for August; and October 1 for November. Announcements will not be accepted after the deadlines.

Gallaudet University
American Social History. Gallaudet University is seeking an instructor or assistant professor, possibly tenure-track, in American social history, particularly the history of women or minorities, to begin in the fall of 1992. MA in history required; Ph.D. preferred. Ability to teach World Civilization is advantageous. Persons with hearing impairments and/or skill in American Sign Language, disabled individuals, women, and minorities are especially encouraged to apply. Send cover letter, c.v., and three letters of recommendation to Professor J. V. Van Cleve, Department of History, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002. Applications received by 12/15/91 will be considered for interviews at the AHA meeting in Chicago. Deadline for all applications is 1/15/92. EOE

Nebraska State Historical Society
Director. Nebraska State Historical Society seeks applications/nominations for position of director. The Society administers museums (AAM accredited), archeological programs, research library, the state archives, historic sites, and state historic preservation office. Publications include Nebraska History, Annual budget $3.3 million, 105 FTE employees. The director reports to the Executive Board. The successful candidate will have administrative experience in a broad array of areas, including development, excellent communication skills, and the ability to work effectively with diverse political, cultural, and ethnic groups. Knowledge and experience in programming and budgeting highly desirable. Graduate degree relating to one or more Society programs required; earned doctorate preferred. Knowledge of Nebraska history, personal involvement in historical research and publications advantageous.

Salary commensurate with training and experience. Send letter of application, c.v., and three professional references to Frederick G. Lueke, P.O. Box 82554, Lincoln, NE 68501. Application must be postmarked by January 15, 1992. AA/EOE

The University of Toledo
Assistant Professor: U.S. Peace History and Third World Relations. The Department of History seeks candidates for tenure-track, Assistant Professor, with primary research and teaching interests in U.S. peace history. Candidates must also have competence in twentieth century U.S. social movements and U.S. relations with the Third World, especially the Vietnam War. In addition to graduate and undergraduate courses in these areas, the person selected will teach both sections of the U.S. survey. Ph.D. required with preference for teaching experience and publications. Salary competitive and commensurate with qualifications and experience; excellent benefits. Applications deadline December 2nd. Leading candidates will be interviewed at the A.H.A. Contract to begin September, 1992. Send c.v., transcripts, three current letters of reference, and other supporting materials to Dr. William D. Hoover, Chairman, Department of History, The University of Toledo, Toledo, OH 43606. AA/EOE

University of California, Riverside
Dance. Applications are invited for a full-time, tenure-track assistant professor in dance history, beginning Fall Quarter, 1992. Qualifications: Ph.D. in related academic discipline; knowledge of and research interest in history of one or more dance traditions (Western or non-Western); understanding of social and cultural approaches to the study of dance history; scholarly involvement in dance research; experience and/or participation in Dance as an art preferred; experience in academic administration preferred; strong commitment to teaching excellence; willingness to take leadership in the field. Send c.v. and three letters of recommendation by February 1, 1992 to Susan L. Foster, Chair, Department of Dance, University of California, Riverside, CA 92521-0328. AA/EOE

Millersville University
History Department, full-time, tenure track. Millersville University of Pennsylvania's History Department seeks a tenure-track candidate in U.S. History, with a specialization in the 1789-1877 period and Afro-American history, who will be expected to teach U.S. history surveys. Successful candidates may also have the option to teach U.S. Women's history. Position available 1992-93 academic year. Appointment will be made at the rank of Assistant/Associate Professor. Ph.D. preferred (required for Associate Professor), but candidates at advanced stages of dissertation may be considered for appointment at Assistant Professor level. Applications received by 12/15/91 will receive full consideration. Submit letter of application, current c.v., copies of undergraduate and graduate transcripts, and three original letters of reference to: Dr. G. Terry Madonna, Chair, New Staff Committee/OAH1191, History Department, Millersville University, Millersville, PA 17551. AA/EOE

Austin Peay State University
Histoty: Anticipated 8/1/92, tenure track, Assistant Professor. Modern Europe with minor in Russia, East Asia, or Latin America; ability to teach U.S. survey. Ph.D. in history required, qualified ABD considered. Preference to those with teaching experience and publications. Send c.v., letter of reference, and three letters of reference to Malcolm Muir, Department of History and Philosophy, Austin Peay State University, Clarksville, TN 37044. Review of applications begins November 29, 1991, and continues until position filled. AA/EOE

University of Wisconsin-Platteville
American History. Tenure-track, assistant professor level, beginning late August, 1992. Teach introductory survey courses in United States history, upper division courses in pre-Gilded Age United States history, and upper division level survey courses in either Latin American or East Asian history. Ph.D. in American history, or ABD with Ph.D. within a year, and teaching experience required. Application must be postmarked by February 1, 1992. Send c.v., letter of application, c.v., and three letters of recommendation to: Professor Helen Tierney, Chair, Department of History, University of Wisconsin-Platteville, Platteville, WI 53818. Deadline for applications is January 15, 1992. Minority and women are especially encouraged to apply. AA/EOE

Seattle University
United States History. Seattle University invites applications for a tenure-track, assistant professor position in U.S. History at the assistant professor level beginning Spring 1992. Field of specialization: U.S. Colonial, Early National and Women's History with ability to teach American History. Ph.D. required. Seattle University is a Jesuit, urban, and primarily undergraduate institution which emphasizes excellence in teaching. Women and minorities are especially encouraged to apply. Send letter of application, credentials and letters of reference by January 31, 1992, to: Search Committee, Department of History, Seattle University, Seattle, WA 98122.

Activities of Members

The following members received awards from The Interpretive Research Program of the NEH: Thomas L. Dublin, SUNY Research Foundation/Binghamton; John B. Hench, American Antiquarian Society; Carole Shamma, University of Wisconsin, Milwaukee; and Paul B. Israel, Rutgers University.

James A. Henretta, University of Maryland-College Park, has been invited to serve as the Harold VVyvan Harmsworth Professor of American History at Oxford University for 1991-92.


Robert M. Ireland, University of Kentucky, received The Kentucky Historical Society's annual Richard H. Collins Award for his article "The Judicial Murder of Abner Baker, 1844-1845," which appeared in the society's Register.

Mary A. Giunta has become director and editor of Foreign Relations of the United States 1781-1970, a documentary project of the National Historical Publications and Records Commission.

Nancy Sahl has become program director of the National Historical Publications and Records Commission.

Jon Kukla, of the Historic New Orleans Collection, was awarded the AHA's 1991 Michael Kraus Research Grant.

Alan K. Henrikson, the Fletcher School of Law and Diplomacy at Tufts University, was visiting professor of diplomatic history for the United Nations Development Programme at the Foreign Affairs College in Beijing. He has been appointed director of the Fletcher Roundtable on a New World Order.

Eric Rothschild, Scarsdale High School, was selected Social Studies Educator of the Year by the New York State Council for the Social Studies.

The American Political Science Association named as co-winners of the 1991 Victoria Schuck Award, Jane S. De Hart and Donald G. Mathews for Sex, Gender, and the Politics of ERA.

The Illinois Historic Preservation Agency Board of Trustees has appointed E. Duane Elbert as State Historian.
Calls for Papers

Notices submitted for "Announcements" should be no more than 75 words and typed in double space. Include only information basic to the announcement's purpose. All copy is subject to editing. While the OAH Newsletter disclaims responsibility for statements by contributors, it encourages submissions of articles and letters to the editor related to the interests of our members and representing all points of view.

Send to Editor, OAH Newsletter, 112 N. Bryan St., Bloomington, IN 47408-4199. Deadlines are December 15 for the February issue; March 15 for May; June 15 for August; and September 15 for November.

The American Association for the History of Nursing invites abstracts for its conference to be held June 17-20, 1992. The deadline is October 31, 1991. For complete information, contact Wanda C. Hiestand, AAHN Abstract Review Committee, 2 Revere Court, Apt. 2107, Suffern, NY 10901.

The State Historical Society of Iowa invites proposals for papers on Iowa history topics for its annual Congress of Historical Organizations, June 12-13, 1992. Proposals should be sent to Marvin Bergman, SHSI, 402 Iowa Ave., Iowa City, IA 52240. The deadline is November 30, 1991.

The Pennsylvania Historical and Museum Commission will sponsor the fourteenth annual conference on black history in Pennsylvania May 8-9, 1992. The theme is "Empowerment: Perspectives on African Americans in Pennsylvania." The commission seeks proposals no longer than two pages for papers and sessions. For complete information contact Robert Weible, Chief, Division of History, Pennsylvania Historical and Museum Commission, Box 1026, Harrisburg, PA 17108; (717) 787-3034. The deadline is December 1, 1991.

The Mid-American Studies Association seeks paper and presentation proposals for its annual meeting. Proposals should include a one-page summary and c.v. For information, contact Richard P. Horwitz, American Studies, 200 JB, University of Iowa, Iowa City, IA 52242. The deadline is December 10, 1991.

Editors of an anthology, "Dying for Love: The Discourse of Women Martyrs," invite unpublished manuscript proposals. The deadline is December 15, 1991. For information contact Ivan Bluhm, Greenspun School of Communication, UNLV, Las Vegas, NV 89154-5007; (702) 739-3325.

The Society for Historians of the Early American Republic invites proposals for sessions or papers for its convention to be held July 16-19, 1992. Send proposals and vitae by December 15, 1991, to Johanna Shields, SHEAR Program Chair, Department of History, University of Alabama, Box 870101, Huntsville, AL 35899. Presenters should be members of SHEAR.

Previously unpublished essays are invited for a collection on Great Lakes maritime history, economics, and culture. The deadline is January 10, 1992. For information contact Jay C. Martin, 1608 Clough St., Bowling Green, OH 43402; (419) 352-3250.


The Southwest Labor Studies Association calls for papers for its conference August 15-18, 1992. For information contact James Gregory or Susan Glenn, History Department, University of California, Berkeley, CA 94720. The deadline is January 15, 1992.

The Western Association of Women Historians will hold its annual conference on May 29-31, 1992. Papers or panels offering comparative analyses in any time period are welcome. A proposal should be sent to Edith Gelles, Institute for Research on Women and Gender, Serra House, Stanford University, Stanford, CA 94303-8640. The deadline is February 1, 1992.


The Symposium on the History of Women in Massachusetts, to be held in October, 1992. Calls for papers will be made in book, for information contact Martin Kaufman, Director, Institute for Massachusetts Studies, Westfield State College, Westfield, MA 01086. The deadline is June 30, 1992.

The Ninth Presidential Conference calls for papers about the career, experiences of persons of color. The theme for 1992-93 is "Literature and

Grants, Fellowships and Awards

The Society for Historians of American Foreign Relations announces the biennial Myrna L. Bernath Book Prize for the best book by a woman on United States history. The announcement is for a substantial part of the term, may not accept other awards, nor may undertake employment during that time. For information and application forms contact Gwendolyn Wright, Rockefeller Archive Center, 15 Dayton Avenue, North Tarrytown, NY 10591-1598. The deadline is December 31, 1991.

The Rockefeller Archive Center's Program of Grants for Travel and Research offers awards for 1992-93. Applications and requests should be sent to Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Avenue, North Tarrytown, NY 10591-1598. The deadline is December 31, 1991.

The Donald Groves Fund and the American Numismatic Society provide grants for publications in early American numismatics (before 1800). For information, write to the Secretary of the Society, Broadway at 155th St., New York, NY 10032. A committee periodically reviews applications.

The Institute of Early American History and Culture will award a two-year postdoctoral fellowship beginning July 1, 1992, in any area of early American studies. Further instructions and application forms may be obtained from the Director, IEACHC, P.O. Box 220, Williamsburg, VA 23187. Application deadline is November 15, 1991.

The YIVO Institute for Jewish Research offers the Rose and Isidore Drench Fellowship to post-doctoral scholars for research in American Jewish History at the YIVO library and archives. The deadline is December 1, 1991. For complete information contact Jessica Kligman at (212) 535-6700.

The Flinthisis Foundation for Historical Research offers the Rose and Isidore Drench Fellowship to post-doctoral scholars for research in American Jewish history at the YIVO library and archives. The deadline is December 1, 1991. For complete information contact Jessica Kligman at (212) 535-6700.

The Friends of the New Netherland Project will offer an annual prize of at least $1000 for the best manuscript focusing on any aspect of the Dutch colonial experience in North America. The deadline is December 1, 1991. For information contact from the Friends of the New Netherland Project, P.O. Box 2536-Empire State Plaza Station, Albany, NY 12220-0536.

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the post-Emancipation and Post-Colo-
nial Condition." The deadline is Janu-
ary 1, 1992. Address inquiries to CAAS Fellowship Office, 200 West Engi-
neering Building, University of Michi-
gan, Ann Arbor, MI 48109-1092.

The Beinecke Rare Book and Man-
uscript Library offers fellowships for post-
doctoral research on relevant research in its
collections. For complete informa-
tion contact Director, Beinecke Rare
Book and Manuscript Library, Box 1603A

The Virginia Historical Society offers
1992 research fellowships. All
grants will be awarded to scholars who are
not residents of central Virginia. For
information contact Nelson D.
Lankford, Chairman, Mellon Research
Fellowship Committee, Virginia Histori-
cal Society, P.O. Box 7311, Richmon-
d, VA 23221-0111; (804) 358-4901. The
application deadline is January 15, 1992.

Maurice L. Richardson Fellowships in
the History of Medicine at the Uni-
versity of Wisconsin-Madison are avail-
able. The deadline is January 15, 1992.
For information and application
write to Department of the History of
Medicine, 1420 Medical Sciences Cen-
ter, 1300 University Avenue, Madison,
WI 53706.

The National Air and Space Museum
offers a Guggenheim and an A.
Verville Fellowship for research related
to history of aviation and space. For
information and application, write to
In-Person Programs 3341, National Air
and Space Museum, Smithsonian
Institution, Washington, DC 20560.
The deadline is January 15, 1992.

The North American Society for
Sport History offers the annual NASSH
Book Award in Sport History. For
information contact Stephen Hardy, De-
partment of Physical Education, Uni-
versity of New Hampshire, Durham,
NH 03824. The deadline is January 15,

The Schomburg Center for Re-
search in Black Culture announces its
Scholars-in-Residence Program for
1992-93. Open to scholars in the
humanities studying black history and
culture and to professionals in fields
related to the Schomburg Center's collec-
tions, the program allows fellows to
spend six months or a year in resi-
dence at the center. The deadline is
January 15, 1992. For information contact
Scholars-in-Residence Program, Schom-
burg Center for Research in Black
Culture, 515 Malcolm X Boule-
vard, New York, NY 10037-1801; (212) 491-2203.

The Five College Fellowship Pro-
gram is available to minority graduate
students who have completed all re-
quirements for the Ph.D. except the
dissertation. The program encourages
interest in teaching as a career. For
information and an application contact
Carol Angus, Five College Fellowship
Program Committee, Five Colleges,
Inc., P.O. Box 740, Amherst, MA
01004; (413) 256-8316. The deadline is

Elben D. Baer, University of Pennsyl-
vania, School of Nursing, 307 Nursing
Education Building, Philadelphia, PA
19104-6096; (215) 898-8287. Dead-
line is February 15, 1992.

For exemplary historical research
and writing, the American Association
for the History of Nursing offers the
Lavina L. Dock Award. For informa-
tion contact Ellen D. Baer, University
of Pennsylvania, School of Nursing,
307 Nursing Education Building, Phila-
delphia, PA 19104-6096; (215) 898-
8287. The deadline is February 15, 1992.

The NEH invites applications for its
Travel to Collections program. Guide-
lines and applications are available
from NEH, Division of Fellowships and
Seminars, Room 316, 1100 Pennsyl-
avia Ave., M.W., Washington, DC
20056. Deadlines are January 15,

The Francis Clark Wood Institute for
the History of Medicine offers grants to scholars engaged in projects
requiring use of the Historical Collec-
tions of the Library of the College of
Physicians of Philadelphia. For com-
plete information, contact Carol C.
Jacob, Administrative Assistant, Wood
Institute, College of Physicians of Phi-
delphia, 19 South 22nd Street, Phila-
delphia, PA 19103. The deadline is

Graduate students in the U.S.
and Canada are invited to compete for the
Shyrock Medal, awarded for an out-
standing, unpublished essay on a topic in the
discipline of medicine. For information
write to Mary C. Gillett, Chair of the
Shyrock Medal Committee, 6044 Holland Street, McLean, VA 22101.
The deadline is February 1, 1992.

The United States Army Center of
Military History offers two fellowships to
graduate students and junior faculty
members who wish to conduct disserta-
tions on subjects relating to the
history of warfare on land, especially
the history of the U.S. Army. Applica-
tants must be American citizens and
have completed all requirements for the
Ph.D. except the dissertation by
September 1, 1992. For information contact
Clayton Laurie, Executive Secre-
tary, CMH Dissertation Fellowship
Committee, U.S. Army Center of Mil-
itary History, S.E. Federal Center, Bldg.
159—5th Floor, Washington, DC
20374-5088; (202) 475-2589, ex.
7868. The deadline is February 1,

The Charles Redd Center for West-
ern Studies at Brigham Young Univer-
sity announces a summer fellowship for
the study of some aspect of change
in the Mountain West. For informa-
tion contact the Charles Redd Center
for Western Studies, 4069 HBLU, Brag-
ham Young University, Provo, UT
84602. The deadline is February 1,

The Teresa E. Christy award invites
nursing historians to submit manu-
scripts based on original histori-
cal research conducted while in a stu-
dent status. For information contact

The American Philosophical Society
invites applications for 1992-93
Mellon Resident Research Fellowships.
The deadline is March 1, 1992. For
information write to Mellon Fellow-
ships, American Philosophical Society
Library, 105 South Fifth Street, Phila-
delphia, PA 19106-3386.

The American Numismatic Society
offers grants for the seminar in numis-
The offer is restricted to gradu-
ate students and junior faculty mem-
ers at institutions in the United States
and Canada. For further information
write to the Society, 1154 Boylston Street, Boston, MA 02215.

The American Numismatic Society
will award a fellowship to a graduate
student in the humanities or the social
sciences with an interest in numis-
matics in 1992-93 on a topic including
numismatic evidence in a significant
role. For information write to the
Society, Broadway at 155th Street, New
York, NY 10032. The deadline is March
1, 1992.

The National Historical Publications
and Records Commission will offer his-
tory fellowships in 1992. Applicants
must hold a Ph.D. or have completed
all requirements for the doctorate ex-
ccept the dissertation. Further infor-
mation and application forms are avail-
able from the NHPRC, Suite 300, Na-
tional Archives Building, Washington,
DC 20408; (202) 501-5605. The
deadline is March 1, 1992.

The Gerald R. Ford Foundation
offers grants of up to $2000 to sup-
port research in collections at the
Gerald R. Ford Library. Next
deadline is March 15, 1992. For
information contact David Horrocks,
Gerald R. Ford Library, 1000 Price
Avenue, Ann Arbor, MI 48109; (313) 668-
2218.

The New Jersey Historical Com-
mission offers grants for study of New
Jersey history and prizes for works for
about the same. Deadlines are April
1, 1992, for grants, and June 15, 1992,
for prizes. For information, contact
Grants and Prizes, NJ Historical Com-
mie, 4 N. Broad Street, CN5, Trenton,
NJ 08625.

The NEH offers free copies of Over-
view of Endowment Programs, explain-
ing how and when to apply for these
through 1992. For a free copy of
Humanities magazine, mention the
OAH Newsletter's announcement in your
application. For information write to
Department of the Humanities
Endowment Programs, NEH Over-
view, Room 406, 1100 Pennsylvania
Avenue, N.W., Washington, DC 20506;
(202) 786-0438.

The Historic New Orleans Collec-
tion announces fellowships for research
in history, art history, or related topics
using the Historic New Orleans Collec-
tion. Five are for post-doctoral pro-
jects and three are for pre-dissertation
research. For information contact
Jon Kukla, Curator of Collections,
The Historic New Orleans Collection,
533 Royal Street, New Orleans, LA
70130-2179. No deadline given.

The NASA History Division will fund
a scholar to write a history of planetary radar astronomy from the
institute post-World War II period to
the present. For information and a
copy of the NASA Research Announce-
ment contact Roger D. Launius, Chief
Historian, Code ADA-2, NASA Head-
quartres, Washington, DC 20546. No
deadline given.

The Newberry Library invites applica-
tions for Lloyd Lewis Fellowships in
American history or for National En-
dowment for the Humanities Fellow-
ships in any field. For information contact the Committee on Awards, The Newberry Library, 60 W. Walton St.,
Chicago, IL 60610. No deadline given.

The NEH offers a booklet, "Travel
to Collections," which includes dead-
lines and application instructions for
research travel grants. For a copy, write to NEH, Division of Fellowships and
Seminars, Room 316, 1100 Pen-
sylvania Avenue, N.W., Washington,
DC 20506.
Archivist-Historians: An Endangered Species?

From Pettit Page 9

RLIN to search for new acquisitions in NUCMC, bridges some of the intellectual/technical tension common in research today. Graduate students’ receptiveness to instruction in research techniques that bears on methodological inquiry indicates that mentors do not uniformly use the new information tools. Historical documentary editing also accompanies the education of graduate students in methods and technology. Esther Katz and her staff, at the Papers of Margaret Sanger Project, use computers to address problems of access, retrieval, and intellectual control that are common to historians, editors, and archivists. The computer applications include item-level control of a vast number of documents; an idiosyncratic (non-L.C.) name authority file unique to the project; and database control of information that will appear in the microfilm frame with the filmed document. We solve many other problems with computing via the classroom and tutorial as well.

Archivists teach history and write history, edit diaries and manuscript collections, and interpret history through public exhibitions. Archivists also teach evidential values every day and with every user—whether genealogist, scholar, student, elementary school child, or businessman. The evidential values of an archival collection are the essence of methodology for the historian, and it is the archivist who very often integrates the two. At present, in addition to the reconciling role that humanities-trained archivists play in the intellectual process of research, we have to play our roles as the reconcilers of technological change. We have to administer and humanely plan friendly computer networks for a research community faced with the irony of shrinking research dollars and increased research demands, but supposedly improved opportunity for employment. Archivist-historians have also become tenor partners in the legislative process. While academic historians are seeking out individual research grants, archivists are lobbying at the state and national levels for preservation of the documentary heritage common to both.

Recent studies have carefully articulated the humanities quandary: social demands for specialized skills weakens the demand for general skills. Following this trend to its logical conclusion, we might expect that archival management will continue its migration from the humanities, pausing only briefly in library and information science curricula, to lodge itself firmly in the computer science curriculum in a business school. Most archivists do not want to separate their vocation from history in order to become technocrats, but the new demographics have obliged a measure of our control of graduate archival education. History departments eyeing the ’90s for the Ph.D. graduates are not likely to strengthen archival programs, fund new tenure archival educators, or attract experienced archivists from the field to become educators except on a part-time basis. Historians and archival educators are competing for the human resources that, armed to the teeth with new information tools, have not yet decided where to set up shop. The irony of shrinking research dollars and increased research demands, but supposedly improved opportunity for employment. Archivist-historians have also become tenor partners in the legislative process. While academic historians are seeking out individual research grants, archivists are lobbying at the state and national levels for preservation of the documentary heritage common to both.

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Marilyn H. Pettit is co-director of the Program in Archival Management and Historical Editing in the Department of History, New York University.
Exciting Discoveries That Dissolved

From Clark Page 3

address a certain mass meeting organized by a revolutionary group, the Fenian Brotherhood. He addressed the cheering throng, and even arranged for his speech to be printed and widely distributed. Then, he wrote a letter of apology to the archbishop. This tempestuous cleric was a member of a religious order, the archives of which are in a nearby university. Upon visiting the archives, I was informed that they were not open to the public and that no records on this clergyman existed, and if there were any, they would not be shown to researchers.

The Leader Cloaked in Shame—A local political and organization leader born in the nineteenth century rose to national prominence. He raised and funneled hundreds of thousands of dollars to Ireland for political agitation there. He fought with American presidents in behalf of Irish interests, and was a vigorous Irish affairs, his descendants were all dead by 1969, this man could not visit his home place in Ireland, so I retained an interest in information about it. I was a strong supporter of Irish America. Mike McGinn in old age was said to have the missing American diary. He died, and what became of that diary and other materials he hoarded has never been discovered.

The Irish are an especially history afflicted group. They carry history in their gene pool and in their life consciousness.

A similar instance relates to the mystery of how the letter-book of an English spy turned up in Philadelphia. A bank official cleaning out a vault found a yellowed set of bound pages with covers missing. The dated entries of the reports in it were from the late 1880s. Called upon to identify it, I determined that the pages contained the reports of England's super-spy in the U.S. detailed to penetrate and report on the Irish underground. This man, Thomas Beach, alias Major Henri LeCaron, reported to London regularly, and the manuscript contained copies of his reports. He blew his cover in 1889 to testify against Charles Stewart Parnell when the British government used forged letters to try to undermine Parnell's leadership of the Irish land-reform movement. The bank in question had no record of the materials held

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Dennis Clark is associate director of the Samuel S. Fels Fund, Philadelphia.
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