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Voices of Experience: Black Women Chronicle Their Communities

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we can at least put a 'little dent' in its smug Steel
Armour that has kept our history encased in hidden
vaults of ignorance and bigotry."*



Photograph by E'Lois Kinnon Courtesy of the Chicago Historical Society

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Darlene Clark Hine & Patrick Kay Bidelman

THE BLACK WOMEN in the Middle West Project is uniquely designed to blend the talents, skills, experiences, and energy of three groups of people who have seldom worked together in the past. The two smallest groups consist, respectively, of historians and archivists. The largest group consists of women who, living throughout the project's two-state region of Illinois and Indiana, come from all segments of the population. Together, these three groups of people are working to accomplish the project's immediate objectives.

These immediate objectives

representatives have been trained at eight conference/workshops. These day-long events were held throughout the summer of 1984 at Champaign-Urbana, Springfield, Chicago, and East St. Louis in Illinois, and at Indianapolis, Gary, South Bend, and Bloomington in Indiana. Everyone involved in the project--the mailing list includes the names of nearly 5,000 individuals and institutions--receives a bi-monthly progress report.

The reduction of the "Middle West" to just Illinois and Indiana results from the terms of the \$150,000 implementation grant that the project received

Voices of Experience: Black Women Chronicle Their Communities

are to collect, catalogue, and preserve the photographs and other documents of black women in Illinois and Indiana and to produce a Comprehensive Resource Guide describing the contents and location of everything collected. This Guide will also include biographical sketches of all of the hundreds of volunteer project representatives as well as all of the black women who donate records. It will amount to an encyclopedia of Illinois and Indiana black women.

The long-range objectives of the project are both personal and professional. The personal objective involves speaking to black women in a person-to-person manner that, whether or not they donate their photographs and documents, will enable them to see themselves as important creators of history. The professional objective, which is also a social and ethical one, involves the eventual writing of histories that will not only convey the past experiences of black women in full, but also enable these experiences to be incorporated into the general history of the United States.

Most of the field work will be done by the community women acting as "volunteer project representatives." Under the direction of a small staff at Purdue University in West Lafayette, Indiana and in connection with cooperating state and local historical societies and libraries, the project rep-

in January 1984 from the National Endowment for the Humanities--Division of General Programs. As originally conceived and planned from 1982 to 1983 with a small seed grant from the Endowment, the project was intended for the five-state region of Illinois, Indiana, Michigan, Ohio, and Wisconsin; to last for three years; and to culminate with a touring exhibit of photographs, documents, and artifacts accompanied by an interpretive catalogue. In accordance with the terms of the implementation grant, however, the project will now last only eighteen months, ending in June 1985, and will not include the exhibit and catalogue.

Nonetheless, the project remains an opportunity for historians, archivists, and community women to work together on a large and systematic scale to amass collections of photographs and other documents vital to the recovery of black women's history. All involved in the project are committed to this general goal, but each group also has its own particular reasons for desiring that the project succeed.

The professional historians are aware that black women's history has been a neglected field and that, with few exceptions, the experiences of black women have been excluded from the standard histories of the United States. These historians are also cognizant that neither black nor women's history has

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sufficiently addressed black women. Contemporary black history, for example, too often focuses solely on black men and reflects the assumption that whatever can be written about black men must apply equally to black women. Similarly, contemporary women's history rarely distinguishes the experiences of black women from those of white women.

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Pulling the history of black women from the crack into which it has fallen between black history and women's history is another objective of the professional historians involved in the project. Consistent with the New Social History, too much of what has been written about black women has focused on nationally known elites such as Harriet Tubman, Mary Church Terrell, Mary McLeod Bethune, Sojourner Truth, Ida B. Wells Barnett. This "great person" approach that so often characterizes emergent fields is unquestionably of value, but it tends to obscure the experiences of the tens of thousands of black women who lived out their lives in hundreds of small and large, rural and urban, rich and poor communities in specific regions of the country. The recovery of these ignored lives and the specific regional context in which they took place are, thus, of special concern to the historians involved in the project.

Thus, new collections of photographs and documents about black women from varied backgrounds are necessary. Indeed, as the historians involved in the project know, without such collections it will be impossible to respond effectively to the frequently voiced rationalization that the neglect of black women's history is simply the result of an absence of documentation.

It is not surprising, therefore, that numerous black and white, female and male historians have joined the project. They include Juliet E.K. Walker of the University of Illinois at Champaign-Urbana, who delivered the scholarly keynote address at several of the project's conference/workshops; Gwendolyn Robinson of Purdue University, who is also the project's Chicago area coordinator; and Project Director Darlene Clark Hine, Associate Professor of History and Vice-Provost at Purdue University. During its planning phase, the project's Executive Committee included Gerda Lerner, University of Wisconsin, and Louise Tilly, University of Michigan. It currently includes Emma Lou Thornbrough, Butler University. The project's one full-time staff person is

Patrick Kay Bidelman, Co-Director for Administration and a specialist in nineteenth-century French feminist history. Several of the project's volunteer representatives are also historians of note.

The professional archivists involved in the project have consistently expressed their interest in building significant collections pertaining to black women's lives and have pledged their technical expertise as well as the support of their respective institutions to accomplish this objective. Throughout the project's planning and implementation phases, archivists have served on the project's Executive Committee, reviewed drafts of grant proposals, written letters of recommendation, and generally evaluated every stage of the project's development. Two of the archivists--Donald West, Program Archivist of the Black History Program at the Indiana Historical Society, and Archie Motley, Curator of Manuscripts at the Chicago Historical Society--have even acted out an instructive and entertaining donor-contact role-play at several of the project's conference/workshops.

The Indiana Historical Society and the Chicago Historical Society are two of the project's three principal cooperating repositories. The third is the Illinois State Historical Library, whose Director of Research is Roger Bridges. Each of these institutions has the physical facilities and the trained personnel to transport, clean, catalogue, and shelve the collections for quick access by researchers and the

general public. Several smaller repositories are also cooperating with the project, namely the Calumet Regional Archives under Steve McShane for the Gary, Indiana area; the Northern Indiana Historical Society under Kathleen Stiso for the South Bend, Indiana area; and the Du Sable Afro-American Museum under Margaret Burroughs in Chicago.

The archivists also attended the project's conference/workshops in order to assist in the training of volunteer project representatives. The project's instructional Collector's Manual was co-authored by West of the Indiana Historical Society in collaboration with Bidelman and Hine. Finally, each cooperating historical society and library has offered tours of its facilities, consented to make copies of documents and photographs that donors may be reluctant to relinquish, and provided space for media receptions and conference/workshops.

The remarkable cooperation extended to the project by the archival institutions involved is in part due to an awareness that their holdings may include little about black women.

The remarkable cooperation extended to the project by these archival institutions is in part due to an awareness that their holdings may include little about black women. Only the Indiana Historical Society has a



Woman's Improvement Club of Indianapolis at tuberculosis convalescent camp which they founded around 1900

Black History Program, and this program which publishes Black History News and Notes under the editorship of West, has been in existence for only a few years. With new collections about black women, however, these institutions can not only help to rectify a historical neglect but also attract more researchers to their facilities and put on displays of wider public interest.

In addition to the professional archivists, the project has enlisted the advice and support of numerous professional librarians and bibliographers. These include Laurel Minott of the University of Illinois-Chicago Circle, Steven Newsome of the Vivian Hersch Collection of the Chicago Public Library, Kathleen Bethel and other members of the Chicago Chapter of the National Black Caucus of Librarians, Mary Beth Stafford of the University of Illinois at Champaign-Urbana, and Wilmer Baatz of Indiana University. Baatz is also the site coordinator for the project's Bloomington, Indiana conference/workshop.

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Without the community women, however, none of this professional expertise would mean much. As project representatives, they are the people who are doing most of the actual work of contacting potential individual and organizational donors, completing the project's paperwork, and arranging for the delivery of collections to the nearest cooperating repository. Nearly all are life-long members of the many black communities scattered across Illinois and Indiana, where they work under local project coordinators whose role is to sort out tasks, make individual assignments, and ensure close cooperation between the project staff and the designated repository.

These volunteer project participants represent civic organizations, charitable associations, labor unions, clubs, political parties, lodges, the arts, and a range of professions. And because they are capable of working at the community level in a person-to-person manner, these volunteers are essential. Equally important is the enthusiasm that they impart to the project. It is a "God-send," wrote June Roby of Gary, Indiana after reading about the project in a local newspaper last winter. "The whole world cannot be saved nor satisfied, but we can at least put a 'little dent' in its smug Steel Armour that has kept our history encased in hidden vaults of ignorance and bigotry."

In fact, just as today the project's implementation depends on the work and enthusiasm of volunteer project representatives, so too did the

JOBS FOR 200 GIRLS!

WHERE YOU CAN GET THESE

Every Consumers Grocery Store and Woolworth 5c and 10c Store on the southside should have colored girls as clerks. The management of these two concerns have refused to put in colored girls because they think that this is NOT NECESSARY in order to get the colored trade.

These stores seem to think that we are NOT GOOD ENOUGH to act as clerks in these stores BUT they are WILLING TO TAKE OUR MONEY—all that we are willing to spend.

HOW TO GET THESE JOBS

The white people who now have these jobs which colored girls should have do not live in the district and they take the money they are paid every week OUT OF THE DISTRICT and spend it. They can get jobs in loop stores as clerks where colored girls are not wanted. These same white clerks live in districts where we are not wanted as residents, yet the money we spend with Consumers Stores and Woolworth Stores pays their salaries.

Atlantic & Pacific Stores, Piggly-Wiggly, National Tea Stores and Loblaw Grocerteria Co. Stores on the southside hire colored girls and men as clerks. They put some of the money they make back in the community which supports the store. WE SHOULD PATRONIZE THOSE WHO ARE WILLING TO GIVE US WORK.

Go to your nearest Consumer Store or Woolworth store and ASK FOR A JOB. YOU ARE ENTITLED TO IT BECAUSE YOU ARE SUPPORTING IT. In every other district where there is any large number of one nationality the Consumers and Woolworth employ some of that nationality—every district except the colored district. WHY? Because they do not either respect us or the money we spend. Remember the slogan of THE CHICAGO WHIP, which has secured a thousand people jobs on the southside—DO NOT SPEND YOUR MONEY WHERE YOU CANNOT WORK.

Go in the Consumers Stores and the Woolworth Stores and tell the managers that you want colored clerks if they want your trade and tell everybody NOT TO SPEND THEIR MONEY WHERE THEY CAN'T WORK.

When these two companies see that you mean what you say there will be places for almost 200 colored girls on the southside.

Help keep your money in circulation where you can get your hands on it and some benefit from it. Make it your religion to see if the store where you are now buying anything has colored help and if it has not go to a store that has. Help those who are helping you. Winter is upon us and WE WANT JOBS WHERE WE ARE SPENDING OUR MONEY.

Commercial Service Employment Bureau

READ THE CHICAGO WHIP EVERY WEEK. THIS IS THE ONLY COLORED NEWSPAPER IN CHICAGO WHICH IS MAKING A FIGHT TO GET COLORED PEOPLE JOBS IN PLACES WHERE THEY SPEND THEIR MONEY.

possibility of such a project originate with black women active in their local communities. In 1979, the Indianapolis Section of the National Council of Negro Women launched a collection effort under the direction of two local school teachers, Shirley Herd and Virtea Downey. Herd and Downey then enlisted the aid of a Purdue University historian who wrote When the Truth is Told: A History of Black Women's Culture and Community in Indiana, 1875-1950 in 1981. This historian was Darlene Clark Hine, who was chagrined that the photographs and documents collected by Herd and Downey were returned to their original owners and, therefore, again "lost." Hine subsequently initiated the larger and more systematic Black Women in the Middle West Project in 1982.

Two of the project's main objectives in its conference/workshops were to publicize and channel the enthusiasm of the volunteer representatives. Each conference featured a session entitled "Voices of Experience," at which local black women spoke of their experiences, their accomplishments, their defeats, their successes, and their lives. Instructional workshop sessions enabled project representatives to learn standard historical and archival procedures. Covered in this session were such matters as how to contact potential donors, how to respond to the typical questions that potential donors

ask, and how to fill out the forms necessary to compile the project's Comprehensive Resource Guide. All of these matters are covered in detail in the project's Collector's Manual.

The four forms used by the project are as necessary to the project's success as they are time consuming to complete. All project representatives must keep a record of their communications with potential donors on a Donor Contact Form, which not only

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enables the project to avoid duplication of effort, but also ensures that the project's cooperating archivists will have leads to follow up once the project's funding runs out in June 1985. The Background Information Form and the Collection Recording Form supply the biographical and collection information necessary for the Comprehensive Resource Guide. The fourth form is the Donor Receipt Form, which stipulates a waiver of liability but is primarily intended

to assure donors that their collections will be carefully and responsibly handled by the project representatives.

Although the amassing of new collections pertaining to the lives of black women is the primary objective of the project, an equally important objective is to impart to black women a sense that they are indeed participants in creating history. As stated in the project's Collector's Manual, "Black women are both the subject of the project and the means by which new records about the whole of the black experience can be accumulated." Through playing this dual role, moreover, black women are also in a position to effect at least a partial obliteration of the alienation that has divided blacks from the archival institutions historically dominated by white male elites.

Working together, historians, archivists, and community women are engaged not only in the essential task of recovering the heritage of a people but also in establishing a model of cooperation that can be extended to all native and ethnic Americans in every region of the country. As one of its two mottos suggests, the Black Women in the Middle West Project is simply a "Documentary Heritage Project." But, as its other motto suggests, it is a blending of talents and energy and indeed represents "The Past of the Future."

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COVER ILLUSTRATION: The photograph on the cover, which is from the collection of the Chicago Historical Society, is of a member of The Woodlawn Organization (TWO) demonstrating in Woodlawn, Illinois in 1965.

Classified History

Agencies need only keep their records out of the hands of the National Archives to keep them from being subject to systematic declassification.

Anna Kasten Nelson

ON APRIL 26, 1982, when President Reagan signed Executive Order (EO) 12356 on national security information, the writing of the history of American foreign policy was dealt another body blow. It is ironic that the order was signed at that very time in the college semester when professors and students are turning from a discussion of the Korean War to the events

Historians who teach and write about events of twenty-five to thirty years ago do so without any assurance that they have the documents for careful analysis and thoughtful conclusions.

of the 1950s. An examination of the rising tide of nationalism and the inexorable manner in which it was enmeshed in the global battle between the "free world" and

the Kremlin in Iran, Egypt, Guatemala, and Cuba would soon give way to the morass of U.S. policy in Southeast Asia before the semester drew to a close.

Historians who teach and write about these events of twenty-five to thirty years ago do so without any assurance that they have the documents necessary for careful analysis and thoughtful conclusions. In spite of the memoirs, the memoranda in the presidential libraries, and the books written from material released through FOIA, historians who have written about the 1950s (or the 1960s) have been writing from the documents they are given, not the documents they have freely chosen from boxes in an archive. Even the prestigious and invaluable documentary series published by the historical office of the Department of State, Foreign Relations of the United

States, must either publish its volume on Korea without the minutes of the National Security Council, and its volume on the American Republics, 1952-54 without any CIA documents, or refrain from publishing at all.

World War II marked a watershed in the writing of American diplomatic history as it did in the events that marked that history. Diplomatic history had been the pursuit of gentlemen who studied negotiations between the United States and the rest of the world by arranging for direct access to the documents in the State Department. When the National Archives building was completed about fifty years ago, the records of the State Department were moved to the archives. There, until 1972, the oldest records were open, the newest were closed, and the ones in-between subject to limited access; established historians could

see the documents if they submitted their notes to the Department for examination. In every case, the criteria for opening or closing records depended entirely upon their age, and with some yearly variation, State Department records were open for research after thirty years.

World War II and the Cold War that followed brought into being a large collection of classified documents. By 1970, thirty years after the outbreak of war in Europe, government agencies, archivists, and researchers began seeking a procedure to cope with classification and the voluminous collections of documents filling the file cabinets.

As an answer to this problem, in March 1972 President Nixon issued Executive Order

11652 that established a systematic declassification process and provided for a large staff in the National Archives to do the declassifying. Under the provisions of EO 11652, all classified information was to be systematically reviewed by the National Archives thirty years from the date of origin. Originating agencies were to provide guidelines, and the classification of specific categories of information could be extended beyond thirty years only at the direction of the head of the originating agency. The Executive Order also instituted a system of mandatory review. Under this provision, agencies or citizens could ask that a specific document be reviewed regardless of age. Since FOIA does not apply to the papers of presidents, mandatory review was particularly helpful to historians using presidential libraries. There, archivists provided a list of withdrawn documents to facilitate answering requests.

Between 1972 and 1978, the National Archives declassified over 100 million pages of documents. As a result of this extensive declassification project, an expanding number of young diplomatic and military historians could analyze events, the policy process, and the effects of policy from an uncommonly rich reserve of documentation. Two years later, the 1974 amendments to the FOIA meant that no group of documents could be closed completely and more importantly, official sanction of privileged access was eradicated once and for all.

By the end of the Carter Administration, even those researchers most annoyed by the declassification delays and the bureaucratic absurdities inherent in the deletions and exemptions were strong supporters of the Executive Orders and FOIA. Delays in the publication of the Foreign Relations of the United States, the recognition that State Department documents could no longer be relied upon to reflect a foreign policy increasingly designed by the staff in the White House, and the growing importance of intelligence agencies led researchers to rely more heavily upon requests for individual documents. Using descriptive withdrawal sheets in the presidential libraries and National Archives, individual researchers were increasingly able to assemble evidence by

adding the documents they received to those that other researchers had received the year before. Influenced by the growing importance of the United States in world affairs and the excitement of writing from newly opened material, a new generation of historians began to write--often critically--about American foreign policy.

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Although not apparent at that time, implementation of EO 11652 instituted a major change in government policy vis-a-vis historical research in government records. Government officials or archivists were no longer reviewing documents, they were identifying information that could not be declassified. For example, it was fairly simple to scan documents within a file folder to determine if they concerned intelligence activities or discussed foreign leaders still in power who might be embarrassed. But reviewing the information on each page was more difficult and time consuming.

The important distinction between documents and information is illustrated best by the problem of "foreign originated documents" versus "foreign originated information." Before 1961, the State Department authorized archivists to release foreign government documents on the same basis as U.S. documents. (After 1961, the State Department would not allow these documents to be opened for fifty years.) Under the Executive Orders, declassifiers began to review foreign government information. This information was more often than not contained in an American document. What was classifiable foreign government information? For several years, as representatives of the State Department and the National Archives debated the issue, the ambiguity over this problem rarely affected the researcher because of a liberal interpretation of general guidelines.

The situation changed, and the issue was resolved when President Carter issued his EO 12065 (effective December 1,

1978). As part of a commitment to open government, the Carter order made substantive changes in the declassification process. Classified records were to be systematically reviewed by agencies after twenty years from the date of origin instead of thirty years, while the provision to "balance" the public interest against national security interests promised more documents released under mandatory review. Unfortunately, the lawyers from public interest groups and congressional committees failed to spot a loophole quickly apparent to archivists and historians. Foreign government information was not to be reviewed for thirty years. In addition, foreign government information was defined. It was "Information . . . provided to the United States in confidence by, or produced by the United States pursuant to a written joint arrangement requiring confidentiality with, a foreign government or international organization or governments." Under that definition, few documents of any importance concerned with American foreign relations are free of foreign government information. For example, if the American political officer in Paris goes to a social function, exchanges information with his counterpart in the British embassy, and reports this information to the desk officer in the State Department, that is foreign government information.

The Carter Executive Order also was undermined by two other factors. First, by June 1, 1979, each agency was to issue guidelines for the systematic review of its records by agency officials and the National Archives. Under this provision, the State Department prepared guidelines far more exacting than those under the previous Executive Order. In addition, classification of specific categories of information could now be extended by designated officials within the agency rather than the agency heads. This provision made it easier to obtain such extensions.

The second factor was the establishment in 1979 of the Classification/Declassification Center (CDC) in the State Department. In order to improve the declassification process, the Department decided to relieve the desk officers of a burdensome chore. They instituted the

CDC to ease the process and chose retired foreign service officers to staff this new center. The effect was predictable and suggestive of problems that are so apparent in other agencies with declassification staffs. Although there were lengthy delays under the old system in the State Department, desk officers rarely had time to worry over declassifying old documents. Hence, many of them were inclined to release documents no longer related to current problems simply to get on to other business. But bureaucrats with a single function must preserve that function. Agency personnel who spend each day examining documents under complicated guidelines soon develop a vested interest in preserving those guidelines to protect their own status and professionalism. In addition, it seems unlikely that foreign service officers whose careers began twenty or thirty years ago can be relied on for the objective evaluation of historical material.

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Only three and one-half years after the Carter Executive Order, President Reagan signed EO 12356. Its provisions are so damaging to the current understanding of post-World War II foreign policy that it is embarrassing to recall the criticism of previous executive orders. A crucial difference in the two executive orders is the "tone" of the language. Administration officials deny that the current order says, in effect, "when in doubt--classify." Yet they admit to a definite and deliberate change in the choice of words. "The exhortation to openness that permeated" the language of EO 12065, they noted, "distorted the fundamental purpose of an information security system, i.e., the protection of national security information from unauthorized disclosure." To even the casual reader, the Reagan order is marked by an "exhortation" to closure.

This EO allows records to be classified as long as necessary to protect national security. There is no thirty year rule or provision for any systematic review by agencies. Instead, the Archivist of the U.S. is given the authority systematically to declassify information accessioned into the National Archives. Since the Archives has neither the space nor the budget to accession vast bodies of records, large cabinet departments often retain control over their records for up to forty years. Agencies need only keep their records out of the hands of the Archives to keep them from becoming subject to systematic declassification.

EO 12356 also redefined "foreign government information." It now includes information provided by a foreign government or international organization "with the expectation, expressed or implied, that the information, the source of information, or both, are to be held in confidence." Strictly interpreted, this phrase alone could guarantee that countless documents remain closed. In a complete break with past policy, this Executive Order also provides for the reclassification of material that unfortunately escaped under previous guidelines. Standing ready and willing to implement the new executive order were close to 300 "access professionals," bureaucrats examining requests under FOIA and mandatory review--among them the CDC with the 1979 guidelines in hand.

At first it was difficult to ascertain the exact effect on historical research of the new executive order. Budget cuts at the National Archives seriously curtailed systematic review, and researchers were already accustomed to waiting a year or two for mandatory review requests. Sharing anecdotal information at meetings, historians found that many were now receiving pages described as partially declassified that were completely blank except for a two line announcement of a meeting, or perhaps the date and subject of the meeting; the editors of a documentary project suggested that there seemed to be a sudden "constriction" on the information they were requesting; a researcher in Air Force documents reported extensive reclassification of documents soon after the implementation of EO 12356. Finally, the annual report of the Information

Security Oversight Office (ISOO), issued in March, provided facts and figures behind the personal anecdotes. Under the program that systematically reviews documents sent to the National Archives, the ISOO report states that in 1981 the government reviewed 31.3 million pages and declassified 91% of those pages. In 1982, the figures were 20 million pages reviewed and 85% declassified. In 1983, the first year of the executive order, 12.4 million pages were reviewed and only 63% declassified. In 1982, 6,919 cases were processed. Of these, 65% of the requests were granted, 35% were denied in full or in part. In 1983, 3,610 cases were processed. Of these 54.8% were granted, 45.2% were denied in full or in part. The ISOO report also confirms the great backlog of these mandatory review cases and the resulting drop in requests as researchers grow disheartened by delays. In both 1982 and 1983, only about 42-43% of mandatory review requests were actually processed. Thus, requests that peaked at 7,460 in 1982 dropped back to 3,945 in 1983.

The statistics in the ISOO report clearly substantiate the fact that fewer cases are being processed and far less information is being released. Books that illuminated important episodes in recent American history could probably not be written today. Certainly, the documents obtained by Madeline Kalb for The Congo Cables or Richard Immerman for The CIA in Guatemala would not be released under current conditions. Indeed, some documents used by Barry Rubin in his book on the American experience in Iran were considered again and reclassified under the new State Department guidelines and the EO 12356.

The restrictive policies of this administration have forced many members of the historical community to look more closely at the reliance on executive orders for systematic declassification of records. Historians concerned with access have concluded that systematic declassification should no longer be tied to whims of presidents. Instead, they have proposed amending the Federal Records Act to provide a statutory base for systematic declassification. Although historians will continue to use FOIA and mandatory review, historical researchers need

not one document or even ten, but access to an array of information from a spectrum of sources. Thus, history is well served by a system of scheduled access coupled with systematic review, for declassification.

Secondly, the system of declassification under systematic review must submit to radical change. At the root of the problem is the assumption that every page in a file folder filled thirty years ago has to be subjected to searching review under the complicated guidelines devised by each agency. Current procedures will require Pentagon-size budgets to keep up with the increasing volume of information. It has been estimated, for example, that there are six million pages in the central files of the State Department from 1950-1954--the current batch of records being declassified in the National Archives. Declassifiers insist that we cannot return to the casual review of years past, but they offer no evidence. With some clear exceptions, it is difficult to see how national security could be harmed through documents thirty years old, although it is easy to understand the potential for embarrassment. Furthermore, relieved of reading material thirty years old, declassifiers could properly spend their time on requests for more timely material under mandatory review and FOIA.

Until we devise a more rational system, history will continue to be written from self-serving memoirs, the New York Times, and government declassifiers. No wonder the history of American foreign policy after World War II is so poorly understood by the public, Congress, and the policy makers themselves.

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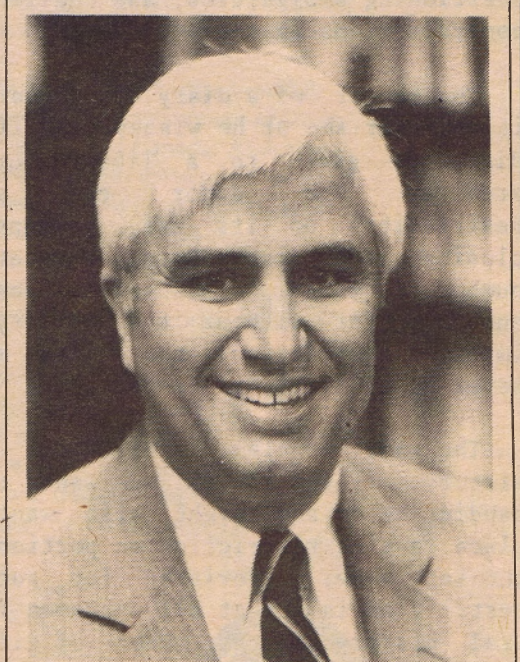
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Anna Kasten Nelson is a member of the history department at George Washington University. The current chair of the OAH Committee on Access, she has written on problems relating to public records as well as on diplomatic history.

Cullom Davis becomes new OAH Treasurer

Cullom Davis, professor of history and director of the Oral History Office at Sangamon State University in Springfield, Illinois, has been named Treasurer of the Organization of American Historians. A specialist in twentieth-century U.S. history, Davis is the author of Oral History: From Tape to Type (1977), several articles on the Federal Trade Commission and political history, and editor of The Public and Private Lincoln (1979). During 1983-84, he served as president of the Oral History Association, and as director of the Illinois Humanities Council. A former winner of the OAH Pelzer Award, he holds a Ph.D. from the University of Illinois.



Cullom Davis

Creating a better historical record: oral history in the federal government

James T. Currie

AS A HISTORIAN who has done most of his research in nineteenth-century records, I often feel that people who work in more modern records are at a distinct disadvantage. Take diaries, for example. Diaries are wonderful sources for historians, though one must be careful not to take at face value everything in them. A good diary can often shed light on the inner workings of government and can offer information that is unobtainable elsewhere. The historical profession would be the loser, for example, if Gideon Welles, Lincoln's Secretary of the Navy, had not kept such detailed observations of the goings-on in the Cabinet.

But who among us keeps a diary today? Where are historians going to obtain the candid, personal views that so often characterize a diary? With more and more business being conducted on the telephone or in face-to-face conferences or through electronic mail that may leave no written record, there is simply not the paper trail that once characterized government decisions and the decision-making process.

There is no single answer to or solution for this problem. One partial solution, however, is oral interviews conducted by professional historians under conditions that encourage the most candid comments and responses from the interviewee. Indeed, such interviews might well be thought of as a modern day source analogous to a diary: not a be-all and end-all, accepted without skepticism, but a source evaluated like any other and used as part of other documentation to substantiate a point or reach a conclusion. Although oral histories lack the immediacy of diaries written on the day of an event, they compensate by permitting a trained historian to participate in the dialogue, drawing out information, questioning ambiguities, and challenging contradictions in the record.

The keeper of a diary can record in it whatever she or he wishes, and if the diary is given to a library or an archive, the donor can place restrictions on its use, perhaps by closing it to researchers for a certain number of years. This is reasonable enough, for without the ability to impose a restriction, the diary might never be available to researchers.

The same problem is true of oral history. If the interviewee wants to be candid, he or she might also want to place a time restriction on portions of the interview. Provision for such a restriction is not at all uncommon in an oral history program. Deeds of gift by which the interview transcript is conveyed to a library or archive frequently allow such a restriction. Executive branch historians, however, cannot provide for any restrictions on

the interviews they conduct. Because of the Freedom of Information Act, any government records--and this includes oral histories--must be available upon demand, with certain specific exemptions.

Government historians have a unique chance to help create material that can be used by scholars. Because they have official status within their agencies, federal historians frequently can obtain interviews with key officials who are reluctant to talk with nonagency historians. Government historians are often in the best position to know the questions that should be asked and the topics that should be covered in a good oral history interview. Because the interviews are subject to FOIA, however, the historian may never get the agency official to be as candid as he or she would be were the information not released immediately. So we have a situation where a statute that generally helps historians obtain information from the government acts against the creation of some of the very material that historians would love to have.

Several years ago as part of my duties as Historian for the U.S. Department of Education, I interviewed senior level political appointees there. Both the Secretary and Undersecretary were admittedly guarded in what they told me about the politics of the Department because they had no way of preventing the immediate release of the entire transcription of the interview.

In 1982 the specter of FOIA completely killed the chance to do an interview with the second Undersecretary of the Department. This man was a young, bright, moderate Republican who had been Secretary T.H. Bell's choice for the number two position in the Department. The far right didn't like him, though, and they worked continually to undermine him. Finally he was forced out of Education, an example of the power of the extremists. I understand that he has quite a story to tell about the way he was set up and ousted, but he doesn't want it out in public just yet.

After these episodes, I raised the issue of confidentiality at the spring 1982 meeting of the Society for History in the Federal Government. In response to the issue, the Society established a subcommittee chaired by Donald Ritchie, who conducts an oral history program for the U.S. Senate Historical Office. Members of the subcommittee came from the Senate Historical Office, the Departments of Education and Energy, the Smithsonian Institution, the U.S. Marine Corps, the National Security Agency, the National Archives and Records Service, George Washington University, and a private consulting firm. The subcommittee presented its report on June 30, 1982. They concluded that "a

definite problem exists concerning federal oral history programs." According to the report, "Some agencies have received assurances from their legal counsels that interviewees may place restrictions on all or portions of their interviews. . . . Some agencies believe that their oral histories are exempt from the Freedom of Information Act. . . . Other agencies' legal counsels have warned that donor restrictions would be indefensible against an FOIA challenge." The most telling statement in the report was that "legal counsels as a whole know little about oral history, . . ." an observation that is illustrated by the conflicting opinions given to agency historians.

Following this report, the Society decided that the best course of action was to seek an amendment to the Federal Records Act (44 U.S.C. 3103) defining oral history and allowing donor restrictions on interviews. Draft legislation was prepared toward this end, with care taken to ensure that no loophole would allow materials like the Nixon tapes to be classified somehow as oral history.

The draft legislation was subsequently endorsed by the Oral History Association and was submitted to the Joint Committee of Historians and Archivists, which represents the OAH, the Society of American Archivists, and the AHA. The Joint Committee considered the proposal at its meeting on March 5, 1983. The Committee was inclined to "sympathize with the problems faced by federal historians who conduct oral history interviews and will be happy to cooperate in efforts to solve these problems." In spite of these fine words, the Joint Committee declined to endorse any concrete efforts to address the problems and said that "changes should await the next general set of changes in that [Federal Records] Act." Without the support of the Joint Committee and the professional associations it represents, the proposed amendment has little chance of passage.

Those of us who belong to these organizations are frustrated. Admittedly, government historians are only a small percentage of the profession as a whole, but in this instance we are trying to create a record that can be used by historians everywhere.

During the following year, the Society consulted with representatives of the National Archives about its role in federal oral histories and conducted a survey of ongoing oral history projects within the various federal agencies. Early in 1984, several agency historians came forward and said they were having trouble with oral history, the FOIA, and the whole question of

confidentiality. The Society then renewed its efforts to find a solution to the confidentiality problem. The issue has been reopened, and a new subcommittee, chaired by Hank Schorre of the National Security Agency, has been established. It includes members from a dozen federal agencies and departments.

The Society intends to push its proposal in Congress, but any such proposal needs the active support of the major historical organizations in this country. The days are long past when any one group of historians can simply sit back and pretend that a problem does not exist. This problem is not going to disappear, and it is reasonable to expect the OAH, the AHA, and the SAA to

address it and have a responsible attitude toward it.

It has always been my contention that historians are among the best educated of scholars and that they can understand the subtleties of any issue. I do not believe that just because we are generally opposed to unnecessary restrictions on access to records that we have to oppose all restrictions, even those that allow us to create more credible historical source materials. The issue is whether we want the candid recollections and honest observations of government officials, even if we have to wait a few years for access to them; or whether we must sacrifice candor and completeness in our quest for instant gratification. The reality is that we

must have confidentiality if we are going to get the interview at all. I believe the Organization of American Historians is concerned enough about both the present and future well-being of our profession to come down on the side of a better historical record. I hope it will endorse the proposal put forward by the Society for History in the Federal Government.

James T. Currie is an Associate Historian in the Office of the Bicentennial of the U.S. House of Representatives. The opinions expressed in this article are his and not those of the Society for History in the Federal Government or the U.S. House of Representatives.

AMERICAN HISTORICAL RECORDS: AN ENDANGERED SPECIES?

Bruce W. Dearstyne

AMERICA'S HISTORICAL RECORDS are in danger--not from some foreign enemy or fire or theft, but from neglect and lack of adequate resources for programs to collect, preserve, and care for them. That is the unsettling conclusion presented by intensive studies of historical records programs that have either just been completed, or are now being completed, in over forty states. These projects, supported by grants from the National Historical Publications and Records Commission (NHPRC), and carried out by the State Historical Records Advisory Boards in each state, are intended to profile conditions and to provide a basis for planning, setting priorities, and allocating resources in each state. The studies focus on four areas: state archives, local government records, historical records repositories such as libraries and historical societies, and statewide issues and problems that affect all historical records programs within a state.

The findings of about half of the state reports are summarized in a 1984 publication entitled Documenting America: Assessing the Condition of Historical Records in the States edited by Lisa B.

Weber. The report was published by the NHPRC and the National Association of State Archives and Records Administrators (NASARA), a nationwide organization of state government archivists and records administrators. This report includes summaries of the state assessment reports made by consultants engaged by the NHPRC and NASARA to draw together the reports for an NHPRC-NASARA conference held last year to discuss the projects. Documenting

America, and the individual state reports, show a distressing pattern of lack of resources, under-developed programs, uncertain records appraisal and collection policies, and overall inadequate staffing at repositories. Programs lack staff, facilities, and other resources to arrange, describe, conserve, and make available the historical records of the nation. As a result, many historically valuable records are not collected and preserved at all. Often those that are collected are not arranged so that they can be used by historians and other researchers; their existence is unknown because finding aids are not developed; and they are slowly wearing out because preservation needs cannot be addressed. The studies have important implications for the future of historical records programming and the availability of historical records for research use.

Edwin C. Bridges, Director of the Alabama Department of Archives and History, who served as the consultant on state archival programs, said the reports showed that "state records agencies are in an impoverished condition and are currently unable to provide adequate care for their

records." State archives lack program independence, and they operate under "passive and permissive" laws and a "hodgepodge of placement arrangements." The reports show that most agencies "suffer from disinterest and lack of support" from state government departmental administrators and budget officials. Few have the resources and support required to carry out satisfactorily their responsibilities to appraise, arrange and describe, conserve, and provide reference services on the archival records that are their responsibility. The Hawaii report refers to "chronic under-staffing"; Kansas calls its staffing "grossly insufficient"; Arizona refers to its state archival program funding as "extremely low"; and most of the other states report similar resource deficiencies. As a result, there is a growing backlog of unappraised and unprocessed records, and little attention can be given to emerging challenges such as dealing with "machine readable," computer-generated records. The state reports advance a variety of potential solutions including stronger statutory authority, more integrated records management/archival programming efforts, and, perhaps above all, more staff and other resources.

Consultant Richard J. Cox, Head of the Government Records Division of the Alabama Department of Archives and History, found that "the worsening condition of these records is the predominant theme of the project findings. . . few local governments have adequate records programs." The state reports reveal poor storage conditions for local government records, the absence of trained records ad-

ministrators at the local government level, inadequate legislation governing the care and the disposition of records, and poorly defined or inadequate state supervision and advisory services. In Minnesota, "rats, mice, bats, and pigeons inhabit countless attics and basements of courthouses and school buildings where valuable records are stored," and reports from other states show conditions that are not much better. The reports show that "records are so carelessly stored that they are often inaccessible even to their creators, let alone to researchers who might wish to use them." Most of the reports call for new or revitalized state government advisory services to reverse the pattern of past neglect and to improve the overall management of local government records. The reports also call for more staff, more and better storage space, increased local government support, and better state legislation to improve scheduling and disposition of records.

Consultant William L. Joyce, Assistant Director for Rare Books and Manuscripts at the New York Public Library, found reading the sections of the reports on repositories "dreary if not depressing." The reports show that many repositories have too few staff members, poor storage conditions, and poorly defined collecting policies, if any. There is a general pattern of "under-funding of historical records repositories and under-utilization of their holdings," Joyce found. "The majority of historical records repositories are barely capable of providing even the most

rudimentary and basic maintenance of their holdings." Many of the programs are very small in scope, operate in isolation from each other, and do little to publicize their holdings which, as a consequence, are unknown and unused by historians. The state reports recommend the development of training programs, especially workshops, to develop professional skills; technical assistance for repositories; more cooperation and coordination among repositories; the establishment of clear program standards; and the allocation of more resources.

Margaret Child, Assistant Director of the Smithsonian Institution Libraries, found a number of statewide problems that warrant solutions on other than an institution-by-institution basis. The state reports call for archival education and training "of all kinds at all levels," particularly basic educational opportunities. Other solutions offered include the need for better communication, more coordination, and the development of statewide directories of repositories. Child noted that most of the state reports evince an intent to "go it alone." Few reports recognize that some problems need to be approached on a multi-state and nationwide basis, and that solutions to some problems may be adapted from programs developed by the library or information management professionals.

In many ways, the reports present a discouraging view of archival affairs, but they also provide the basis for hope. They should help individual repositories adjust and clarify their priorities. They should also provide a greater public awareness in each state about conditions and needs, and they will be useful in improving state programs to meet critical priorities. Last year's conference suggested ways for the states to work together to solve common problems. A number of professional associations, including NASARA, are searching for ways of developing concerted action among the states. NASARA intends to develop an information clearinghouse for state records programs and to develop clearer standards for state archival legislation and adequate programs.

There are encouraging developments as well, most not directly related to the reports but likely to address

the problems they specify. For instance, a Committee on the Records of Government, with headquarters at the Council of Library Resources in Washington and operating with funding from the Mellon, Sloan, and Rockefeller Foundations, is studying national and state government records, particularly critical areas like funding and support and the impact of automation. It is expected to issue a report by the end of 1984 with recommendations for improved public records programs. (For more information, contact Anna Nelson, Project Director, Committee on Records of Government, 1785 Massachusetts Avenue, NW, Washington, DC 20036.) A Committee on Local Government Records, funded by NHPRC and the Mellon Foundation, with headquarters at the American Association for State and Local History, includes representatives from professional groups and local government associations. This committee concluded a year-long study of local government records and is developing a

manual on local government archives, an audiovisual presentation on the importance of archival programs, and other products which are intended to strengthen the local programs. (Contact James Summerville, AASLH, 708 Berry Road, Nashville, Tennessee 37204.)

The Society of American Archivists' Task Force on Goals and Priorities is developing a broad statement of objectives for the archival profession to serve as a framework for archival work in the future. Another SAA Task Force, on "Archives and Society," is searching for ways to improve broad public appreciation of, and support for, archival programs and archival work. That Task Force has already produced a statement on the importance of historical records for a range of social needs. (For more information, contact Ann Morgan Campbell, Executive Director, SAA, 600 South Federal Street, Suite 504, Chicago, Illinois 60605.)

Historians, who depend on the preservation and availability of historical sources for their continuing research and work, will follow the progress of these initiatives. Copies of the state assessment reports are available from the State Archives or the State Historical Records Coordinator in each state that carried out a project. They are essential reading for anyone concerned with archival affairs within state. A limited number of copies of *Documenting America* and information on the National Association of State Archives and Records Administrators are available from Bruce W. Dearstyne, Executive Director, NASARA, Executive Secretariat, New York State Archives, 10A75 Cultural Education Center, Albany, New York 12230.

Bruce W. Dearstyne is Principal Archivist, State Archives, New York State Education Department and Executive Director, National Association of State Archives and Records Administrators.

Exchange programs transferred from Department of Education to USIA

RESPONSIBILITY FOR THE administration of the Fulbright Teacher Exchange and International Education Development Programs has been transferred from the United States Department of Education (USED) to the United States Information Agency (USIA).

The transfer, which took effect on May 27, is the result of an agreement between USIA Director Charles Z. Wick and Education Secretary T.H. Bell. Over 300 exchanges are scheduled to take place this year between U.S. and foreign educators under the newly transferred programs.

These programs, funded by USIA since 1978 and before then by the Department of State, had been administered by the U.S. Department of Education. The legislative authority for the programs is the Mutual Educational and Cultural Exchange (Fulbright) Act of 1961.

USIA administers a number of exchange programs including the Fulbright Exchange program for graduate scholars, researchers, and lecturers, the Hubert H. Humphrey Fellowship Program for profes-

sionals from developing countries, and the recently established President's International Youth Exchange Initiative.

The transfer will permit the Department of Education to concentrate more fully on its primary mission of strengthening foreign language and area studies programs.

Established in 1947, the Fulbright Teacher Exchange Program has offered American and foreign educators the opportunity to participate in academic-year exchanges. U.S. educators teach in the educational system of another country on a one-for-one direct exchange basis with foreign teachers who accept their positions in the United States.

In 1984-85, there will be 200 teacher exchanges with the United Kingdom, fifteen with France, twenty-five with Germany, and one with Denmark. Over thirty American teachers will also take part in summer seminar programs in the Netherlands and Italy.

Inquiries concerning the Teacher Exchange Program

should be addressed to the Teacher Exchange Branch (E/ASX), United States Information Agency, 301 4th Street, SW, Washington, D.C. 20547.

The International Educational Development Program enables educators from abroad, including classroom teachers, teacher educators, educational officials, and administrators, to visit the United States individually or in groups for periods of thirty to ninety days. They are given the opportunity to observe schools and higher education institutions and visit state and local educational agencies. They also meet with their counterparts and attend seminars and professional gatherings.

Through these two programs, educators become familiar with the people, institutions, and cultures of another country, thereby increasing international understanding.

**Minneapolis
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On Public History...

*Public history is merely good, old new-fashioned history.
The heart of public history must be historical training.*

Daniel J. Walkowitz

academic work, at times it will be original research, and at times it will be based on secondary material. Always should it strive to be the product of the most serious inquiry and to reflect the highest level of historical conceptualization, whether in film, museum programming, or policy analysis.

History is presented and interpreted daily in media, texts, and public museums, as well as in policy analyses, and historians have a responsibility and an opportunity to do such work themselves. When they do, their work should of course be subject to professional review and, where appropriate, reward. This is not to say that the only important public history work will be done by those inside the academy, or that only those there should be evaluating it. But, to divorce public history from the academy is to devalue its historical merit; it is no less important than other historical contributions.

To define public history as that done outside academia also ignores much of the work that has been done and is still being done by public historians with academic affiliations on countless film and museum projects (often NEA and NEH funded) and on questions concerning educational, medical, ecological, and urban policy. That is not to minimize the fine work done outside the university by historians in public and private settings. Setting alone, though, does not make work historical. To the extent that someone in a museum setting, for example, organizes and conceptualizes a program, she or he is working as a public historian and should be considered as such; to the extent that person simply administers the institution--a perfectly worthwhile task--she or he is not a public historian.

Finally, I wish to turn to Storey's discussion of policy. In fact, I think it reflects the origins of the renewed interest in public history in the mid-1970s. (Historians

like Charles Beard had been involved in municipal research more than half a century ago.) While some of the first public history programs originated out of legitimate concerns with public policy and audience, most seemed to have been primarily responses to the twin problems of falling history enrollments and the employment crisis in the

Most of the public history programs seemed to have been primarily responses to the twin problems of falling enrollments and the employment crisis in the profession. These causes compelled history departments to create programs which could find ways of employing recent degree-holders and attract new students.

profession. These concerns compelled history departments to create programs which could find ways of employing recent degree-holders and attract new students. Public history was their answer. Unfortunately, these programs did not necessarily attract the most capable faculty and students; rather, they met the needs of those students and faculty less employable within the university, as if university employment were the preferred and "important" arena for the professional historian. As significant, the thrust of these programs emphasized that history could have "cash value"--not merely that historians had research skills transferable to nonacademic institutions, but that A.B.s in history could be transmogrified into better business men and women. Not only does history, thus, become more an ends than a means, more a career path than a way of thinking, but such "public" institutions were more often than not meant simply to be private corporate ones!

In sum, I am arguing that public history is merely good, old new-fashioned history. The heart of a public history program must be historical

training. Indeed, to master the complex skills of historical presentation and analysis, NYU's Program in Public History has set higher admission standards than the department's regular graduate program and requires more work of its students, not less.

Public history is not distinguished by its focus or necessarily by where it is practiced; it is distinguished as "public" by its focus and audience, and as "history" by its content.

This may well be the case of many other public history programs, too. How to write a grant, how to direct a museum, how to raise money, and how to dress for success--all wonderful talents--do not belong in the history curriculum, at least not for academic credit. Public history is not distinguished by its focus or necessarily where it is practiced; it is distinguished as "public" by its form and audience, and as "history" by its content.

All efforts to conceptualize and present the past to nonacademic audiences are public history. Policy concerns comprise but one part of the field, one public audience. To reach different publics often requires diverse forms, including, for example, the extensive uses of visual images, material culture artifacts, or dramatic prose. Consequently, since media images are not easily constructed solely for an academic audience, I also count as public historians all those who use such formats, irrespective of the audience they intend to address. Indeed, the understanding of historical analogues, images, and artifacts further unlock the secrets of the past. In that way, concern with these sources makes a public historian no less a historian; it holds the promise of making her or him a better one.

Daniel J. Walkowitz is an associate professor of history and Co-Director of the Program in Public History at New York University.

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BRIT ALLAN STOREY'S essay ("Who and What Are Public Historians," OAH Newsletter, May 1984, pp. 22-23) presents several definitions of public history which he argues are currently being debated within the Public History community. Two definitions have vied for attention within the OAH Public History Committee: any history outside academia; and history that "neither gains nor contributes to fame, promotion, or tenure within the academic community." A third definition suggested in the essay centers on the policy applications of history--in practice, what amounts to "history with cash value."

I cannot speak for all specialists in the field, but as the Co-Director of a Public History Program in the Department of History at New York University which trains students on both the master's and doctoral level in this field, I found Storey's essay embarrassing and unhelpful. He may represent widely-held views among those who designate themselves public historians, but his definitions of public history seem to me to be flawed; certainly none reflect my sense of the field or our program at NYU.

Definitions based on location of employment or on some nonacademic criteria demean the public historian's responsibilities, historical rigor, and professional merit.

There are many "publics" that historians can serve, and to that extent all historical questions provide a perspective on matters of public debate, all historians are public historians.

There are many "publics" that historians can serve, and to the extent all historical questions provide a perspective on matters of public debate, all historians are public historians. Lest the term have no meaning, however, I use it to describe all history addressed to other than a scholarly audience and all historical work produced in other than a scholarly prose format. Such work must maintain the same levels of rigor as that found in scholarly journals or monographs. Like much traditional

Managing local history and genealogy collections: the 1980s and beyond

Joseph Carvalho III

HISTORICAL COLLECTIONS, TRADITIONALLY one of the last bastions of the strict bibliophile, are beginning to open their doors to new technologies and to explore the potential of computer-based information storage, retrieval, and delivery systems. New formats of library material will present benefits and problems for the local history librarian. At the same time, the nature of local history librarianship and its attendant responsibilities will continue to demand greater excellence and more specialized education for future librarians. All of these trends are creating a ripple effect on the changes to be faced by tomorrow's local history collection.

A growing number of genealogists are using and are dependent upon computer-produced bibliographic aids and document indexes. The Accelerated Indexing System's U.S. Census indexes, Gale Research Company's passenger and immigration lists, and periodical indexes (such as that used by the *Genealogical Helper* magazine) are all excellent examples of heavily used material produced by using computers. The most important computer-produced finding aid is the International Genealogical Index recently assembled by the Genealogical Department of the Church of Jesus Christ of Latter Day Saints in Salt Lake City, Utah. The IGI is a computer-produced microfiche index of selected records sorted by locality, surname, and given name. This type of index would have been impossible to produce without the help of computers. The L.D.S. Church is now preparing their files for online computer access.

Researchers increasingly will employ existing technology in order to communicate with one another and with remote data bases. Research institutions should become part of this information network. The entire May/June 1981 issue of *Microsystems* is about computer communications and lists existing computer networks. One of these networks is the "Family Historians Network," which has been in operation since September 1979.

Computer genealogist Jack McKay puts the cost of a computer system suitable for the genealogist at between \$6-8,000. An article in *Genealogical Computing* calculated the cost to be substantially less, estimating that it would be within a range of \$2,600 and \$6,200 for an appropriate computer system. The costs for a basic system continue to decrease as industry competition escalates. The time when these units are affordable for the average-sized institution may come in the near future.

In an important review of current trends in reference and information services in special libraries, Signe Larson noted the "increasing utilization

The increased demand and sophistication of the general public in both historical and genealogical studies will continue to place pressure on library staffs to keep pace with new technologies, reference and referral sources, and knowledge in the field.

of micros, minis, and word processors on the part of special libraries for the creation, searching, and maintenance of in-house files." This trend is apparent in larger historical and genealogical collections. Computers have made it possible to automate the master local history index maintained by most collections. Automation eliminates bulky card indexes and creates an interactive system for library users. The automated card catalog would be another valuable application of computer technology to local history collections. This technique could also serve to access inventories of archival material which often remain obscure to researchers even after the most diligent preparation by archivists.

The developments of videotext may find their way into the library setting. One authority observed that "videotext services will most likely be well established in other sectors before any major innovations are seen from the library profession." Videotext services may be incorporated into general library services before local history applications are developed. Local history librarians, however, should investigate possible uses of this technology in anticipation of these developments. There are currently two experiments being conducted with videotext. "Viewtel," a prototype system developed by OCLC in 1980, was "the first real use of interactive videotext in the United States." The Chicago Public Library has since created a "Field Electronic Publishing Key-Fax" teletext system which provides information on local activities and events in addition to such library information as lists of heavy-demand items. "Multiplexing," or the transmission of signals over FM subchannels for electronic mail, publishing, and news services, should translate eventually into lower costs for videotext data transmission.

Three identifiable trends in the publication of local history and genealogy are: the increased availability of reprints of classic nineteenth-century publications; increased publication of ethnic histories, particularly genealogies; and increased publication of reprints, new authored works, and original documents on microfiche, microfilm, and other

microforms. Since the 1970s, the Genealogical Publishing Company has reproduced many out-of-print and rare titles of genealogical interest. Since 1980, a number of other publishers, historical societies, and individuals have begun producing reprints of similar material. Previously rare titles are now becoming available to a wider audience through dissemination by interested libraries. These volumes are also an important replacement for the volumes of the late nineteenth and early twentieth centuries whose paper has brittle with age and become loose from its bindings.

With the increased interest in family history and because a large proportion of Americans have immigrant ancestors, the publication of ethnically based studies was inevitable. Traditionally catering to the study of long-standing New England families, the New England Historic Genealogical Society has embarked in a new direction under its new director, Ralph Crandall. Starting this fall, the NEHGS will publish a series of volumes on Irish genealogical source materials in Massachusetts. In addition, they recently published a volume on black genealogical research, *Black Families of Hampden County, Massachusetts: 1650-1855*. The Afro-American Historical and Genealogical Society is now considering the initiation of a publications program for works on black genealogy. Another recent effort is the massive ongoing project of publishing immigrant passenger lists being compiled by P. William Filby (Gale Research Company). This is a major resource for ethnic history, biography, and genealogy. These are just a few examples of current and planned efforts in the field of ethnic historical and genealogical publications.

Librarians have witnessed the growing availability of publications on microfiche or some other microformat. Another trend is the publication of material only in a microformat, which dispenses with hard-copy distribution altogether. This is true for many U.S. government publications. A good example of the effect of this trend on local history and genealogy is the continuing publication project by Jay Mack Holbrook of the Holbrook Institute, Inc. in Oxford, Massachusetts. It promises to publish all town vital records for the state of Massachusetts that are not available in hard copy through the official series already in print. These records will only be available on microfiche.

Predicting the future of periodical publishing, Thomas Hickey points to the possibility that journals will offer computer access services to subscribers sometime before the end of the century. This development will revolutionize

the way information is produced by publishers and accessed by users. For the library, the concept of the computerized journal conjures the possibilities of faster interactive access, reduced storage and handling of periodicals, on-site reproduction eliminating long waits for interlibrary loan materials, and instant location of particular bits of information, especially in the case of genealogical periodicals. Historical and genealogical publishers could establish data bases which could be offered as subscription services based on use. The great backlog of articles of both genealogical and historical periodicals can be eliminated, which should translate into quicker transmission of information to users.

With the expansion of material formats on which information is now recorded, local history and genealogy librarians soon will be including these items in their collections. It will be necessary either to convert such information to media for which the library has equipment, or purchase new equipment designed to accommodate these new information formats. Some of the more challenging formats are videocassettes, videodiscs, computer tapes, and diskettes.

Of all the new technology available today, the potential for the use of videodiscs in local history collections is the most exciting development. According to a recent study, one disc can have 54,000 frames per side in which a local history collection could store 54,000 photographs, catalog cards, or cards from the master local history index. One disc could also store up to 13,500 pages of text per side. The videodisc's capability of random access within seconds compares favorably to videotape where one must play the tape from end to end in order to find a particular item. Another selling point of the videodisc is that, unlike videotape or film, it does not require special storage or handling. The Springfield City Library's 18,000 item photograph collection could be placed on a little over half of one side of a videodisc. The originals would be retained, but the videodisc would provide an excellent master record of the collection and/or a ready

reference tool for photographic information.

The increased demand and sophistication of the general public in both historical and genealogical studies will continue to place pressure on library staffs to keep pace with new technologies, reference and referral sources, and knowledge in their field. The increase in the use of local history materials has made it vital that librarians be familiar with current preservation and conservation standards for their collections. The explosion in family history research has made it imperative that local history librarians acquaint themselves with genealogical resources and the process of genealogical research.

The increasing competition for the few positions open to local history and genealogy librarians has enabled employers to demand strong educational backgrounds from applicants. A double-master's in library science (M.L.S.) and history (M.A.) must be supplemented with training in preservation and conservation of library materials, archival science, and genealogy. In some cases, librarians have been accepted by the National Board of Certification for Genealogists as either Certified Genealogical Records Searchers or Certified Genealogists.

Local history librarians should be aware of the general library movement towards computer use and automation and its application to local historical and genealogical collections. Prudent and selective applications of new technologies can help librarians provide better and faster service to their clientele. The creation of an interactive computerized local history index will be helpful, and the panoply of information formats in use eventually will find its way into historical collections. These trends will transform the traditional methods, management, and service of local history collections.

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Joseph Carvalho III is the supervisor of the Genealogy and Local History Department of Springfield, Massachusetts City Library.

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ROCKEFELLER SCHOLARSHIPS WILL again be available on a competitive basis to secondary school teachers wishing to attend the OAH Annual Meeting in Minneapolis (April 18-21,

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Computer software: historical games

James B. Schick

Surely the point is to teach this generation of students to make more effective use of their visual (right-brain?) orientation and fascination with computers, to get them to appreciate the basics, and to make knowing and understanding important to them.

THE ARTICLE BY Lawrence Douglas on computer software (OAH Newsletter, November, 1983) raises the matter of just what sort of programs college history educators might want. The article's meager list of available software (only multiple-choice tutorials, a wargame, and a simulation on creating the Constitution) will certainly prove incomplete in each of these three categories--tests and programmed instruction, wargames, and simulations not involved with battle strategy or tactics--but teachers of history clearly can begin now to determine the nature of the market for classroom software.

As a college teacher since 1967 and as the designer of numerous classroom historical games, first of role-playing and conventional map-and-rules board games and recently of historical microcomputer games, I have had experience both in the design and use of software. My purpose in this article is to urge historians to consider using computer game programs as well as programs which evaluate student performance. Since I recently have been attempting to interest publishers of textbooks in offering microcomputer historical games as supplementary materials, I have discovered that some historians and publishers lack knowledge about historical simulations, for microcomputers or otherwise. As a consequence, the view holds that the market for such classroom software does not now exist. Since the OAH Newsletter polled OAH members on what they currently use and want in the way of software, let me take the opportunity to comment upon opinions I have encountered in my quest for fame, fortune, and publication.

"Games may be fun, but do they teach anything?" Well, it may be fashionable to view with suspicion anything in education that smacks of having a good time, but I think a little investigation will turn up some value in the use of games. Like other historical accounts of a given event or simulation, historical games interpret reality. Perforce they must go about that task in an ahistorical way. The game-creator must bring motive (ambition, victory, self-interest, fame, and so forth) and choice among alternate courses of action (whether explicit or implicit) to a conscious level. Nature (storms at sea, harvest results, death tolls), time (duration of a journey or between events), and consequences (battle results, ships sinking, good or bad markets) all succumb to mathematical formulae which seek to mimic historical reality and account for actual probability. Games reduce actions to patterns, and set routines of behavior. Yet a decent game should accurately reflect the era and situation, and college-level players should discuss and evaluate that verisimilitude, investigate the assumptions made by the author, and question the outcome. The game should lead the player into the

At times, students seem to regard the past as a shelf of fine china, each event so delicate that the merest probing will irrevocably shatter its reality. And so they memorize, they learn about the event or situation, but they do not see inside.

historical actuality. At times, students seem to regard the past as a shelf of fine china, each event so delicate that the merest probing will irrevocably shatter its reality. And so they memorize, they learn about the event or situation, but they do not see inside the personalities, the divergent views and intentions, the decisions made with all or some or very few of the relevant factors known. The teacher, once the game has been played, should intervene

to make students think about the experience; this can be accomplished in discussions or by answering written questionnaires. In this respect, games perform the same task a document, novel, or analytical article might accomplish, but in some ways games are more immediately involving, and the entertainment aspect sugarcoats the educational purpose.

"For a game to be successful it must be comparable to the great board games like Monopoly, Clue, or The Game of Life." This view suggests a lack of familiarity with the wide range of games available for use in college history classrooms. The standard compilation of such games is Robert E. Horan and Anne Cleaves, eds., The Guide to Simulations/Games for Education and Training, 4th ed. (Sage Publications: Beverly Hills, California, 1980), pp. 141-61, 187-203, 267-76, 418-40, 477-524, 556-77. This volume contains information on the types of games then available and explains the format, level, rules, and playability of over 220 military and 150 noncombat educational games. Diplomacy (origins of World War I), Kingmaker (Wars of the Roses), and The Crusades (the First or the Third) deserve the honor of "great" classroom games, not the previous list, however good they might be at home with the family and friends.

"I want a game which requires a minimum of effort on my part. At the very least, I ought to be able to sneak out into the corridor for a smoke or a little gossip about colleagues while the students are playing it." Few educational enterprises will prosper with a teacher who manifests this attitude. History educators should have first-hand knowledge of games in a classroom setting. Actual use of historical simulations/games will provide understanding of the purpose, benefits, and limitations of such activities. The teacher's role in presenting games to the class is maintaining continuity and the historical focus during play of the game and drawing both factual information and substantive issues from the experience by comparison with the actual event and similar instances in

the past. Games require the involvement of a dedicated teacher, and they require the teacher to operate on roughly the same level as the student, a sacrifice of authority some teachers are unwilling to make. To get the most out of any supplementary material, the teacher must spend time finding out what information the students have gained and what they have concluded from the experience. A game is unique in that the teacher can be present while the student is engaged in the learning and can intervene to provide additional data or perspective.

"For me to adopt a game it must teach something more efficiently than reading, listening to lectures, and discussing do, or provide the incentive for those who are conditioned to dozing through lectures, neglecting their reading, and taking no interest in discussion to change their ways." Historical games are not meant to be substitutes for lectures, readings, or discussions. They are intended to draw the student into the situation, to apprise the player of the choices involved in a realistic setting, to prove sufficiently diverting so that this understanding and appreciation can take place, and to allow the player to create in her/his own mind's eye a sense of what it might have been like to have been there. To date, I have developed historical microcomputer games about Portuguese expansion around Africa to India, the four voyages of Columbus to the unknown western land, tobacco planting in colonial Virginia, the Boston Massacre, writing and ratifying the Constitution, and a trio of games involved with the 1849 gold rush, in addition to a discussion-starter on faith in seventeenth-century America. Two more of my games, one on founding the Jamestown colony and another on colonial Boston commerce, were previously transmuted into computer games by a colleague, Martin C. Campion, who has computer games of his own on the relationship of masters and slaves in the pre-Civil War South and the financing and building of railroads in the western United States. Historical games cannot be expected to accomplish more than the lecturer, author, or discus-

sion leader can, although that might unfortunately prove the result. One hopes that all the disparate sources of information and inspiration will blend in a synergistically operating whole, but that ideal is seldom reached.

"Games take too much time! More than I'd devote to the same topic in a survey or advanced class." Imposition of that rule of thumb would seem to exclude equally important learning media as the television series on the Vietnam War; biographies or accounts of single events; a miniseries on the obscure African ancestry and family of a *Playboy* interviewer, as-told-to author; or a movie about the possible nuclear destruction of the United States. Games do require the investment of all-too-precious time; balancing lectures, discussions, and games becomes difficult. My own solution, after many semesters of juggling these elements, has been to prepare cassette tapes of my traditional lectures, each backed with music contemporary to the events under discussion and expanded with synchronized slides to illustrate the narrative. These tapes the students check out and play in the university's tape laboratory. For each lecture, I have prepared a list of terms used, identifications, factual questions, and essay topics. In class I conduct discussion, give minilectures to build upon material contained in the taped lectures, and play historical games. With enough equipment and a system of discussion sections (we don't have them here), the games could easily be put to

Computer games supplement lectures, reading, and discussion; they complement, but they do not replace the traditional means of transmitting factual information.

use. Games supplement lectures, reading, and discussion; they complement, but they do not replace the traditional means of transmitting factual information. Judged purely on the standard of how quickly they impart data, they are inefficient. But as I have suggested above, historical games are not created or employed to do that job.

"Students schooled in the arcades of America require

fabulous graphics and exciting action." Arcade-style graphics, such as the maze games (*Pac-Man*), shoot-'em-ups (*Zaxxon*), and feats of dexterity (*Frogger*), probably do not offer the programmer of historical games a meaningful guide to provide a feeling of time and circumstance or allow examination of alternate courses of action. Such graphics might put such a high premium on entertainment that the educational aspect would suffer significantly. My own students do not seem to demand whiz-bang graphics, especially the thoughtful students and those seriously engaged in the play of the game, nor do they respond negatively to computer games entirely without graphic displays. A programmer able to create a historical game more efficient than lectures, with more depth than a book, and more fun than *Pac-Man*, would also leap tall buildings upon request. The recent marriage of the computer with the videodisc in making arcade games (*Dragon's Lair*) could provide historical games with appropriate graphics, but the cost of production and the opportunity for use of the game would be wildly out of whack at present. Games which aim to stimulate the mind and emotions may not require *Star Wars* graphics. But they do require graphics appropriate to the subject.

"As a proponent of the 'back to basics' movement in education, which is going to lean towards fundamental methods too, I question the value of games." Including traditional pedagogical methods with the return-to-basics movement (perhaps with the addition of a fifth "new basic" of computer science as suggested in the "A Nation at Risk" report) will encourage the McGuffey-Reader fanatics but will not hasten the dawning of the computer age in history education. Surely the point is to teach this generation of students to make more effective use of their visual (right-brain?) orientation and fascination with computers, to get them to appreciate the basics, and to make knowing and understanding important to them. We have for a generation taught them that history is irrelevant and boring, and often it was the method of instruction or evaluation which taught that message. My own experience in growing up in northwest Indiana in the 1950s was three, year-long courses in American history from beginning to end. Students in Pittsburg, Kansas today get

one year-long course in American history from 1492 to 1865 in eighth grade and another year in high school from 1865 to the "as close to now as the teacher can get" period. What they can remember from that first course, even if taught by a master teacher, probably won't provide the background necessary for the first semester of the survey of United States history in most colleges and universities. I suspect the story is similar elsewhere, or the result comparable. These students need basics, both basic knowledge and basic understanding, as well as an appreciation for the historical past. Regarding all those who doze or neglect their studies as conditioned to do so rather than conjecturing they might just be acting in direct response to a boring lecture or book, or to a lecture or book they do not understand or value, may provide balm to a professor's soul, but may not get the job done by any fair, professional standard.

"I want software to evaluate performance. I need something to put in my gradebook. Games don't do that." One might hope that educators who seek to measure all instruction by calibrating what quantum of factual data has been transferred (efficiently, by force, by shoe-horn, or by bribery) to the student, have been transcended by those who have a genuine concern for the individuals in their charge. Once the sovereign subject of using software for grade-generation emerges, what was intended as a soft sell becomes a hard sell test-by-another-name; the old bait-and-switch routine to sucker students into thinking they can have some fun in history and then hitting them over the head with grades.

Putting some additional enjoyment and excitement into history by means of games should not disqualify their use. Student participation (knows the rules, calculates strategy, appreciates subtleties, becomes actively involved) can be graded, and perhaps that is the proper aspect to evaluate, not how well or poorly she or he does in the game.

Like other historical accounts of a given event or situation, historical games interpret reality.

Until history educators expect more from microcomputer software than test generation and programmed instruction and until we are ready to accept new methods and explore new goals along with more traditional ones, we won't see much software available for historians. Major suppliers of classroom materials, who may be rather timid about innovation and about trying to create a market where it does not exist, simply won't become involved. What is necessary, it seems to me, is for historians to determine the content of the software they want based on first-hand knowledge of the variety of instructional materials available for those in college history classrooms. In this way we can winnow the chaff from wholesome fare. The recent survey by Professor Douglas seems an important first step to development of that market.

James B. Schick, professor of history at Pittsburg State University, is Editor-in-Chief of the *Midwest Quarterly*

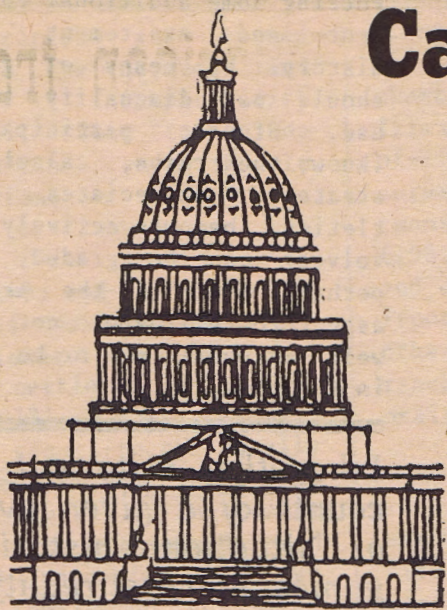
OAH Call for Papers

The Program Committee for the OAH Annual Meeting to be held in New York on April 9-12, 1986 invites proposals for entire sessions, individual papers, panels, or teaching workshops, although the Committee strongly encourages submissions of complete sessions. Specialists in American history who participate on the 1986 Program must be members of the Organization.

Proposals should include a two-page synopsis that summarizes the thesis, methodology, and significance of each paper and one vitae for each participant. Materials should be forwarded in duplicate to any member of the 1986 Program Committee: Kenneth T. Jackson (Chair), Columbia University, 610 Fayerweather Hall, New York, New York 10027; Suellen Hoy, North Carolina Division of Archives and History; Michael Kammen, Cornell University; Morton Keller, Brandeis University; Rosalind Rosenberg, Wesleyan University; or Melvin I. Urofsky, Virginia Commonwealth University. The deadline for submissions is March 1, 1985.

Capitol Commentary

Congress Approves NARS Autonomy



Page Putnam Miller

Archives Independence

ON JUNE 21, the Senate gave, by voice vote, unanimous consent to S. 905, a bill to restore independence to the National Archives by separating it from the General Services Administration. In statements on the floor of the Senate, both Senators Mathias (R-MD) and Eagleton (D-MO) applauded the contributions of historians and archivists to this victory. Eagleton, after paying tribute to various colleagues, stated that "the real credit for success of this legislation should go to the coalition of historians, archivists, genealogists and others who took the time and made the effort to make Congress understand just what was happening to NARS [National Archives and Records Service] because of its placement within GSA." And Mathias specifically recognized "the untiring efforts during the past four years of the National Coordinating Committee for the Promotion of History, composed of over thirty professional membership organizations of historians." Many circumstances, forces, and personalities come to bear on the fate of legislation, but in the case of S. 905, there has been a strong consensus among political observers that the work of historians and archivists in enlisting the cosponsorship of fifty Senators was pivotal.

The Senate vote prompted increased activity on this measure in the House. On June 26, Representative Brooks (D-TX), the sponsor of H.R. 3987, the parallel bill in the House, went to the Rules Committee to receive clearance to bring the bill to the House floor for a vote. The Rules Committee granted the allotment of one hour for debate and an open rule that allows amendments to be introduced from the floor. Like the Senate, the House passed HR 3987 on August 2 by a roll call vote.

After the House vote, the legislation went to a Congressional Conference Committee to resolve differences between the House and Senate versions of the

legislation; now the bill awaits presidential approval. Earlier this summer Senator Hatfield (R-OR) worked diligently with representatives of the Departments of Justice and Treasury to seek accommodations for some of their objections to the legislation. In the process of these successful negotiations, Hatfield received a letter from the deputy director of the Office of Management and Budget announcing the administration's support of the Senate version of the Archives independence legislation, if some minor changes were made by the conference committee. Since fear of a possible presidential veto has loomed for some time, the letter is an important sign of support.

National Council on the Humanities

Several months ago, President Reagan sent to the Senate a list of seven nominees to serve on the National Council on the Humanities. The council meets four times a year for intensive, two-day working sessions of policy and grant review. The nominations go before the Senate Committee on Labor and Human Resources, chaired by Senator Orrin Hatch (R-UT), for an approval process that is usually pro forma. This year, however, several Senators and many leaders of the humanities community expressed disappointment over the large number of nominees who have either inappropriate or insufficient qualification to give the Council the desired balance and quality that it merits. The seven nominees include no historians, philosophers, archivists, museum personnel, English professors, or foreign language scholars. The nominees are not representative of the major disciplines that comprise the humanities. The NEH during the past several years has made a strong case for the need for excellence in the awarding of grants; it is, thus, fitting for the humanities community to insist on excellence in the qualification of members of the council.

On July 12, while the Senate was in recess, the White House appointed the seven nominees. This means that the President's slate will fill the existing vacancies on the Council and will participate in the August 9 and 10 meeting of the National Council on the Humanities. There has been an ongoing debate for many years over the power of the President to make appointments while Congress is recessed. Since the legislation establishing the NEH requires the advice and consent of the Senate for Council members, the Senate will still have to confirm the appointments.

In discussing the constitutional aspects of these developments, the New York Times reported on July 9 that "Critics of the Administration argue

that three weeks should not constitute a recess sufficient for the President to be making controversial appointments, especially since the nominations provoked sharp debate in the Senate Committee shortly before the adjournment." The article goes on to quote a Senate aide who stated that "bipartisan opposition to the humanities appointments was so strong that most of the nominees would not have been confirmed."

In order for these members to serve a full term, they must eventually be confirmed by the Senate. Howard Matthews, staff aide for the Senate Committee on Labor and Human Resources, reports that according to the NEH charter these seven members can serve on a recess appointment only until June 30, 1985. After that time, the President must resubmit those names, and they must be confirmed by the Senate.

Freedom of Information Act

On June 20, Athan G. Theoharis, Professor of History at Marquette University, testified before the House Subcommittee on Government Information on behalf of the Organization of American Historians and the American Historical Association. The hearing focused on S. 774, a bill which the Senate passed last February and which proposes procedural and substantive changes to the FOIA. Theoharis took the position that "Historians are not opposed to FOIA amendments which will fine-tune and improve the Act. We do oppose, however, legislation which would reduce access to information essential to an informed citizenry and thereby hamper scholarly research." And he added that "S. 774 is such legislation." Referring to specific sections of the bill and using illustrations from his own research with FBI documents, Theoharis presented insightful and persuasive testimony.

One of the major changes proposed by S. 774 is that requestors would be obligated to pay "all costs reasonably and directly attributable to responding to the request" to include "services of agency personnel involved in examining records for possible withholding or deletions to carry out determination of law or policy." Historians were successful in gaining in the final version of the Senate bill a fee waiver for scholarly research. However, Theoharis pointed out to the House committee that this waiver of fees is at the exclusive discretion of agency officials and that the current provision for court review of fee waiver denials would be eliminated by the proposed legislation. In conclusion, Theoharis affirmed that historians "have found the Act to be of inestimable value and are deeply concerned about efforts intended to discourage use, increase costs, and reduce access to documents."

Page Putnam Miller is the Director of the National Coordinating Committee for the Promotion of History.

Films and the American frontier

This article is part of a continuing series of essays about opportunities for studying films in the history classroom. For further information or to make recommendations, write to Robert Brent Toplin, editor, Department of History, University of North Carolina at Wilmington, Wilmington, North Carolina 28403.

John H. Lenihan

THOSE WHO TEACH a course on the American West or frontier have at their disposal not only documentaries and educational films, but also an overwhelming number of Hollywood motion pictures. Since

Since The Great Train Robbery in 1903, western movies until recent years have been a popular form of entertainment that undoubtedly has shaped the impressions of many Americans regarding their frontier heritage.

The Great Train Robbery in 1903, Western movies until recent years have been a popular form of entertainment that undoubtedly has shaped the impressions of many Americans regarding their frontier heritage. In much the same way that historians employ the Turner thesis to suggest the meaning of the frontier experience at the turn of the century, the availability of Western films provides an opportunity to explore what the frontier has meant to succeeding generations.

A helpful reference for selecting appropriate nonfictional films is the four-volume Index to 16mm Educational Films, published by the National Information Center for Educational Media at the University of Southern California. Brian Garfield's Western Films (1982) includes a brief annotated list of documentaries, one of which is the commonly recommended "The Real West." Narrated by Gary Cooper for NBC's Project 20 series in 1961, "The Real West" humorously deflates some of the romantic myths about miners, cowboys, and famous outlaws, while pointing out the tragedy that westward ex-

pansion spelled for the Indian. Cooper's folksy commentary nonetheless conveys nostalgic sentiment for a bygone era of national achievement.

Until recent years, few would have considered screening other than documentaries or educational films for a class that seeks to engage students in the pursuit of historical truth. Why bother with the Hollywood make-believe of a Western movie that purposely sacrifices accuracy for the sake of action and romance?

To begin with, it should not be assumed that the non-fictional film that purports to be revelatory or instructive is thereby free of bias and historical distortion. The best-intended nonfictional film is often more revealing of its creators and the time in which it was produced than it is of the events or period it depicts. For this reason, greater caution may be warranted in using the nonfictional film that claims to be factual than the fictional movie whose only pretense is to entertain. With motion pictures, students are less likely to accept what they see and hear at face value and will be inclined at the outset to discuss questions of interpretation.

Greater caution may be warranted in using the nonfictional film that claims to be factual than the fictional film whose only pretense is to entertain.

Films work better in the classroom when used for raising interpretive issues than for exposition. The latter is more properly handled with lectures and readings. As a stimulant for class discussion of particular themes and issues, the entertainment film serves as well as the documentary--and is often livelier and more provocative.

Which of the hundreds of Hollywood movies to select will depend on the focus of the course. Unless the subject is the Western film genre itself, quality of production or importance in film history should weigh less than the relevance of a film to a particular course topic. Nor

should historical accuracy be a prime consideration, since the purpose of using movies is to inspire a discussion of impressions or points of view about the West.

To emphasize the variation in film perspectives, it may be desirable to compare two films that share a common theme just as one could assign more than one interpretive reading on the meaning of Jacksonian Democracy, the Cold War, or--more to the point--the Turner thesis. Compare, for example, Red River (1948) with McCabe and Mrs. Miller (1971) for radically different impressions of how the West was settled and economically developed, by what kind of people, and to what ends. While Red River credits the entrepreneurial ambitions of the cattleman with the nation's expansion and survival, McCabe and Mrs. Miller cynically attributes the success of a northwest mining community to a prostitution enterprise whose owners are in turn squashed by the encroaching modern corporation. The difference in perspective thus can be analyzed historiographically, Red River reflecting postwar efforts to define positive American values and McCabe and Mrs. Miller capturing the anti-establishment sentiment of the late sixties/early seventies.

Should your focus be on the role and character of the American cowboy, a more pointed contrast with Red River would be Will Penny (1968)--or, in the same revisionist line, Monte Walsh (1970) and The Culpepper Cattle Co. (1972). Unlike the self-made cattle baron played by John Wayne in Red River, Charlton Heston's Will Penny is a bruised and lonely trail hand whose meager wages are small compensation for a job the film suggests is anything but glamorous.

A comparative approach is particularly appropriate when addressing film interpretations of the late nineteenth-century Indian wars.

A comparative approach is particularly appropriate when addressing film interpretations of the late nineteenth-century Indian wars. The Apaches, for example, are

viewed in Arrowhead (1953) as unredeemable savages who must be forcibly subdued, while in Broken Arrow (1950) they are noble victims of white prejudice who are willing to negotiate with the understanding white protagonist. They Died With Their Boots On (1941) and Little Big Man (1970) offer contrasting views of the conflict leading to Custer's defeat at the Little Big Horn. The former blames crooked politicians and traders for inciting hostilities but then shows a brave and daring Custer (played in swaggering fashion by Errol Flynn) defending the frontier against marauding savages. Little Big Man is less concerned with Custer than with contrasting a depraved white civilization with the comparatively humanistic Indian culture it destroys. Custer appears only toward the end of the film to symbolize the insanity of military aggression--a perspective that coincides with antiwar protests during the Vietnam years.

Surprisingly few Hollywood films have dealt with the pre-Civil War frontier. A good choice for the colonial-revolutionary period is John Ford's Drums Along the Mohawk (1939). As John O'Connor pointed out in his fine essay in American History/American Film (edited by O'Connor and Martin Jackson), Drums illustrates how filmmakers could shape a story of eighteenth-century farmers in accordance with contemporary concerns and ideals--related in this case to problems of the Depression and the threat of fascism abroad.

For the early nineteenth century, Walt Disney's Davy Crockett, King of the Wild Frontier (adapted in 1955 from three televised stories) contrasts nicely with the more recent Jeremiah Johnson (1972) on the subject of the backwoodsmen who promote (Crockett) or seek refuge from (Johnson) an expansionist America. The Disney film is unabashedly romantic and patriotic in its treatment of Andrew Jackson's campaign against the Creeks, Crockett's brief political career, and finally his heroic demise at the Alamo. Jeremiah Johnson eschews any suggestion of na-

tional progress and instead emphasizes the physical and cultural incompatibility between wilderness (to include the Indian) and eastern civilization.

The 1840s and 1850s are the setting for what is certainly the bleakest picture of frontier settlement, The New Land (1973). This Swedish produced sequel to the equally meritorious The Emigrants (1972) traces in agonizing detail the physical and spiritual hardships of an immigrant family on the Minnesota frontier. Reminiscent of O.E. Rolvaag's Giants of the Earth, The New Land focuses on the day-to-day

struggle for survival without the individual heroics that characterize most Hollywood films. A more upbeat slice-of-life account of family survival in the early twentieth century is Heartland (1981), the story of a tough and determined couple who confront the fierce winter and other hazards of cattle ranching on the Wyoming prairie.

Unlike these intimate, earthy portrayals of frontier life, MGM's three-hour How the West Was Won (1962) highlights the accomplishments of a pioneer family whose lives over two generations interact with the California Gold Rush,

the Civil War, the transportation revolution (from the Erie Canal to the transcontinental railroads), the Indian wars, and the establishment of law and order. Here is Hollywood romanticism at its splashiest but at the same time the kind of interpretive overview with which to discuss the major events of the nineteenth-century West.

Filmography

"The Real West": Pyramid (P.O. Box 1048, Santa Monica, California 90400) plus several other rental companies; Red River, They Died With Their Boots On, and How the West Was Won: MGM/United Artists (729 Seventh Avenue, New York, New

York 10019); Will Penny, The Culpepper Cattle Co., Arrowhead, Broken Arrow, and Drums Along the Mohawk: Films Incorporated (1144 Wilmette Avenue, Wilmette, Illinois 60091); McCabe and Mrs. Miller, Monte Walsh, Davy Crockett, King of the Wild Frontier, Jeremiah Johnson (also Films Incorporated), and The New Land: Swank (201 South Jefferson Street, St. Louis, Missouri 63166); Heartland: Westcoast Films (25 Lusk Street, San Francisco, California 94107).

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Frederick Jackson Turner from Paris

James Gilbert

AFTER THE SECOND or third lecture, one of my students approached me to declare: "Je suis Cartésien, et je ne comprends pas ce qui passe pour l'histoire dans vos conférences." He was the second student to swear allegiance to French rationalism and to invoke the heritage of Descartes. This was just one instance of several fascinating problems I encountered during the semester I taught the history of American culture at Nanterre University (Paris X) in the spring of 1984. I came away from this experience more convinced than ever of the uniqueness of American civilization and reinforced in my belief that comparative history--if we mean by this understanding the basic assumptions of more than one culture--is extremely difficult to achieve. That, precisely, is what my students meant to convey to me. They recognized the signposts of a foreign culture in my lectures, not just in the names, dates, and places, but also in its most fundamental premises.

The difficulty of teaching French, second-year university students something about American cultural history was compounded by several facts. The lectures were in French. The students had no special knowledge of American history, nor were they history majors. And most of them had that curious, superficial knowledge of American culture that comes from living in a society devoted to foreign films and

the latest in American popular culture. I doubt, for example, that fifty percent of my American students--as the French--would have seen both Citizen Kane and Gone with the Wind. Yet there were synopses of understanding of extraordinary breadth. As I discovered, the most fundamental concepts about American culture were the most impenetrable to my French students.

My first problem was, of course, "Cartésien," or rather methodological. As I quickly discovered, the French logic of instruction demanded an order for which I was unprepared and unwilling to submit. Had I been inclined to do so perhaps I could have structured rigidly argued lectures, beginning with first principles and descending through deduction to the facts of history. To put their malaise in this fashion is, of course, to exaggerate the worries of the students and character of French instruction. Yet it seemed to be what the students demanded initially.

The method I chose, however, was quite different partly because I hoped to demonstrate, as well as talk about, the pragmatic character of American thought. Inevitably, advancing from example to example, from major cultural creations and institutions such as P.T. Barnum's museums, Edward Bellamy's Utopia, to Frederick Law Olmsted's Central Park, suggested disorder. I sensed

a great deal of discomfort and bewilderment among my students who wanted theory first and history second. Some of this anxiety must have come from the newness of the material. And some undoubtedly came from nervousness about grades (the failure rate, I was told, ran about seventy percent the first year and almost fifty percent the second). Yet part of their apprehension came from the French emphasis upon what I would call the "société des formations" or a society of formal preparation. The basis of such a society is quite clear. Every social, cultural, and intellectual activity must, in theory, be preceded by a thorough explanation of its techniques and assumptions. Of course American life exhibits many such characteristics, but the pragmatic style of instruction--learning through example--is not characteristic of French higher education.

The second source of difficulty came from the examples I used. It was my intention to demonstrate several points to my students. The first was that American culture is a relatively and comparatively comprehensive entity which informs American thinking both diachronically and synchronically. Put simply, I attempted to demonstrate the existence of tradition in American cultural history, and the tendency of Americans, like people of any other nationality, to view the present in terms of the past--or, better, in terms of myths about the past. My second purpose was to illustrate certain fundamental notions or cultural assumptions and explain how they provided a source of explanations and

metaphors for each age as it confronted social and cultural change. I found, however, that both aims were more easily imagined than accomplished.

The uses of the past presented my French students with a view of America quite contradictory to their sense that the United States always and universally accepted and celebrated progress and change. Quite clearly, my French students knew their own extensive and rich history. But their understanding of how history operates as the foundation of the present, as an accumulated cultural resource for structuring contemporary change was more problematic. Perhaps this was so because French history, unlike American history, contains many histories--revolutionary, monarchical, regional, and ecclesiastical--all of which also carry heavy ideological baggage. The sentimental, bucolic, and largely imaginary past, shared by most Americans made little sense to French students accustomed to thinking of their history in terms of profound divisions. This fact suggested an important point to me. Our agreed-upon past of vigorous puritans, frontierspeople, Yankees and Cavaliers--a unifying revolution and a unifying civil war--is another way to express cultural homogeneity. Of course it would be a gross misstatement to overlook fundamental social, gender, racial, and ethnic divisions in American society. That is not the point. But a currently debated French measure proves the function of our shared past. The contemporary Socialist government is preparing a law to grant of-

ficial recognition to seven different regional languages (and, hence, cultures), including Breton, Flemish, German, and so on. Such a step to recognize and freeze cultural divisions would be unimaginable in American society, despite our huge numbers of nonEnglish-speaking citizens.

The difficulty of understanding the origins and the meaning of our historical myths became clear to me when I introduced my students to the theories of Frederick Jackson Turner. Turner's historical theory suggests a historical past that can never be replicated. In fact, despite its foundation in modern historicism, it contains a heavy dose of nostalgia. Despite its remarkable progress among American intellectuals and teachers of history, it offered no interpretation of the present or the future. It was the history of a phase. It was the description of an initial creative moment, of a cleansing encounter with nature, of a trek toward an ever-receding West, and of a psychological and moral confrontation with nature and soul which in the urban twentieth century was, at best, a fond remembrance or imagination.

Most puzzling to them was Turner's notion that the discarding of culture in the confrontation with nature could somehow be a civilizing experience. Such a notion is possible, of course, only if one seriously believes in the corruption of cities. For most French, and especially

Parisians, Paris is the center of civilization and culture. Every kilometer of separation can only represent a fading of light and enlightenment. Thus, their colonial experience consisted of bringing civilization to the wilderness, not shedding European corruption. The discovery of a moral and intellectual content in the experience of emptiness proved a very difficult concept to teach. Indeed, the word *frontière* in French emphasizes this difficulty, for it means a border between two populations, and not the line between civilization and nature.

Beyond the frontier, and even more profoundly troubling to my students, was the question of American Protestantism and the tenacity and cultural centrality of American religion in the nineteenth and twentieth centuries. To convey the moral and moralizing character of American culture in this period, I insisted both upon the predominant place in American culture of Protestantism and the secularized morality drawn from Protestant ideals and theology. Again my rationalist students were bemused. To them, religion meant Catholicism. Protestantism, in their own experience, was at best marginal--a heretical offshoot of a religious tradition that no longer occupied the dynamic position of their culture. To them, both French Catholicism and Protestantism existed at the periphery of contemporary politics, ideology, and social evolution. This is not to say that religion is unimportant in contemporary French society.

But the remarkable energy of American evangelical thought greatly puzzled my students. They found it well beyond the reach of their stereotypes of America that the most advanced technological society in the world was simultaneously religious and fervently moralistic. If I accomplished nothing else, I hoped to indicate the seriousness of American religion--and, by implication, to explain something of the character of our two last presidents who occupy different but important places on the axis of American Protestantism.

Having broached the subjects of American Protestantism and our commitment to a unique, mythic, and shared past--our tradition of moralism and our desire to ground the new in acceptable and comfortable traditions--I searched for some image to illustrate precisely what I meant. The best among many proved to occupy the chronological center of my course, the 1893 World Exposition in Chicago. Here, my students could see a modern version of the Puritan "city on a hill" in the great white city perched upon the westward plains. Here, Frederick Jackson Turner pronounced his great speech about the meaning of the American past. Here, international congresses of religion and sociology debated the moral and ethical past and future of nations. Here, the most modern machines, including the electrical generator and a primitive motion picture camera, were exhibited behind the classical columns of Beaux-Arts architecture. Here, on the

"Midway Plaisance," the seamier side of life with "40 ladies from 40 nations," and a host of carnival delights, lifted the skirts of Victorian morality. And next to this great symbolic site stood two other American cities--the evangelical Chicago of Dwight Moody, the minister whose movement stood poised to reject modernism, and the tidy city of Pullman workers, nearing their rendezvous with one of the greatest labor strikes of the nineteenth century.

It was amidst explaining these conflicting and complicated symbols, all of which played around cultural assumptions of morality, history, and social order, that I recognized the extraordinary importance of finding the common grounds that would enable me to make American culture more understandable to my students. The greatest pitfall, however, would be to exaggerate the simplicity of this task. Obstacles to understanding do exist, and they should be faced rather than avoided. In this sense, then, the examples which I chose--emphasizing the special character of American culture--raised the questions that, for my students, initiated a deeper understanding of American civilization.

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OAH project to revitalize graduate training in American history

With support from the Fund for the Improvement of Postsecondary Education (FIPSE), an OAH-appointed faculty team has undertaken a project designed to help to revitalize graduate training in American history. At its December 9-10, 1983 meeting in Bloomington, Indiana, the team developed the following statement to help guide its work with history departments across the country. Since the drafting of the statement, its substance has been used during team visits to Lexington, Kentucky and Terre Haute, Indiana. An October visit is planned for Purdue University in West Lafayette.

The job crisis that afflicted the historical profession during the 1970s, when demand for positions greatly outran their availability, has abated. The profession has passed through a demographic transition; its Malthusian

crisis was relieved by the harsh methods of completed Ph.D.'s or ABD's being forced out of the profession and by prospective graduate students in history being dissuaded from beginning historical studies.

Despite this "improvement," however, the profession continues to confront severe demographic problems and will continue to do so well into the 1990s according to research done by Irene Neu (Indiana University) and Kathleen Conzen (University of Chicago) (see "The State of the Job Crisis," OAH Newsletter, February 1984). An increasing proportion of new Ph.D.'s has been forced into part-time or limited-term non-tenure-track positions, representing various forms of under-employment. This burden, according to recent AHA reports, has fallen disproportionately on women and other minorities. Furthermore,

according to the AHA, "there is . . . little reason . . . to expect any upturn in the traditional academic demand for historians." Many jobs will be replacement positions. The American population aged eighteen to twenty-four will decline by 15% during the 1980s (even steeper in the Midwest), and this will inevitably be reflected in declining college enrollments. The proportion of students majoring in history has been declining since the mid-1960s, and there is little prospect of an upturn. The age structure of the currently active historical profession, largely concentrated in the middle years, means no great increase in retirements until after the year 2000. As Conzen and Neu concluded, "even if the imbalance between supply and demand of historians is currently changing, significant aspects of a 'job crisis' remain, [and] younger historians are continuing to find it necessary to pioneer new career paths."

At present, almost two-thirds of graduate students in history are preparing for academic careers. It appears likely, on the other hand, that over 50% of placement opportunities for historians may increase dramatically in the period 1985-95 in the following areas: (1) the teaching of history in the secondary schools with emphasis on the use of local history to illustrate national trends or themes; (2) the administration of cultural-resource-management programs in agencies or organizations such as archives, museums, historic preservation offices, and historic sites on the local and state levels; (3) the development of corporate archives and other institutional "memory" areas in the corporate sector; (4) the use of historians within local and state governments and in the corporate sector for program development and analysis purposes; and (5) the development of strengthened public history and local history components within departments of history.

By 1995, long-range retirement statistics in graduate history departments indicate a resurgence in traditional history opportunities in higher education. These preliminary long-range employment projections should encourage departments of history to evaluate their present programs and curricula to ensure that their faculty and students will have the best possible opportunities to take advantage of the changing character of the marketplace. The commitment should be to the strengthening of traditional history programs in addition to the development of history programs promoting the growth of nonacademic career areas.

Public history, as used in this statement, refers to both education and training for employment in such nonacademic areas as historic preservation, cultural-resource management, historical editing, archival administration, museum education, and historic site interpretation, in addition to a variety of other opportunities in the public and private sectors.

Graduate students with advanced degrees in history must be prepared to use their training and skills in a wide variety of positions and institutional settings, and to contemplate a broadening of what the professional historian is and can do. The choices confronting a student considering the changed market revolve around three basic options:

Teaching: In addition to teaching history courses at the college and university level, new opportunities are offered for teaching in elderhostels and other outreach programs as well as with new kinds of courses. New concern about comparative and global history also points to new courses and contexts for American history. Lastly, the teaching of quantification and interdisciplinary courses affords still other new outlets for teaching on various levels.

In many ways, teaching in a museum or at a historic site should be included under the rubric, but their locale suggests the next category of options.

Professional History Outside the Academy: People with advanced degrees in history can employ their professional skills of data collection, synthesis, analysis, and interpretation in a wide variety of institutional settings. Historical editing, museum presentation and interpretation, archival collection and arrangement, historic site selection and interpretation, historic preservation, corporate archives and historical analysis as well as private consulting and environmental impact statements, popular history-writing, and the management of cultural resources all employ the skills of a professional historian directly.

The General Use of Historian's Skills Outside of Professional History as Such: The general skills of assembling and analyzing data, the synthesis and interpretation of complex interaction and contexts, and the communication of findings orally and in writing lie at the heart of history and understanding. These useful skills are important also in the worlds of business, government, university administration, foundations, and lobbying and professional associations.

This widened view of what professional historians can do and where historical skills can be used suggests that many history departments will want to rethink their training and professionalization of history graduate students in order to prepare them for as many of these job options as possible. Regardless of the variety of departments and the diversity of their institutions, each department must consider its responsibility to the students it prepares as they confront the changed job market for historians' skills. In some cases, such rethinking may try to strengthen the traditional skills and knowledge offered by historical training.

In other cases, such reconsideration may entail the broadening of older goals and the adoption of new aims and methods to afford the fledgling historian an improved chance at the many new opportunities. In such instances, such rethinking may augment the traditional mission by preparing students to grasp specific kinds of additional opportunities. It might also mean supplementing the traditional curriculum and viewing of the nature and number of fields of study or methods differently.

In still other cases, this rethinking may commit a department to new definitions of its mission and radical new ways of training its students for

the alternatives in professional history conceived in its broadest sense. Such a radical redefinition and understanding of history might foster a restructured curriculum.

In each case, the traditional strength of history-doing (analysis, synthesis, and communication) is developed but with different implications. Such choices are not to be seen as a denial of traditional history or the decline of the advanced degree, or even as the degeneration of the field. Rather, such options are to be conceived as new opportunities to widen the application of history skills and knowledge in more areas than were customary in the recent past.

These various options pose further questions for each department as it considers its mission, its curriculum, its recruitment of faculty, its placement procedures, and a host of other connected implications, including the nature and variety of its students in graduate programs. At times, even the basic self-definition of its faculty members, the attitudes toward the nature of history, and the opinion of what professional historians can do may come into question.

The OAH Faculty Team serves as a consultant in a cooperative search with the members of each department to seek which options are best from among the many choices for the training of graduate students in history for the next decade or two. To facilitate such reconsideration, the team will explore these opportunities with interested departments in terms of what each department wants to do, and what it can do when faced with the changing conditions and employment opportunities for professional historians.

More specifically, the team is committed to examining and consulting about the following areas, all of which are connected: environment for learning, scholarly excellence, quality of teaching, faculty concern for students, curriculum, departmental procedures, available resources, student commitment and motivation, student satisfaction with program, student assistantships or internship experiences, departmental direction and performance, faculty work environment, alumni dissertation experience, value of educational experience and employment, faculty research activities and professional activities, and the fiscal situation of the department.

To aid departments with these topics, the OAH Faculty Team offers expertise on demographic projections, brings knowledge of what other institutions are doing, and provides information about the variety of job opportunities. In addition, the OAH Committee will offer specific recommendations in a report after a visit, and will share survey reports from the Educational Testing Service used to gather preliminary data about the department.

OAH Committee Reports

Program Committee

Dorothy Ross & Ira Berlin

THE OAH HELD a small but successful meeting in Los Angeles, April 4-7, 1984, with 1,400 registered participants, including 135 teachers who attended Teachers' Day. The OAH staff had expected that the West Coast location would mean low attendance, and the Program Committee planned from the start to reduce the number of sessions and to solicit papers from many people who would not otherwise have made the trip. The Committee also developed or commissioned two large clusters of sessions, one revolving around the central concepts of recent scholarly discourse and the other evaluating interdisciplinary historical studies. These were presented throughout the convention under the general heading of "Defining Our Terms" and "Recent Interdisciplinary Perspectives." The process of careful selection and solicitation of major themes and sessions, it was believed, would create an intellectually stimulating convention that would attract members who might not otherwise brave the distance and expense of a West Coast meeting. Without question, the convention created a good deal of intellectual enthusiasm but the hope of enlarging attendance was only partially realized.

In the opening session, Christopher Lasch answered the question "1984: Are We There?" through a careful appraisal of George Orwell's work. Finding many of Orwell's expectations unrealized, Lasch nonetheless emphasized, as he has done in his recent books, the individual's loss of authenticity and autonomy in modern society. In a spirited reply, which was at once delightfully amusing and deadly serious, Catharine Stimpson, Professor of English and Director of the Institute for Research on Women at Rutgers University, suggested that Lasch's critique was premised on a traditional ideal of patriarchal family and rigid identity which were, fortunately, outmoded in contemporary society. A few of the audience of some 100 people asked pointed questions, but the oversized room in which the session was held might have inhibited discussion.

This problem seemed evident at a number of sessions. Small attendance meant meetings were held in rooms far too large for direct confrontations and continued debate. Reports of these sessions, especially the theme sessions on interpretative concepts and interdisciplinary methods, suggest that in general the issues were well joined. Particularly favorable reports emerged from the sessions on separate spheres, cultural hegemony, and class-formation, as well as from the Samuel P. Hays-Martin Sklar session on social theory. These meetings attracted

sixty-five people or more and the session on class formation had well over 100. A strong session on psychohistory attracted only two dozen scholars, perhaps because of its Saturday morning meeting. The response to the session on professionalization, both in numbers and reaction, may indicate that that subject is temporarily, at least, overworked. Interest in the theme sessions, particularly those addressing such controversial concepts as "class," "hegemony," and "separate spheres," indicated that theoretical interests of historians continue to grow.

Still, traditional concerns continued to rank high on the convention's agenda. Political history attracted considerable notice. A shortened noontime meeting on Eleanor Roosevelt was attended by some 200 scholars, the largest of any session reporting, who found the time inadequate for the large number of people prepared to participate.

Great success in generating interest and discussion was also reported in specialized areas of research. The sessions on colonial history, planned by Committee member Ronald Hoffman, reported attendance ranging from twenty to over 100 participants, the latter for a session on evangelicalism which included Edmund S. Morgan. All testified to sharply argued papers and to interested debate. Colonialists apparently continue to find new considerations to bring to old questions and to generate new and more refined questions.

The sessions on Southern, Civil War, and Reconstruction history, though varying widely in attendance, made similar reports of strong, controversial papers and commentaries. The largest and most outstanding sessions were those which featured Gene Genovese and Elizabeth Fox-Genovese on political economy in the South, and Eric Foner and Lawrence Powell on Reconstruction.

In a variety of other areas, though attendance varied between ten and

thirty-five people, chairs reported stimulating exchange among participants and knowledgeable audiences. As chair Maeva Marcus said of the session on the imperial judiciary, "We had an audience that made up in quality what it lacked in quantity." Such reports indicate the number of specialized areas of research which can boast commitment and sophistication among their practitioners and flourishing research agendas. The sessions on labor history were also in this category, with the meeting on protective legislation--drawing on interest in both labor and women's history--an exception to the small size. Sessions on minority groups, whether defined by race or nationality, also reported solid attendance, with particularly lively discussion on government surveillance of black radicals. Four sessions on intellectual history similarly featured intense debate, as did those examining such nonverbal forms of expression as photography and music. Film, which has attracted larger audiences in recent years, continued to do so in Los Angeles, with Lawrence Levine's paper on Hollywood images of the federal government in the 1930s.

As reported in the OAH Newsletter, Teachers' Day was a success. Planned by a group headed by Program Committee member Helen Horowitz, its special sessions were well-attended, and teachers joined other scholarly sessions as well. Still, the feelings of separateness and exclusion of some teachers remain, suggesting that the historical profession has a long way to go to mend the breach between study of the past and its classroom transmission. One encouraging sign of a coalescence in interests was the large number of people--almost 200--who attended the session on teaching the Vietnam War. Here both college and high school teachers found themselves agreeing on the utility of nontraditional materials in teaching and on the importance of applying traditional standards of historical criticism to these materials.

Coming in November special segment historians and computers

Kinley Brauer
"Computer Programs for Historians"

Blaine A. Brownell
"The Wonders of Data Base and Information Management"

Jane A. Rosenberg
"Online Library Catalogues"

Robert P. Swierenga
"Historians and Computers: Has the Love Affair Gone Sour?"

OAH Committee Reports

Another feature of the Los Angeles convention was our joint meetings with the National Council on Public History. Among ten jointly-sponsored sessions, the one on immigration policy reported the liveliest interest. The session on cultural landscape survived the late withdrawal of a major speaker, one of only two sessions to face that difficult situation. The workshops on social history also reported the existence of wide public interest in history. Unfortunately, our limited time for workshops led to scheduling conflicts in this area, so participants believed that interest could not be addressed adequately. The only other repeated complaint of conflicts in scheduling came from those interested in women's history, a token, perhaps, of how well the field is becoming integrated into other areas of special interest.

On the whole, Committee members felt that the smaller number of sessions--eighty-nine in all, including thirteen workshops and two films--permitted members to make a more rational choice of sessions and allowed a critical mass to collect in fields of specialized interest. We were disappointed, as was the OAH office, by the relatively low registration. Fully thirty-five percent of the convention participants were people on the program. It would appear that more careful choice of convention site needs to be made in this era of reduced travel funds. If West Coast meetings are desirable, for example, it is self-defeating to schedule them in the same academic year in which the American Historical Association also meets in the West. One particularly troubling aspect of this situation is that fewer women submitted proposals for the program, presumably since women congregate disproportionately closer to the bottom of the academic hierarchy and hence find themselves particularly disadvantaged in securing travel support. We were chagrined to discover that, despite efforts in this area, only a quarter of our participants were women, the same percentage as the 1983 meeting, and lower than prior years. Although next year's Program Committee plans special efforts to recruit women, the problem suggests once again how far the profession remains from equal opportunity for women historians.

The Committee was gratified by the results of their work. It was, in the words of one participant, an artistic success, if not a commercial one. The Chairs would especially like to thank Committee members W. Elliot Brownlee, Ronald Hoffman, Thomas C. Holt, Helen Lefkowitz Horowitz, and James T. Patterson for their commitment, hard work, and enthusiasm for bringing the program to a successful conclusion. We also received able support from Mary Belding at the OAH office and Susan Bailey at the University of Maryland, as well as from dozens of members who guided us with their advice and support. Our success was their success, and we thank them all.

Committee on the Status of Women in the Historical Profession

Sally Gregory Kohlstedt

THE COMMITTEE ON the Status of Women in the Historical Profession of the Organization of American Historians is planning a major review and report on the pattern of women working on American history with attention to future needs and activities. Preliminary to this report, the committee has compiled data on 1984 and combined them with retrospective information. Some results are reported below.

In comparison with a decade ago, 1984 was a good year. Since the Committee was established in 1972, the number and proportion of women earning advanced degrees in history have expanded rapidly. The field of women's history also has reinvigorated research opportunities for American historians, among others. This has been reflected within the OAH in the Annual Meeting programs, the officers, and the Journal of American History. Still, the increases are not predictive, as recent anomalies suggest, and it is essential that committees continue to monitor and make recommendations to ensure the participation of women.

In 1984, 28% of the participants in the Annual Meeting were women. They were distributed as illustrated in table 1 (gender-vague names were omitted):

	Male	Female
Chair	75%	25%
Presenters	69%	31%
Comment	77%	23%
Total	72%	28%

In the past five years, the participation pattern has been uneven with the following total participation by women: 29% in 1980; 22% in 1981; 33% in 1982; 22% in 1983; and 28% in 1984. In the latter year, the total remained close to the two highest years. Scrutiny of panels, however, revealed that only 3% of the panels were all women while 32% were all men. The

Committee hopes that future program planners will continue to work to integrate all aspects of the program.

This year, retreating from a pattern of increasing women's participation, the Nominating Committee nominated only one woman for the Nominating Committee out of six nominees, and two women for the Executive Board out of eight nominees. It is important that participation in executive positions parallel that of other contributions in the OAH. The election of women to office--including the presidency--and participation in other activities grew substantially in the early 1980s. Indeed, the 1981 and 1982 trends in committee appointments suggest the interlocking effects of having a woman executive officer and other women on the Executive Board.

Data on the Journal of American History reflect a similar trend, although the rate of participation is not quite so high. In the early 1970s, women contributed only 2% to 6% of all book reviews. This percentage increased to 11% in 1978 and reached a high of 15% in 1982 (with 13% in 1983). The percentage of articles showed a similar pattern: 0% in some years and an unusual 23% in 1975. It reached a high point of 28% in 1982 and decreased to 22% in 1983. Fluctuations might be anticipated given the smaller number of articles published each year in comparison to book reviews. It seems, however, that the number of women active in the program should be closer to the participation rates of the Journal. In the 1980s, the number of women on the Editorial Board and the Journal staff also increased.

The Committee expects to present an elaboration of these data and more detailed discussion in a future report. The compilation of information was done through the voluntary efforts of Committee members. Thanks go to Mary Rothschild and her graduate students Georgiann Shiner and Billy Winkel at Arizona State University for data on the Journal, and to Maurine Greenwald for the 1984 program data.

Committee on Access to Documents and Open Information

Athan Theoharis

THE COMMITTEE ON Access to Documents and Open Information considered a number of issues during the course of the year and made specific recommendations to the OAH Executive Board at the Annual Meeting in Los Angeles.

First, we recommended that the OAH endorse two AHA Council resolutions:

the first opposes National Security Directive 84, and the second requests that records seized by government agencies of the Grenadian government and private groups be transferred to the National Archives. Second, the Committee recommended that the OAH endorse an AHA Statement on Legislation Concerning Security Classification, although the Committee did recommend certain revisions in the Statement. Similarly,

OAH Committee Reports

the Committee recommended that the OAH endorse an AHA proposal on Policy on Government Secrecy and Document Classification, again subject to specific revisions.

The Committee called attention to possible problems in the proposed creation of a Richard Nixon Library in California and in interpretations governing photocopying documents for research purposes under copyright law. (The NCC is following this issue and will be briefing the Committee about it.) The Committee recommended that a member of the Access Committee, preferably one based in the Washington, D.C. area, serve as the OAH representative on the Joint Committee on

Historians and Archivists and that the NCC should be urged to monitor recent developments involving the USIA.

The Committee had planned to submit a report to the Executive Board detailing any problems historians had encountered in seeking access to documents deposited in federal, state, and private depositories or in their use of the FOIA. Our request for such examples, publicized in an earlier issue of the OAH Newsletter, did not precipitate much response from the profession. We will again solicit such examples and hope to submit a report in 1985. We are continuing to monitor issues involving the FOIA and invite suggestions and recommendations from members of the OAH.

Committee on History in the Schools and Colleges

Clair W. Keller

BECAUSE ONLY THE chair of the Committee on History in the Schools and Colleges was able to attend the OAH Annual Meeting in Los Angeles, the Committee meeting was used as an opportunity to solicit ideas and programs from secondary school teachers who were able to attend the conference because of Rockefeller Travel Grants. As a result of these discussions, and the crackerbarrel session on Friday, several proposals were developed on ways that the OAH could expand its programs and services in an effort to attract more secondary school teachers. The following proposals were then presented to the Executive Board.

1. Join with National Council for the Social Studies to develop standards that identify the content and thinking skills that should be expected of students who complete an American history course at various grade levels. The purpose of these standards would be to help teachers at all levels determine what ought to be taught in an adequate American history course. These standards would provide support for those teachers who find it necessary to defend history as a part of the school curriculum. Teachers who face competence tests for themselves and students would have guidelines for preparation in taking or administering tests. Note: The chair of the Committee on History in the Schools and Colleges solicits the profession's opinion regarding both the nature and use of such standards.

2. Urge the development of a newsletter for secondary school teachers. Each newsletter would focus on a specific topic in American history and would provide an essay by a scholar in the field, an annotated bibliography designed to help teachers prepare to teach the subject, and suggested teaching strategies. It is hoped that outside funding could be found for such a newsletter.

3. Sponsor a history honors society. Such an association would be self-supporting since the cost would be assumed by each applicant.

4. Establish a teaching division within the OAH.

5. Establish a prize for the best article published by a historian who teaches at the secondary level.

6. The need to appoint secondary teachers to committees.

7. Continue the Professional Day, but focus it on history teaching and encourage participation by teachers at all levels.

8. Appoint secondary school teachers to the Committee on History in the Schools and Colleges. Note: President Arthur Link has filled vacancies on the Committee with secondary school teachers.

These proposals were presented to the Board. Since the Board seemed responsive to them, the Committee will present plans, where feasible, to the Board at its November meeting.

Erik Barnouw Prize

The Organization of American Historians will award its annual Erik Barnouw Prize in recognition of outstanding reporting or programming on network or cable television or in documentary film, dealing with American

history, or the study of American history. Entries must have been completed between December 1, 1983 and December 1, 1984. For further information, contact Ronald Walters, Department of History, Johns Hopkins University, Baltimore, Maryland 21218.

Television, Film, and Radio Media Committee

James Wright

AT THE ANNUAL Meeting of the Television, Film, and Radio Media Committee in Los Angeles, three members (Thomas Cripps, Ronald Walters, and James Wright) were joined by David Culbert, a past chair of the committee, and George Farr, Deputy Director of the Division of General Programs of the National Endowment for the Humanities. The group reviewed past activities of the committee and discussed the committee's responsibilities.

The committee's mandate is a comprehensive one: "to collect and disseminate information regarding the use of history and of historians in creating, funding, promoting, distributing, and evaluating radio and television programs." It is a complicated assignment for a professional association committee given the wide range of historians now active in media projects and given the popularity of historical subjects in the media. Former chair Ron Walters attempted to compile some of this information in a computer file, but much of what the charge implies is not systematically reported; the type of monitoring and information processing involved would require some regular staff support. The committee agrees that such support should take a high priority.

The committee was pleased with the film essays that have been appearing in the OAH Newsletter under the editorship of Robert Brent Toplin and with the Organization's publication of these in the "American History Through Film" pamphlet. Further, the Barnouw Prize now provides annual recognition of accomplishment in film or television. The committee was concerned, however, about a perceived decline in media-related sessions at the Annual Meeting and the absence of film reviews in the Journal.

The members of the committee in attendance at this meeting agreed to meet in Washington with Farr and his associates at NEH to discuss regular communication between the Organization and the Endowment.

The chair was instructed to report to the Executive Board on the difficulty the committee faces in meeting its mandate. In order to accomplish the stated purpose, the committee would require regular funding and staff support. In the absence of this, the committee may submit a recommendation in the fall for dissolution and suggestions on the way some specific activities may be assumed by OAH staff and other committees. Member comments on this proposal can be directed to James Wright, Department of History, Dartmouth College, Hanover, New Hampshire 03755.

Access Committee seeks information on FOIA experiences

The OAH Committee on Access to Documents and Open Information is eager to hear from historians who have requested and/or received information under FOIA or the Mandatory Review process since 1982.

In the last few years, committees of Congress have asked historians to give testimony on various issues relating to FOIA and the declassification of documents. In order to represent (accurately) the interests of historians, we need to know more about your personal experiences with FOIA and the

Mandatory Review process.

How long did it take for you to receive your documents? Did you request documents more than thirty years old? Twenty years old? Was your request denied? If you requested documents during previous presidential administrations, do you think the situation is now worse?; better? Do you have a "horror story" to share?; a "success" story? Please share your experiences by writing to the OAH Committee on Access, Organization of American Historians, 112 North Bryan Street, Bloomington, Indiana, 47401.

oah employment service

Beginning with Vol. 13, No. 1 (February 1985), the Newsletter will initiate a section devoted to listing employment credentials of OAH members. Individuals can now bring their employment availabilities, fields of expertise, and abilities and talents to the attention of the more than 3,000 institutional members of the Organization.

Cost for each listing is \$10 for the first four 20-pica lines and then \$3 for every 20-pica line thereafter (or any portion of a line). There are approximately 40 characters and spaces per 20-pica line. There are no restrictions on length or kinds of information included except that each applicant must indicate by abbreviation whether she/he is willing to relocate and/or accept a one-year appointment. (W=willing to relocate; O=will accept a one-year appointment.) Each applicant must also include a mailing address.

Copy for each listing must be received eight weeks prior to the issue in which it is to be included so that cost can be determined and payment received prior to publication. (For example, copy for the February issue will be accepted until December 1; payment must be received by December 24.)

Nominees

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Harold M. Hyman

Myron Marty
Alison Bernstein

Charles Rosenberg
Margaret Rossiter

Nominating Board

T.H. Breen
David J. Weber

Donald A. Ritchie
Maeva Marcus

Barbara J. Fields
Louise A. Kerr

Harvey Green
Kenneth L. Kusmer

1984 OAH Nominating and Executive Board

Harvard University Mellon Faculty Fellowships

For nontenured, experienced junior scholars who have completed, at the time of appointment, at least two years postdoctoral teaching as college or university faculty in the humanities--usually as assistant professors. Ph.D. is required and must have been received prior to June 30, 1983. One year appointment, July 1985-June 1986, with limited teaching duties, departmental affiliation, opportunity to develop scholarly research. Applications are due by November 1, 1984, and awards will be announced by February 1, 1985. For particulars and application procedures, contact Richard M. Hunt, Program Director, Harvard University Mellon Faculty Fellowships, Lamont Library 202, Cambridge, Massachusetts 02138.

Afro-American History

Afro-American Historian. Tenure-track, faculty position. Rank and salary dependent on qualifications. Beginning August 1985. Requirements: Ph.D., evidence of strong research and publication potential, evidence of teaching potential. Publications and teaching experience highly desirable. Submit resume, names of referees, and supporting materials by November 1, 1984 to Professor George Jurgens, Chair, Afro-American Search Committee, Department of History, Ballantine Hall 742, Indiana University, Bloomington, Indiana 47405. Equal Opportunity/Affirmative Action Employer.

Professional Opportunities

Vermont Historical Society

The Vermont Historical Society, established in 1838, is seeking a full-time director who will oversee its museums and reference library and be responsible for the Society's quarterly, Vermont History, its bimonthly, Vermont History News, and other publications. Additional areas of responsibility include program and membership development, budgeting and operational management, fund raising, legislative liaison, and cooperation with local historical societies. The Society is financed by memberships, contributions, and legislative appropriations. Deadline for application is February 1, 1985. Position begins July 1, 1985. For further information, write Search Committee, Vermont Historical Society, 109 State Street, Montpelier, Vermont 05602.

JAH Editor

Announcing a joint position at Indiana University to begin in August 1985. It includes the editorship of the Journal of American History, connected with an appointment in the Department of History. The appointee will be a tenured, teaching member of the department at either the full or the associate professor level. Applicants should be established scholars in American history; editorial experience is desirable. The deadline for applications is October 15, 1984. Send curriculum vitae, personal statement, and names of referees to the JAH Search Committee, Department of History, Indiana University, Bloomington, Indiana 47405.

Meetings & Conferences

September

THE DOUGLAS SOUTHALL FREEMAN SYMPOSIUM ON "WOMEN IN SOUTHERN SOCIETY: THE HISTORICAL PERSPECTIVE," is sponsored by the Department of History at the University of Richmond, on September 13, 1984. For additional information, write to: Professor Ernest C. Bolt, Jr., Department of History, University of Richmond, Richmond, Virginia 23173.

THE AMERICAN ASSOCIATION FOR STATE AND LOCAL HISTORY will hold its annual meeting September 18-21 in Louisville, Kentucky. For further information, contact Patricia A. Hall, Director, Education Division, AASLH, 708 Berry Road, Nashville, Tennessee 37204.

THE MID-AMERICA CONFERENCE ON HISTORY will hold its sixth annual meeting on September 21-22 at the University of Kansas. For more information, contact Donald R. McCoy, Department of History, University of Kansas, Lawrence, Kansas 66045.

THE SECOND MIDWEST CIVIL WAR COLLECTORS SHOW will be held September 22 in Wheaton, Illinois. Thousands of Civil War items and other early military memorabilia will be displayed and sold.

Information can be obtained from Bob Nowak, 3238 North Central Park, Chicago, Illinois 60618.

October

PAST MEETS PRESENT, a national conference sponsored by the New York Council for the Humanities and the Skaggs Foundation, will be held on October 7-9 in New York City. The conference is built around expeditions to historic sites and landscapes within the New York metropolitan area. It is open to scholars, curators, educators, and designers working in the field of interpretive exhibitions. For further information about registration and application forms, write to Jo Blatti, Project Director, Past Meets Present, New York Council for the Humanities, Room 204, 33 West 42nd Street, New York, New York 10036.

"WOMEN IN POLITICS: A CELEBRATION OF ELEANOR ROOSEVELT," a symposium sponsored by Texas Woman's University, will examine both Eleanor Roosevelt's legacy and problems of women in politics in the 1980s. The symposium is scheduled for October 10-11. For information and registration materials, write to Ingrid W. Scobie, Conference Coordinator, Department of History and

Government, Texas Woman's University, Denton, Texas 76204.

THE ELEVENTH MILITARY HISTORY SYMPOSIUM, sponsored by the Department of History at the U.S. Air Force Academy, is scheduled for October 10-12. The subject of the symposium is "Military Planning in the Twentieth Century." For further information, contact Major Bernard E. Harvey, Executive Director, Eleventh Military History Symposium, Department of History, U.S. Air Force Academy, Colorado Springs, Colorado 80840.

THE NINTH ANNUAL EUROPEAN STUDIES CONFERENCE will be held in Omaha, Nebraska, October 11-13. More information is available from Peter Suzuki, Urban Studies, or Patricia Kolasa, Educational Foundations, University of Omaha, Omaha, Nebraska 68182.

"THE HISTORY OF HOUSING FOR WORKING AND POOR PEOPLE," a symposium, will be held October 12-13 on the campus of Columbia University in New York City. Advance Registration is \$15, and registration at the door is \$25. Checks should be sent to either Peter Marcuse, Division of Urban Planning, Columbia University, 410 Avery Hall, New York, New York 10027, or to Richard K. Lieberman, Department of Social Sciences, LaGuardia Community College, The City University of New York, 31-10 Thomson Avenue, Long Island City, New York 11101.



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Meetings

THE MIDWEST AMERICAN SOCIETY FOR EIGHTEENTH-CENTURY STUDIES will hold its annual meeting on October 11-13. For information, contact Anthony Kaufman, 208 English Building, University of Illinois, 608 South Wright Street, Urbana, Illinois 61801.

"THE VISION OF ELEANOR ROOSEVELT: PAST, PRESENT, FUTURE," a conference sponsored by Vassar College and the Eleanor Roosevelt Institute, will be held October 13-16 at Vassar College. October 11, 1984 will mark the one-hundredth anniversary of Roosevelt's birth. More information is available from John F. Sears, Director, Eleanor Roosevelt Centennial Conference, Box 186, Vassar College, Poughkeepsie, New York 12601.

THE ASSOCIATION FOR DOCUMENTARY EDITING will hold its sixth annual meeting in Providence, Rhode Island, October 18-20. For further information, contact John P. Kaminski, History Department, 455 North Park Street, University of Wisconsin, Madison, Wisconsin 53706.

"WORKSHOP ON ORAL HISTORY FOR LIBRARIANS AND ARCHIVISTS" will be held October 26-27 at the International Graduate School in St. Louis. For information, contact the International Graduate School, 55 Maryland Plaza, St. Louis, Missouri 63108.

THE CALIFORNIA COMMITTEE FOR THE PROMOTION OF HISTORY will hold its

fourth annual statewide conference at the California Polytechnic State University in San Luis Obispo, October 26-28. For further information and registration materials, contact Carroll Pursell, History Department, University of California, Santa Barbara, California 93106.

THE EAST-CENTRAL AMERICAN SOCIETY FOR EIGHTEENTH-CENTURY STUDIES will hold its fifteenth annual meeting at the United States Naval Academy, October 26-28. For information, write to Philip K. Jason, Department of English, U.S. Naval Academy, Annapolis, Maryland, 21402.

November

THE SOCIETY FOR THE HISTORY OF TECHNOLOGY will hold its annual meeting November 1-4 in Cambridge, Massachusetts. The meeting will be hosted by M.I.T.'s Program in Science, Technology, and Society. Registration materials and more information are available from Gayle Fitzgerald, Campus Information Service, Room 7-111, MIT, Cambridge, Massachusetts 02139. Materials will be available September 1.

THE D'ARCY McNICKLE CENTER FOR THE HISTORY OF THE AMERICAN INDIAN will host a conference entitled "The Impact of Indian History on the Teaching of American History," November 1-3 in Chicago, Illinois. The conference is supported by a grant from the National Endowment for the Humanities, and will be limited to seventy-five people.

Additional information and application materials are available from Frederick E. Hoxie, Director, McNickle Center for the History of the American Indian, the Newberry Library, 60 W. Walton Street, Chicago, Illinois 60610.

THE NORTHEAST AMERICAN SOCIETY FOR EIGHTEENTH-CENTURY STUDIES will hold its eighth annual meeting November 1-4 in Providence, Rhode Island. For information, write to Edna Steeves, English Department, University of Rhode Island, Kingston, Rhode Island 02881, or to John Salesses, Dean, Graduate School, Rhode Island College, Providence, Rhode Island 02908.

THE MIDWEST ARCHIVES CONFERENCE will be held at the Americana Hotel in Kansas City, Missouri, on November 1-3. Information is available from Sharron Uhler, chair, Publicity Subcommittee, Local Arrangements Committee, at 816/276-1539.

To facilitate computer processing of membership renewals, publication orders, contributions, inquiries, etc., please include your individual or institutional identification number located on address labels (IN00000 or IS00000). If you are currently experiencing any problems with subscriptions, please contact the Bloomington office.

Grants, Fellowships, & Awards

September

THE SOUTHERN ANTHROPOLOGICAL SOCIETY AND THE UNIVERSITY OF TENNESSEE PRESS offer an award of \$1000 for the book-length manuscript that best describes and interprets the culture of a New World population. The population may be prehistoric, historic, or contemporary, and may be of any ethnic or racial composition. For further information, contact Harriet J. Kupferer, Chair, Mooney Award Committee, Department of Anthropology, University of North Carolina-Greensboro, Greensboro, North Carolina 27412-5001.

THE HERBERT HOOVER PRESIDENTIAL LIBRARY ASSOCIATION, INC. is pleased to announce its seventh annual Hoover Presidential Fellowship and Grant competition. Awards range to a maximum of \$10,000 annually and are renewable through reapplication. Information and application materials for the coming year are available each preceding September 1. Deadline for receipt of applications is the

following January 31. To obtain the necessary documents, write Chair, Fellowship and Grant Committee, Herbert Hoover Presidential Library Association, Inc., P.O. Box 696, West Branch, Iowa 52358.

THE RALPH HENRY GABRIEL PRIZE IN AMERICAN STUDIES is to be awarded in 1985 to the author of the book-length original manuscript judged best by a special prize committee of the American Studies Association. The prize consists of \$1000 cash in anticipation of royalties and publication. The deadline is September 30, 1984. Manuscripts should be sent in three copies to the Executive Director, American Studies Association, 307 College Hall/CO, University of Pennsylvania, Philadelphia, Pennsylvania 19104.

October

THE WOODROW WILSON INTERNATIONAL CENTER FOR SCHOLARS in Washington, DC, seeks from individuals throughout the world outstanding project proposals representing diverse interests

in the humanities and social sciences, and is hospitable to research which falls outside one of its existing geographical or thematic categories. Deadline for receipt of applications is October 1, 1984. For information and application materials, contact The Wilson Center, Smithsonian Institution Building, Room 331, Washington, DC 20560.

THE NATIONAL HUMANITIES CENTER FELLOWSHIPS are awarded to 35-40 recipients annually. The new deadline is October 15, 1984. For information and application materials, write to Kent Mullikin, Assistant Director, National Humanities Center, 7 Alexander Drive, Research Triangle Park, North Carolina 27709.

THE ROCKEFELLER FOUNDATION announces a program of fellowship awards for writers and scholars in the humanities whose research aids the understanding of contemporary social and cultural issues. Twenty awards, ranging from \$15,000 to \$20,000, will be

made for 1985-86. The deadline for first-stage applications is October 15, 1984. Inquiries and applications should be addressed to Rockefeller Foundation Humanities Fellowships, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, New York 10036.

November

THE MISSISSIPPI HISTORICAL SOCIETY announces the Franklin L. Riley Prize to be awarded for an outstanding doctoral dissertation on a topic in Mississippi history or biography, completed during 1984. The cash value of the award is \$300. Four copies should be submitted by November 1, 1984 to Franklin L. Riley Prize, Box 571, Jackson, Mississippi 39205.

THE SMITHSONIAN FOREIGN CURRENCY PROGRAM offers opportunities for support of research in Burma, Guinea, India, and Pakistan. The deadline for submission is November 1 annually. Further information is available from

Grants, fellowships, & awards

The Foreign Currency Program, Office of Fellowships and Grants, Smithsonian Institution, Washington, DC 20560.

THE COLUMBIA SOCIETY OF FELLOWS IN THE HUMANITIES will appoint a number of post-doctoral fellows in the humanities for the academic year 1985-86. Fellows newly appointed for 1985-86 must have received a Ph.D. between January 1, 1983 and July 1, 1985. The stipend is \$23,000. Deadline for receipt of the completed application is November 1, 1984. Application forms can be obtained by writing to the Director, Society of Fellows in the Humanities, Heyman Center for the Humanities, Box 100 Central Mail Room, Columbia University, New York, New York 10027.

THE UNIVERSITY OF FLORIDA'S GRADUATE SCHOOL MONOGRAPHS IN THE SOCIAL SCIENCES announces a publication award competition. The author of the winning manuscript will receive an offer of expedited publication through the University Presses of Florida. Deadline for submission of the finished manuscript is November 15, 1984. For further information, contact George E. Pozzetta, Department of History, University of Florida, Gainesville, Florida 32611.

THE SOUTHEASTERN AMERICAN SOCIETY FOR EIGHTEENTH-CENTURY STUDIES invites submissions for its annual competition. An award of \$250 will be given for the best article on an eighteenth-century subject. To be considered, articles must be submitted in triplicate, postmarked no later than November 15, 1984, and sent to Charles M. Carroll, Department of Music, St. Petersburg Junior College, P.O. Box 13489, St. Petersburg, Florida 33733.

December

THE GILBERT CHINARD PRIZE of \$750 is awarded annually for a book or manuscript in page-proof, and the Incentive Award of \$250 is for an unpublished book-length manuscript. Deadline for the 1984 awards is December 1, and five copies of each entry should be sent to Professor John McV. Haight, Jr., Chair, Chinard Prize Committee, Department of History, Maginnes #9, Lehigh University, Bethlehem, Pennsylvania 18015.

THE JAMES JEROME HILL REFERENCE LIBRARY will award a number of fellowships of up to \$2000 to support research in the James J. Hill Papers. The deadline for applications is December 1, 1984. For more information, contact W. Thomas White, Curator, James Jerome Hill Reference Library, Fourth and Market Streets, St. Paul, Minnesota 55102.

☆☆☆

Recent Deaths

GEORGE E. MOWRY, 63, William Rand Kenan, Jr., Professor of History Emeritus, at the University of North Carolina, died in Chapel Hill on May 12, 1984. Among Mowry's most notable works were *Theodore Roosevelt and the Progressive Movement*, *The California Progressives*, *The Era of Theodore Roosevelt*, *The Urban Nation*, and *Another Look at the Twentieth Century South*. He was also the co-author with John D. Hicks of several col-

lege texts including *A Short History of American Democracy*, *The American Nation*, and *The Federal Union*. Mowry had numerous articles and more than one hundred book reviews published. He was President of the Organization of American Historians in 1965.

ROY N. LOKKEN, 66, a retired history professor at East Carolina University, Greenville, North Carolina, died April 26, 1984. He was the recipient of the Louis Pelzer Award of the Mississip-

pi Valley Historical Association and an annual National Society of the Colonial Dames of America fellowship. Lokken's publications include dozens of papers and pamphlets, book reviews, and book-length studies on a range of Colonial history subjects. In 1978 he was appointed to the editorial board of the Franklin Institute Press of Philadelphia. Lokken joined the faculty of the East Carolina University Department of History in 1964, and retired in 1983.

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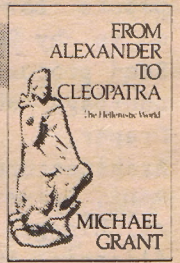
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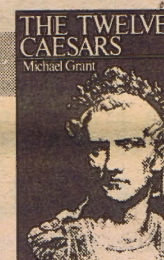
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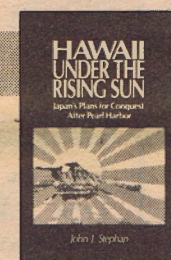
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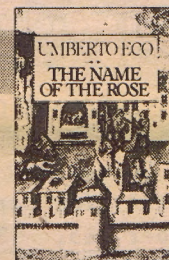
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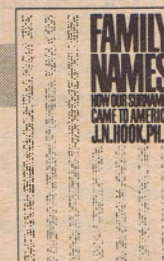
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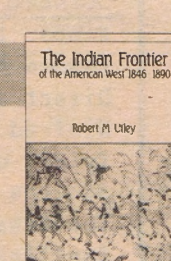
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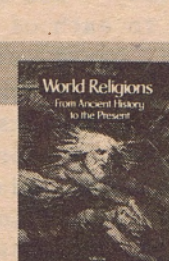
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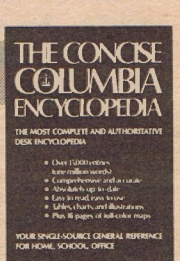
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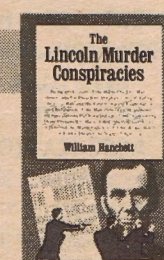
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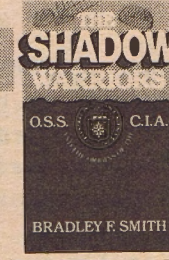
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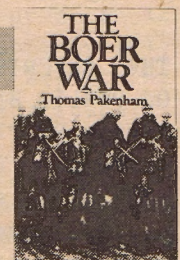
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September

THE NORTH CAROLINA COLLECTION OF THE UNIVERSITY OF NORTH CAROLINA, THE NATIONAL HUMANITIES CENTER, AND AMERICA'S FOUR HUNDREDTH ANNIVERSARY COMMITTEE is planning an international symposium for 1986 on Sir Walter Raleigh and his career. Scholars are invited to submit suggestions for papers to H.G. Jones, Director of the Symposium, at the North Carolina Collection, UNC Library, Chapel Hill, North Carolina 27514.

THE SOCIETY OF ARCHITECTURAL HISTORIANS will hold its annual meeting April 17-21, 1985 in Pittsburgh, Pennsylvania. Those who wish to submit papers for the meeting should do so by September 13, 1984. Send proposals, in the form of one-page abstracts, to John Draper, Department of Architecture and Art Department, University of Illinois at Chicago, Box 4348, Chicago, Illinois 60680. All speakers must be members of the national SAH.

THE 1985 MARXIST SCHOLARS CONFERENCE will be held March 21-24 at the University of Chicago. Proposals for papers are due September 15, 1984, and completed papers are due November 15, 1984. One copy should be sent to each of the Program Chairs: David Levin, Department of Philosophy, University of Wisconsin-Parkside, Kenosha, Wisconsin 53141, and Ronald S. Edari, Department of Sociology, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53201.

THE SEVENTH ANNUAL CONFERENCE ON PUBLIC HISTORY will be held April 25-27, 1985 in Phoenix, Arizona. Those interested in submitting a proposal for a paper, complete panel, or workshop should send a one- to two-page outline to Arnita Jones, National Endowment for the Humanities, Room 402, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, and Noel J. Stowe, Department of History, Arizona State University, Tempe, Arizona 85287. Deadline for submission is September 15, 1984.

THE AMERICAN CULTURE ASSOCIATION invites proposals for interpretive scholarly papers, reports on research in progress, panels, and symposia which are concerned with the study of folk culture and life

Calls for Papers

in North America. The meeting will be held in Louisville, Kentucky April 3-7, 1985. One page abstracts should be submitted before September 15, 1984 to Daniel Ward, American Culture Program, Bowling Green State University, Bowling Green, Ohio 43403.

THE ASSOCIATION OF SOCIAL AND BEHAVIORAL SCIENTISTS invites you to participate in its 1985 annual meeting at Atlanta, Georgia, March 27-30. Those interested in presenting papers should provide the title and an abstract of their work, not to exceed two paragraphs. The deadline is September 20, 1984. Send all correspondence to Dorothy Cowser Yancy, School of Social Sciences, Georgia Institute of Technology, Atlanta, Georgia 30332.

October

THE FOURTH CITADEL CONFERENCE ON THE SOUTH will be held in Charleston, South Carolina April 11-13, 1985. People interested in presenting papers or serving as commentators on aspects of Southern History from the colonial era to the 1980s are invited to submit proposals and a vitae by October 1, 1984. Final invitations to participate will be issued by November 1, 1984. Direct all correspondence to Winfred B. Moore, Jr., Lyon G. Tyler, or Joseph F. Tripp, all of the Department of History, The Citadel, Charleston, South Carolina 29409.

THE DEPARTMENT OF MARKETING AND TRANSPORTATION ADMINISTRATION OF MICHIGAN STATE UNIVERSITY AND THE AMERICAN MARKETING ASSOCIATION will hold the second Workshop in Historical Research in Marketing April 28-30, 1985. The workshop will explore substantive, conceptual, and research methodological issues in the history of marketing and marketing thought. Discussions of problems and achievements in historical research in marketing are particularly welcome. Send abstracts for papers and suggestions for topics by October 1, 1984. For further information, write to Stanley C. Hollander, Department of Marketing and Transportation Administration, Graduate School of Business Administration, Michigan State University, East Lansing, Michigan 48824.

A SYMPOSIUM ON CHARLES FLETCHER LUMMIS sponsored by the Southwest Museum, the Southern California Historical Society, and the Los Angeles Public Library solicits papers for the symposium in Los Angeles, February 2, 1985. Send abstracts of no more than 100 words by October 1, 1984 to Romaine Ahlstrom, Los Angeles Public Library, 630 W. Fifth Street, Los Angeles, California 90071.

THE ANNUAL MEETING OF THE AMERICAN ACADEMY OF RELIGION to be held March 20-23, 1985 in Athens, Georgia, is soliciting papers. Abstracts of papers for possible presentation should be sent to Vernon McClean, William Paterson College, Wayne, New Jersey 07470 by October 15, 1984.

THE SOCIETY FOR HISTORIANS OF THE EARLY AMERICAN REPUBLIC (1789-1848) is calling for sessions and/or papers for its annual conference, July 26-27, 1985, at Gunston Hall, Virginia. Proposals for Virginia and the Upper South are especially solicited; they should be no more than three pages and should be submitted by October 31, 1984. Send to SHEAR Program 1985, William H. Pease, Department of History, University of Maine, Orono, Maine 04469. For membership information, contact James H. Broussard, Department of History, Lebanon Valley College, Annville, Pennsylvania 17003.

November

THE AMERICAN ASSOCIATION FOR THE HISTORY OF MEDICINE is soliciting papers for its 1985 annual meeting in Durham and Chapel Hill, North Carolina, May 15-18, 1985. People interested in presenting papers are invited to submit an abstract (original and five copies) of approximately 300 words typed on a single page to Todd L. Savitt, Humanities Program, School of Medicine, East Carolina University, Greenville, North Carolina 27834. Proposals should be postmarked by November 1, 1984.

THE FOURTEENTH BIENNIAL HISTORY CONFERENCE at Kutztown University in Kutztown,

Pennsylvania, will focus on "The Worker in History." The conference is scheduled for April 18, 1985, and the committee invites proposals for papers on a range of relevant topics. Please submit titles and abstracts for proposed papers by November 1, 1984 to Gordon J. Goldberg, Department of History, Kutztown University, Kutztown, Pennsylvania 19530.

THE WESTERN SOCIAL SCIENCE ASSOCIATION will hold its annual meeting in Fort Worth, Texas, April 24-27, 1985. The History Section welcomes papers, programs, and panel discussions in all fields of historical study. Proposals should be submitted by November 15, 1984 to Tom Camfield, History Department, Sam Houston State University, Huntsville, Texas 77341.

THE EASTERN KENTUCKY HISTORY SYMPOSIUM, with the theme of "The Depression Decade in Kentucky," has issued a call for papers through its sponsor, the Department of History at Eastern Kentucky University. Papers featuring any aspect of Kentucky history, literature, or culture will be considered. For more information, contact William E. Ellis, Department of History, Eastern Kentucky University, Richmond, Kentucky 40475.

THE TWENTY-EIGHTH ANNUAL MISSOURI VALLEY HISTORICAL CONFERENCE in Omaha, Nebraska March 7-9, 1985, has issued a call for papers. Open to all fields of history as well as interdisciplinary and methodological studies, proposals should be submitted by November 1, 1984. Each proposal should include an abstract of the paper(s) and a brief CV for each participant. People interested in serving as moderators or commentators are also invited to write to Marian P. Nelson, Program Coordinator, 1985 MVHC, Department of History, University of Nebraska at Omaha, Omaha, Nebraska 68182.

CREATIVITY AND SCIENCE, a conference presented by The Creativity and Science Conference Committee, will meet in Honolulu, Hawaii March 23-24, 1985. Papers should be submitted by November 1, 1984 to D. DeLuca, Conference Organizer, Windward Community College, Kealahala Road, Kane-

Activities of Members

HAROLD ANDERSON has been appointed a vice president in Wells Fargo & Company's history department.

MICHAEL A. BELLESILES was awarded the Samuel Foster Haven Fellowship by the American Antiquarian Society.

PRISCILLA J. BREWER was awarded the Albert Boni Fellowship by the American Antiquarian Society.

JEFFREY P. BROWN has accepted a new appointment as an assistant professor of history at New Mexico State University in Las Cruces.

Calls for papers

one, Hawaii 96744. Further information is available from L.E. Goodman, Department of Philosophy, University of Hawaii, 2530 Dole Street, Honolulu, Hawaii 96822.

THE THEORY AND METHODOLOGY SECTION OF THE POPULAR CULTURE ASSOCIATION welcomes proposals for papers and special sessions on theory, methodology, and documentation for the Association's annual conference, to be held in Louisville, Kentucky April 3-7, 1985. Proposals for papers and special sessions should be in the form of a 200-word abstract and accompanying letter and must be submitted by November 1, 1984. Send to Larry N. Landrum, Department of English, Michigan State University, East Lansing, Michigan, 48824.

December

AMERICAN STUDIES intends to publish a special issue on new religious movements in America. The closing date for submissions will be December 1984. The journal is published at the University of Kansas, Lawrence, Kansas 66045.

Wheaton College Hosts Jonathan Edwards Conference

The Institute for the Study of American Evangelicals is hosting, with the co-sponsorship of the Institute for Early American History and Culture, a major conference on the contributions of Jonathan Edwards. This meeting will take place October 24-26, 1984 at the Billy Graham Center of Wheaton College.

For more information on the activities of the Institute, please contact Joel A. Carpenter, Administrator, Institute for the Study of American Evangelicals, Wheaton College, Wheaton, Illinois, 60187.

NORMAN BROWN is the author of a new book entitled *Hood, Bonnet and Little Brown Jug*, which was published this spring by Texas A&M University Press as part of its Southwestern Studies series.

JOAN JACOBS BRUMBERG is the recipient of a 1984-85 Rockefeller Foundation Humanities Fellowship.

MICHAEL H. EBNER has been appointed Chair of the department of history at Lake Forest College in Lake Forest, Illinois.

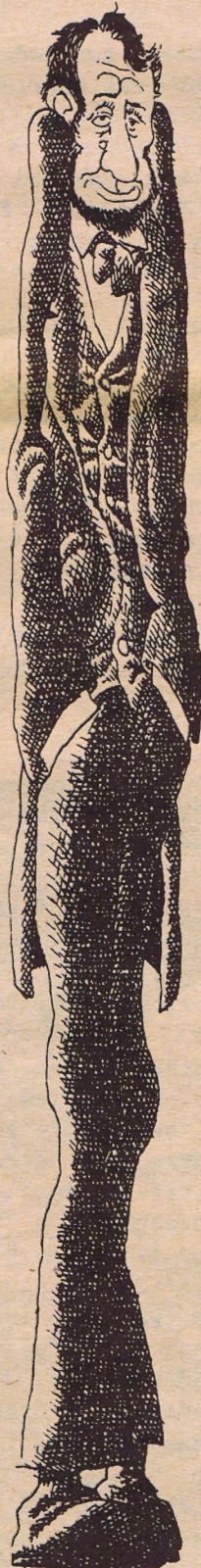
PETER EISENSTADT has been awarded a Samuel Foster Haven Fellowship by the American Antiquarian Society.

RICHARD W. ETULAIN has been appointed to a short-term fellowship at the Huntington Library in San Marino, California.

JOE B. FRANTZ has won the Southwestern Booksellers Association's \$1500 award for the best nonfiction book by a Texas resident. The book, *The Forty-Acre Follies*, is published by Texas Monthly Press.

FRANK FREIDEL is one of eight people named to a panel assembled to advise The Children's Audio Service.

WILLIAM E. GIENAPP has been appointed to a short-term fellowship at the Huntington Library in San Marino, California.



Gahan Wilson in
The New York Times Book Review
March 13, 1977

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- **Lincoln and the Indians** - David A. Nichols. Comments by William S. McFeely and Hans L. Trefousse
- **Lincoln and Black Freedom** - LaWanda Cox. Comments by Stephen B. Oates and Armstead L. Robinson
- **James R. Mellon's The Face of Lincoln: An Appraisal** - Lloyd Ostendorf. Comments by Harold Holzer
- **Abraham Lincoln and American Political Religion** - Glen E. Thurow. Comments by David Hein and John F. Wilson
- **Patricide in the House Divided** - George B. Forgie. Comments by Kenneth M. Stampp and Major L. Wilson
- **Lincoln and the Quest for Immortality** - Dwight G. Anderson. Comments by Robert V. Bruce and Marcus Cunliffe
- **Lincoln and the Economics of the American Dream** - Gabor S. Boritt. Comments by M.E. Bradford and Phillip S. Paludan
- **Lincoln's Quest for Union** - Charles B. Strozier. Comments by Jean Baker and Roy P. Basler
- **Abe Lincoln Laughing** - P.M. Zall (banquet address). Comments by Mark E. Neely, Jr. and Norman A. Graebner
- **Battlefield Tour**
- **Beware of the People Weeping** - Thomas Reed Turner. Comments by Herman Belz and Harold M. Hyman
- **The Lincoln Murder Conspiracies** - William Hanchett. Comments by Michael F. Holt and James M. McPherson
- **The Biographers: Oates, Handlin, and Vidal**. A Panel discussion with Richard N. Current and Don E. Fehrenbacher

Conference runs Friday evening through Sunday afternoon
Registration: 4 - 7 p.m. Friday

FOR FURTHER INFORMATION:

Write to: Gabor S. Boritt, Gettysburg College, Gettysburg, PA 17325
Or Call: Tina M. Fair, (717)334-3131, ext. 384



Frank Bellew
Harper's Weekly
November 26, 1864

Activities of Members

WILLIAM R. GILLASPIE was awarded the Arthur W. Thompson Memorial Prize in Florida History for his article, "Survival of a Frontier Presidio: St. Augustine and the Subsidy and Private Contract Systems, 1680-1702."

MARY McDOUGALL GORDON has been appointed to a short-term fellowship by the Huntington Library in San Marino, California.

ROBERT A. GROSS was awarded the Samuel Foster Haven Fellowship by the American Antiquarian Society. He also was named to a short-term fellowship by the Bibliographical Society of America.

BERNICE F. GUILLAUME has received a United Negro College Fund Strengthening the Humanities Grant to research Native American/Afro-American relations in Suffolk County, New York.

JAMES A. HENRETTA has been awarded a fellowship by the National Endowment for the Humanities.

MICHAEL J. HOGAN was awarded the Stuart L. Bernath Prize for his lecture "Revival and Reform: America's 20th Century Search for a New Economic Order" by the Society for Historians of American Foreign Relations.

MICHAEL H. HUNT was awarded the Stuart L. Bernath Prize for his book The Making

of a Special Relationship: The United States and China to 1914 (Columbia University Press) by the Society for Historians of American Foreign Relations.

GLEN JEANSONNE has accepted a position as Visiting Professor of History at the University of Michigan in Ann Arbor for Semester II, 1984-85.

GARY J. KORNBLITH has been awarded a Samuel Foster Haven Fellowship by the American Antiquarian Society.

J. MORGAN KOUSSER has been named the Harold Vyvyan Harmsworth Professor of American History at Oxford University for 1984-85.

LEON LITWACK has been named to a panel of eight humanities scholars who will advise The Children's Audio Service.

KERBY A. MILLER has been appointed to a short-term fellowship at the Huntington Library in San Marino, California.

STEPHEN NISSENBAUM has been awarded an Albert Boni Fellowship by the American Antiquarian Society.

MARY BETH NORTON has been awarded a Samuel Foster Haven Fellowship for research at the society's library in Worcester, Massachusetts.

PETER S. ONUF was awarded a National Endowment for the Humanities Fellowship for research on the Northwest Ordinance.

DENNIS D. PICARD was awarded \$1,000 by the Early American Industries Association.

ROBERT C. RITCHIE has been awarded a fellowship at the Huntington Library of San Marino, California.

BEN A. RILEY has been named the winner of the 1984 Herman Weill Award.

GEORGE W. ROBINSON was presented the annual Richard H. Collins Award by the Kentucky Historical Society.

MARGARET W. ROSSITER was awarded the Wilbur Cross Medal for outstanding achievement of the Yale University Graduate School.

PAUL J. SCHEIPS was awarded an honorary LL.D. degree from the University of Evansville.

RONALD SCHLUNDT delivered a series of lectures sponsored by the U.S. Information Service and the German-American Institute during 1983-84.

JAMES R. WARD was awarded the Rembert W. Patrick Memorial Book Award.

MICHAEL WAYNE was presented the 1983 Saloutos Book Award by the Agricultural History Society.

Readers' responses**Encounters with Clio**

An article by Richard Curry and Lawrence Goodheart in the May 1984 OAH Newsletter purports to be, in part, an examination of a book that I edited, Twentieth-Century American Historians. Their criticism of the book is in a style that perhaps best deserves to be ignored. However, for the sake of the record and in courtesy to the fifty-four scholars who contributed to the volume, I feel I ought to register a brief response.

This is a free country, and there are doubtless numerous fair criticisms that can be made of any book of the scope of the one in question. I have no quarrel with reasonable criticism. However, I do quarrel with the fact that their rambling and capricious essay failed to convey any clear description of the nature and content of the book in order that a reader not sharing their animus could draw his or her own conclusions. Quite apart from the question of the merit of the book, any peruser of that article must have been left with an inadequate or dis-

torted impression of what the book intended and included (as well as being left in grave uncertainty as to exactly what it was that Curry and Goodheart intended to say about American historiography).

The article rather reminds me of Tolkien's Gollum, a strange misshapen creature who constantly changed his gait, repeated and contradicted himself, and showed a definite character only when he turned suddenly to bite and scratch. However, I am afraid this allusion is too literary for Curry and Goodheart and will be lost on them--for the same reason that the main point of Twentieth-Century American Historians seems to have escaped them.

The space allowed to me does not permit a point-by-point response to their criticism. Indeed, I would have to re-state their essay in logical form before its points could be answered, which would require far more time and pains than it would be worth. The root of their objection seems to be that the book claims to be a definitive analysis of American historiography and, as such,

it is very much not to their taste. I must wonder why, if the book attempts a definitive analysis of American historiography, it did not receive a responsible scholarly review in the Journal of American History. However, the book makes no such claim.

Twentieth-Century American Historians is a biographical reference work, volume 17 of a very fine ongoing series, the Dictionary of Literary Biography. The book deliberately undertakes to survey the period of historical writing it covers from a literary rather than a disciplinary point of view. The goal--one I believe to be worthy and to have been accomplished successfully--was to present the careers, as authors, of a widely representative group of American historical writers. It was also intended that the book be useful to a much wider and less sophisticated audience than historiographical specialists and that it be useful over a period of time lasting longer than the fashionable interests of the moment. Given these considerations, most of the criticisms of the book--lack of an analytical introduction, inclusion of nonscholarly and no longer current historians,

concentration (relatively) on writers in fields like the Civil War or Revolution rather than areas of less broad appeal--seem to me irrelevant and misconceived.

As Curry and Goodheart were aware but did not disclose to the readers of the OAH Newsletter, the book in question is only the first, pioneering volume of a series of volumes of the Dictionary of Literary Biography that will present American historians. There is in press a volume on historians who flourished from colonial times to the Civil War. There is in preparation and largely complete a volume to cover the late nineteenth and early twentieth centuries, which contains essays on many of the writers which Curry and Goodheart found heinously missing from Twentieth-Century American Historians. Still other volumes are more tentatively scheduled. When completed, these volumes will provide a unique and valuable body of material on American historical writing. Twentieth-Century American Historians is already receiving extensive use in libraries and historiography courses.

Even beyond such practical usefulness, I think there is a

real value at the moment for the historical community in focusing attention upon the literary achievements of historians for a wider audience than just ourselves. Whether, as I hope, the volumes will contribute to a trend toward a relative re-

orientation toward a literary conception of history, I don't know. That remains to be seen. However, it is unfortunate that Curry and Goodheart lack the vision even to consider the point. Had their examination of the book been more cogent and temperate and less

summary and snobbish, there could have been a fruitful discussion.

Clyde N. Wilson, Professor of History, University of South Carolina.

National Museum of American History

My first reaction was one of amusement when I read Robert Kelley's article (OAH Newsletter, August 1983) about the location of the bookstore in the National Museum of American History (NMAH) of the Smithsonian Institution. After stating that "surely there are more important questions" than the bookstore's location, he found it worthy of a lengthy article and concluded that the bookstore location "has enough symbolic freight and potential impact on our profession for us to consider its meaning."

As I expected, several replies to his letter appeared in the November 1983 Newsletter. Those letters, by scholars who carry on their historical work within the framework of a museum, did not concern themselves so much with the symbolism of the books as exhibits, but rather with the practical problem of the allocation of exhibit space. They pointed out that a major part of their mission was to provide meaningful exhibits of historical artifacts for the edification and education of a very wide public. As David Nicandri correctly pointed out, the millions who visit the NMAH do so for the exhibits, "not because it has the best bookstore in town."

Feeling that the battle had ended without discredit to any of the participants, I was somewhat taken aback by Robert Kelley's return to the fray in the February 1984 OAH Newsletter. In his letter, he raised a new question about the "larger problem of relations between different kinds of historians within the profession." He concluded with a somewhat ill-tempered assault on those who argued with him, implying that they bridled at his original article because it was written "by someone who teaches at a university."

My professional career has been spent wholly in the groves of academe, but my special field--the history of technology--makes me aware of the importance of artifactual as well as documentary

evidence in historical presentations. Museum historians, who have a special duty to preserve the artifacts of our heritage, share the concern of academicians for teaching and research, for educating the public about the past and relating it to the present.

The fact is that our National Museum of American History contains first-rate historians whose published research equals in quality that of the best academic historians. They are extremely active in the organized historical profession, and they are also pacesetters in the museum community, so that other museums strive for the same historical accuracy in order to emulate our great national museum. Does this make them a "different kind of historian"?

The differences in professional standards and accomplishments between those historians working in museums and those who work in academia are non-existent. So, let us join hands in the common task

of educating the American people--both university students and the broader audience represented by those visiting museums--instead of slapping one another's outstretched hands.

Melvin Kranzberg, President, Society for the History of Technology

American Literature in Democratic Thought

We thank Bernard Sinsheimer for his observation on Herman Melville's departure from life "some ten years before the twentieth century started." He is absolutely correct. In our student survey we had used Mark Twain, not Melville. On writing the article for the Newsletter, we mistakenly replaced Twain with Melville. The fault lies not in the correct survey question but in our careless rewriting of the essay for publication. By the way, Twain lived from 1835 to 1910. Again, we thank Mr. Sinsheimer.

Diana Waclawski & Charles Howlett, Amityville Memorial High School

Statistics & Consumers

I found Donald Parkerson's article, "Statistics and Consumers: Reading Quantitative History," which appeared in the February issue of the Newsletter, to be very helpful in enabling me to understand some of the basic concepts and terms associated with statistical analysis. When I attended college in the 1950s, I took one year of math. After that I avoided the subject like the plague. In recent years I have been trying to acquire an elementary knowledge of statistical methods. I have read several introductory works, and I even audited an introductory statistics course. I found Mr. Parkerson's article to be clearer and more helpful than anything I have read on statistical analysis. In fact, I had the article typed on good bond paper so that I can keep it to use in the future.

William F. Holmes, Professor, University of Georgia

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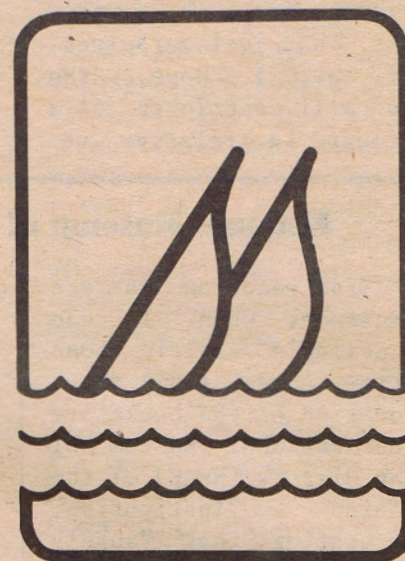
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