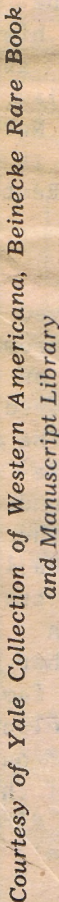


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## November 1984

# History Over the Years

## The Expansion of the National Park Service





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# History Over the Years

## The Expansion of the National Park Service

Verne E. Chatelain

A 1983 STUDY by Harlan D. Unrau and G. Frank Williss, two historians of the National Park Service, presented in detailed scholarly fashion the story of that bewildering but exciting time about a half century ago when there occurred a combination of extraordinary events which caused radical changes in the Service and in how the nation would act to protect and use its important historical places.

In their "Administrative History: Expansion of the National Park Service in the 1930s," Unrau and Williss gave lengthy and generous treatment to the career of the first chief historian of the Service. This would seem reasonable inasmuch as the principal elements of expansion in that period were historical places. Among them were the national military parks and monuments previously in War Department custody, including such sites as the Spanish forts in Florida, the Statue of Liberty, and Arlington (Robert E. Lee's house).

The emphasis in this work upon the activities of the Service's first chief historian poses something of a problem for the present writer, since I happen to have been that official. Having no desire to encroach here upon the treatment of Messrs. Unrau and Williss, but wishing to use the opportunity afforded me on this occasion, I will try to supply certain other recollections and observations in the hope that I can contribute to an even better understanding of the situation existing then (a half century ago).

As a youngster growing up among the beautiful hills of southeastern Nebraska alongside the mighty Missouri River, I became aware early in life of the Lewis and Clark expedition to the Pacific Northwest and the fact that those explorers--some forty-three of them in three small river boats--probably had passed upstream almost at the spot where I often viewed my river valley.

In thinking about my environment in that period, I realized how important physical conditions are to historical events. There was, for instance, the Missouri River--how tremendously it af-

fects history in my region! Four great roads stretched out westward from points on my river close by: the Santa Fe, the California, the Oregon, and the Mormon trails. And there was the Pony Express out of "St. Joe"; the Joseph R. Brown "steam wagon" at Nebraska City; the Russell, Majors, and Waddell western freight business; and the year-by-year shipment down my river of countless bales of furs from the Jackson Hole country all the way to the fur depot at St. Louis.

In historic Brownville, on the river too, the federal land office operated long ago, and it contained records of the transaction which produced one of the first homesteads in American history. That homestead, created as the result of the 1862 law, is preserved today by the National Park Service. The farm is near the little city of Beatrice, Nebraska.

The Homestead Act proved to be a remarkable factor in promoting the rapid settlement of an area which had been inhabited by prairie Indians. With the Civil War finally over, and life a bit calmer, settlers by the hundreds--many just returned from the war--came pouring into Nebraska lands. Of these, a good number traveled in covered wagons in their journeys from states further East, bringing with them their families and all their earthly belongings as they rushed to stake out new farms under the terms of the act (others, of course, came directly from Europe in this period).

This development was intertwined with the coming of the steam railroad, which, by using numerous branch lines, was reaching out to connect with the many farm communities then appearing for the first time. Bringing the lumber for permanent farm buildings, the well-digging machinery to guarantee a safe water supply, and the barbed wire to fence lands, as well as carrying to market crops of oats, corn, and wheat, the railroad was to be an indispensable factor in ensuring the farmer's survival in my region.



I did my undergraduate work in the little college town of Peru, where I had lived from early boyhood. My graduate school education would come at Chicago and Minnesota after some long days spent with the American Expeditionary Force in France and Germany in World War I. That military experience taught me many new things about the importance of environment and the physical side of history, and I have never begrudged the time spent in the army, away from home.

I carried my deep interest in the physical aspects of life with me to graduate school, and it was indeed satisfying to discourse at Chicago with William E. Dodd and Marcus Jernegan, and at Minnesota with Lester Shippee, Solon J. Buck, and Theodore C. Blegen--men who were not only profoundly great teachers, but also deeply absorbed in the philosophy of frontier history, and especially the Turner doctrine of successive and changing waves of frontiers.

At Minnesota, moreover, it was a privilege for me to fill in one year for Blegen as acting assistant superintendent of the state historical society. That opportunity enabled me to study and visit places associated with other manifestations of frontier life--the American Fur Company at Grand Portage, the operation of the federal land system, the lumber business, and the early military story at Fort Snelling beginning with the War of 1812 and later involving the Sioux Indians. (Dr. Buck was the superintendent of the society during my tenure.)

It was my preoccupation with the problems surrounding important "places" of history--their appropriate protection and use--that persuaded me eventually to leave behind a pleasant educational position in Nebraska and to enter government service in Washington. The choice was certainly not a simple one because, as chair of the department of history and social sciences at my alma mater, Peru State College (the oldest state-supported institution of higher learning in Nebraska), I had a secure job at a time when many were in serious economic distress from the Depression.

The newspapers had been carrying for some time the story of the plans of John D. Rockefeller, Jr., to "restore"

Colonial Williamsburg. Likewise, I had read that the National Park Service was engaged in taking over Jamestown Island and the Yorktown battleground and that, working closely with Mr. Rockefeller and others, the Service hoped to gain possession of George Washington's birthplace (Wakefield) and some sites at or near Williamsburg. Then came the announcement of a civil service examination for the position of "park historian." I had no idea whether this was connected with Rockefeller or Park Service plans, but it all sounded intriguing. Acting on impulse, I wrote to Civil Service, secured the forms, filled them out, sent them back, and promptly forgot the whole matter.

Many things then happened in rapid succession. I was given an oral examination by Civil Service, which I almost had decided not to appear for but did, again on the spur of the moment. Looking back now on this particular situation, I think that probably I was just "playing the field," perhaps seeking to find out how good my own qualifications might be in comparison with others trying for the park position. Certainly I did not then entertain any serious thought that I would have a chance at a position of national distinction, as I was given to understand from Civil Service that this appointment would be. Thus, I dismissed the matter from my mind. That was a mistake, for suddenly a telegram came. It was signed "Demaray," and it requested that I meet Director Albright of the Park Service in Omaha "between trains." As it turned out, Horace M. Albright was going from Washington to some of the western parks, and he wanted to take a few minutes en route to size me up.

Our interview, which lasted perhaps forty minutes, proved to be a complete meeting of minds, and I was overwhelmed when the director invited me to come to Washington and to take charge of the Park Service's budding historical program. As I recall, Mr. Albright did not at that moment use the term "chief historian" in this invitation. But it was quite clear that I was to have charge of a program national in scope (the Civil Service had been right in its description of the position) and that it would include my dealing with such tremendous places as Jamestown Island, Yorktown, and George Washington's birthplace.

Did I immediately say "yes" to Mr. Albright's invitation that same evening in Omaha? Today my mind is a bit hazy about this, but I am sure that I did not reject the offer. It is likely that I said I would give the matter serious consideration and reply promptly. I suspect that Albright wired Assistant Director Arthur E. Demaray from Omaha that night, instructing him to give me by wire a formal invitation. When the message came from Demaray, I was "on the spot." After a day or so of anxious soul-searching, I accepted.

On September 15, 1931, I came to Washington to begin work with the National Park Service. Director Albright was still away visiting the western parks, where he had gone from Omaha directly after our conference. I was received cordially by the small central office force of the Service. It was evident to me from the outset that there was a high degree of morale, from Associate Director Arno B. Cammerer and Arthur Demaray on down the line to the newest file clerk and secretary.

I embarked on my new activities with a sense of confidence, thinking I fully understood what Mr. Albright meant when he asked me to take charge of and develop the fledgling historic sites program, for it had already demonstrated--with vigorous public approval--its ability to protect the national parks and monuments in essentially their original and primitive condition, while at the same time developing a skillful interpretive program calculated to supply the visiting public with carefully researched and accurate information. If the Service could do this, then it could--using similar approaches--do the same kind of thing for its historic sites.

Certain conditions, nevertheless, immediately gave me a feeling of uneasiness. For one thing, the entire staff was clearly "western park" oriented, despite new responsibilities in the East at the Great Smokies and Shenandoah and the historic sites in Virginia. It was also quite evident that I, as the newest member of the office, was, as far as everybody else was concerned, a strange breed--a historian. While there was a spirit of friendliness toward me, there was yet a great deal of puzzlement, for nobody seemed to

have the slightest notion of what I might or should do. I suddenly found myself feeling very lonesome and wondering if even Mr. Albright could rebuild my confidence when he got back.

Particularly, as I recall, I was disturbed by my place in the office organization (as worked out by Demaray and the chief of the Branch of Education and Interpretation). The arrangement, I soon learned, was that while I was to be chief of the historical division (and that sounded pretty important), there was to be another division alongside. The naturalist division had a chief of equal status, and both divisions were to operate inside the Branch of Education and Interpretation headed by Dr. Harold Bryant, a distinguished scientist and naturalist from the western parks. Bryant, by his own frank admission, was completely without expertise in matters historical, and yet as my boss he would be in the position to "call the shots" in all aspects of the historical program.

This to me was illogical to the point of being ludicrous. I was beginning to learn something about the bureaucratic mind, and it shocked me. It required nearly two years to correct this situation; the emergence of the New Deal in 1933 made possible the separate Branch of Historic Sites and Buildings within the Service. In all fairness to Dr. Bryant, who was always agreeable and understanding to me, while we worked together he never interfered with me in the slightest way. I can only speculate on what the situation might have been had he been a different kind of person.

The struggle of the chief historian to achieve a thoroughly professional program involving the historical places of the Service--one that for all time to come would stand up under the most severe testing--is well illustrated by happenings at Colonial National Monument (Jamestown and Yorktown) in my first year of tenure. Two field historians had been selected from the Civil Service lists, B. Floyd Flickinger and Elbert Cox, along with a superintendent, William M. Robinson, Jr., a Civil Service man from a different



"administrative" list. Robinson had no previous Park Service experience, only military.

Since under long-established Service rules field employees in all categories were placed under the field officer in charge, Flickinger and Cox were assigned to Robinson. The latter, reflecting little inclination to observe the proprieties, objected strenuously to the meeting of the field and Washington office historians to study and recommend proper historical procedures for Jamestown Island and York-

town, claiming that this was an invasion of his right to decide what should be done within his area.

This situation led to my recommending to the director that the historians in the field be placed directly in charge administratively, and this brought about (when Albright agreed) the appointment of Flickinger as superintendent at the Colonial National Monument and later Cox at Morristown National Historical Park in New Jersey. Many other competent Service historians of that decade were to have significant records in

administrative positions: men such as Herbert E. Kahler, T. Sutton Jett, George A. Palmer, Ronald F. Lee, and George F. Emery. Now that the professional historian has gained the same degree of status and respect in the Service as the naturalist and the ranger, it may no longer be necessary to insist on the practice I once recommended.

As I review this manuscript and think about the great National Park Service historical program that now has been realized nationwide, the perhaps considerable use of the first person pronoun and its

variants I trust will be forgiven, for this was the only effective way that "I" could find to tell "my story."

Verne E. Chatelain was the first Chief Historian and the first Chief of the Branch of Historic Sites and Buildings of the National Park Service. Retired now as Professor Emeritus in History, University of Maryland, and the recipient of a Distinguished Citizenship Award from the State of Maryland, Dr. Chatelain was cited in 1965 by the President of the United States for contributions to American education.

## Women's History & Social History: An Untimely Alliance

Hilda L. Smith

*When women are lumped together as a unit, while men are studied both as individuals and members of groups, historians and students come to view men as historical actors and women as a group which merely reacts to historical events.*

WHEN TEACHING CLASSES in women's history, I was struck by the reaction of students not simply to the topic being discussed but also to the sources of materials being used. During lectures and discussions of primary source materials, students' interest perked up, and their discussion became animated when considering the experience and ideas of individual women rather than with women in the aggregate or women in groups. For example, a lecture on the effects of the nineteenth-century European demographic revolution on women provided invaluable information about age at first marriage, numbers of children, intervals between births, and so on, and also led to a sense of unreality and distance between students and those topics. To the degree that such aggregate data were the only kinds of information presented on various groups of women, students came to overlook the importance of

these groups regardless of whether they were workers, members of working-class families, or slaves.

Over the last few decades, social historians have argued convincingly that historical reality and scholarship are distorted when common people are ignored. This view, now rather generally accepted by the profession, continues as an important corrective to decades of historical writings which focused on the public activities of famous men.

Social historians, however, have paid less attention to the issue of comparability of information and its effect on the study and the subsequent perception of the famous and the ordinary person in our past. It is obviously true that scholars have much less information about the lives of common people than military and political leaders. It is not sufficient, though, simply to note that reality and go on to use aggregate data as if that constituted the same type of historical narrative as treatments of the actions and opinions of individuals. Historians, readers, or students do not invest the same kind of meaning in information about a group gleaned from statistical evidence or governmental records as from participants' own descriptions of their activities.

In addition, there is a kind of false populism tied to this presentation of women's history. When women are considered as a unit, while men are studied both as individuals and members of groups, historians and students come to view men as historical actors and women as a group which merely reacts to historical events. Just as some individual men were more crucial to the outcome of certain historical occurrences than men as a whole, so were a number of individual women. We distort our past when we try to deny distinctions among women and assume that a kind of universal female experience or female culture explains the actions of individual women in any given situation. Obviously, assumptions about common experiences among women are crucial to the field of women's history and provide us with our theoretical construct. However, we need to know which particular experiences led Josephine Butler, M. Carey Thomas, Flora Tristan, Jane Addams, and Margaret Sanger to pursue so intently, and often at odds, causes that affected the lives of all women and society generally.

This is not to say that historians of women do not recognize individual women; of course they do. It is, however, necessary to reevaluate the effects of the

new social history on the scholarship concerning women's past, and to raise some questions about the reluctance of women's historians to devote attention to leaders of their gender. The major difficulty, as I see it, is the different starting points and political agendas between those who founded the field of social history and those formulating women's history.

Social history has developed gradually as a specialty over the last fifty years. During that period, its proponents have sought to redefine what constitutes "history." For this essay, I am concentrating on those aspects of social history emphasized within the last few decades: a quantitative and aggregate analysis of the past; greater utility of demographic and governmental statistics; and a general focus on working- and lower-class activities rather than the actions of political and intellectual leaders. Historical scholarship traditionally has focused on public events, especially in the military and political arenas, on important men, and on a narrative of significant change (or lack of it) over time. One of the first questions asked of any student or researcher has been: why is the topic of this paper/work-study/question important? Whom did it affect beyond the people immediately involved in



it? Were any laws passed because of it? Did any courts rule on its outcome? If it were an idea or creative act, then other scholars wanted to know if the thinker or artist had followers and if so how many. Did other great minds recognize the quality of her/his work? Did she/he influence subsequent work in her/his field? Did she/he found or was she/he connected to important institutions and organizations? And finally, did her/his ideas or art measurably alter social or political institutions or cultural values? If the student or researcher could not answer affirmatively to the relevant questions, then the research was considered limited, or antiquarian, or parochial and therefore not significant as historical scholarship.

Traditional historians, unlike, for instance, anthropologists who study all they can observe about a given culture, have tried to pick and choose among people and events of the past to discover which had a lasting effect (or at least a measurable, recorded effect on the institutions of that age) and to limit their study to those men and those events. Social

**Social historians argued that studying only the upper classes or the leadership of a particular movement was elitist, represented anti-democratic and capitalist values, and reflected badly not only on historical scholarship but also on the profession and academic institutions generally.**

Historians raised doubts about whether this was the best way to understand the past, and argued that we might acquire knowledge about a certain people or a particular age by trying to reconstruct as much of daily life as possible, disregarding its immediately verifiable importance. They argued that studying only the upper classes or the leadership of a particular movement was elitist, represented antidemocratic and capitalist values, and reflected badly not only on historical scholarship but also on the profession and academic institutions generally.

As such, social historians attempted to refocus study of the past to examine new types of people, events, and sources previously overlooked. Although they have focused on a wide range of topics including family formation, demographic realities, slave culture, and evolving class structures as well as particular groups of people--artisans, peasants, urban working classes--most prominently they've added the working-class male to the legitimate study of the past. Labor and social history evolved together, and many of the theoretical frameworks used by social historians involved analysis of work: the transformation from a pre- to a proto- to an industrial age and its effect on the class loyalties and values of the working class and of working-class families; the division of labor within a working-class family and its effect on sexual and generational relationships; and a general identification with Marxist values--namely that our economic interest and class status more determine our behavior as individuals and as nations than do our political institutions and cultural values.

Women's history, as well as labor history, evolved along with social history, albeit at a later stage. Women were clearly an important (and indeed the largest) group that had been omitted from historians' accounts of the past. Many of the people who studied women's past had been trained as social historians, and they sought to take lessons from that training and apply them to women. The field has gained much from such research, but the contribution of social historians to women's history has been a mixed blessing.

The starting points for evaluating past historical scholarship were different for those historians wanting to include the common man and those wanting to include women. With the former, the difficulty lay in the fact that a few important men had been studied to the exclusion of men generally. With women, the opposite problem occurred: the few leaders had been omitted along with their sisters, or if included in textbooks on rare occasions (usually in an attempt to set the social scene or values of an age) women were treated as a unit. Thus, under the general topic "woman," one might find both the trivial and the important

included (if one can call the asides on women's fashions or on the brave contributions of frontier women inclusion). This is not to say that the names of such important individuals as Susan B. Anthony, Frances Willard, Emmeline Pankhurst, and Louise Michelle did not appear, but normally they appeared only to illustrate what women wanted or didn't want at that time, or as the feminine contribution to a movement or an age.

**The most important point to make about the woman's suffrage movement is that it was the single most important democratic movement in this country, and it brought the vote to more people than any other effort to extend the franchise. But that is just the point history books do not make.**

For instance, the most important point to make about the woman's suffrage movement is that it was the single most important democratic movement in this country, and it brought the vote to more people than any other effort to extend the franchise. But that is just the point history books do not make; a whole chapter is devoted to Jacksonian "democracy" in this country or to the Chartist effort for "universal" suffrage in England, while two pages at most (usually much less) are given to woman's suffrage, and not as a democratic movement but rather as a woman's issue, as a response to the "woman question" or as a "woman's rights" effort. Obviously, suffrage addressed the issue of women's rights, but as Elizabeth Cady Stanton made so clear, its goals were central tenets of American democracy. (Typical are the 1981 edition of *The National Experience: A History of the United States* [New York: Harcourt Brace Jovanovich], which devotes two pages to suffrage and the settlement house movement, and Richard N. Current and Gerald J. Goodwin's *A History of the United States* [New York: Alfred A. Knopf, 1980], which omits mention of Susan B. Anthony and Elizabeth Cady Stanton in its one-and-a-half-page discussion of the nineteenth century women's rights movement.)

Yet, when women's historians over the last two decades

began to discuss the kinds of study which needed to be done, they spoke against giving overdue attention to suffrage or other public reform efforts. They denounced the usual intense treatment of leaders and urged scholars to seek out the lives of common women. This would have been an admirable admonition had women leaders been incorporated into our historical accounts or memories, but they had not. Except for the biographies written almost entirely by those connected to various women's organizations, the lives and accomplishments of these leaders were as obscure as their less privileged sisters. When male historians such as William O'Neill, David Kennedy, and James R. McGovern wrote about women leaders, they gave inordinate attention to women's psychological weaknesses and abnormal needs to dominate the movements they founded, not to their intellectual and leadership qualities which made them crucial to the development of their country. A recurring theme was the leaders' failures to develop as normal women in ways which thrust them into prominent roles, often with disastrous results for them and their movements. (William O'Neill, *Everyone Was Brave* [New York: Quadrangle, 1969], p. 159; David Kennedy, *Birth Control in America* [New Haven: Yale University Press, 1970]; James R. McGovern and Anna H. Shaw, "A New Approach to Feminism," *Journal of Social History*, 1969 [Vol. 3, No. 2], 135-54.)

Carroll Smith-Rosenberg has argued that without knowing about Jane Addams, we can still understand the Progressive movement ("The New Woman and the New History," *Feminist Studies* 3, No. 1/2 [Fall 1975], 185-98). I would dispute strongly that position. We cannot know the public history of this country while ignoring the efforts of women who shaped that history. Women's roles have not been isolated to the domestic scene or the work place; women's experiences have not taken place alone in the historical strata claimed by social historians. To believe that the political history of this country can be understood even passably well without serious and detailed study of the ideas and efforts of Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, Carrie Chapman Catt, and Alice

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Paul is not good history: neither for political historians, nor for scholars, students, and the public generally. If women are seen as a subcategory of social history, political historians will continue to believe women's history is insignificant to their efforts, and fail to redefine what is meant by "politics," thereby often limiting their accounts to sterile institutional narratives and discussions of presidential elections and terms. Political historians have incorporated economic and social forces in their analyses of impetus for political change but have given little attention to including those responsible for change such as women's groups not directly related to legislative or executive action.

Political historians are not the only scholars who believe they can present their field comprehensively while excluding women. Intellectual historians have also given scant attention to the thought and writings of women. And, to the degree that women have been incorporated into their courses, it has primarily been through materials focused on women's issues. Although feminist theory is an important strand in the intellectual development of Western Europe and the United States, sole attention to feminist works gives an impression that women have confined their writing to that area, or they only speak significantly about their own sex. Just as political historians have little incentive to redirect their work until women are seen as a legitimate part of their efforts, so intellectual historians have little reason seriously to question why some thinkers have entered the canon of acceptable works and others have not (Berenice A. Carroll, "The Politics of 'Originality': Women and the Class System of the Intellect," paper presented at the 1984 Berkshire Conference on Women's History).

They will fail to raise questions on how we identify originality, genius, intellectual significance, and so on. They will not inquire to what extent a thinker's institutional affiliation, patron, or circle of acquaintances dictates whether that person's ideas and writings will be heard and read. They will undervalue early encouragement and available leisure as positive

effects on a scholar's or writer's ability to create works of genius. Nor will they address the nature of intellectual life for women who are always asked to confront the reality of their sex first, before their ideas are addressed. Truly, can we get beyond Virginia Woolf's metaphorical picture of pursuing our thoughts behind closed library doors?

Recently, Joanna Russ has expanded on this theme in *How To Suppress Women's Writing* (Austin: University of Texas Press, 1983) outlining the many times that women are forced to confront the alleged peculiarities of their sex in relation to creativity, publication, or criticism. As quoted in Russ's work, the experience of Charlotte Bronte has been repeated hundreds of times by women trying to extricate their intellectual worth from the reality of their sex. Robert Southey, in evaluating Bronte's verse, noted that her work "showed talent," but added that "literature cannot be the business of a woman's life. . . the more she is engaged in her proper duties, the less leisure will she have for it." Bronte responded: "I carefully avoid any appearance of pre-occupation and eccentricity. . . . I have endeavored. . . to observe the duties a woman ought to fulfill. . . . I don't always succeed, for sometimes when I'm teaching or sewing I would rather be reading or writing: but I try to deny myself."

As historians, we should be concerned with the accurate presentation of women's lives and talents by the profession generally. To an extent, that presentation depends upon reworking a mindset that we normally use to judge the work of others. Besides learning to focus on important historical actors, we have incorporated language and images that we use to assess a study's quality and significance. We pinpoint the important figures that catch the essence of an age, we trace the movement of events that depict historical progression, and we assess the people and the narrative of a work in relation to that structure. Seldom, however, does this mindset include a place for women. For example, in reviewing a new work on the development of American literature, Malcolm Bradbury included a sentence in which he described the author as taking "the reading from the

1830s, where Emerson stands as what Whitman called him, 'the actual beginner of the whole procession,' to 100 years later, in the post-World War I period, when a confidently innovative American writing once more entered and transformed the world scene and changed the temper of modern writing" ("Book World," *Washington Post*, May 6, 1984). The panoramic sweep and universal quality at the heart of this scholarly historical assessment (and so many others) measure work against a national and progressive standard which is centered around the thoughts and actions of a few great men. Such a mindset must be overcome if we are to judge works according to their treatment of women, whether this leads to a more positive assessment of works sensitively examining women or one that raises questions concerning historical scholarship omitting them.

In developing a history of women which encourages a general reassessment of historical scholarship and acknowledges legitimate differences among women, and not racial, cultural, and class divisions alone, we need to keep in mind a number of caveats. It is important to understand and appreciate the ideas and accomplishments of women leaders and to integrate them into our historical memories, but we should not ask for women's history to replicate the assumptions, methodologies, and divisions of traditional historical scholarship. The lessons of social history, and especially the last fifteen years of research on women, must be incorporated into our appreciation of the importance of women leaders and thinkers. We cannot properly understand nor accurately present the accomplishments of Susan B. Anthony without placing her into the cultural, intellectual, political, legal, economic, and social realities which shaped her life and those of contemporary women. We must not simply pinpoint our subject in time and space, but also in terms of class and race and ethnicity and nationality. Yet, after doing so, we must move beyond that point. Susan B. Anthony's life and ideas had meaning not only for middle-class New England spinsters, but for the political development of this country, for the men and women who lived with and after her, and for historians trying to understand the political values and events of the

nineteenth and twentieth centuries. Giving Anthony and other women leaders the consideration and prominence they deserve is crucial for historical accuracy, for seeing women's participation in all spheres of the past, and for instilling in ourselves and in our students a respect for the complexity and importance of women as individual historical actors.

An ex-student of mine is currently conducting tours, mostly for school children, of Washington, D.C. As a part of her efforts as a bus tour guide, she has added bits of information about women among the capital's historic landmarks. As one might expect, the work has been slow going. However, in informing me of the temperance monument at 7th and Pennsylvania and the new plaque to Helen Keller and Anne Sullivan at the National Cathedral, she impressed me with what she knew of the public acknowledgments of women's presence. When I so commented, she said, "It's not hard to remember about women, there's so little of it." Unfortunately, for re-creating our public past this is true. One of the negative outcomes of linking the field so closely to social history is the continued omission of women from the acknowledged accomplishments of the country.

Historical scholarship, truly to integrate women's history, not only must deal with women in set categories--a little more on sexuality, increased attention to the importance of family and children, more about the everyday realities of life and death--but also should use the same questions and intellectual framework for discussing the efforts of individual women as those applied to individual men. Historians should avoid prejudging where women will fit into a research project, into class lectures and materials, or into the structure of a textbook. Rather, we should cast our net as widely as possible, and think as openly as we can about what constitutes politics, intellectual achievement, and historical accomplishment. If this were done, women would become truly integrated into our historical understanding.

Hilda L. Smith, author of *Reason's Disciples: Seventeenth-Century English Feminists*, is the Director of Arts and Humanities, Council of Chief State School Officers, Washington, D.C.



# Humanities and Business: The Twain Shall Meet—But How?

The following is an amended version of remarks delivered by Roger B. Smith, Chairman of the Board of General Motors Corporation, at the Conference on The Humanities and Careers in Business held at Northwestern University in May 1984.

## Roger B. Smith

SYDNEY HARRIS HAS said that business is not so much the movement of products as it is "the relationship between human beings." I agree with Mr. Harris; there is almost no phase of business life that can be successfully conducted without the benefit of humanistic values and insights.

A humanities background is a great advantage in a business career. It benefits the career progress of the individual, as well as the corporation in which he or she eventually finds a job. On the other hand, in the vast majority of business activities it is technically trained people who do the actual work. That's why we in business must try to do two things at the same time: we have to continue to recruit more people with humanities backgrounds, and we have to make sure that humanistic attitudes and values shape and guide the way in which our technical people do their work.

What, then, are the values, skills, and ways of thinking that a humanities education can provide? And how do they apply to the conduct of business?

First, studying the humanities gives one a sense of perspective. In current discussions of corporate management, we often find the word "stewardship"—and with good reason. Certainly, a corporation must serve the interests of its customers, employees, and shareholders. But that alone is not enough. In the cities and towns where its facilities are located, it must also act with a sense of responsibility for the natural environment, for the economic health of the country, and, ultimately, for the welfare of future generations.

People who have studied history and philosophy find it easy to maintain a broad perspective. They know that what a corporation does can have moral implications that may reach far beyond the making of goods and the earning of profits.

The second humanistic value is an appreciation of creativity, especially the ability to see the relations between things that may seem different, and to combine them into new arrangements—to connect the seemingly unconnected. This power is quite familiar to people trained to recognize the recurring elements and the common themes in art, literature, and history. It is also a critical skill in business today, and

is, in fact, becoming more so all the time since the only foolproof formula for business success is to realize that there is no foolproof formula for success.

In the automobile industry, for example, new foreign competition, government regulations, wide swings in economic conditions, and consumer preference—all these and more have created an environment of rapid and constant change.

To thrive—even to survive—one has to be able to envision new things, as well as new ways of doing old things. One has to know how to extrapolate on the basis of what has worked in the past. One has to be able to organize and reorganize operations to achieve economy and eliminate redundancy. And one needs the power to imagine how the course of events might be changed, and by what kind of interventions.

Earlier this year, General Motors announced a massive reorganization of its North American passenger car operations. From preliminary research to final implementation, the project will call upon the creativity of our people. It will require them to employ all of the abilities just mentioned.

Study of the humanities can also develop interpersonal skills and sensitivity to cultural and ethnic differences. At the same time, one grows more aware of the hopes and the dignity that are common to all human beings. For the effective manager, these skills are nothing less than business fundamentals. Somebody who is a numbers whiz or a genius at production processes isn't much good unless he or she can also understand people, treat them with consideration and courtesy, respect their opinions about the work they do, and appreciate their differences in age, gender, and culture.

Another benefit of humanistic study is respect for quality and excellence. On the one hand, consider the humanist who has studied literature, art, and music. Consider, on the other hand, the business person dedicated to building products that perform reliably well, products with a grace and economy of form that both fit and help accomplish their function, products that, in every way, give lasting value.

Could these two people have anything in common? Could they enjoy an intellectual and aesthetic kinship with each other? Could they, in fact, be the same person? The answer is obvious.

My last humanistic skill is perhaps the most important of all: effective communication. All too few business people understand what it is, all too few practice it in the daily performance

of their jobs. Students of drama, language, literature, speech, and rhetoric do understand what it is. They learn to arrange their thoughts in logical order, and to write and speak clearly, economically, unpretentiously. They learn to communicate with a real feeling for the flexibility and power of language and with a sensitivity to their own purposes and to the needs of their audiences.

Those are major goals for business people too because communication is the vehicle for all other forms of business competence. Everything we do depends on the successful transfer of meaning from one person or group to another. In fact, it's not much of an exaggeration to say that communication is really what business is all about.

*People trained in the humanities will find that many of their skills are highly applicable to business careers, and that it is not so much a matter of transferring these skills as it is a matter of transplanting them.*

People trained in the humanities will find that many of their skills are highly applicable to business careers, and that it is not so much a matter of transferring these skills as it is a matter of transplanting them. Humanities students can certainly see how these skills and values are practiced and applied by their professors. Yet business people and professional humanities scholars live in somewhat different worlds. But to be aware of the differences is to take the first step in overcoming them.

Let's start with the nature of community. Although I don't have first-hand experience in these matters, from my lay perspective it seems that the professional scholar's peer group is highly dispersed. It consists of people with similar interests working in widely scattered institutions. True, there may be a handful of colleagues in the same department, but if it's a small university, or if the person is in a narrow sub-specialty, there may not even be that. Add to that the fact that academic work is typically not done in a single office but in libraries, at home, and so on.

Business people, on the other hand, live in a mini-society. They spend many hours with the same people, week after week, month after month. Often, they have to call upon them for advice, information, or support, and vice-versa. Business people, then, seem more



strongly obliged to live with the collective consequences of their words and actions.

One young manager who had come into a corporation from a university teaching job told me how he experienced this difference directly. He was offended by another manager's comments on his work, and he responded with a sarcastic, insulting memo. Fortunately, he had a boss who was looking out for him. The boss intercepted the memo, called the angry young man aside, and gently broke the news that "you're going to have to come back and work with this guy next week." The memo was rewritten, and the result was a valuable lesson in diplomacy.

Another difference between business and the humanities lies in the nature of intellectual activity. My understanding is that the scholar typically works alone. Of course, there are conferences, symposia, and other types of personal contact between colleagues. But these generally involve people in the same—or nearly the same—discipline. Basic questions are debated continually. And they don't have to be resolved within any specific time limit. If you can bring someone around to your point of view, that's fine; it's not, however, critical. And the real-world consequences of other people accepting or rejecting your views are fairly limited. They're confined mainly to the scholarly community itself. [Editor's note: Public historians have long been stressing the need to teach teamwork skills among graduate students. See the OAH pamphlet, Educating Historians for Business: A Guide for Departments of History.]

In business, on the other hand, intellectual activity has much to do with persuasion and consent. Business people do differ—often vehemently—as to the proper course of action. Before action can be taken, however, there must be agreement among individuals who often come from different disciplines, each with its own orientation, each with its own decision criteria.

I recently saw a cartoon from the Wall Street Journal. It shows what are clearly two business executives sitting in plush chairs sipping drinks. One of them says to the other with obvious indignation, "What I find hard to accept is that there are two sides to every issue."

We're not all that rigid. In fact, one of the hallmarks of the competent manager is the ability to tolerate ambiguity. But business decisions must be made eventually, and often in a highly personal way. In fact, as philosophy and analysis are translated into action, the style and effectiveness of individual leadership may be critical. Accountability and responsibility must—ideally—be fixed. The real-world consequences of a design or a marketing decision are specific indeed: the product may be a smashing success or a total disaster.

Another difference between the world of scholars and that of business people is in their relationship with time. Scholars have relatively few and often flexible time limits: the academic calendar, the dates of professional conferences, the publication schedules of journals. In business, however, time is a precious commodity and always in short supply. Our activities are rigidly governed by a full and sometimes merciless schedule of product programs, quarterly financial reports, new model releases, annual stockholder meetings, not to mention the actions of legislative bodies, regulatory agencies, suppliers, and competitors.

It's no wonder, then, that we talk so much about "windows" and "time-frames." And no wonder it's so important that our communications be brief and concise. (Of course, I should add that concise communication is a little like a no-hitter—we seek it, we praise it, but we have a devil of a time getting it!)

The worlds of the scholar and that of the business person differ in the nature of goals and ideals. Again, I don't want to stray too far into unfamiliar territory, but it seems to me that the humanities scholar makes constant progress toward abstract ideals: truth, good, beauty, and so on. Along the way, he or she gathers evidence as to whether the ideal should or should not be changed.

The business person's goals tend to be more temporary, more provisional, and more pragmatic. But we have to make some decisions as to what they are or we'll never get anywhere. Of course, we too are constantly redefining our objectives because competitive strategies must be formed in the light of social responsibility, human dignity, and other humanistic values that I discussed earlier.

One last difference that I think is necessary to note is the importance of innovation. In scholarship, innovation is not a primary goal. It is certainly not sought as an end in itself, and it is balanced with cultivation of and respect for the past. But business, as management expert Peter Drucker has written, "has only two functions—marketing and innovation." Finding better ways to satisfy old needs—and new ways to fulfill new needs—is why business exists.

That is not to say that the past is irrelevant. Companies are vitally interested in what has made them successful. They want to preserve those qualities and pass them on to their current and future leaders. And they're concerned with the events of their own past as well. Many have even hired historians to research and write corporate histories. But the fact remains that meaningful innovation is among our highest values.

In order to ensure that students understand the similarities between humanistic and business values as I have been discussing them, it is necessary to

give to those students who aspire to business careers the guidance that will allow them to make the most of their humanities training. To accomplish this,

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colleges and universities could hold mini-conferences, panels, seminars, workshops, or short courses—well-publicized and offered to both students and faculty. A session might be entitled "Humanistic Values in the Business World." It would have two purposes: first, to help students make the connection between their humanities courses and the humanistic ideals of business practice; and second, to demolish further the barriers between humanities and business and to show professors they have more in common with business people than they might think. Both corporate human-resource professionals and college placement counselors must become more aware of these differences so that they can help job applicants find suitable and rewarding places in business.

The answer here is contact, contact, and more contact: executive visits to campuses, student internships, joint conferences involving human-resource people and placement officers. I'd particularly recommend finding experienced business people—not just top executives but managers and professionals from the middle ranks—who actually have humanities backgrounds, and inviting them to give talks on campus. That would provide first-hand information on how a humanities person has managed to transplant his or her skills in the manner I've described.

One last thought, this one from Charles F. Kettering who joined General Motors in 1920 and later became the first scientific mastermind of the corporation. The difference between intelligence and education, Kettering said, is that intelligence will make you a good living.

What about education? I would say that what you study is really of secondary importance. At General Motors, we have about 9,000 liberal arts graduates, that is, about twenty percent of all the college graduates we employ. They're successful not because they did or did not major in philosophy or French, but because they've had the wit and the resources to absorb what they've been taught and to apply it in imaginative and creative ways.





# Spying the Tiger in the Corporate Grass:

## Tapping Business Resources

Marion K. Pinsdorf

*Although the executive suite may be strange terrain for the historian, it can be a valuable one for the sensitive researcher.*

ORAL HISTORIANS WITH keen insight can spot valuable features and resources hidden from the eyes of less imaginative and tradition-bound researchers. They can spot the tiger in the corporate grass--executives with sharp, vivid, precise experiences that have not only personal meaning, but also economic, business, and historical significance. Often these individuals gather information from diverse sources to analyze complex problems. Yet too often researchers overlook this rich lode of first-hand knowledge that can enrich and extend historical understanding.

Surely, pleas to cast the research net wider are pervasive and persistent within our profession, as well as outside it. Narrowly based, scissors-and-paste history simply won't do any longer. Research limited to technical problem-solving and the application of increasingly powerful tools, such as computers, to smaller and smaller subjects have done violence to the historical process. Also, history is being cut into fashionable garments, transformed into the ephemerally decorative. In his 1980 Nobel Lecture, Cieslaw Milosz expressed concern that history would be reduced to what appears on television, "while the truth, because it is too complicated, will be buried in the archives, if not totally annihilated"--or, in reality, never collected at all.

Certainly Fernand Braudel, with his acute sense of mystery and of life's complexity, is teaching historians to look in many new places for inspiration and information--to markets and exchanges, household budgets and banking systems, bills of lading and

speed maps of postal times across the globe. "One must keep looking down into the well, down into material life." "The dust of history" belongs to the "routine, the unconscious daily round" too often ignored in the past.

In his collected essays, *On History*, Braudel wrote that history simply cannot be "condemned to the study of well-walled gardens." Rather, the approach must be broad, the reality "intermeshed." Otherwise, historians will have "a vision of too narrow a world." He is by no means sure the historian's traditional craft is equal to present ambitions.

Perhaps one of the most compelling reasons to interview executives in both the public and private sectors is that they run the large organizations where much of our current history unfolds. Many times the decision-making process itself, which executives must understand and manage, determines the outcome more than the issue. Many decisions are made quickly in the heat of necessity; others from wide experience that can reduce fact-gathering time. Although the executive suite may be strange terrain for the historian, it can be a valuable one for the sensitive researcher.

A researcher, for instance, might begin an analysis of the Amazon River system with such classic studies as Matthew Fontaine Maury's naval survey, the travel narratives of Alfred Russell Wallace, the Agassiz scientific journey, and the recent journalistic account by Brian Kelly and Mark London. And what insights Daniel Ludwig, creator of Juri, could offer on developing a huge paper pulp

business in forbidding Amazon territory. Interviews or research of Ford company materials and Harvey Firestone's papers could help in comparing Juri to the earlier Fordlandia experiment. Other resources could be bankers who financed recent Amazon Basin projects, government regulators, and church leaders, particularly missionaries and Lutheran pastors who are addressing the question of squatter versus mineral rights. Others would include rubber and sugar executives, physicians specializing in tropical medicine, marketing executives from manufacturers of large earth-moving equipment, perhaps even opera buffs knowledgeable about the ornate Manaus opera house built during the turn-of-the-century rubber boom.

To use such a diversity of sources well, however, a researcher must have what Herbert Butterfield in *The Origins of History* called an elasticity of mind: a refusal to force the facts--an ability to suspend judgment until the facts offer their own answer.

Theodore H. White in *America in Search of Itself* explored the complementary disciplines of history and journalism: "Historians are scholars who tell us later what it all means after time has burned off passing details, and left the ridges of change bare; their job is to make us aware of man in his time and place, by dividing the past into periods, or epochs, or eras. We reporters are the servants of history, offering up our daily or passing tales for them to sort out."

Historians who view business people as historiphobes would be surprised if they could eavesdrop on some of their conversations or browse through their libraries. The extent of their knowledge or interest in history provoked the most persistent questions from public historians following a speech I gave several years ago on management uses of the historical method. I explained how many times the chairman of a large corporation used little-known historical examples to illustrate business points. Or that a colleague who reviewed my talk chided me for not using more Greek and Roman examples. A neighbor, a Ph.D. in international economics, in the decision-making ring of a major multi-national, helped me analyze the nature of the fifteenth-century Inca Empire.

Some amazingly imaginative individuals such as Walter Prescott can sit, blind, in cold, austere Protestant Boston and understand the struggles and accomplishments of Spanish Catholic conquistadores. A reader would assume, from Prescott's intimate knowledge and vivid descriptions, that he had struggled through the thin, alien air of the Andean altiplano with Pizarro or watched as Cortez courageously burned his ships behind him, then marched among feuding Indians to Mexico City. Most people, however, benefit enormously from being on the spot--smelling, seeing, acting, and observing. In oral, or what I prefer to call pragmatic history, business people can supply such valuable first-hand, on-site experiences.

Often, early business careers are spent in remote areas. The riches of the earth are seldom in convenient places, or new markets in well-trod territories. These are difficult, expensive, and not comfortable places for research. Certainly, Rondonia and the Amazon Basin are not. One night, settled in a modern restaurant near Sugar Loaf on the Rio de Janeiro beach, two modern-day prospectors, oil company geologists, recounted their adventures along the Amazon with Indians and missionaries: their many bouts with malaria; the health precautions taken against other jungle plagues; the way they prospected; and how they hacked out paths through the tangle and found responsible, knowledgeable aides.

Another executive, who rose to head a major multi-national, told of his youthful days opening markets in the South of Brazil, of fording streams, of coming into the dusty cow-town of Curitiba, Paraná, then returning twenty years later to perhaps one of the most pleasantly planned and developed cities in Brazil. Here is solid information on American business in the 1950s in Brazil, on rapid development of São Paulo and the South, and on the relationship of a U.S. company with its Brazilian partner.

A chance was lost to do an oral history with John W. Hill, an Indiana farmboy, who was the founder and the intellectual force behind Hill and Knowlton, then the world's largest public relations firm.



## Perspective on Public History

Several months before he died at eighty-six, he was planning a trip to Brazil. Ever curious, ever wanting to learn, he asked me for background. We also talked of the business leaders he had known well and of the public relations battles he had been in the midst of: the Truman seizure of the steel mills, consumer and environmental conflicts, Wall Street maneuverings. As was typical of John Hill, even then he was looking ahead, not back. Rather than write memoirs, he was analyzing major public relations problems of the next century. But in three months only a few sparse records remained--John Hill was dead.

### Many corporate acres can be harvested by historians inventive enough to widen their sources.

Many corporate acres can be harvested by historians inventive enough to widen their sources. How can one write of Hawaii without talking to those who run the major corporations, the sugar plantations, the resorts, the military installations? Or of Appalachia without interviewing mine managers and T.V.A. executives? Or of large organizations without knowing those who run the most important ones? Because of the immediacy of their tasks and the pressures of their lifestyles, business people rarely have the luxury of time to reflect, or to view their careers and experiences as valuable parts of a more comprehensive picture. This is precisely why researchers may find themselves welcomed by executives.

Braudel is peering deeply in his *Wheels of Commerce* to uncover overlooked sources and details in order to develop a more broadly-based methodology and, consequently, history. Oral historians may benefit from widening their own sources to include the experiences of the men and women who manage our own wheels of commerce.

Marion K. Pinsdorf, trained as a journalist and historian, is adjunct assistant professor at Brown University and a corporate director and executive. She holds a Ph.D. in Brazilian economic history from New York University and an honorary doctorate in business administration from Nicols College.

This column explores the many faces of the public historian, discusses issues confronted by those who function as historians outside academia, and proposes ways that academic and public historians can work together to further common goals. It will include articles, interviews, letters, and debates. The column appears in the May and November issues of the *Newsletter*, and is coordinated by the Public History Committee of the OAH.

Submissions to this column on any topic relating to public history are welcome and should be approximately 1,500 words in length. Contact Barbara Haber, Schlesinger Library, 10 Garden Street, Cambridge, Massachusetts 02138, or Dwight Pitcaithley, National Park Service, 15 State Street, Boston, Massachusetts 02109.

### Barbara Haber

MY OWN SENSE of public history grows out of my experiences as curator of books at Radcliffe's Schlesinger Library, a social history library on American women. More than forty years old, the Library was well established when the new wave of feminism emerged in the late 1960s. Its manuscript collections, already strong in nineteenth- and early twentieth-century materials, were expanded to encompass the phenomenon of the new women's movement. Betty Friedan's papers and the records of the National Organization for Women are examples of collections we acquired in the early 1970s. And when unprecedented numbers of books, pamphlets, and periodicals about American women began to be published, the Library launched a comprehensive acquisition policy in its effort to make information available to current users and to collect documents for the benefit of future historians.

At the same time that we were trying to serve the needs of scholars, and of historians in particular, we found that our constituency was growing beyond the academics who had been the mainstay of our researchers. Because the new women's studies movement owed its origins as much to social activism as to scholarship, it was producing nonacademic adherents who turned to women's history out of a passionate need to know about their past. This also characterized nonhistorian academics who needed to understand the roots of the inferior status of women in specific disciplines as well as in the society as a whole.

The Library's policy of being open to the public ensured the continuing growth of our clientele, library users who ranged from postdoctoral researchers to journalists to radical activists. Our unusual situation--an academic institution committed to scholarship in history yet aware that women's history was of growing interest to the larger public--has involved us in special projects.

In the mid-1970s, we began the Charlotte Perkins Gilman Series, a continuing lecture series, open to the public and free of charge, devoted to women's studies issues. Our custom is to invite two scholars, generally from different disciplines, who are working on similar topics. For example, a recent program, "Adolescent Eating Patterns: Perspectives from Psychology & History," featured historian Joan Brumberg who discussed her research on nineteenth-century American fasting girls, and social scientist

Norma Ware who described some of the results of a current study of eating disorders among Harvard/Radcliffe students. Some time ago, we did a program entitled "Pornography and Male Supremacy" featuring Andrea Dworkin, feminist activist and author, and Alan Dershowitz, law professor at the Harvard Law School and civil libertarian. The resulting clash in points of view provided a lively evening, and the issues raised were debated inside and outside of the university for many days.

Other public events we sponsor include a luncheon lecture series designed to honor women who have donated their papers or have been the subjects of oral history interviews initiated by the Library. Such women as Esther Peterson, Julia Child, and Dorothy West have given informal autobiographical accounts to appreciative audiences made up of community people. We also sponsor exhibits, and in December 1984 we will be displaying photographs of interviewees from our black women's oral history project at both the New York Public and the Schomburg Libraries.

Not all of our involvement with the community takes the form of traditional lectures and exhibits. This past summer we invited to the Library representatives of women's organizations from the Boston/Cambridge area. Our purpose in arranging the meeting was to discuss with them the importance of their records for historical research, a point that was illustrated in a talk on women's voluntary associations given by Anne Firor Scott who was in residence at Radcliffe at that time.

Passing on information to community groups in order for them to initiate programs and projects was the heart of our "Women in the Community" project, a two-year grant funded by the NEH. Convinced that women's studies scholarship was of interest to the general public, we devised a plan to bring academics and nonacademics together in communities around the country to plan and implement programs under the sponsorship of local public libraries. Central to the success of the programs was the relationship of the topics selected to the people expected to attend. Two notable examples were a group from rural Ellensburg, Washington who presented a videotaped oral history of early women settlers, and a group from Morgantown, West Virginia who offered a film about women coalminers followed by a panel of women miners, union representatives, and miners' wives. At both events, halls were packed with community people as well as with faculty and students from the local universities.

Any remaining doubts we may have had about community interest in women's history were put to rest last March during Women's History Week. We chose that time to commemorate the fortieth anniversary of the Library by scheduling a conference that included participants who had used the Library for extensive research. Called "Celebrating Women's Lives," the conference offered sessions that focused on women in the home, in the outside work setting, and in the political arena. Expecting a local audience, we were amazed when requests for tickets came in from all around New England and from New York. Several hundred people helped us celebrate both the Schlesinger Library's birthday and the successful development of women's history.



The public's enthusiasm for that event is dramatic evidence that history appeals to a general audience. Like other private and public libraries, the Schlesinger Library is an institution ideally suited for enabling the comfortable exchange of knowledge between the academic world and the larger world of the community.

Barbara Haber, a co-editor of the *Perspective on Public History* column and a member of the OAH Public History Committee, is curator of books at the Schlesinger Library. She is the author of *Women in America, A Guide to Books*, series editor for "American Women in the Twentieth Century," and women's studies editor for G.K. Hall.

## Ballot Results

There are five service committees that perform equivalent work and receive the same degree of OAH funding (travel only). These committees (public history; history in the schools and colleges; status of women in the historical profession; television, film, and radio media; and access to documents and open information) vary in membership between five and six members who serve two- or three-year terms. The size and term of these committees have been established over the years without any relationship to each other or to optimum size and length of service. By-laws 4e, 4f, 4g, 4h, and 4r make each of these committees five members serving three years.

YES: 54 NO: 1

ABC-Clio has offered to fund a biennial prize for the best article in an OAH determined developing field of historical scholarship. A five-member prize committee appointed by the President will decide the criteria for each competition and judge the entries. The prize will reward and encourage new scholarship. ABC-Clio will fund both the prize (\$750) and the administrative expenses of the prize committee. The OAH will establish the prize committee and publicize the competition. By-law 4u empowers the President to appoint a five-member prize committee for a two-year term to administer the ABC-Clio America: History and Life Award.

YES: 53 NO: 2

## New Program

THE DEPARTMENTS OF Urban Studies of The University of Akron and Cleveland State University have inaugurated a Ph.D. program in Urban Studies which includes a core combining planning, policy analysis, and public management and specializations in housing and community development, public management/public finance, policy analysis and program evaluation, and urban economic development and planning.

For more information, contact William S. Hendon, Department of Urban Studies, The University of Akron, Akron, Ohio 44325.

# Making Television History: A Progress Report

Robert Brent Toplin

IT IS 1915 and vacationing Americans swim in the waters off Coney Island, while the popular tune "By the Beautiful Sea" plays in the background. Factories buzz with activity, and midwestern farmers harvest crops that make the USA the breadbasket of the world. Suddenly, the view changes. We see the devastation in Europe--buildings in ruins, mangled bodies, and dark trenches. "America was at peace," says the announcer, "but the world was at war." So begins *Mr. Wilson and the Great War*, an hour-long television documentary that represents the pilot program for a thirteen-part series designed for national PBS television.

Currently, Dan T. Carter and I are at work on this proposed series on American history from 1865 to the present. Under the general title *USA: A Television History*, the programs are to serve both as prime time programming and as a telecourse for students who want to earn college credit. The project involves a total course package, not just a video component. We are working with a team of historians, television producers, and instructional designers to develop a number of materials to go with the programs, including a study guide and a faculty/administrator's manual.

Dan and I completed a pilot program through a grant from the Annenberg/Corporation for Public Broadcasting Project, and we are working with South Carolina Educational Television, the production headquarters for the series, to plan the remaining twelve programs. The other programs address broad topics familiar to the American history syllabus, such as Reconstruction, Industrialization, The Twenties, The New Deal, World War II, and The Cold War.

The *USA* programs try to accomplish something that few other historical series on television attempt: to convey an understanding of the way historians interpret the past. We want to break out of the typical mold. Far too often,

*Far too often, television documentaries expose the public to only a one-dimensional narrative in which the host (usually a journalist or actor rather than a professional historian) gives a personal interpretation of the past.*

television documentaries expose the public to only a one-dimensional narrative in which the host (usually a journalist or actor rather than a professional historian) gives a personal interpretation of the past.

Alistair Cooke's *America* offers a familiar example of the problem. In that series, Cooke gave an admirable performance, but he rarely made audiences sensitive to conflicting views of the American past or to the relevance of those disagreements to our lives today. Cooke's manner implied, "Here is the information; here is a complete picture of what happened and what it means." He paid little attention to the dynamics of historical interpretation, to the exciting questions that must be addressed with opinion, argument, and speculation rather than with a final judgment.

In the *USA* programs, we want to help television viewers to appreciate something well understood by professional scholars: that not all important historical issues are finally resolved. The dust may never settle on questions about Yankee efforts to reconstruct the South, Wilson's handling of the submarine crisis, or Truman's decision to use the A-Bomb. We want audiences to realize that mere passage of time does not make complicated questions any simpler, and "facts" do not always speak for themselves. Historians interpret facts, and quite often they disagree in trying to draw meaning from those facts. We also hope audiences will appreciate the personal insights they can gain from struggling with difficult questions about the past. We believe the effort helps us to sharpen our perceptions of what matters in life and why. It helps us define our values and ourselves.

In developing the pilot program, *Mr. Wilson and the Great War*, we tried to put this philosophy into practice. Our approach was not solely biographical, but we focused on Wilson's leadership in order to provide a window for analyzing a number of controversial questions about the World War I period. For example, we asked if Wilson exercised all the options available to him as he struggled to uphold U.S. interests, maintain neutrality, and keep the country out of the war. Our examination of the home front during wartime led to a discussion about civil liberties and the Wilson Administration's attempts to silence some dissenters. This segment featured some pointed comments by Arthur S. Link, Otis Graham, and David Kennedy, who disagreed in their assessments of the way the government considered issues concerning free speech. The portion on the peace conference asked familiar questions about the fairness of the settlement and whether Wilson might have done more to negotiate a just peace. We asked if the League of Nations could have accomplished the wonderful things that Wilson hoped had the United States joined, and we examined the epic battle



between Lodge and Wilson, asking who presented a stronger case.

There is an obvious temptation to load the deck in such sharp controversies, but we tried hard not to manipulate the viewer's opinion. It is difficult to maintain a balance, especially when communicating through the medium of film. We easily could have influenced opinion with subtle nuances of language or with the right combination of pictures and music designed to create a mood. Instead, we attempted to muster a strong argument for each case and encourage viewers to wrestle with the evidence and implications. We also provided greater depth of information about each controversy in the printed materials that accompany the program.

The "evidence" appears in a number of modes--in the narrative, in film and photos, in posters and newspaper headlines, in political cartoons, and in music of the period. Interviews also represent an important element. We conducted some discussions with contemporaries--with, for example, German-Americans who recalled the resentment against hyphenates in 1917-18. Most important were the interviews with historians. Our discussions brought out a number of penetrating and provocative observations from Arthur S. Link, Otis Graham, Ernest R. May, Barbara Tuchman, Kendrick Clements, John Milton Cooper, David Kennedy, Alexander and Juliette George, Edwin Weinstein, Nell Painter, Stanley

Katz, Betsey Fox-Genovese, and Thomas Knock. Indeed, these historians provided so many interesting observations that the job of selecting interview segments became especially painful. Because of time limitations and the configurations of the script, many excellent portions fell on the editing room floor.

The pilot program for the USA series must be evaluated before Annenberg/CPB commissions full development of the thirteen programs. If the schedule works out as planned, the remaining twelve programs will be produced in 1985-86, and the target air date on PBS television is 1987. Video cassette distribution is also anticipated so that instructors may use either individual programs or the entire telecourse at times that are convenient to them. Colleges and universities wishing to offer the course for credit may license it from the Annenberg/CPB Project. Instructors and administrators may obtain full information about these arrangements by calling 1-800-LEARNER.

I am the creator of the series and the historical director. Dan T. Carter is also historical director and on-camera host for the programs. Ruth Sproat, project director for South Carolina Educational Television, has been an invaluable coordinator of production plans. Several accomplished production personnel, including Smokey Forester and Tom and Linda Spain, shaped the pilot program. We profited from the astute recommendations of our Advisory

Board (the membership includes Curtis Anderson, James David Barber, James MacGregor Burns, Carl N. Degler, Frank Freidel, Gerald Grob, Alice Kessler Harris, Don Higginbotham, Arthur S. Link, Michael McCarthy, Melton McLaurin, Mary Beth Norton, Nell Painter, John F. Sproat, William Tuttle, Clark Wilhelm, and John Scott Wilson).

The Making of USA: A Television History required an extraordinary commitment of scholarship, and historians have played a far more prominent role in the creative process of documentary production than in any similar enterprise. We hope that this degree of professional involvement will contribute to a more sophisticated television presentation of American history.

Robert Brent Toplin, Department of History, University of North Carolina at Wilmington, is editor of "American History Through Film," a column featured bi-annually in the OAH Newsletter. He also served as project director for Denmark Vesey's Rebellion and Solomon Northup's Odyssey, two docu-dramas from the PBS television series on slavery in America entitled A House Divided.

Editor's Note: Anyone interested in writing a review of USA: A Television History should send a letter stating interest and qualification to Kathryn Caras, Editor, OAH Newsletter, 112 North Bryan Street, Bloomington, Indiana 47401.

## OAH Survey of American History in the Classroom

William Bishel

THE OAH, IN an effort to determine the status of American history in high schools, is conducting a survey of certification requirements for teachers of American history and course requirements for high school students. Representatives from thirty-five states have responded to the survey, and preliminary results show that requirements vary widely.

Generally, teachers of high school history are required to obtain a certificate in social science from an accredited university. Although some states stipulate that aspirants emphasize history over other social science disciplines, this is the exception and not the rule. Requirements for a social science certificate are by no means uniform throughout the country; some states ask individual school districts to

set the standards, others expect as many as thirty-six or forty-eight credit hours in social science with the majority in history classes, while some require as few as three credit hours in history. Still others only require passing a standardized examination.

Graduation requirements for high school students are not as disparate as certification requirements. Again, states often leave decisions on requirements up to individual school districts. One year of American history and one year of "government" or "civics" are normally all that are necessary for graduating.

The OAH Committee on History in the Schools and Colleges has made a series of recommendations to the Executive Board, some of which address the problems revealed in

this survey. These include the development of standards to help high school teachers determine what ought to be taught in an adequate American history course, and the establishment of a publication for secondary school teachers (see page 27 of this issue for more information on the new OAH Magazine of History). The complete list of recommenda-

tions made by the committee was published in their committee report in the August 1984 Newsletter.

William Bishel recently joined the OAH staff as a historical assistant. He is a graduate student in American history at Indiana University-Bloomington.

### Hagley Program in the History of Industrial America

THE HAGLEY MUSEUM and Library in cooperation with the University of Delaware jointly sponsor The Hagley Program in the History of Industrial America, a two-year or four-year program leading either to an M.A. or Ph.D. degree for students interested in careers as professionals in museums and historical agencies or as college teachers. The Hagley program's academic focus is on the social history of American industrialization.

Financial aid consisting of a stipend of \$5,600 per year for the first two years and \$6,000 the second two years, full tuition, and a small travel fund are available. Deadline for application is February 1, 1985 for the 1985-86 academic year.

For more information, contact Brian Greenberg, Coordinator, The Hagley Program in the History of Industrial America, The Hagley Museum and Library, Box 3630, Wilmington, Delaware 19807.



# OAH Annual Meeting:

## April 18-21, 1985

(date change)

The seventy-eighth Annual Meeting of the Organization of American Historians will be held Thursday, April 18-Sunday, April 21, 1985 at the Hyatt Regency and the Holiday Inn Downtown in Minneapolis, Minnesota. Please note these dates are different from those originally scheduled.

Nearly one hundred sessions have been planned by the 1985 Program Committee, co-chaired by Gerald Grob of Rutgers University and Nancy Tones of SUNY-Stony Brook. Ten theme sessions have been planned which are intended to promote an awareness and appreciation of the contributions of earlier generations of historians.

OAH sessions, meal functions, and special events will be divided between meeting rooms in the Hyatt Regency and the Holiday Inn Downtown. These two facilities are located directly across the street from one another. A third hotel, the Leamington, has a smaller block of guest rooms reserved for OAH attendees. This hotel is a four-block walk from the OAH headquarters hotels. Since the OAH is using these hotels, meeting participants have the chance to choose accommodations that fit their budgets: single and double rooms at the Hyatt Regency are \$68; at the Holiday Inn a single room is \$53, double \$59; at the Leamington Hotel prices range from standard single \$35, deluxe single \$43, to standard double \$43, deluxe double \$51. A hotel reservation form will be printed in the back of the 1985 Program. (Further information will be printed in the OAH Annual Meeting Program and in the Convention Supplement in the February OAH Newsletter.)

# THE MINNEAPPLE™

Minneapolis, Minnesota



## DayTours Offers

### Minneapolis Excursions

DayTours is offering several bus tours of Minneapolis and St. Paul sites and highlights. Descriptions are printed below. Reservation information will be printed in the February OAH Newsletter and the OAH Annual Meeting Program.

#### Comprehensive Twin Cities highlights tour and restored Old Fort Snelling

Deluxe motorcoach tour will feature dozens of fascinating Minneapolis and St. Paul highlights from Minneapolis' fountain-lined Nicollet Mall to St. Paul's inspiring Cathedral and the Governor's Mansion. Guides will provide historical background information on Loring Park, the Berger Fountain, Walker-Guthrie Complex, the Hubert H. Humphrey Metrodome, St. Anthony Falls and district (Minneapolis' birthplace), the University of Minnesota campus, Summit Avenue (turn-of-the-century mansions), the State Capitol, 3M OmniTheater, Landmark Center, and Minnehaha Falls (inspiration to Longfellow). The tour will conclude with a ride past the shores of the famed chain of lakes.

Date: Friday, April 19, 8:30 a.m.-12:30 p.m. Cost: \$13 per person.

#### Bachman's Floral and Byerly's SUPERmarket

The afternoon begins at Bachman's Floral, one of the largest floral firms

in the U.S. The tour includes a look at Bachman's fabulous greenhouse growing lanes and a fresh flower arrangement demonstration. Each visitor will receive a long-stemmed rose. The "Nothing Like it Anywhere" SUPERmarket, Byerly's, includes 92,000 square feet of carpeted elegance housing millions of dollars in collectibles and delectables and has been featured nationally in the Wall Street Journal and People magazine.

Date: Friday, April 19, 1-4:30 p.m.  
Cost: \$10 per person.

#### St. Paul Sampler: Lowertown, Ramsey Mansion, and the State Capitol

Spend a day discovering some of the very best of what St. Paul has to offer. The first stop is at the original center of St. Paul's commercial district, Lowertown. Next will be a visit to the Alexander Ramsey House, the French Renaissance-style home of Minnesota's first territorial governor. The property includes exquisite carpeting, chandeliers, woodwork, and fireplaces. The last site on this tour is the Minnesota State Capitol, similar to the U.S. Capitol, which offers history, architecture, and a view of state government.

Date: Saturday, April 20, 2-5:30 p.m.  
Cost: \$12 per person.

## Discount Airfares

The OAH has appointed ROSALYN MOSS TRAVEL CONSULTANTS (RMTc) as travel coordinator for the April 18-21, 1985 Annual Meeting in Minneapolis, Minnesota. RMTc has negotiated a special discount for participants traveling round-trip from their home city to Minneapolis on regularly scheduled flights.

- You may use a credit card to guarantee against possible fare increases, or pay by invoice.
- RMTc will mail your tickets to you.
- If fares are reduced later, RMTc will reissue tickets at the lower rates.

**Don't Delay —**

### Make Reservations Now

Call RMTc, Monday through Friday, 9 a.m. to 5 p.m. EST. Toll free: 800-645-3437; in New York State: 516-536-3076.

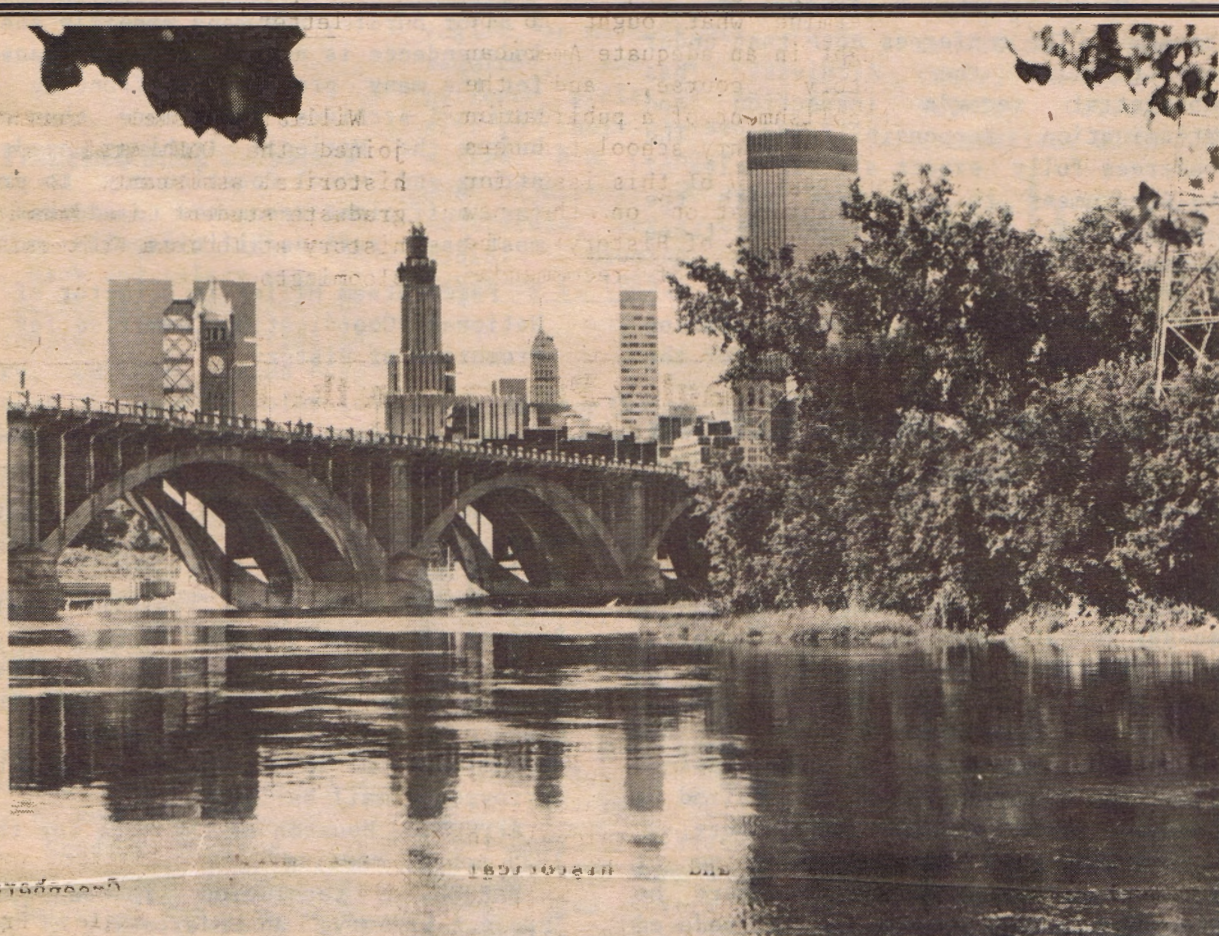
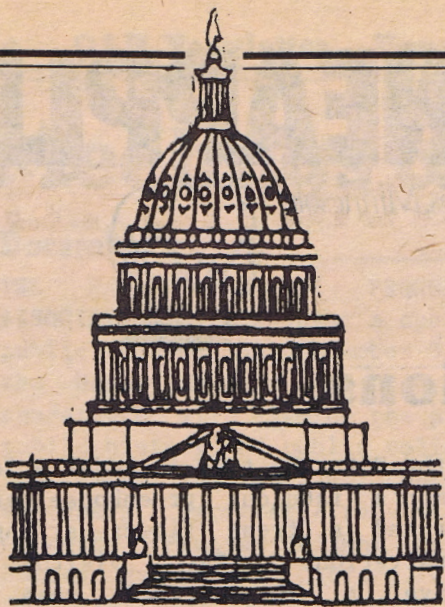


Photo Courtesy of Minneapolis Convention and Tourism Commission

The OAH returns to its Mississippi heritage — The Annual Meeting will be held in Minneapolis, pictured above, where the Mississippi flows through the downtown area.





# Capitol Commentary

## Independence for the National Archives Set for April 1

### Page Putnam Miller

WEARING SHIRTS WITH the words "NATIONAL ARCHIVES--FREE AT LAST," an overjoyed crowd cheered when Congress finally passed legislation on October 4 to separate the National Archives from the General Services Administration (GSA). With the signing of the bill by the President on October 19, the legislation became law. Although the National Archives was established as an independent agency in 1934, it became a part of the newly created GSA in 1949 when five previously independent agencies including the Federal Works Agency, the Bureau of Federal Supply, and the National Archives were combined in an effort to achieve economy and efficiency. Under that structure, authority for the documentary heritage of this nation rested with the GSA Administrator.

Serious efforts to regain independence for the National Archives began in the 1960s, and it was during

*During the 1960s, Senator Mathias expressed his reservations about the "concept that GSA should become the guardian of history as well as the custodian of washrooms, storerooms, and workrooms."*

that period that Senator Mathias (R-MD) expressed his reservations about the "concept that GSA should become the guardian of history as well as the custodian of washrooms, storerooms, and workrooms." Legislation to restore independence was not introduced until 1980 when Senator Morgan (D-NC) spearheaded the effort by introducing the antecedent to the 1984 bill. During the next Congress, the 97th, Mathias and Eagleton (D-MO) sponsored a parallel bill in the House. But neither the full committee in the Senate nor the House turned its attention during the 97th Congress to the subordination of the National Archives to the GSA.

With the 98th Congress, the issue gained momentum as more and more historians and archivists, as well as elected officials, began to look seriously at the incompatibility of the GSA and the National Archives. Following several hearings and much

maneuvering against GSA resistance, on June 21 the Senate passed S.905, the National Archives and Records Administration Act of 1984 with the House following suit on August 3. Under pressure for an early adjournment, the Joint Senate/House Conference Committee finally met on October 1 to work out differences between the Senate and House versions of the bill. Of the twenty-four points of difference, twenty-two items were resolved prior to the meeting. The conference focused on the two House amendments that would have clarified and strengthened the authority of the Archivist to request agency information and to inspect agency records to determine what constitutes a "record." On both issues, the conferees supported in principle the amendments, but decided against including these portions for fear of endangering the bill's ratification. Senator Roth (R-DE) implied that IRS had friends on the Finance Committee that could conceivably take steps to prevent the final passage of the Conference Report if those sections remained in the bill.

The Conference Committee did agree to retain the House amendment that specifies that in any case in which the head of an agency does not initiate an action at the Archivist's request for recovery of unlawfully removed records, the Archivist of the United States shall request that the Attorney General initiate such an action and shall notify Congress when such a request has been made. Further, the Conference Report stated: "The conferees note that under current law the Archivist has substantial records inspection and determination responsibilities. The conferees fully expect all agencies of the Government to cooperate with the Archivist in his discharge of those responsibilities."

The key provision of the legislation is the transferral of authority for the

care of records of government from the GSA Administrator to the Archivist. Instead of being appointed by the GSA Administration, the President will now appoint the Archivist with the advice and consent of the Senate. The legislation states that the Archivist shall be appointed without regard to political affiliations and solely on the basis of the professional qualifications required to perform the duties and responsibilities of the office. During recent years, the Archivist's lack of authority over budget, program priorities, and personnel management has seriously handicapped the National Archives in fulfilling its basic mission of acquiring, appraising, preserving, and servicing the records of the federal government.

There were fifty cosponsors in the Senate who collectively gave the bill the clout necessary to bring it to the Senate floor for a vote despite a crowded agenda. The seventy-one House cosponsors kept the phones ringing in the office of Representative Brooks, the House sponsor of the bill, reminding him of the widespread support for this legislation. Special appreciation goes to those who provided the hard core leadership for the passage of this legislation: Senators Mathias (R-MD), Eagleton (D-MO), and Hatfield (R-OR), and Representatives Brooks (D-TX), Horton (R-NY), and English (D-OK).

Passage of the archives independence legislation marks the accomplishment of a major hurdle, but many more lie ahead. Independence is not an automatic panacea for the many problems confronting the National Archives. Now more than ever before the National Archives needs a strong and vocal constituency to press for sufficient resources to address its most basic responsibilities.

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

### Executive Board Actions

THE OAH EXECUTIVE BOARD met on November 1 at the Galt House in Louisville, Kentucky. Following is a partial list of actions taken:

APPROVED the '85 budget and the new budget format suggested by Cullom Davis;

APPROVED the discharge of the Ad Hoc Long-Range Development Committee and directed the President to appoint a new committee to consider the future direction of the OAH to be chaired by President-Elect William Leuchtenburg;

APPROVED that the OAH Magazine of History for high school teachers be offered to OAH members at a reduced rate;

APPROVED that the Media Committee be abolished;

REQUESTED that the President appoint an ad hoc committee to look into minority-related Organization activities;

REQUESTED that the Treasurer visit Forrest T. Jones and Co. (Kansas City) to investigate the OAH's proposed membership in the Trust for Insuring Educators and that he formulate a recommendation to the Board to be approved by mail ballot;

APPROVED Houston as the site for the 1989 Annual Meeting;

PASSED a resolution to sanction "Project Liberty," an undertaking of the Department of the Interior and the Statue of Liberty-Ellis Island Centennial Commission.



**Oklahoma Baptist University**

History. Full-time, tenure-track, beginning September 1985. Must be prepared to teach Western Civilization survey, American history survey, and advanced courses in American history. Fields preferred: American Social history and American history in the Colonial or National period. Ph.D. required. Successful teaching experience preferred. Rank/salary commensurate with qualifications. Seek individual with strong commitment to Christian higher education and personal and professional qualities compatible with those of a Christian liberal arts institution. Send letter of interest, vitae, and references to J.D. Farthing, Chair, Department of History and Political Science, Oklahoma Baptist University, Shawnee, Oklahoma 74801. EOE.

**University of Vermont**

Canadian History. Assistant Professor, tenure-track, starting fall 1985. Teach Canadian survey and specialty (since 1867 preferred); must have strong background in U.S. to teach U.S. survey; Canadian-American relations. Ability to teach modern Quebec on occasion desirable. Resume and letters of reference to: William Metcalfe, Chair, Department of History, University of Vermont, Burlington, Vermont 05405 by November 23. An EO/AA Employer. Inquiries will be accepted after announced deadline.

**San Francisco State University**

Women Studies tenure-track position effective August 29, 1985. Rank and salary negotiable. Doctorate completed or near completion. Expertise in history, culture, status and/or roles of women of color in the U.S. required, plus one among: social sciences, feminist theory, or lesbian studies. Responsibilities include teaching four undergraduate courses per semester, advising women studies students, and serving on Women Studies and University committees. May eventually involve a term as coordinator. Send resume and three recommendations to Roberta S. Bennett, Women Studies Program, San Francisco State University, 1600 Holloway, San Francisco, California 94132. Closing date: February 1, 1985. AA/EOE.

Professional Opportunities listings must be 100 words or less, represent Equal Opportunity Employers, and should reach the OAH editorial office two months prior to publication date.

**University of Massachusetts, Boston**

Afro-American History. The Black Studies department seeks to fill three positions (including that of Chair), of which one will be in Afro-American History. Area of specialization: open; rank: open; salary: competitive; joint appointment in history department. Department supported by a substantial independent research budget. Qualifications: Ph.D. (candidates nearing completion may be considered); teaching experience desirable. Please send resume and three letters of recommendation to Howard Cohen, Associate Dean, College of Arts and Sciences, University of Massachusetts, Boston, Massachusetts 02125. Applications received by December 3, 1984 will have priority. AA/EOE.

**University of California at Davis**

Afro-American History. Tenure-track, open at any level, with some teaching in general U.S. history, and responsibility for maintaining own program in Black History. Research may be in any period, region, or methodology. Ph.D. required, and teaching experience preferred. Send dossier to chair of search committee: D.H. Calhoun, Department of History, University of California, Davis, California 95616. Closing date is February 1, 1985.

**Hunter College, CUNY**

United States history: Assistant Professor, tenure-track position beginning September 1985; Ph.D. required. Main teaching responsibility will be U.S. history; useful specialties--Urban, Labor history. Salary commensurate with qualifications and experience. Send full dossier no later than March 4, 1985 to Chair, Department of History, Hunter College, 695 Park Avenue, New York, New York 10021. Minorities, women, and disabled applicants are encouraged to apply.

**Hebrew University of Jerusalem**

The Hebrew University of Jerusalem wishes to make a permanent senior appointment in 19th or 20th Century U.S. social or political history beginning, preferably, in September 1985. Major publications and graduate teaching experience necessary. Teaching is on graduate and undergraduate level. Some knowledge of Hebrew is desirable but not required initially. Candidates will be expected to teach in Hebrew after three years. Benefits include transportation costs for family, housing allowance, research travel grants, and other aid. A letter of application and resume should be submitted by February 1, 1985 to Dean Ben Arye, Faculty of Humanities, The Hebrew University, Jerusalem, Israel.

**Trinity College, Connecticut**

Historian of the Afro-American experience. Tenure-track position, joint appointment in History and Intercultural studies, Ph.D. required. Expected to teach topical and period courses in Afro-American history. Other main field: United States, preferably 20th century. Position beginning September 1985. Salary and rank dependent on experience and qualifications. This listing is tentative pending final clearance by College administration. Application deadline is January 15, 1985. Send application, dossier, and letters of recommendation to Edward W. Sloan, Chair, History Department, Trinity College, Hartford, Connecticut 06106. AA/EOE.

**Dickinson College**

U.S. History: Assistant Professor U.S. Colonial and Revolutionary plus Social/Intellectual. Tenure-track entry level, Ph.D. required, beginning September 1985. Teaching load is 9 hours per semester with offerings that include a two-semester U.S. Survey, Historical Methods, selected topics, as well as fields listed above. Send dossiers to Charles A. Jarvis, Chair, Department of History, Dickinson College, Carlisle, Pennsylvania 17013 before December 1, 1984. AA/EOE.

**Michigan State University**

Assistant Professor (academic year, full-time, temporary): Ph.D. in American Studies, American history, or social science to teach in freshman writing program which melds American literature, American history, and social science concepts. Send vitae, transcripts, confidential letters of recommendation, and a sample of scholarly work to Dean Barbara C. Steidle, James Madison College, Michigan State University, East Lansing, Michigan 48825-1205 by December 1, 1984.

**Columbia Historical Society**

Columbia Historical Society seeking Executive Director with fund-raising experience. Send resume with cover letter and salary requirements to the Society at 1307 New Hampshire Avenue, N.W., Washington, D.C. 20036.

## 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.)



# Meetings & Conferences

## December

THE HAGLEY GRADUATE PROGRAM ALUMNI ASSOCIATION will sponsor a conference on public history on December 3, 1984 at the Hagley Museum and Library. The conference will examine the practice of public history and public policy-making. For more information contact Brian Greenberg, Secretary/Treasurer, Hagley Graduate Program Alumni Association, Hagley Museum and Library, Wilmington, Delaware 19807.

## January

"DEMOCRACY IN AMERICA: ALEXIS DE TOCQUEVILLE OBSERVES THE NEW ORDER" is a four-day conference celebrating the sesquicentennial of the publication of Democracy in America. The conference will be held in Claremont, California January 23-26, 1985. For more information, contact Ken Masugi, Director, Bicentennial Project, Claremont Institute, 480 North Indian Hill, Claremont, California 91711.

## February

"A CENTURY OF WOMEN'S HEALTH--PRACTICES AND PRACTITIONERS" is the topic of a

conference to be held on February 15-16, 1985 at the University of Arizona. The focus of this conference is a historical look at women as practitioners and patients. For further information contact Lolly Dwan, Continuing Medical Education, University of Arizona College of Medicine, Tucson, Arizona 85724.

## March

THE DEPARTMENT OF HISTORY OF EASTERN KENTUCKY UNIVERSITY announces a symposium on the history of Commonwealth, during the 1930s, on March 2, 1985. Cost of registration and a luncheon will be \$8. If you plan to attend, send payment to William E. Ellis, Department of History, Eastern Kentucky University, Richmond, Kentucky 40475 before February 28, 1985.

THE INDIANA ASSOCIATION OF HISTORIANS will hold its Fifth Annual Meeting on March 30, 1985 at Indiana State University. For further information contact Professor Donald L. Layton, Department of History, Indiana State University, Terre Haute, Indiana 47809.

THE FRENCH COLONIAL HISTORICAL SOCIETY will hold its eleventh meeting on May 9-11, 1985 at Laval University of Quebec. The cost for lunch and transportation fees in old Quebec will be \$35. For more information contact Serge Courville, Program Chair, Universite Laval, Sainte-Foy, Quebec GLK 7P4.

## June

THE NATIONAL AGRICULTURAL HISTORY SYMPOSIUM will be held at the University of Georgia June 2-5, 1985. The theme is the history of agricultural education. For further information, contact Gilbert C. Fite, History Department, University of Georgia, Athens, Georgia 30602.

THE 1985 INTERNATIONAL CONFERENCE ON COMPUTERS AND THE HUMANITIES will be held June 26-28, 1985 at Brigham Young University. For further information contact Randall L. Jones, ICCH85 Coordinator, Humanities Research Center, 3060 JKHB, Brigham Young University, Provo, Utah 84602.

# Calls for Papers

THE BUSINESS HISTORY CONFERENCE announces a call for papers for presentation at its 1985 meetings in New York, March 14-16, 1985. Proposals relating to structure and change in banking and finance should be addressed to Morton Rothstein, Agricultural History Center, University of California, Davis, California 95616.

## December

THE ORAL HISTORY ASSOCIATION will hold its annual meeting October 31-November 2, 1985 in Pensacola, Florida. The Program Committee invites proposals for individual papers, panel discussions, media presentations, and workshop sessions. Please send proposals by December 1, 1984 to Hug Ahmann, 243 Harvard Drive, Montgomery, Alabama 36109.

THE SEVENTH SOUTH TEXAS CONFERENCE ON THE TEACHING OF HISTORY will be held at Pan American University, Edinburg, Texas on February 9, 1985. The focus of the conference is historical content and teaching methods for secondary school teachers; papers are invited. The proposal deadline is December 5, 1984. Contact Roberto Salmon, Department of History, Pan American University, Edinburg, Texas 78539.

THE NORTH AMERICAN SOCIETY FOR SPORT HISTORY will hold its 13th annual convention at the University of Wisconsin-La Crosse on May 25-27, 1985. For information regarding the program and the submission of papers, contact J. Thomas Jable, Department of Physical Education, William Paterson College, Wayne, New Jersey 07470 by December 15, 1984.

THE OAH MAGAZINE OF HISTORY, a new Organization of American Historians

publication designed for and according to the recommendations of secondary teachers, will begin publication in April 1985. The first issue will focus on the 1960s and feature articles on the latest interpretations and findings on this topic. Secondary teachers are asked to submit ideas (questions and format for discussions or debate; primary sources and their uses; role-playing situations and techniques; graphs and charts) to complement the following topics: general interpretation of the 1960s; women in the 1960s; JFK and the Nuclear Test Ban Treaty. Suggestions (of 500-700 words) should be sent to Terrie Epstein, Cherry Creek High School, 9300 East Union Avenue, Englewood, Colorado 80111 by December 25, 1984. For more information about the OAH Magazine of History, see page 27 of this issue.

THE SOCIETY FOR HISTORIANS OF AMERICAN FOREIGN RELATIONS will meet June 26-28, 1985 at Stanford University. Proposals on all aspects of American diplomatic history are welcome. These proposals, consisting of a one-page abstract of the proposed paper and a brief curriculum vitae should be sent no later than December 27, 1984 to Roger Dingman, Department of History, University of Southern California, Los Angeles, California 90089-0034.

THE CANADIAN ASSOCIATION FOR AMERICAN STUDIES will hold its 1985 Conference at Royal Roads Military College, Victoria, British Columbia on October 19-20, 1985. Proposals for sessions or individual papers, or complete papers, on the broad theme of American activities in and contact with or imaginings of anxieties about the Pacific and America's Pacific neighbors, should be sent

to Mark S. Madoff, Department of Literature and Philosophy, Royal Roads Military College, FMO Victoria, British Columbia VOS 1B0 by December 31, 1984.

THE CONFERENCE ON NEW YORK STATE HISTORY will be held at Hofstra University June 7-8, 1985. Program proposals and ideas are welcomed and should be addressed to Stefan Bielinski, DHAS, 3093 Cultural Education Center, Albany, New York 12230; David Brumberg, New York Historical Resources Center, Cornell University, Ithaca, New York 14850; or Natalie Naylor, Barnard Hall, Hofstra University, Hempstead, New York 11550 by December 31, 1984.

THE AMERICAN HISTORICAL ASSOCIATION-PACIFIC COAST BRANCH will hold its 78th annual meeting at Stanford University in June 1985. Papers in all fields of history are welcome, but four broad themes will be emphasized. These are international relations, war and society, race, sex and class, and topics related to frontier history and the Pacific region. Proposals and a curriculum vitae should be sent to Ian Mugridge, Open Learning Institute, 7671 Alderbridge Way, Richmond, British Columbia V6X 1Zg, Canada by December 31, 1984.

## January

THE FOURTH ANNUAL PRESIDENTIAL CONFERENCE announces its interdisciplinary conference in honor of John F. Kennedy March 28-30, 1985. The Conference Committee welcomes papers on the life, career, and presidency of Kennedy. Papers are due by January 1, 1985, and should be sent to Natalie Datlof and Alex Ugrinsky, Conference Coordinators, University Center for



Cultural and Intercultural Studies, Hofstra University, Hempstead, New York 11550.

THE WESTERN ASSOCIATION OF WOMEN HISTORIANS will hold its 17th Conference at Mills College, Oakland, California May 10-12, 1985. The program committee requests that papers proposed be submitted in duplicate, and a curriculum vitae for each participant be attached. Contact Lorrie O'Dell, Conference Program Chair, 602 Calmar Avenue, Oakland, California 94610 by January 10, 1985.

THE TENTH BIENNIAL AMERICAN STUDIES ASSOCIATION CONVENTION will be held October 31- November 3, 1985 in San Diego, California, and is accepting proposals for individual papers, pre-packed sessions, workshops, panels, and other professional contributions to the program. Proposals from all constituent areas of American Studies are sought, and the Program Committee will review all proposals that address one aspect or another of the Convention's main theme -- "Boundaries in American Culture." Typed, double-spaced proposals, IN ELEVEN COPIES, must be submitted with a proposal cover sheet. Proposal cover

sheets are to be obtained from the American Studies Association, 307 College Hall/CO, University of Pennsylvania, Philadelphia, Pennsylvania 19104. Proposals are due January 15, 1985 and should be sent to Martha Banta, English Department, UCLA.

THE NATIONAL GENEALOGICAL SOCIETY'S FIFTH ANNUAL NATIONAL CONFERENCE, which will be held in Salt Lake City August 6-9, 1985, is issuing a call for lecture topics. Suggestions may be on anything connected with genealogy. Abstracts should be sent to NGS Conference, Program Committee, P.O. Box 1053, Salt Lake City, Utah 84110 no later than January 15, 1985.

### February

THE CALIFORNIA AMERICAN STUDIES ASSOCIATION announces an interdisciplinary conference on the theme "Mutatis Mutandis: Change and Continuity in American Diversity" to be held May 3-5, 1985 at San Jose State University. The Association welcomes proposals for this convention on the general theme of inquiry into American cultures that result at the "borders" (both literal and figurative) where cultural differences meet. A 500-word

proposal should be sent to Carol Burr, CASA Program Chair, Department of English, California State University, Chico, California 95929-0830 by February 1, 1985.

THE CHARLES AND MARGARET HALL CUSHWA CENTER FOR THE STUDY OF AMERICAN CATHOLICISM announces a call for papers for a conference on "The Culture of American Catholicism" to be held October 4-5, 1985 at the University of Notre Dame. The deadline for receipt of proposals is February 1, 1985. Proposals should be submitted to Barbara Allen, The Cushwa Center for the Study of American Catholicism, 614 Memorial Library, University of Notre Dame, South Bend, Indiana 46556.

THE FOURTH ANNUAL CONFERENCE ON THE HOLOCAUST will be held April 21-22, 1985 at Millersville University, Pennsylvania. Proposals for individual papers and complete sessions are invited relating to the conference theme: "The Treatment of the Holocaust in Literature, Film, and Education." Address inquiries and proposals to Holocaust Conference Committee, History Department, Millersville University, Millersville, Pennsylvania 17551 by February 1, 1985.

## American Studies / Material Culture University of Notre Dame

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## CALL FOR PAPERS

### FOURTH ANNUAL PRESIDENTIAL CONFERENCE

# JOHN F. KENNEDY

## *The Promise Revisited*

THURSDAY, FRIDAY, SATURDAY  
MARCH 28, 29, 30, 1985

Papers should deal with the life, career, and Presidency of John F. Kennedy from the perspective of Political Science, History, Economics, International Affairs, The Arts, Journalism, Business, Law, Public Administration, and Science.

CONFERENCE DIRECTOR:  
Paul F. Harper

DEADLINE FOR COMPLETED  
PAPERS:  
January 1, 1985.  
Selected Papers Will  
Be Published.

FOR INFORMATION:  
Natalie Datlof & Alexej Ugrinsky,  
Conference Coordinators.  
Hofstra University Cultural Center  
(516) 560-5669, 5670.

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## Calls for papers

THE EIGHTEENTH-CENTURY WOMEN AND THE ARTS CONFERENCE will be held October 10-12, 1985 and welcomes original, scholarly papers on the female imagination and the arts, particularly -- but not exclusively-- the literary arts. Deadline for completed papers is February 1, 1985. For further information contact Hofstra University Cultural Center, Hofstra University, Hempstead, New York 11550.

HERITAGE: A REAPPRAISAL OF THE HARLEM RENAISSANCE is the topic of a conference to be held on May 2-4, 1985. The Conference Committee invites papers considering the cultural significance of the Harlem Renaissance, patrons and supporters of this renaissance, the black women's role in the "Mecca of the New Negro," and perspectives and reassessments of the renaissance. Deadline for papers is February 1, 1985, and further information is available from Hofstra University Cultural Center, Hofstra University, Hempstead, New York 11550.

THE GREAT LAKES AMERICAN STUDIES ASSOCIATION announces a call for papers for its conference, October 4-5, 1985 at Notre Dame University. The theme is "Religion and American Culture" and proposals should be sent to: Gerald F. Moran, Department of Social Sciences, University of Michigan, Dearborn, Michigan 48128. Deadline is February 1, 1985.

## March

THE NATIONAL COUNCIL ON PUBLIC HISTORY will be meeting jointly with the OAH in New York, April 9-12, 1986. The NCPH Program Committee invites submissions of complete sessions or workshops, and individual papers. Proposals may be on any aspect of the practice of history, substantive research, or issues of concern to the profession. Three copies of proposals and vitae should be sent to NCPH Co-Chair Deborah S. Gardner, The Institute for Research in History, 432 Park Avenue South, New York, New York 10016 by March 1, 1985.

THE SOCIAL SCIENCE HISTORY ASSOCIATION will hold its tenth annual meeting November 21-24, 1985 in Chicago. Those wishing to participate or offer suggestions for the program should contact Program Committee Chair Phyllis Field, Department of History, Ohio University, Athens, Ohio 45701, or Co-Chair David I. Kertzer, Department of Sociology and Anthropology, Bowdoin College, Brunswick, Maine 04011. Papers and panel proposals should include a short description of the paper(s) and the names, departments, and institutional affiliations of all proposed participants. Panels may include roundtable discussions. Proposals should be received no later than March 1, 1985.

...

## Grants, Fellowships, &amp; Awards

## December

THE NEW JERSEY HISTORICAL COMMISSION has expanded its grants program funding to a variety of projects involving any aspect of New Jersey history. Application deadlines range from December 15, 1984 to March 1, 1985. For more information contact Grants and Prizes, New Jersey Historical Commission, 113 West State Street, CN 305, Trenton, New Jersey 08625.

THE AMERICAN ANTIQUARIAN SOCIETY will award at least two National Endowment for the Humanities Fellowships during each of the next two years. The grants allow scholars from all over the country to come to do research at AAS for periods ranging from six to twelve months. Information and fellowship application forms may be obtained from John B. Hench, Associate Director for Research and Publication, American Antiquarian Society, 185 Salisbury Street, Worcester, Massachusetts 01609-1634.

THE WALTER P. REUTHER LIBRARY OF LABOR AND URBAN AFFAIRS, Wayne State University, announces the Rockefeller Foundation Residency Program in the Humanities for the 1985-86 academic year. Two full-time residents will be selected. These fellowships are open to junior and senior academic scholars and also to other qualified writers and scholars. They are designed to encourage the publication of humanistic studies based upon the archival sources at the Reuther Library and to contribute to the intellectual life of the community. Deadline for applications is December 1, 1984. For information and application materials contact Philip P. Mason, Director, Walter P. Reuther Library of Labor and Urban Affairs, Wayne State University, 5401 Cass Avenue, Detroit, Michigan 48202.

THE COUNCIL FOR BASIC EDUCATION has announced the third year of Independent Study in the Humanities, a program to award 150 fellowships of \$3,000 to teachers of the humanities in grades 9-12. The fellowships support study in the summer of 1985. The deadline for applications is December 1, 1984. Additional information and applications may be obtained from Mary Kay Babyak, Independent Study in the Humanities, Department 12, CN6331, Princeton, New Jersey 08541-6331.

THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION announces the Charlotte W. Newcombe Doctoral Dissertation Fellowships for 1985. These fellowships are designed to encourage study of ethical or religious values in all areas of human endeavor. Winners will receive \$8,000 for twelve months of full-time dissertation research and writing. Applications must be requested by December 21, 1984, and must be postmarked by January 4, 1985. Forms are available from Newcombe Fellowships,

Woodrow Wilson National Fellowship Foundation, Box 642, Princeton, New Jersey 08542.

HAVERFORD COLLEGE announces the T. Wistar Brown Fellowship for the academic year 1985-86. Fellows spend one or two semesters at Haverford College doing research in the Quaker Collection of the library and in nearby scholarly collections. The Fellowship is usually awarded to mature scholars and the stipend is \$8,000. Letters of inquiry may be directed to the Office of the Provost, Haverford College, Haverford, Pennsylvania 19041. Deadline for application is December 31, 1984.

BRIGHAM YOUNG UNIVERSITY announces the 1984 David Woolley Evans and Beatrice Evans Biography Award. A prize of \$10,000 will be awarded for a distinguished biography of any person significant in the culture or history of what may be called Mormon Country. Manuscripts should be book length and ready for publication; books should have been published in 1984. Entries are not limited to Mormon subjects. Manuscripts may be submitted to Neal E. Lambert, Associate Academic Vice President, D-367 ASB, Brigham Young University, Provo, Utah 84602 by December 31, 1984.

THE CHARLES AND MARGARET HALL CUSHWA CENTER FOR THE STUDY OF AMERICAN CATHOLICISM announces a new research grant program. Two awards of \$2,000 will be made to postdoctoral scholars of any academic discipline who are engaged in a research project studying the Irish experience in the United States. Applications must be made before December 31, 1984. Inquiries and requests for applications should be addressed to Jay P. Dolan, Director, Charles and Margaret Hall Cushwa Center, 614 Memorial Library, University of Notre Dame, Notre Dame, Indiana 46556.

THE BENTLEY HISTORICAL LIBRARY, UNIVERSITY OF MICHIGAN announces its fellowships for research on problems associated with modern documentation. Fellowships for the 1985 summer program in Ann Arbor will be awarded for periods of one, two, three, or four months. Awards of up to \$2,500 per month will be made to individuals at any stage of their professional careers to support research while in residence at Ann Arbor. Applications must be postmarked by December 31, 1984. For application forms and further information contact Francis X. Blouin, Jr., Director, Bentley Historical Library, University of Michigan, 1150 Beal Avenue, Ann Arbor, Michigan 48109.

UCLA's INSTITUTE OF AMERICAN CULTURES is offering graduate and postdoctoral fellowships to support study of Afro-Americans, Asian Americans, Chicanos, or American Indians. The stipend for graduate fellowships is



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## Grants, Fellowships, & Awards

\$5,000 per year (and tuition if applicable) and postdoctoral fellowships range from \$20,000 to \$23,000 per year. Application deadline is December 31, 1984. For further information, contact the appropriate ethnic center at Campbell Hall, University of California, Los Angeles, California 90024.

### January

THE SEVENTEENTH ANNUAL DAKOTA HISTORY CONFERENCE will present the Karl Mundt Distinguished Historical Writing Awards for best papers. There will be three prizes for papers in both a professional and amateur category. Papers should relate to some aspect of South Dakota, Dakota Territory, or the history of the Upper Great Plains Region. In addition, there will be two awards by topic: The Richard Cropp award of \$100 for the best paper in military history and the Cedric Cummins award of \$100 for the best paper in institutional history. Deadline for submission of papers is January 3, 1985. Address all correspondence to H.W. Blakely, History Department, Dakota State College, Madison, South Dakota 57042-1799.

THE SMITHSONIAN INSTITUTION announces fellowships for research in residence at the Institution. Topics include history of art and social and cultural history. Application deadline is January 15, 1985. For more information, contact the Office of Fellowships and Grants, Smithsonian Institution, Room 3300, L'Enfant Plaza, Desk P, Washington, D.C. 20560.

THE INSTITUTE OF EARLY AMERICAN HISTORY AND CULTURE announces one or two senior fellowships for the 1985-86 academic year under a grant from the National Endowment for the Humanities program of Fellowships at Centers for Advanced Study. NEH senior fellows should have a distinguished record of scholarship in the early American field, must be in residence at the Institute while holding the appointment, and will be asked to conduct an occasional advanced seminar. Applications (including a curriculum vitae, concise description of proposed work, and a brief proposal for the seminar) should be sent by January 15, 1985 to Thad W. Tate, Director, Institute of Early American History, P.O. Box 220, Williamsburg, Virginia 23187.

MAURICE L. RICHARDSON FELLOWSHIPS are available for graduate studies in the History of Medicine at the University of Wisconsin-Madison. Beginning and advanced graduate students in the history of science or in history with major concentration in the history of medicine are eligible. Stipends range from \$500 to \$7,000 per academic year. The deadline for applications is January 15, 1985. Apply to Department of the History of Medicine, 1415 Medical Sciences Center, 1300 University Avenue, Madison, Wisconsin 53706.

### February

THE UNIVERSITY OF TEXAS AT ARLINGTON announces the 1985 Webb-Smith Essay Competition, a \$500 award for the best essay of 10,000 words or less on the topic "Texas and the Mexican War." Manuscripts must be submitted by February 1, 1985. Additional information may be obtained from Walter Prescott Webb Memorial Lectures Committee, Department of History, Box 19529, University of Texas at Arlington, Arlington, Texas 76019.

THE NEW YORK STATE HISTORICAL ASSOCIATION is receiving manuscripts for the 1985 New York State Historical Association Manuscript Award. Manuscripts may deal with any aspect of New York state history, and are due by February 1, 1985. Finished works should be sent to Wendell Tripp, Director of Publications, New York State Historical Association, P.O. Box 800, Cooperstown, New York 13326.

THE CENTER FOR ARKANSAS STUDIES AT THE UNIVERSITY OF ARKANSAS AT LITTLE ROCK announces the Virginia C. Ledbetter Prize for studies of Arkansas. The award of \$1,000 will be given to the author of a nonfiction, book-length study of Arkansas history or culture (including art, economics, politics, religion, society, and related topics) that makes a major contribution to its field. Two copies of the book must be submitted to the Center for Arkansas Studies by February 1, 1985 to S. Charles Bolton, Director, Center for Arkansas Studies, University of Arkansas at Little Rock, 33rd and University Avenue, Little Rock, Arkansas 72204.

THE CENTER FOR DEWEY STUDIES AND THE JOHN DEWEY FOUNDATION sponsor academic-year fellowships for research that critically illuminates and assesses aspects of John Dewey's philosophy. Awards are available to senior scholars in various disciplines. The grants normally extend for one year and range from \$10,000 to \$20,000. Applications are available from The Center for Dewey Studies, Southern Illinois University, Carbondale, Illinois 62901 and are due by February 15, 1985.

### March

THE AMERICAN MILITARY INSTITUTE has established the Samuel Eliot Morison Prize to be awarded in recognition of the most outstanding scholarly contribution to military history in 1984. Nominations must be submitted to the Chair of the A.M.I. Awards Committee by March 1, 1985 and must be accompanied by a brief explanation of the nominee's scholarly contributions. Entries may be books or articles on any aspect of military history, but must have made a distinctive and original contribution to the benefit of other students of military history. Address inquiries to the Awards committee, c/o Professor Archer Jones, Department of History, North Dakota State University, Fargo, North Dakota 58105.

THE AMERICAN SOCIETY OF CHURCH HISTORY announces a research award in commemoration of the Centennial of the founding of the Society by Philip Schaff in 1888. Two awards of \$2,000 will be made to postdoctoral scholars who are engaged in research in church history and who have received their doctoral degrees within the last six years. Application deadline is March 1, 1985 and should include a CV, brief description of the research project, and two letters of recommendation. Inquiries should be sent to the Philip Schaff Award Committee, American Society of Church History, 305 East Country Club Lane, Wallingford, Pennsylvania 19086.

THE JOHN CARTER BROWN LIBRARY AT BROWN UNIVERSITY offers about fifteen research fellowships each year, extending for periods of one to six months. These fellowships are open to foreign nationals as well as Americans who are engaged in pre- or postdoctoral, or independent research related to the resources of the Library. The monthly stipend is \$800. For further information contact Librarian John Carter Brown Library, Box 1894, Providence, Rhode Island 02912. The deadline for applications is March 1, 1985.

THE CHARLES REDD CENTER FOR WESTERN STUDIES announces a summer fellowship for the study of some aspect of change in the Mountain West during the late nineteenth or twentieth century. The research should demonstrate the impact of change on all or a selected group of people in that region. The stipend during the months of May through August, 1985 will be \$1,500 per month. Applicants should send a curriculum vitae, a research proposal, a suggested budget, and a Social Security number to Thomas G. Alexander, Director, Charles Redd Center for Western Studies, 4069 Harold B. Lee Library, Brigham Young University, Provo, Utah 84602 by March 1, 1985. Applications for the Center's 1985-86 faculty fellowships are also due by March 1, 1985. The fellowships include a stipend of \$1,500 for research on some aspect of the western experience. Address inquiries to the Charles Redd Center.

THE GTE FOUNDATION LECTURESHIP PROGRAM announces grants of up to \$4,000 that may be made to accredited colleges and universities to bring in outside lecturers on the broad topic of "Science, Technology and Human Values." Application forms may be obtained from Richard Schlatter, Director of the Program, Room 105, 185 College Avenue, Rutgers University, New Brunswick, New Jersey 08903. Deadline is March 1, 1985.

### Teaching Watergate

I am interested in exchanging outlines and ideas with anyone who is teaching a lecture course or seminar on Watergate. Stanley I. Kutler, Department of History, University of Wisconsin, Madison, Wisconsin 53706.



# Activities of Members

ROBERT BARROWS, Indiana Historical Bureau, has received a fellowship from the Newberry Library for his work on "Urban Housing Reform in the Midwest During the Early Twentieth Century."

STEPHANIE CHERRY-HOFFMAN, graduate student at the University of Denver, has received a grant from the Hoover Presidential Library Association, Inc.

CHRISTOPHER COLLIER has been appointed a professor of American history, with a specialty in Connecticut history, at the University of Connecticut.

FAYE E. DUDDEN has been appointed John D. MacArthur Assistant Professor of History at Union College, Schenectady, New York.

DAVID B. ELLER, Bluffton College, has received a Newberry Fellowship for his work on "Denominational Patterns in the Ohio Valley, 1800-1850."

JANET LYNNE GOLDEN, College of Physicians of Philadelphia, has been awarded a grant from the Rockefeller Archive Center.

MEL GORMAN, professor of chemistry at the University of San Francisco, has received a grant from the American Philosophical Society for research at the India Office Library and Records, London.

ROBERT S. GRUMET, from Belle Mead, New Jersey, has received a grant from the New Jersey Historical Commission to research "Indian-White Legal Relations in Colonial New Jersey, 1630-1783."

LOUIS HARLAN, University of Maryland, has won the 1984 Pulitzer Prize, the Beveridge Prize (American Historical Association), and the Bancroft Prize (Columbia University foundation) for his book, Booker T. Washington: The Wizard of Tuskegee, 1901-1915.

ROBERT F. HIMMELBERG, professor of American history, Fordham University, has received the Perrine fellowship from the Hoover Presidential Library Association, Inc.

LAWRENCE C. KELLY, North Texas State University, has been awarded the Friends of the Dallas Public Library Award from the Texas Institute of Letters for his book The Assault on Assimilation: John Collier and the Origins of Indian Policy Reform.

RONALD H. LIMBAUGH has been named Director of the Holt-Atherton Center for Western Studies, University of the Pacific.

DONALD J. LISIO, professor of history, Coe College, has been awarded the Olmsted Fellowship from the Hoover Presidential Library Association, Inc.

JAMES MADISON, Indiana University, has received a fellowship from the Newberry Library for his work on "Changes in Midwestern Communities, 1850-1950."

GLENN A. MAY, Department of History, University of Oregon, has received the Louis Knott Koontz Memorial Award for 1984 from the Pacific Coast Branch of the American Historical Association. May's award-winning article, "Why the United States Won the Philippine-American War, 1899-1902," was published in the November 1983 Pacific Historical Review.

AUGUST MEIER, Kent State University, has been awarded a grant from the Rockefeller Archive Center.

DENNIS J. MERRILL, University of Connecticut, has been awarded a grant from the Rockefeller Archive Center.

MELISSA L. MEYER, graduate student at the University of Minnesota, has been named a D'Arcy McNickle Center for the History of the American Indian Pre-Doctoral Fellow by the Newberry Library for "The Social Relations of the White Earth Chippewa, 1889-1920."

DONALD PARKERSON, East Carolina University, has received an Exxon Education fellowship from the Newberry Library for his work on "Rural Landholding Patterns in Mid-Nineteenth Century New York State."

DAVID POTENZIANI has been named director of research with the Forest History Society.

ELLIOT A. ROSEN, professor of history, Rutgers University, has received a grant from the Hoover Presidential Library Association, Inc.

DAVID F. SCHMITZ, graduate student at Rutgers University, has received a grant from the Hoover Presidential Library Association, Inc.

LAWRENCE H. SCHWARTZ, Montclair State College, New Jersey, has received a grant from the Rockefeller Archive Center.

HOWARD P. SEGAL has been appointed Mellon Faculty Fellow in the History of Science Department at Harvard University, and is doing research on decentralized technology in twentieth-century America.

BRUCE SINCLAIR, Institute for the History and Philosophy of Science and Technology, University of Toronto, has been named an Andrew W. Mellon Foundation Senior Research Fellow for 1984-85.

SARAH H. STAGE, University of California, Riverside, has received a grant from the Rockefeller Archive Center.

BRUCE M. STAVE, professor of history and director of the Center for Oral History at the University of Connecticut, has been appointed Fulbright Lecturer in American History in the People's Republic of China for the 1984-85 academic year.

JEFFREY K. STINE, has been awarded one of three Congressional Fellowships by the American Historical Association for the 1984-85 academic year. He has also won the Forest History Society's Weyerhaeuser Award for his article, "Regulating Wetlands in the 1970s: U.S. Army Corps of Engineers and the Environmental Organizations" (Journal of Forest History, April 1983).

RONALD C. VAN RAALTE has received the first Raymond W. Dreher Memorial Award presented by the International Auto Theft Association Investigators.

CHARLES VINCENT, Southern University, has received a grant from the Rockefeller Archive Center.

## 2nd Segment of A House Divided to Air on December 10

SOLOMON NORTHUP'S ODYSSEY, a two-hour drama based on the true story of a free black man who was kidnapped and enslaved in the 1840s, will be shown nationally on PBS television on December 10, 1984. The American Playhouse production is based on Northup's chronicle of his experiences, Twelve Years a Slave, which was published in 1853. Northup lived near Saratoga, New York in 1841 when two visitors tricked him into traveling to Washington, D.C., and then drugged him. Slave traders shipped Northup to the New Orleans slave market, and a Louisiana proprietor bought Northup to work on his plantation. For twelve years, Northup served a number of masters in the cotton and sugar producing regions of Louisiana. Finally, he was able to send a message for help back to Saratoga. Henry Northup, the son of Solomon Northup's former owners, mounted a rescue mission to Louisiana and was able to free Solomon in 1853.

Solomon Northup's Odyssey is the second installment in a series of PBS television programs on slavery in America. The general title for the series is A House Divided. The first program, Denmark Vesey's Rebellion, aired on PBS in 1982 and received the George Washington prize from the Freedoms Foundation for the outstanding historical film of 1982. The creator of the series and Project Director is Robert Brent Toplin of the Department of History at the University of North Carolina at Wilmington. The Advisory Board includes Ira Berlin, David Brion Davis, Eric Foner, Eugene D. Genovese, Herbert Gutman, Nathan Huggins, Benjamin Quarles, Armstead Robinson, William Shack, Kenneth M. Stampp, and Peter Wood. Principal funding for the series came from the National Endowment for the Humanities.



## Joint Committee on Historians and Archivists

IN THE PAST year, it has come to the attention of the members of the Joint Committee on Historians and Archivists that many historians are unaware of this committee and its mandate.

The Joint Organization of American Historians-American Historical Association-Society of American Archivists Committee was formed about ten years ago, although its roots lie in a Committee on Historians and the Federal Government formed in 1949 by the AHA. In 1969, that committee became a joint AHA-OAH Committee on Historians and the Federal Government. A few years later, after a bitter dispute between a historian and the Franklin D. Roosevelt Library, the SAA was invited to join a committee, now called a Committee on Historians and Archives. Finally, in 1979, the equality of membership was formalized in a changed name: Committee on Historians and Archivists.

The original mandate of the Committee included a number of issues that have since become so important that other groups have been formed around them. For example, the establishment of historical and archival programs in the federal government is now a goal of the Society for History in the Federal Government. Several groups are now concerned about problems of access and declassification, while young scholars no longer have to be encouraged to consider archival administration.

The Committee in recent years has continued to monitor the position of the National Archives, write letters, give testimony, and so on. However, its mandate also includes the encouragement of a "close and cordial working relationship" between historians and archivists. There will probably always be a slight undercurrent of suspicion between those who


keep the records and those who use them. This suspicion, however, is often based on misinformation or ignorance. The Committee, therefore, has been concerned with opening communications between historians and archivists.

In the spirit of that objective, the Committee decided to sponsor a series of sessions on modern research at the meetings of the three professional organizations. Each session has featured both historians and archivists since, for example, both must be concerned with the voluminous collections of records in the twentieth century and the changing nature of those collections.


The session at the OAH meeting featured papers by a historian of science, a military historian, and an archivist from the Social Welfare History Archives. Contrary to the supposition

that the quality of records had diminished as the quantity had escalated, both historians concluded that within that voluminous accumulation the careful researcher could still find valuable evidence. However, documentation was scattered across the country and research took both time and persistence. The archivist confirmed this view, noting that organizational records are often complex and extensive. This hampers the preservation of these records and research in them. In spite of the Saturday morning syndrome, the session was well attended, and the presentations were followed by a lively discussion.

The Joint Committee is interested in continuing the "discussion" between historians and archivists and would be interested in receiving suggestions for topics and participants for future sessions. The Committee would also like to encourage the submission of articles to the newsletters of the three professions on subjects of interest to all of us.



### AN AMERICAN HERITAGE BOOK



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From the publishers of American Heritage Magazine

## Readers' responses

### USIA

From my own experience as a Fulbright Professor of American History to Australia in 1979, my relationships with the USIA and the Fulbright Program in both Australia and New Zealand were excellent and cordial everywhere I went and closely resembled the situation as outlined by Harry B. Ryan in his letter in the February 1984 issue of the Newsletter. My experience and relationship with USIA and the Fulbright people had no resemblance to that of Richard Curry as he described it in the November issue.

On my Fulbright in Australia, the USIA in Canberra and Wellington made every effort to have me visit, at their expense, every university and Center in both

countries that I desired to visit. And no government official at any time placed any restriction on any topic or view I offered in my lectures, or ever suggested any topic or view I might offer as I traveled about and talked and gave interviews at a number of institutions and places in both countries. While the USIA financed my lecture tours, it never interfered with what I did and allowed me to do and to say whatever I pleased, including in one open occasion at the University of Queensland (Brisbane) my disagreement with the American Ambassador to Australia about some aspect of President Carter's policy in that part of the world.

Vincent P. DeSantis,  
Professor Emeritus of History,  
University of Notre Dame.

## UNCF Celebrates 40th Anniversary

THIS YEAR MARKS the fortieth anniversary of the United Negro College Fund, Inc. It is one of the first cooperative fund-raising institutions in the nation and the premiere organization providing funding to private historic black colleges and universities. A report by the Carnegie Commission on Higher Education stated, "the colleges founded for blacks are a national asset."

Enrollment in UNCF schools has increased from 16,114 in 1944 to 43,749 in 1984. Students who have not yet realized their academic potential have benefited immeasurably by attending UNCF member institutions. In addition, through UNCF, member institutions have always provided an education to students who otherwise could not have afforded it.



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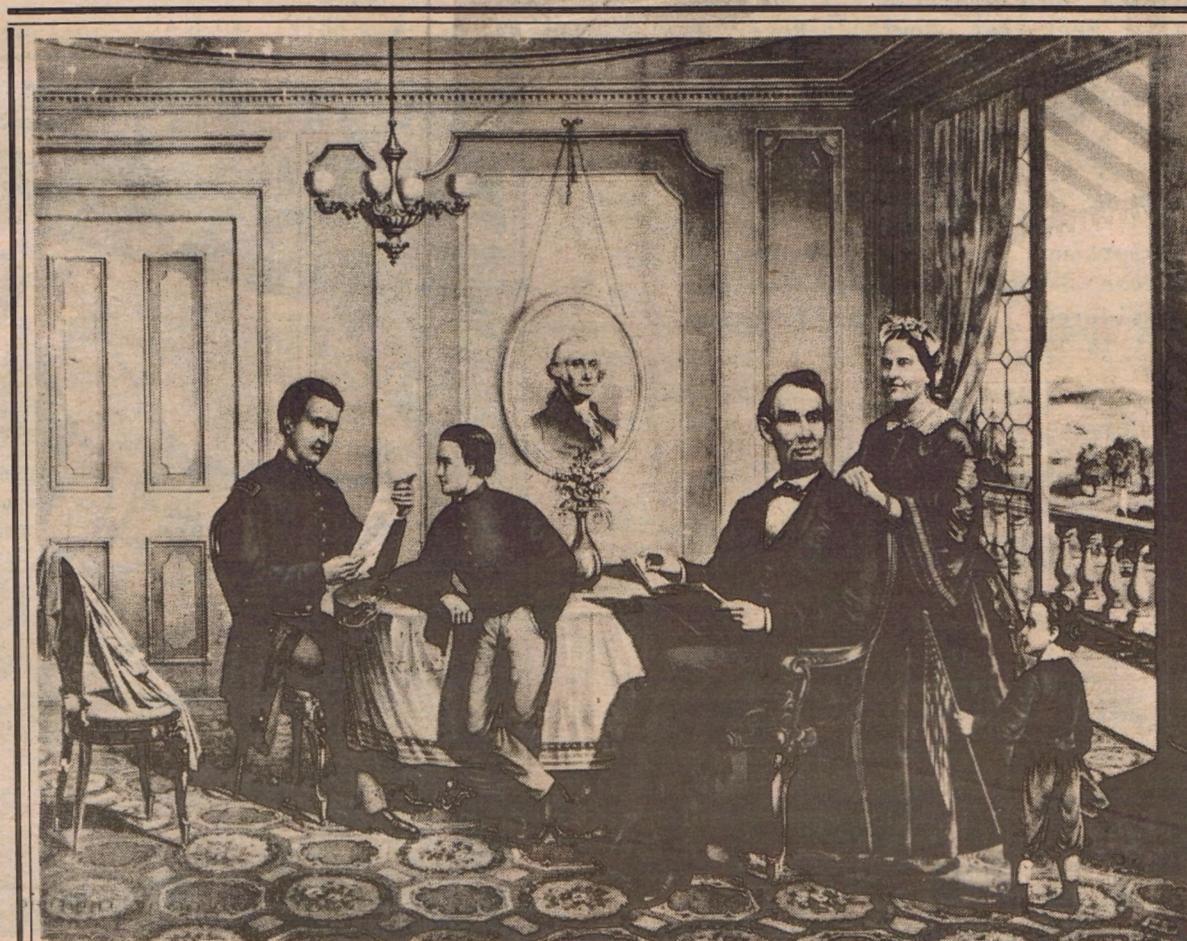
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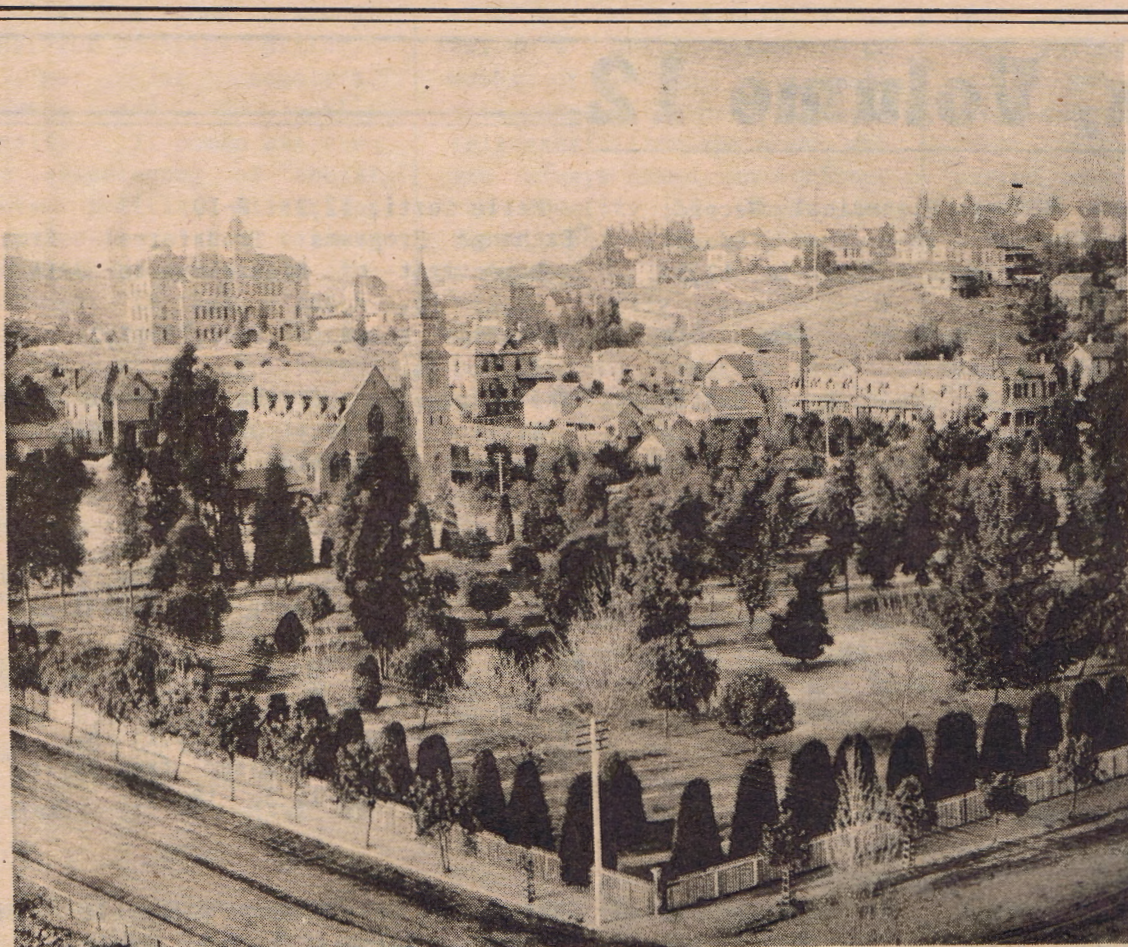
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President Lincoln and Family Circle. Published by Lyon and Company, New York (1867). Lithograph, 24x31 in. From "The Lincoln Image, Abraham Lincoln and the Popular Press."





An 1887 photograph of Pershing Square in Los Angeles. From "The 'town of the Queen of the Angels.'" Photo courtesy of the LA Historical Society, from the Peter Antheil Collection.

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Hungarian family arriving at Ellis Island around 1910. From "The Restoration of the Statue of Liberty and Ellis Island—Public and Private Cooperation." Photograph courtesy of the National Park Service, Statue of Liberty National Monument.

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### New York History Teacher Institutes

The New York Council for the Humanities requests applications from New York State colleges and universities interested in administering a four-week summer institute designed to enrich the teaching of history at the high school level. Each institute should be the result of collaboration between academic historians and secondary educators. The deadline for applications is February 11, 1985. For further information, contact Ellen Schrecker, Program Director, New York Council for the Humanities, 33 West 42nd Street, New York, New York 10036.

## OAH Professional Day for Secondary Teachers

A MORE POSITIVE response to the 1984 OAH Professional Day for Teachers, part of the OAH Annual Meeting in Los Angeles, is hard to imagine. Of a random sample of twenty-nine participants, seventeen indicated that the Meeting was "more beneficial" than other conferences they had attended. When asked to provide an overall evaluation of the Professional Day, twenty-three of the twenty-nine teachers rated it good to excellent; twenty-six of twenty-nine rated the entire OAH Annual Meeting as "good to excellent"; and all twenty-nine responded

affirmatively when asked if the OAH should continue to plan and implement "Professional Days" for teachers.

The same reactions were common among OAH officers and committee representatives. Commenting in a report to the California Council for the Humanities, then OAH President Anne Firor Scott said, "I was pleased with the turnout, the program, and the enthusiasm I found among teachers as well as among the college and university professors who took part. I hope we can do a great deal more along these lines."

Helen Horowitz, Chair of the 1984 Ad Hoc Planning Committee, offered the following comments, "The great strength of the Day was the identification of creative and ambitious teachers who are looking for a high level of professional and intellectual involvement in the OAH."

Marjorie Bingham of Saint Louis Park High School has consented to chair the Ad Hoc Planning Committee for the 1985 Professional Day. Bingham was able to meet with the 1984 Program Committee in Los Angeles as well as with teachers interested in recommending changes for the 1985 Meeting in Minneapolis. She returned to Minneapolis, appointed a Planning Committee, and together they fashioned a program that will undoubtedly rival the accomplishments of 1984.

Joining Bingham on the Planning Committee were Roger Wangen, Minnesota State Department of Education; Linda Lewis, Burnsville High School (Minnesota); Steven Sandell of the Minnesota Historical Society; Clair Keller of Iowa State University; Rudi Vecoli of the University of Minnesota;

Howard Shorr of the Los Angeles Unified School District; Peter Rachleff of Macalester College (Minnesota); and Marlis Hubbard of the Minneapolis Public Schools.

Their plans were approved by the OAH Program Committee and submitted to the OAH national office for scheduling. Teachers are encouraged to attend any appropriate Annual Meeting sessions, but the following Professional Day activities and sessions will be of particular interest: "The Teaching of Controversial Materials"; "Working Together: School, College, and Public Historians"; "American Pluralism Through the Background of Students"; and "New Research and its Impact on Teaching."

In addition to the above sessions, teachers are encouraged to attend all of the following: meeting of the OAH Committee on History in the Schools and Colleges; luncheon for secondary school teachers, featuring a keynote address by Anne Firor Scott, Duke University; cocktail reception (cash bar) for teachers; "crackerbarrel session" for teachers.

The OAH is pleased to announce that, as a result of the work of the Minnesota Planning Committee, generous grants have been received from both the Minnesota Humanities Commission and the Rockefeller Foundation. Commission funds will be used to help offset OAH Professional Day expenses and provide teacher-panelists with honoraria. Rockefeller Foundation support is specifically earmarked for teacher scholarships.

Any secondary school teacher of American history interested in applying for an OAH/Rockefeller Scholarship is asked to call the OAH immediately. Deadline for applications is December 1st. (OAH: 812-335-7311)

## 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, Barnard College; or Melvin I. Urofsky, Virginia Commonwealth University. The deadline for submissions is March 1, 1985.



# A New Publication For, By, & About Secondary Teachers

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As part of its commitment to quality education in America, the OAH is pleased to announce that the first issue of the OAH Magazine of History will be available at its April 1985 Annual Meeting in Minneapolis. Designed specifically for secondary teachers of American history and social studies (both junior and senior high) and supported in part by funds from the Rockefeller Foundation, the Magazine will include concise feature articles of practical value in the classroom; lesson plans; annotated bibliographies; reproducible documents; transparency masters; media reviews and suggestions; regular columns; reviews of social science degree programs; and news and notices of interest to educators and students alike.

### Topical Issues According to Classroom Needs

Issues of the Magazine will be topical, in part, and correspond chronologically with the curricular needs of the classroom. The April 1985 issue will focus on the 1960s and include articles on the historiography of that turbulent decade, the second women's movement, and JFK and the Nuclear Test Ban Treaty.

### Enrichment Materials

Articles will be complemented by lesson plans so that they can be adapted for

immediate classroom use. Further enrichment will be provided by annotated bibliographies, reproducible documents, cartoons and other classroom aids, suggested readings, AV sources, supporting media materials, biographical sketches, games appropriate for the classroom, and computer software suggestions when available.

### Regular Columns

Columns, edited or written by secondary school teachers, will focus on media (including computers), world history and its impact on or relation to American history, and a regular dialogue between university- and secondary-level educators and historians on issues of concern to both. Space in each issue will be devoted to news of interest to students and teachers (for example, National History Day information; convention reviews; notices of institutes, workshops, meetings, grants, scholarships, and special projects), as well as to queries and suggestions from our readers. Need help with a topic, lesson plan, or a difficult-to-locate source? Write to the OAH Magazine and ask your colleagues, or we will direct your inquiry to an OAH member and publish her/his response.

### Practical Design

The OAH Magazine of History will measure 8.5 by 11 inches. Pages will be perforated and drilled to fit a standard three-ring binder for easy storage of entire issues or articles and enrichment materials of special value. Our intention is to make the Magazine practical, attractive, and affordable.

### Student Involvement

Students' contributions to the OAH Magazine of History are welcome. In fact, each issue will feature 350-word articles by a high school and middle school student on topics of their choice. This is a unique opportunity for students to discuss why they like history, what they see as the value of studying history, what methods of instruction they particularly like or dislike, or their ideas about the topic of the issue. Student submissions should be made through instructors and be accompanied by your cover letter. Send them now for our April issue to Professor Clair Keller, Iowa State University, History Department, Ames, Iowa 50011. All submissions will be answered, and a small honorarium will be paid to students for published contributions (depending on funding) in recognition of their efforts.

### Special Subscription Rate for Volume 1

Six issues of volume 1 of the OAH Magazine of History will be available for our regular 4-issue price of \$12 for individuals and \$25 for institutions. Or if you want to use the Magazine as a text or subscribe with a group of colleagues, you can receive multiple subscriptions for \$10 each (minimum of 3). Fill in the order form below and return it to the OAH at 112 North Bryan Street, Bloomington, Indiana 47401. Be a charter subscriber to one of the first magazines in the U.S. for, by, and about secondary teachers of American history and social studies.

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## Public History Pamphlets

A series of publications by the OAH Committee on Public History. Each pamphlet describes a different area in which historians can be trained by history departments for public history careers.

Currently available: "Historic Preservation: A Guide for Departments of History," "Educating Historians for Business: A Guide for Departments of History," "Historical Editing: A Guide for Departments of History," and "Teaching Public History to Undergraduates: A Guide for Departments of History." All are available for \$3 ppd.

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November 1984

# Computer Applications for Historians



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## Historians & Computers: Has the Love Affair Gone Sour?

### Online Library Catalogs

### Results of Computer and Software Survey

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# Historians & Computers: Has the Love Affair Gone Sour?

*Coping with computers in colleges and universities is a major task in economic, technological, and pedagogical terms. But there is a bigger challenge than money, machines, and curricular change. That is the work of convincing history teachers and students that they should risk joining the computer generation.*

Robert P. Swierenga

"COLLEGES STRUGGLING TO Cope with the Computer Age" declared the headline of the Chronicle of Higher Education in a lead article (March 30, 1983) on the difficulties of academe meeting the challenge of student demands for computer instruction in this era of fast-changing technology. The "computer mania" is further charged by the boom in personal microcomputers and word processors (cf. Richard Jensen, "Historians and Computers: Word Processing," OAH Newsletter, vol. 11, no. 2, 15-16 [May 1983]), and by the urgent calls for more computer science courses to prepare students for a job market in which computers are or soon will be indispensable. Peter Muller in The Fast Track to the Top Jobs in Computer Careers (1983) recommended that students combine a minor in computer science with their major fields.

Coping with computers in colleges and universities is admittedly a major task in economic, technological, and pedagogical terms. But from my personal observations as a historian, there is a bigger challenge than money, machines, and curricular change. That is the work of convincing history colleagues and students, particularly graduate students, that they should risk joining the computer generation by becoming at least minimally competent in programming languages, social statistics, and quantitative research methods and sources.

Historians today appear to be as reluctant as ever to gain such a competence. A decade or two ago, the reticence to master mathematics and computers was understandable, if not commendable. Professor Linda Kerber, who--like myself--was a product of that generation, spoke for many of us when she described herself as the prototype of the "math avoider" (University of Iowa

Spectator, October 1978, p. 7). Her college did not require mathematics, and she avoided the subject by eliminating one major after another that required math, such as chemistry, psychology, and economics. By a process of elimination, Kerber ended up as a history major because it was "a field which seemed to promise I would never again have to contemplate a number." But Kerber eventually recognized the folly of her "math anxiety." "It is an irony I muse upon each week as I join our beginning graduate students in a course on statistics and computers for historians struggling to learn techniques without which I risk becoming hopelessly out of date." Mathematical literacy, she concluded, must be a goal of every college student.

Professor Kerber is fortunate to be a member of a department that has long encouraged social science methods and has provided training courses for neophytes. In J. Morgan Kousser's comprehensive survey in the late 1970s of the curricula of the 125 major graduate history departments in the United States, fifty-three (42%) were offering at least one course in quantitative methods, usually at the elementary level, but only five required the course ("Quantitative Social-Scientific History," in Michael Kammen, ed., The Past Before Us [1980], pp. 448-49). There was a slight improvement by 1981 when the American Historical Association's comprehensive survey showed that one half of 600 history departments offered a course in quantitative methods (AHA Perspectives, 22 [April 1984], 8).

The important question, however, is not the extent of course offerings but the proportion of history graduate students who avail themselves of the opportunity and enroll

in quantitative methods courses either within the history departments or in mathematics or one of the social sciences. Kousser reported that the average enrollment in the history department methods courses was eight, or a total of 425 nationally. How many of these were nonhistory majors is unknown, but 10% would be a fair guess. Thus, perhaps 380 history graduate students received an introduction to quantification. Since there were more than 2,300 new graduate students in the 125 major universities at that time, the proportion obtaining even a minimal introduction was less than 20%. An additional 500 history graduate students had taken methodology courses in other departments during the previous several years, it was reported.

In the years since the Kousser survey, there is no discernible trend among history departments to make optional quantitative methods courses mandatory. Due to outside funding cutbacks, the opportunity has even diminished to take "quickie" summer training seminars, such as that at the Newberry Library tailored to the needs and concerns of historians. It is very likely, therefore, that the proportion of history graduate students today who are receiving even minimal training in statistics and computer methods is less than it was five years ago. These curricular deficiencies, said Allan G. Bogue, have "contributed to the production of a generation of history majors who are often ignorant of current research" in even one closely related social science discipline, as well as in many fields within history itself ("Quantification in the 1980s," Journal of Interdisciplinary History, 12 [1981], 56). Kousser is even more blunt: "In the longer run, history departments are condemning many of their graduates to technological ob-

solescence by not requiring that they take even token [quantitative] methodology courses." Thus, as Theodore Hershberg lamented at the First International Conference on Quantitative History in 1982: after nearly twenty years of the new work, "you can still get a Ph.D. in history with no statistical training" (The Washington Post, March 9, 1982, C15).

Not only are quantitative skills sparse, but several prestigious historians who pioneered in the field in the 1950s and '60s recently have expressed reservations about the "new" history. Bernard Bailyn in his 1981 presidential address to the American Historical Association warned against elevating to a predominant place a "technical problem-solving" approach that is "severely vision-limiting" in its overall impact. Lawrence Stone similarly worried about the computer tool becoming an end in itself. With his perceptive eyes trained on recent European historical scholarship, Stone noted approvingly that he detected the beginnings of a widespread shift away from numerical analysis and toward the revival of narrative history. Even among the new historians such as the Annales scholars, mentalite had replaced quantification as the new kid on the block. This shift signals the "end of an era," declared Stone. The quest for a coherent scientific history had failed, and practitioners are of necessity returning to older intuitive, experiential modes. Not only would the revival of narrative history restore a healthy balance among the various methodological genres or scholars, but the retreat from quantification toward story-telling and case studies will, said Stone, "shed more light with less trouble" ("The Revival of Narrative: Reflections on a New Old History," Past and Present, 85 [November 1979], 19, 13).



Unanimity has never been a hallmark of the history profession, and the strong reservations of several notable scholars would not be persuasive but for their ready reception by students and colleagues already skeptical of social science history. Clearly, a "sense of disillusion" with quantitative methods has taken hold, as Theodore Rabb acknowledged in 1981 ("Coherence, Synthesis and Quality in History," *Journal of Interdisciplinary History*, 12 [1981], 315-32). While no one denies the validity of counting, few history departments want to revamp graduate training or espouse formal research methods. Rabb concluded, "the acceptance of quantification is grudging and limited, and its practitioners remain assured but isolated. The great hopes of the early days of the computer have apparently been disappointed; now there is a more limited role for those who wish to count."

How are we to explain the conscious turning away from quantitative scholarship? If computers are coming, why is not a larger, rather than a smaller, proportion of history graduate students seeking computer literacy and math skills today than a decade ago? Why haven't graduate requirements in history, if not undergraduate requirements, been upgraded in this area? One might superficially conclude that the profession had simply identified another fad and smugly rejected it, as historians are wont to do. The initial excitement of quantification and computer-assisted research has died out, and it is now a boring plaything of a few devotees. The play has now passed to intuitive, experiential case studies in the narrative mode that offer the recovery of meaning through "thick description," symbolism, and psychological analysis.

One might also dismiss quantitative scholarship on the grounds that the multi-million dollar resource data banks have not yet produced definitive new syntheses of historical interpretation. Indeed, the internecine squabbles among the practitioners, such as the "cliometrician's cockfight" over *Time on the Cross* (Fogel, R.W. and Stanley Engerman [Boston: Little, Brown and Co., 1974]), are taken as evidence that even the experts are confused and possibly misguided. A closer reading, however, shows that

the debate centered on statistical methods for which closure is possible. At first glance, one might even attribute the lack of enthusiasm for new methods, which are expensive and complicated, to the general malaise in the profession caused by falling enrollments and shrinking funding for history research. The first students to abandon history are those with mathematical skills who find more lucrative fields. Thus, the diminishing pool of history graduate students includes a higher number of people who are unable or unwilling to master cliometrics.

While faddishness, failed promises, flawed technical applications, and pessimism may

***While faddishness, failed promises, flawed technical applications, and pessimism may partly explain the growing indifference among the current generation of historians, there are more fundamental explanations.***

partly explain the growing indifference among the current generation of historians, there are more fundamental explanations. Rabb has argued persuasively that since World War II, historians no longer share a common vision of their task as they had done since the days of Herodotus and Thucydides. "What is at stake is a profound epistemological question," said Rabb, "not just a disagreement over technique." The reaction to quantification is actually rooted in a wider debate over the meaning of reality itself. On the one side are the materialists who seek to prove theory by statistical exactitude, replicable precision, and generalized knowledge. On the other side are the antimaterialists who seek to restore the individual in history and to find meaning through the intuitive, personal study of *mentalite*.

Given the "flight from materialism," the doubts about science and technology, and even a shrinking from the physical world that has characterized many of the "flower children" generation, it is no surprise that the antimaterialists have grown in numbers. Perhaps, said Rabb, "the relativism and uncertainty of the twentieth

century has caught up with us to such an extent that we consider even a small dose of unequivocal truth to be suspect, or more damning still, uninteresting." In a world of individual truths, one perspective is as valid as another. What is gained if economic historians labor for many years to prove that southern slave agriculture was 35% more efficient than northern family agriculture, or if social historians meticulously compare manuscript census lists to prove that over half of frontier Americans in any new community out-migrated within the first decade? The meaning of slavery or frontier life is apparent not in "hard" facts, but rather in the recovery of the deeper levels of how the people felt, thought, and engaged in symbolic activities. The "culture of narcissism" of the 1970s clearly has had an impact.

Political ideology is also a contributing factor. From the outset of the quantitative approach in history, many radical historians have rejected it for its conservative bias (see David Landes and Charles Tilly in *History as Social Science* [1971], pp. 14-15). Radical scholars continue to eschew serial data, statistical methods, and computer analysis. Quantitative historical data, they aver, are biased inherently because they are created by the ruling class for their own purposes of domination. Quantitative methods, likewise, are suspect because they often rest on positivist, neo-classical theories, and their handmaidens, computers, are instruments of the bourgeoisie. Although some historians on the political left, such as Michael B. Katz, Michael J. Doucet, and Mark J. Stern in *The Social Organization of Early Industrial Capitalism* (1982), have shown that computers can be placed effectively in the service of radical scholarship, I agree with Robert K. Berkhofer that the ideological distance between radical and social science historians has widened rather than narrowed in the last decade ("The Two New Histories: Competing Paradigms for Interpreting the American Past," *OAH Newsletter*, Vol. 11, No. 2 [May 1983], 9-12). In Berkhofer's picturesque phrase, "the two histories are not like two ships passing in the night upon the same sea of history; rather, they are like two ships sailing upon two quite

different oceans, maybe at different times. . . . Their chances of communicating seem only slightly less remote than their chances of colliding."

What can be done to repair the breach in the discipline and restore a sense of coherence? Rabb called for a renewed commitment to quality scholarship and a revived sense of professionalism among both narrative and social scientific historians. But if the problem is epistemological, as I believe it is, there is no reason to hope that quality or professionalism will serve as a central unifying force. If we cannot agree at the fundamental level on the value of reconstructing a truthful past, how can we agree on lesser matters of research design, methodology, or sources?

Despite the widening ideological diversity in the history profession, there are reasons to think that the antipathy toward computer-aided research techniques may be overcome and that historians finally will take a more positive stance. The antimaterialism of the counterculture is not as pronounced in 1984 as it was in 1975. And this generation of children in the elementary and junior high schools are now routinely being taught to interact with computers. This, coupled with the "return to the basics"--including mathematics and science--will bring a different generation of students into colleges and graduate schools. Whatever their epistemologies, they not only will accept the fact that historians sometimes need to count, but also will insist that they be taught to count properly. We can prepare for that challenge by retooling ourselves and by updating requirements for history majors at both the undergraduate and graduate levels to include algebra and calculus. If we do any less, we are condemning many of our students to technological obsolescence.

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## Technology: A Threat to Government Records?

Public concern about the loss of privacy as a result of increasing use of computers and data banks is at an all-time high. According to Rep. Glenn English (D-OK), however, the federal government is ignoring these concerns and is dismantling the office charged with responsibility for privacy issues.

A General Accounting Office (GAO) report just released by English found that privacy policy activity at the National Telecommunications and Information Administration (NTIA) virtually has disappeared. NTIA is part of the Department of Commerce, and until 1981, one of its important functions had been establishing federal government policies about personal privacy.

A 1983 Harris poll shows that seventy-seven percent of the American people are worried about threats to their privacy. The poll found that concern about privacy had increased by thirteen percent in five years. In releasing the GAO report, English said: "The accelerating use of computers threatens to erode further privacy rights. Financial, medical, and other sensitive personal information is increasingly collected, maintained, and shared by computers operated by the government and by the private sector. Other countries, including Canada, Great Britain, West Germany, Sweden, and France, have recognized and reacted to the threats to privacy posed by this information explosion by establishing data protection offices."

English continued: "In the United States, there is an ongoing public debate about the implications for personal privacy of the increasing use of Social Security numbers, whether there is need for a national identity card, the creation of new data banks, and the role of computer matching. Yet there is no agency in the federal government that is capable of considering the privacy implications of these developments. Instead of replying to the privacy concerns of the American public, the federal government is eliminating the privacy policy expertise that had previously existed."

NTIA was founded in 1978. For the two years following its establishment, NTIA was, according to GAO, "actively developing and coordinating domestic privacy policy initiatives for the nonfederal sector." NTIA also addressed privacy concerns in international commerce and played a role in the development of guidelines on privacy and transborder flows of personal data by the Organization of Economic Cooperation and Development (OECD) in 1980. Beginning in 1981, GAO found that the resources devoted to privacy matters at NTIA "diminished substantially." Recently GAO found that NTIA maintains only a "minor residual capability to respond or refer requests for information on privacy matters."

A 1983 report by the House Committee on Government Operations found a similar lack of interest in privacy at the Office of Management and Budget. OMB is the lead agency for the Privacy Act of 1974 and is the only federal agency other than NTIA with specific privacy policy functions.

The GAO report had been prepared at the request of English who is chair of the Government Information, Justice, and Agriculture Subcommittee of the House Committee on Government Operations. (The Subcommittee has responsibility for privacy, freedom of information, and related information policy issues.) The report is entitled "Privacy Policy Activities of the National Telecommunications and Information Administration." The number is GGD-84-93, and the date is August 31, 1984.

The 1983 Government Operations Committee report is entitled "Who Cares About Privacy? Oversight of the Privacy Act of 1974 by the Office of Management and Budget and by the Congress." The report, House Report No. 98-455, was issued on November 1, 1983.

Copies of both reports are available from the Government Information, Justice, and Agriculture Subcommittee in Room B-349C, Rayburn House Office Building, Washington, D.C. 20515.

## Online Library Catalogs

Jane A. Rosenberg

COMPUTERS HAVE BEEN used in libraries for routine record keeping for a long time, but automated systems only recently have been made available to library users. Now, in a number of college, university, and public library systems, those wishing to locate books are directed to computer terminals that display bibliographic information, call numbers, and sometimes other information for all or part of a library's collections. In some libraries, these online public access catalogs also may be used to locate books held by other libraries.

Online catalogs are so named because (1) users communicate directly with a computer to obtain bibliographic information and receive immediate answers to their requests; and (2) the new systems provide the same author, title, and subject approaches as the card catalog. Online public access catalogs also are sometimes called computer catalogs or interactive catalogs. Some libraries' online systems do not provide complete card catalog information but are used in place of a true online catalog.

Although some library users think of them as "the card catalog in a box," online catalogs do more than duplicate traditional catalogs. In fact, the computer catalog can be much more powerful than either the card catalog or the microfiche catalogs that some libraries provide. As a means of rapidly obtaining large amounts of information, computer catalogs are unique. They are also more versatile. For example, users may be able to combine several subjects in a single search, or ask for only materials in English, or books published during a particular time span.

At present, online catalogs are in their infancy; most of the systems now in use were developed during the 1970s. There is as yet no standard or "best" system, and experimentation is ongoing. A variety of online catalog systems are available, which include many different features. A generalized description of online catalogs and libraries' arrangements for adopting online catalogs

follows. The description is not specific to any system, and although current at the time of writing, it is likely to be outdated in the near future.

### Closing

#### the Card Catalog

It is unlikely that many institutions will be able to maintain both manual and online systems. In some research libraries, a decision to switch to online records already has been made. Usually this switch occurs on a designated date, after which the card catalog is considered "closed" and records for new materials are entered only into the online system. The computer catalog must then be used to locate books published after the date the card catalog was closed. It is also necessary to use the online system to locate books acquired after the closing date, no matter when they were published. For example, if the library buys a 1965 book after closing the card catalog, the catalog information for that book will be available only through the computer.

Local variations on this "catalog closing" scenario are likely, as are changes in what online catalogs include. Records for books and periodicals are usually the first to be input; some libraries are now adding records for audiovisual materials and a variety of other items. In certain cases, technology is just catching up with library needs: materials in Chinese, Japanese, Korean, and other East Asian languages have been added only recently to a few online systems because special keyboards had to be developed to handle the characters. Since changes are occurring rapidly, it is essential to check frequently on the types of materials being recorded online. But the incomplete status of online catalogs is by no means unique. Few traditional catalogs contain records for every item a library owns--among the collections of maps, slides, non-print materials, and government documents, some materials are inevitably left out.

Living with a two-catalog system, of course, creates



problems for researchers and for library staff. Converting all the information on cards into machine-readable format, although desirable, involves major commitments of time and funds. Some libraries have been able to undertake partial or even full-scale conversion projects, using catalog records already available in machine-readable form and modifying them locally. In many cases, however, resources are not available for such efforts. Although an online catalog that contains records for all the library's books, journals, and other materials is ideal, few institutions have it.

#### Advantages of

#### Online Catalogs

The major advantages of an online catalog are speed and currency. Computer systems are good at producing a lot of information quickly, and once catalog records are input, they are instantly available for searching. If the online catalog is integrated with the library's in-process file, it can be possible to find out whether a new book has been ordered and received, even if it has not yet been cataloged.

A third advantage of online systems is that they can be searched in a greater variety of ways. In addition to looking up authors, titles, and subjects, users of at least some online catalogs can locate books by their library call numbers. A search by call number makes it possible to scan titles in a particular subject area without moving from the terminal. Additional access keys are Library of Congress card numbers, and International Standard Book Numbers (the latter are the ten-digit numbers that appear in *Books in Print*). If a library has other automated systems, information about these other library functions can be available via the catalog terminals. When the catalog is integrated with the circulation system, for example, one can check to see whether a book is checked out before making a trip to the stacks. If both catalog and circulation systems are automated but not integrated, one may have to use a different terminal or instruct the computer to search a different file for circulation information.

Sometimes printers are in-

stalled next to online catalog terminals so that one can take away a record of a search without the bother of writing down information. Faculty members frequently use the printers to construct course bibliographies and reserve lists. Other files that local online systems may include are journal holdings, journal check-in records for individual issues, reserve book information, and records for books located in the institution's branch libraries.

What do users give up when libraries shift to online catalogs? Those who rely heavily on browsing and on serendipitous encounters may find online systems less helpful. The computer catalog substitutes an ability to scan lists of authors, titles, and subjects, and it is possible to approach the stacks online by checking call numbers in order. Of course, a computer search does not allow one to turn around and reach a book on a facing shelf, or discover a treasure just because cards accidentally separated at a useful entry. On the other hand, even books that are checked out (and that browsers

therefore miss) can be found in call number order in the online system.

#### Using

#### Online Catalogs

An online catalog terminal usually consists of a typewriter-like keyboard and a viewing screen. The terminal is used to communicate with the computer and with storage devices which contain the bibliographic data, indexes, and programs. Terminals and programs are usually different for various online catalogs, but most of them are fairly easy to use. In a recent study, a majority of respondents learned to find information in the online catalog on their own, with the aid of printed instruction or "help" screens available on the terminal (Joseph R. Matthews, et. al., eds., *Using Online Catalogs*, New York, 1983). Librarians are usually available to provide personal assistance.

A current debate in the world of system designers centers on whether users need menu-driven systems or merely sets of commands. A menu-driven system is like a set of

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multiple-choice questions in that users are led to the desired information by choosing appropriate options from items listed on the screen and then activating a "send" or similar key. After the option is chosen and the instruction is relayed to the computer, the user receives an answer, which may be another screen of options from which to choose or the needed catalog record.

Most systems combine menus and commands. In a command system, it is necessary for users to activate the computer by entering instructions not previously shown on the screen, such as "find author Frederick Jackson Turner." Command systems, however, usually include introductory screens to help researchers get started. Both menu and command systems also provide a "help" mechanism. For assistance, the user types in "help" (or a similar statement), and the computer responds with information about the current status of the search and/or definitions of the options or commands.

A few sophisticated computers teach new operators via on-the-screen instructions. Some have very detailed programs that lead novices through a search and also a quicker "command mode" for the more expert users. And printed instructions are usually available. Library staff members also may provide instructional sessions for on-line catalog users.

Unless the computer catalog is used often, some relearning will probably be necessary on subsequent library visits. Luckily, on most systems the basic author and title searches are accomplished easily and quickly. One normally asks for catalog records by keying in combinations of letters in a predetermined format. The computer analyzes this information to decide whether it is being asked to search the author or title file (or a combination of the two), and retrieves records that match the combination that the user has keyed in. If only one record is found, bibliographic information is displayed immediately in a format that looks somewhat like a catalog card. (If this display is not readily understandable, the user should ask for help in interpreting it.) In some systems, the same record may be displayed in short, medium, or long form. Only essential identification

data such as author, title, and call number are provided on the short form.

If several records fit the search parameters, a summary screen that gives brief information for a number of items appears. The user selects the correct record(s) by entering a line number that appears to the left of each short entry.

Most new users of online systems encounter some difficulties. Like other computers, the online catalog does not tolerate typing errors or understand commands other than those it is programmed to accept. When a mistake is made, an "error message" may appear on the screen. Some error messages indicate the reason the error occurred and help the user correct the command.

A common problem with the card catalog is that searching with incomplete information is difficult. In the online catalog, however, if one is sure of only part of an author's name, or a significant word or two of a title, the computer can use that information for a search. The only difficulty is that many records may match the search request, and it will be necessary to sort through all entries to find the right one.

An important similarity between card catalogs and online catalogs is that both contain different files. Communications to the computer must specify the proper file for the search: author, title, subject, or an author-title combination. The computer, when presented with a command such as "au=Hemingway," will search the author file and find all the records with Hemingway as the author. If one wants books about Hemingway, or books with Hemingway in the title, it is necessary to instruct the computer accordingly.

Locating subjects in library catalogs has always been more difficult than finding authors and titles, and some of these difficulties are also present in online catalogs. Most users, however, do find it easier settling down to the terminal than circling card cabinets, pulling out drawer after drawer. Many online catalogs use the same subject terminology as in the subject card catalog: The Library of Congress Subject Headings. It may be possible to ask for a screen display of

headings on a particular topic, or to browse the list at appropriate places. If not, a subject heading book, usually located near the card catalog, lists the proper subject terms.

Some computer catalogs offer alternatives to the traditional subject approach. It may be possible, for example, to search for terms or keywords. If one remembers only one word in a book title, the term search can be very helpful. It also can assist in locating material for which one cannot find a pertinent subject heading. Once an appropriate record is found, it is advisable to check the subject headings used in that record, and key in those subjects for a further search. This step is necessary because a single term may not locate titles including obsolete terminology or titles that do not reveal the subjects of books.

More sophisticated subject searching can be done if the catalog features Boolean logic—a method for combining terms to make searches more specific and to exclude unwanted items. In a Boolean search, one enters subjects linked by logical operators, such as "and," "or," and "not." For example, one might ask for books on German immigrants and limit the search geographically by adding "not New York." The computer would select records for books on German immigrants and eliminate all the records where the term "New York" appears. Some systems also permit limiting a search by publication date and language—handy alternatives if the subject is as mammoth as "World War, 1914-1918," or if one wants only contemporary sources.

### Remote Access

An exciting prospect in online catalog development is the potential for distribution to many locations. When this occurs, users need not depend on a single catalog in a central location. Terminals can be installed both in the library and in other buildings. The ultimate luxury is to have a terminal and printer in the office and at home; failing this, a departmental terminal is a good substitute if the library provides this uncommon service. Those who have home computers may find it possible to tie into the computer catalog through telephone line connections.

Some online systems provide access to collections at libraries across the country. During the late 1960s and early 1970s, the idea of sharing card catalog records via computer led to the formation of several organizations to provide computer services for online systems. There are three major "shared cataloging services": Online Computer Library Center (OCLC); the Research Libraries Information Network; and the Washington Library Network. Together, these three maintain databases containing millions of bibliographic records for items held by their member libraries—several thousand libraries in all. Thus, a user at a library that has access to the records of one of these giants should be able to locate records for books at other member libraries.

This capability makes it much easier for individuals to locate books both near to and distant from their own institutions, but the greatest impact has undoubtedly been on interlibrary loan services. Submitting an interlibrary loan request used to mean relying on the library staff's often superlative detective ability and the National Union Catalog, but now it is possible to locate a book and ask for an interlibrary loan via the same terminal (in practice, the library staff handles the request). Delays associated with the preparation and mailing of requests are eliminated because librarians can communicate the request and obtain an answer online with minimal delay. If an item is not available at the first library contacted, the computer can automatically relay the request to another library for searching.

To gain access to other libraries' catalog records, one must use a library that has services from one of the major organizations, or that is part of a network such as the University of California system which has its own intercampus online catalog. If a library is a member of one of the three shared cataloging services, it usually does not have access to records in the other two systems, partly because of differences in computer systems. Work is now under way on linking different computer systems to exchange information among systems (Council on Library Resources, Inc., Annual Report, 1982, Washington, D.C., 1983).



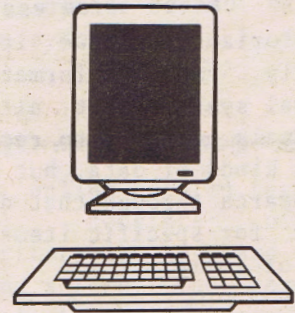
Eventually, the online catalog will be the major means of gaining access to holdings in U.S. libraries. Students, faculty, and administrators in all types of schools, colleges, and universities need to be aware of this innovation and to realize that it will change the way they do their research. Libraries are

changing rapidly, and users may find it taxing to keep up with new technology. Those who have used online catalogs, however, say that their enhanced searching power is a more than adequate return on the learning investment.

Views expressed in this article are my own and do not represent those of the Council

on Library Resources or the Association of Research Libraries.

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## Computer Programs for Historians

### Kinley Brauer

IN THE MAY 1983 OAH Newsletter, Richard Jensen concluded his most helpful essay on word processing by mentioning general programs that speed up the preparation of manuscripts. There is currently a bewildering variety of software programs on the market. Most, written for the business market, are of no particular use to historians or scholars. Many others have tremendous potential but are extraordinarily complex and difficult to learn. Specific programs that are interesting and useful to historians--and are relatively easy to learn and to use--are Footnote and Pair and Bibliography, produced by Pro/Tem Software, Inc., and Superfile and FYI:3000, produced by FYI, Inc.

Footnote and Pair is one of the few software programs that was specifically developed for scholarly writing. The program performs two functions. The first allows writers to document their texts as they go along and later to number the notes automatically and to place them either at the bottom of the page or at the end of the manuscript. The second scans the document to check for the proper underlining, use of close parentheses, close quotes, and other similar double functions.

Pair is a useful program for those who use microcomputers for word processing. To underline in nearly all word processing programs, one must place a specific instruction character at the beginning and end of a word, phrase, or title. Without the second instruction character, underlining continues until a second underlined passage begins. If not caught, the printer will underline large sections of text, and the underlining process will be wholly out of phase throughout the manuscript. Pair prevents

these errors. Whenever it does not find a second instruction character (quotation mark, parenthesis, bracket, and so on), it inserts a marker that can be checked later. The writer can choose a reasonable distance between instruction characters.

The footnote program allows an author to insert a special symbol, such as a @, wherever a note number (or note call) ought to be in the text. Whenever convenient, the author then can write out the note, beginning with another @ and separating the note from the text by a simple technique. The note can be added immediately after the sentence in which the note call appears or at the end of one or more paragraphs. And the writer can batch notes at the end of a section--it is necessary only that the note calls and the notes be in the same sequence.

When an author completes a manuscript or a substantial portion of it, he or she may run the footnote program. The first procedure converts the note call symbols to sequential numbers. The numbers in the text correspond to the numbers before each actual note. If there are more of one than the other, the program asks the writer to recheck the manuscript. The second procedure places the notes, at the writer's option, at the bottom of each page or in a second, separate file that later can be added to the manuscript so that the notes become endnotes rather than footnotes. The author has the ability to put the notes at the bottom, to move them later to the end, and to switch them back and forth as she or he wishes.

Should the author decide at some later time to add or delete notes, Footnote automatically rennumbers all the text note numbers and foot- or endnote numbers, and in the case of footnotes,

redesigns pages so that the notes appear in their correct place. Also, in its most recent version, the program splits long footnotes, divides them where necessary, and carries over a portion to the footnote region on the next page.

One can also choose from a number of documentation styles. An author may place note calls in superscript; superscript with underlining and ended with a slash; or on the line, underlined, and ended with a slash. One can direct the program to write footnote or endnote numbers in the same style as the text numbers or according to the form recommended by the Chicago Manual of Style; that is, on the line and ending with a period.

The last facility also makes it possible to number paragraphs or any list. The author simply places a note call at the beginning of each paragraph or section or at the beginning of each item on a list and then runs the procedure for sequential numbering according to the Chicago style. And the program automatically rennumbers items added later.

Footnote and Pair is easy to learn ("user-friendly" in computer jargon) and works perfectly with the popular WordStar word processing program and with a number of other word processing programs. Unlike other similar programs, it does not limit the length of footnotes and endnotes or require complicated counting procedures. In sum, Footnote and Pair is a marvelous system that saves hours of work and, in fact, makes possible and practicable the placement of notes where they ought to be.

Pro/Tem Software has also produced a related program, Bibliography, which may be used to create a formal an-

notated bibliography. Bibliography requires the creation of a "library file" in a self-designed format headed by a "keyname," normally an author's last name and date of publication. Individuals can merge several library files on one file, add new entries at any time, and alphabetize the list.

In addition, Bibliography permits writers to draw material from a library file directly into their manuscripts. Writers may write keynames directly into their manuscripts (with specific page numbers), and later create a new, specific alphabetized bibliography of all works cited. Bibliography also numbers text references sequentially in the text, and when writers combine Bibliography with Footnote and Pair, they may place references, correctly formatted, at the bottom of each page of text or at the end of the text, as described above.

Bibliography is an excellent program, but it does have some limitations. Individuals may record an extensive list of titles, but they may not index and search through it. Also, recording titles in the form required by the program is annoying and time consuming, and when citations are transferred to manuscripts, the program writes either full or short titles. One must return to the draft to revise either the first or subsequent citations and to replace some of the citations with ibid.

A program that has many of these options but is more flexible, and one in which historians might be especially interested, is Superfile. Superfile is well-suited to the manipulation of both bibliographical and research materials, and although programmers developed it primarily for business and profes-



sional nonscholarly applications, it can be used easily by historians. Because it is primarily an "information retrieval system," it allows individuals not only to record various kinds of data, but also to search through that data rapidly for specific items or groups of items.

The most important distinguishing characteristics of Superfile are its size and flexibility. Individual bibliographic citations or research notes can be over 60,000 words; the program can manipulate 65,000 different notes contained in 255 different data disks; citations and notes can be cross-indexed according to 250 items; and they can be searched by as many as sixty-four variables at any one time. The program speeds through an indexed file at about 100 entries per second.

Regarding bibliography, Superfile permits an individual to write a full citation (author, title, place of publication, publisher, date of publication, and any other information) in any format, with no limit on length of the citation as a whole or in any of its parts. Individuals may then index the list, allowing for full cross-referencing and the isolation of any item or group of items.

As an indication of what Superfile can do as a bibliographical program, let us assume that a historian has gathered a bibliography of 300 titles of books, articles, official reports, newspapers, and other literature. Superfile allows the researcher to alphabetize the bibliography in less than a

minute and to re-alphabetize as quickly when entries are added. If the researcher indexed the titles according, say, to date of publication, topics, and character, he or she could easily split the citations into as many as nine smaller, alphabetic groups.

Superfile's greatest utility lies, however, in the manipulation of research notes. If an individual placed a specific date at the beginning of each note, the notes could be sorted quickly into chronological order. And if a researcher of, say, nineteenth-century social history, having laboriously taken thousands of notes from hundreds of sources, wanted to find all references to blacks, Superfile would search through all the notes and pull out only those that contained the index word "blacks."

Searching for one item is useful, but with Boolean logic, the writer can locate entries that contain and/or exclude up to sixty-four index words. One could, for example, request all notes that have material on both blacks and women. Only those items containing both index words would appear. If the writer sought notes on blacks or women, all those that included either group would appear. Finally, the scholar could request either (black and north) or (women and north), but not Massachusetts. In that case, all items that contained the index word "Massachusetts" would not appear. Clearly, one must be careful in indexing and in choosing terms for a search, but the possibilities for precise searches through large bodies of material are now available.

Searching through 65,000 entries would take about eleven minutes; 5,000 would take less than a minute. Once a scholar has located, isolated, and organized the desired notes, they can be read on the computer and printed out.

The makers of Superfile have recently developed a more powerful version of Superfile under the name FYI:3000. This program permits scholars to index automatically all significant words contained in material written in any format in a text or to create a special index or to combine automatic indexing with a special index of concepts and words not already in any note. If a scholar chooses to index all significant words, he or she would have to divide each individual note into paragraphs or sections no longer than 500 words, and separated by a blank line. If she or he used special index words, as Superfile requires, each entry is "limited" to 2 million characters, or about 250,000 words. The number of unique index words that may be stored in a database is 65,000, and the speed of a search is double that of Superfile, or 200 entries a second.

FYI:3000 is easy to learn but represents that body of software so powerful that it is somewhat difficult to use, at least initially. Automatic indexing puts every word (but no phrases) into a database. The result is a potentially immense list of words, including every "if," "and," or "but," and all numbers. Useless words and numbers may be eliminated by creating a special "omit list," but it is difficult to create an effective list of such items.

Automatic indexing by word also eliminates the possibility of using phrases, such as "Monroe Doctrine" or "free labor," but one can simply search for (Monroe and Doctrine) or (free and labor). These index words, however, might also bring up scores of irrelevant notes, such as, in the latter case, one which included the phrase, "Labor leaders sought to free workers from. . . ." Since the program treats hyphenated words as single words, the Monroe Doctrine would be indexed Monroe-Doctrine and free labor as free-labor, but that would require special rather than simply automatic indexing.

In all these programs certain problems and annoyances do exist, and often it becomes a challenge to figure out ways to get around various inherent problems. (And it is infuriating after buying and learning one program to discover that an improved version or another, better program has just come out.) But even with these difficulties, the time saved in simple, frustrating mechanics makes these and other software programs well worth serious consideration. The programs discussed above are outstanding examples of how microcomputers can provide tremendous aid to scholarly research and writing.

Kinley Brauer, professor of history and specialist in American diplomatic history at the University of Minnesota, has been working with microcomputers since 1981 and has published, presented papers, and served as a consultant in software development for academic use.

## Technology: A Threat to Personal Privacy?

IN AN AUGUST 26, 1984 article in the New York Times entitled "Experts Fear Computers' Use Imperils Government History," several government officials expressed their fear that the computer collection of textual information could result in the loss of valuable government records.

For example, Frank Reeder, information policy expert in the Office of Management and Budget, said that the American

cultural habit of keeping paper has not extended to electronic records. Likewise, James H. Burrows, head of the Institute for Computer Science and Technology at the Bureau of Standards, indicated that the expense of floppy disks has resulted in pressure to reuse them, which means that material is being erased routinely. And William Slany, the State Department's chief historian, thought that computerizing records has increased their inaccessibility.

The consensus is that the computer industry has not focused on the problems inherent in computerized record-keeping. Indeed, David K. Allison, the historian of Navy Laboratories, asserted that designers of information-

handling systems have given little thought to the maintenance of records.

Recent developments, however, may lead to a partial solution to this problem. White House staff members, for example, have been instructed to keep paper copies of all presidential speeches. Also, in October, ten of the computerized White House work stations were equipped with a special key marked "Archives" that automatically will send historical material to electronic files. This will guarantee later access for historians.

More generally, Claudine J. Weiher, assistant U.S. archivist, and Patricia Aranson, director of the Docu-

mentation Standards Staff, have recommended to the General Services Administration that it standardize procedures to ensure that electronic records are not erased mistakenly; that it index records; and that it consider purchasing personal computers attached to a network, thus facilitating the central collection of electronic records.

It is estimated that the accuracy and completeness of information stored on computer tapes cannot be guaranteed for more than twenty years and that frequently disks on which information is stored are not identified properly. Electronically stored information also becomes impossible to retrieve once the technology on which it is



stored becomes obsolete. Donald Harrison of the National Archives has pointed out that over 100 rolls of microfilm containing records of the Vietnam War are now inaccessible because the machine needed to read them no longer exists.

The Committee on the Records of Government, supported by the Andrew W. Mellon Foundation, the Rockefeller Foundation, and the Alfred P. Sloan Foundation, is investigating how current government procedures designed

to protect essential documents might be undermined by new information technologies and will identify solutions. Ernest May, chair of the Committee, fears that we might be retaining too much material and, thus, cannot sort out the

important from the unimportant.

Editor's Note: The preceding was adapted from New York Times material.

## Data Crunching:

# The Power & Possibilities of Database & Information Management

Blaine A. Brownell

MAKING SENSE OF information is the historian's stock in trade. Accumulating and managing information absorbs a great deal of energy and attention, and every historian has developed special ways of approaching this task. Computers are electronic marvels when it comes to such drone-like duties, and the advent of the stand-alone microcomputer represents new options even for historians who prefer rummaging through files of notes to glaring at CRT screens. The obvious advantages of electronic word processing are also evident in the management of information, and the wise scholar will take heed of all these new opportunities.

A computer database is simply a collection of related information. Databases exist in file cabinets and shoe boxes; the advantage of having one, or several, on a computer is that data can be quickly reordered, and any particular item of information can be located almost instantly. Some computer information management programs are already set up to do specific tasks, while others require more effort but can be designed to do many different and special jobs. (For more information, contact the author. The software mentioned here runs on the many different computers using the CP/M-80 and MS-DOS operating systems, and some others as noted. With few exceptions, only programs which the author has used personally are discussed.)

The possible uses of DBMS (Data Base Management System[s]) are legion. Mailing lists of colleagues, journal referees and subscribers, and even class rolls can be maintained and revised easily and quickly. Research data—particularly bibliographical information—can al-

so be retrieved electronically. Notes placed in a computer database can be "coded" by a number of keywords (date, author, title, and a variety of subject references) and subsequently recalled by these keywords. Anyone who has reorganized their note cards or fumbled with a bibliography before writing a new chapter or article can appreciate the time this takes: the computer can "sort" or "index" (that is, reorganize) notes or information in a matter of minutes or seconds.

Other possible applications might include storing biographical information on hundreds or even thousands of individuals, including data on their social and economic connections. A good DBMS would assist in the analysis of these data, showing certain relationships among "members" of the database, even without elaborate statistical operations. Again, the basic advantage is in efficiency; the entire database could be reorganized—to answer new questions—at the press of a key. The same could be done with any collection of information on agencies, businesses, or institutions.

Some of the best "turnkey" programs (already configured for specific jobs with little need for redesign or programming) deal with storing bibliographic information, and signal the end of the 3x5 card. Citation (Eagle Enterprises, San Francisco, California) contains three different data-entry formats: for names and addresses, periodical references, and book citations. The program permits up to 800 characters of additional comments and six keywords that can be used to sort through categories of data. It is fast, efficient, with full screen "menus" (where operator commands are

entered from choices displayed on the screen) and flexible sorting capabilities, and generates several types of preformatted printed reports.

DBMS can be divided into three types: file management systems, relational, and hierarchical/network systems. The latter will not concern us here, since they are often quite complex, and a good deal of programming is usually involved. File or list management programs generally have less flexibility and capacity than the relational DBMS, but they are easier to use. For keeping mailing lists or similar information, a program like FilePlan (Chang Laboratories, San Jose, California) would serve very well indeed, with its menu-driven operation, online "help" features, 32,000 record capacity, and thoughtful organization. Also very popular are ViseFile (VisiCorp, San Jose, California), which runs on the Apple II as well as the IBM-PC, and Main Street Filer (Main Street Software, Sausalito, California), pfs: file, and pfs: report (Software Publishing Corporation), which are also available for the Apple Macintosh.

Relational DBMS are usually a bit more complicated to set up and use, but they have the universal advantage of providing access to several different databases at the same time, and they can be adapted to varied tasks. Instead of ordering information in a complex hierarchy or network, the relational DBMS permit different fields in a database and different data files to be related to each other; these relationships can be revised to fit new and originally unanticipated needs.

Whatever the software, relational DBMS and files

management systems all operate according to certain concepts and conventions. The basic unit is the record, which contains all the data in a single file on a particular thing or person. Each item of information in the record takes up a field. A file is a collection of records. Thus, a record devoted to John Jones could contain a number of data fields including age, education, family members, business and social affiliations, and could be stored with many other similar records or other people.

The relational DBMS organizes data in a table, arranged in rows and columns, with horizontal rows representing discrete records and the vertical columns the data fields making up the records. The following illustrates three separate records with three identical fields in each record.

	Field 1	Field 2	Field 3
Record 1			
Record 2			
Record 3			

All fields in the DBMS can be related to each other, and different databases with at least one identical field can also be related or "joined." Such a structure, combined with the computer's speed and efficiency, could quickly show all of John Jones's relationships with others in the database by family, business, or social ties. The database could be sorted, with fields rearranged in a different order (say, alphabetically), or indexed according to any field for faster access and retrieval. A particular data



item can also be changed in every record in the file by one simple command.

Comprehensive DBMS are quite flexible in their potential applications, but not infinitely so. Every program has certain limits and options, which define the range of its possibilities. Usually there are limits on the number of fields, the number of characters for each field, the total number of characters for each record, and the total number of records in each database. Some programs have their own special "languages" for developing new applications, while others do not; all require an understanding of the data structure and the basic commands used to manipulate information and generate reports.

Setting up a database cannot be explained in one or two paragraphs, but the tasks involved can be described briefly, using dBASE II (Ashton-Tate, Culver City, California), one of the most popular relational microcomputer DBMS, as an example.

One must decide first how many and what kinds of data fields will constitute each record. In dBASE II this is done using the "create" command, and designating the name of the database, the names of the fields, the number of characters allotted per field, and what kind of data (characters or numbers) will be entered in each field. The program then sets up the database structure and a simple screen "form" for data entry. With the command "append," data can be entered from the keyboard and stored automatically in the database. In addition to the limits of any program, then, you can add further structure and limitations to fit your own special needs.

The effectiveness of a good DBMS is measured in part by

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the power of its "query facility" and commands (that is, how questions can be asked about the data). dBASE II has a large number of these com-

mands. "Browse," "list," "display," "find," and "locate" take you directly to the data in various ways; "sort" rearranges the data fields; "index" creates an index file for one field, permitting much quicker access to the data using that field as a key; "report" lets you design printed reports from the keyboard; and "count," "sum," and "total" provide mathematical operations on numeric fields. "Modify," "edit," "replace," "change," and "delete" allow revisions in the database and in individual records. The relational operator "join" permits linking of two or more data files.

One of the most impressive features of a good DBMS is the ability to specify particular conditions for a search of the data using "and," "or," and "not" expressions, to indicate the contents of specific fields. dBASE II permits an elaborate specification of search parameters, which becomes increasingly important as the database grows. The results of such a search can be sent to a separate disk file or a printed report as well as viewed on the screen.

dBASE II also contains its own Application Development Language (ADL), similar in many ways to a good, structured computer language that can be used to format entry screens, reports, and even individually designed screen menus and sub-menus to execute commands and make program operation easier. While it can be used to create elaborate and complex data management programs, mastery of this language is not essential to creating and using a database.

Because of its power, flexibility, and popularity--and the wide variety of "supporting" software and applications programs written for it--dBASE II became the DBMS "standard" for microcomputers in 1981 and 1982 and now boasts more than 200,000 "installations" around the world. But some other software is also worthy of consideration. FMS-80 (DJR Associates, Inc., Tarrytown, New York) has similar capabilities and a master menu that makes things a bit easier. Condor (Condor Computer Corp., Ann Arbor, Michigan) lacks the separate programming language but is also relational and has a simpler command structure and better reporting features.

One of the very best and

easiest-to-use "middle range" relational DBMS is Personal Pearl (Pearlsoft, Salem, Oregon) which works entirely from screen menus, has excellent and very flexible reporting capabilities, and greater capacity in fields and characters per record than dBASE II, a useful tutorial on disk, and a very logical structure. Dataflex (Data Access Corporation, Miami, Florida) is a flexible "application development system" for highly customized data management programs, with multi-user features. InfoStar (MicroPro International, San Rafael, California) is compatible with the WordStar word processing program with a similar command structure. For the TRS-80 Model III and 4, Profile III+ (The Small Computer Company, New York) is quite effective, with one of the easiest screen and report formatting features.

More recent DBMS programs incorporate more features and take full advantage of the ad-

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*More recent DBMS programs incorporate more features and take full advantage of the added power of the newer, 16- and 32-bit computers.*

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ded power of the newer, 16- and 32-bit computers. KnowledgeMan (Micro Data Base Systems, Lafayette, Indiana) is a very powerful DBMS with a built-in electronic spreadsheet for more elaborate mathematical calculations. R:Base 4000 (Microrim, Bellevue, Washington) can contain a virtually endless number of records, and has good on-screen explanations of program commands and procedures. MAG/base3 (Mag Software, Canoga Park, California) and Dax Plus (Supersoft, Champaign, Illinois) are comparable programs, as is dBASE III from Ashton-Tate, the upgraded version of its successful progenitor. Please (Hayes, Norcross, Georgia) is one of the easiest to use of the newer programs.

Most of the so-called "integrated" software packages--containing multiple applications like text processing and graphics in one large program--are built around electronic spreadsheets, like Lotus 1-2-3. But some have unusually powerful database management capabilities. Framework (Ashton-Tate), one of the most interesting in

this genre, "frames" data in an outline format that is both logical and effective.

The speed and power of DBMS are due in part to the prior definition of fields and the ability of the program to manipulate stored data. But the price of efficiency is usually a limitation on record length. dBASE II, for example, can contain a maximum of thirty-two fields per record, 254 characters per field, 1,000 characters per record, and 65,535 records per database. Even the programs with much greater capacity are still not suited for keeping lengthy notes, quotations, and text files.

For historians interested in filing and retrieving text (and who among us is not), a superb program is available to do precisely that. Written originally to handle scientific abstracts, Superfile (FYI, Austin, Texas) will accept text files of any length and up to 255 floppy disks of information in a database. Text entries are created with any standard word processor, placed into Superfile with up to 250 key words (the limit per database), and indexed for very fast record retrieval. Text files can be searched with any combination of key words, using "and," "or," and "not" expressions, and displayed on the screen and printed out.

Superfile is extremely easy to use, and can print out alphabetized bibliographical citations, and "split" and "merge" data files. There is no other established program available which provides more power and flexibility for electronically storing, sorting, and retrieving notes--a giant leap from the unwieldy manual methods some of us were so proud of a decade ago. New features of the program permit changes to entries already in the system and very rapid "reindexing" of the entire database. Another program for this task is Notebook (Pro/Tem Software, Stanford, California), but the real powerhouse may prove to be FYI:3000, from the producers of Superfile, which can presumably index every word in variable length text files.

Before choosing a filing or information management program, always concentrate on what you wish to do with it. You should pay close attention to the limits on numbers of fields, records, and



characters per record; the number of data files which can be linked; the flexibility of the reporting feature (some programs produce only one-line-per-record tabular reports); and whether or not you can use your word processing program to create screens and report formats (and, if not, if there is a decent text editor in the program). Another major consideration is a program's compatibility with other software--most importantly, your word processing and statistical analysis programs. You don't want to

have to reenter all that data just to address envelopes from the database or perform a chi-square test.

The profusion and increasing power of DBMS, and the incredible value now available in even the newer 16- and 32-bit machines (often portables), surely render the 3x5 card, the manila envelope, and the stuffed file folder unnecessary, if not entirely obsolete. To those who question the security of data stored electronically (and disks do get "glitched"), what

other method enables you to make three or four identical copies of all your research notes or other information in a matter of a few minutes, and to leave these copies in three or four different places?

Even modest familiarity with any information management program (which can only come with practice) should permit concentration not on the mechanics of storage and retrieval but on analysis and interpretation--which are, of course, infinitely more im-

portant. And, as they say in the computer industry, if you start now you can soon be on the "downward side of the learning curve."

Blaine A. Brownell is professor of urban studies and history and dean of the School of Social Sciences at the University of Alabama in Birmingham. He has just completed a manuscript for SAGE Publications tentatively entitled "Using Microcomputers: An Introductory Guidebook for Teachers, Writers, and Researchers."

## Computer & Software Survey

### Lawrence H. Douglas

The February 1984 issue of the Newsletter included a "Computer and Software Survey" prepared by Lawrence H. Douglas, associate professor of history and associate dean for academic affairs at Plymouth State College (New Hampshire). The results of the survey follow. Professor Douglas is also the author of "Software and the Historian: A Revolution Yet to Come" (OAH Newsletter, November 1983).

### Lawrence H. Douglas

THE RESULTS ARE in, and although the response to the survey was less than we had hoped, the returns have provided some additional insight into how historians are reacting to this new "machine in the garden," the computer. An appropriate subtitle for this report might have been "Suspensions Confirmed," for a number of articles in the Newsletter and other publications have addressed the problems and probabilities as well as the potential for a marriage between the craft of the historian and the computer. Use of computers in teaching history appears to be limited, but interest in doing so is growing. More prevalent is use of the computer in its support role to the professional (word processing, administrative chores, and so on).

If the response to what was a "let's see which way the wind is blowing" survey is any indication, the computer tidal wave that has swept so much and so many before it has not breached the dike of tradition and become accepted practice in the various worlds of the historian. Do not misunderstand. Historians are

using computers: in their classrooms; in their research; in museums and professional organizations; in public and private schools; in their homes; and in their offices. Of this there is no doubt. It is also fairly obvious that the number who are discovering what computers can do for us and our work is increasing. The revolution, however, is definitely yet to come.

With the understanding that the survey was an attempt to "take the pulse" of the profession and not an exercise in statistical validation let us press on. One hundred and six historians responded to the survey. Most were college or university professors (88). Other groups represented were secondary schools (both public and private), libraries, museums, historical societies, and professional organizations. Not surprisingly, most of those who took the time to complete the survey already were involved with computers (103), and many (85) owned a personal computer (PC). You'll be glad to know that the great American marketplace is alive and well in the land of the PC; twenty-eight different brands of minis and micros were listed in the survey with IBM, the Apple family, and Kaypro mentioned the most. Computability (can I run your programs or "talk" to you?) is a major concern, but apparently receives little attention beyond the locus of the individual's institution or living room.

It came as no surprise that word processing was identified by most respondents (97) as a major reason for using computers. Many also indicated that they used computers in their research and in support

of their classroom activities (grades and other record-keeping chores, test generation, and so on). Only two individuals acknowledged that they used the entertainment potential of the more popular mini-computers. Other tasks mentioned were professional training, administration, and software development and revision.

One of the major objectives of the survey was to determine to what extent computers were being used by historians in their classrooms. What I learned almost immediately was that there are historians engaged in many other career areas. To those individuals who called this to my attention I offer my apologies (no professional slight intended) and my thanks for keeping me honest. While over one-half (58) of those returning the survey indicated that they did not use computers in teaching, and almost a fourth (27) of that group professed no interest in using them in the classroom at all, over one-third (37) of those who returned the survey currently are making use of computers in their teaching, and just under a third (33) indicated an interest in doing so in the near future. There is, obviously, a growing concern and interest in bringing Clio and the computer together.

Responses to the next question (what do you do with them in the classroom?) identified individual student projects, simulation, and student tutorials as the favored applications of the computer in the history classroom. Some of the fill-in-the-blank contributions to this segment of the survey demonstrated the range of classroom use of the

computer: classroom demonstrations, stimulation of slow learners, quantitative history, and, of course, the ever-present word processing.

Two questions were used to plumb the depths of the software world and to find out what programs, by name, were being used by historians. The lead questions asked if commercial or self-authored programs were more prevalent. Commercial products won this round, but there are seven do-it-yourself historians/programmers out there. The next question asked respondents to identify by name the software programs they used. This question resulted in a listing of over sixty programs which included word processing and associated utilities (mailing, spelling checkers, and so on), simulations, statistical packages, spreadsheets, and operating systems. Information relating to programs actually being used in classrooms at the college and university level was slim with the exception of simulations (for example, Guadalcanal Campaign, Oregon Trail, President-Elect, Archaeology Search) and statistical programs (SPSS). Two course authoring systems were mentioned (Interactive Instructional Systems and a program produced by the Minnesota Educational Computer Consortium).

In the area of computer literacy, the survey indicated that only seven institutions have established requirements for their students, and that another seven are considering such a move. Most of these institutions appear to be meeting the hardware support



needs dictated by such a requirement through mini-computers rather than via the campus mainframe.

One of the remaining questions attempted to determine the level of institutional support available for historians interested in using computers. I found it most curious that the number of institutions that offered support in the form of loan, grant, and/or subsidy programs (39) was virtually the same as the number of individuals using computers in their teaching (37). About one-half of this group (18) were working at institutions that sponsored faculty involvement with computers through some

form of subsidy program. Exactly half of the professionals answering the survey (53) indicated that their institutions did not have such support programs.

Interest in attending a conference session on computers in the history classroom was, as one might expect from such a nonrandom group, extremely high (79 of 106). Several expressed the need for workshop sessions and more information about the materials now available.

By way of summary, the following generalizations regarding computers and historians seem appropriate. There seems to be limited

activity but a growing interest in computers among historians. As in other areas, historians have followed their own predilections in determining their relationship with the computer, but it seems that institutional interest and direction (or lack of same) is a factor. It is also apparent that, like Topsy, there is little direction or focus to what growth has occurred in the use of computers in the classroom by historians.

There is a need for more information and communication as well as opportunities for no-threat teaching experiences with computers. We need to learn more about the availability and quality of

appropriate machines, methods, and programs; we need to share the triumphs and the failures associated with our use of computers both in and out of the classroom. This knowledge and experience will, in turn, allow us to give direction to a marketplace that isn't aware of our needs as professionals.

A new "tool" is available to historians for use in teaching, research, writing, and administrative support activities. Whether the computer will be used to our advantage or used at all will be determined to a great extent by what we know we can and can't do with it. The OAH survey indicates that we are just beginning to make those determinations.

## ACLS Establishes Office of Scholarly Communication & Technology

THE AMERICAN COUNCIL of Learned Societies has established a new Office of Scholarly Communication and Technology with headquarters in Washington, D.C. directed by Herbert C. Morton, a publisher and economist.

John William Ward, president of ACLS, said the new office monitors and disseminates information about important changes in the system of scholarly communication; creates closer relationships among major actors

in the system (such as research libraries, learned journals, publishers, academic administrators, and corporate firms in the computer industry); initiates studies on how well the system of scholarly communication is working; and explores how technological change affects the way scholars think about their work, not simply how they do their work.

Ward said that "the new

technology is radically changing the environment in which scholars do their work. Without the participation of scholars, the system will evolve according to administrative, financial, and technical imperatives. The great danger is we will end with a system of scholarly communication which will be technically viable, but not intellectually desirable."

### U.S. Military Intelligence Reports:

## SURVEILLANCE OF RADICALS IN THE UNITED STATES, 1917-1941

The era of the First World War witnessed several fundamental changes in the role of the American federal government. Not the least of these was the use of military services as a counterforce against disaffected elements of the civilian population—particularly against radical labor organizers and leftist intellectuals. This development had long-lasting consequences, beginning a tradition which continued, with few lapses, through the Second World War and beyond.

UPA's new collection makes available generous selections from recently opened records of the Army's G-2 "negative" branch engaged in the surveillance of radicals in the United States. These voluminous documents constitute a virtual encyclopedia of American radicalism from 1917 to 1941 to which scholars will return time and again. Along with extensive data on the surveillance of radical activities, these records contain a wealth of detail on newly arrived immigrants (one of G-2's favorite targets in the early years covered by the collection). Furthermore, the documents provide valuable inside information on the way in which antisubversive policies were planned and executed at high levels of the federal government, by regional military commanders, and by local authorities.

Established during the First World War as a counterpropaganda and domestic intelligence agency, the G-2 "negative" branch moved with vigor to track the activities of virtually any organization which it perceived to be an opponent of the war effort, most notably the Industrial Workers of the World (I.W.W.), socialist parties, the budding Bolshevik movement, and various pacifist and anarchist groups. Not only did the Military Intelligence Division (M.I.D.) monitor the activities of these groups, but it also cooperated with such civilian agencies as the Justice Department and the Immigration and Naturalization Service, and with officials from state and local governments, to stem the influence of these groups among the population.

The wide net of surveillance that was cast during the war remained substantially in place after the war as well. The reports in this collection provide abundant evidence of the Army's activities in the postwar "red scare." The reports carefully track the demise of the I.W.W. and the rise of the American Communist movement in the wake of the successful Russian revolution. After a lapse in the mid to late 1920s, the domestic surveillance program was reinvigorated with the advent of the bonus marches and radical veterans' associations in the early 1930s. The surveillance continued to focus upon the Communist Party, showing special concern for Communist infiltration of C.C.C. camps, the bonus marches, and the military itself. In addition, there was extensive surveillance of the fledgling C.I.O. and such labor

leaders as Walter Reuther and Harry Bridges. There was also considerable interest during the 1930s in Puerto Rican politics and in the increasing number of fascist sympathizers in the United States.

Apart from containing intelligence gathered by the M.I.D., a typical file is equally apt to contain records from other government departments. The most significant non-M.I.D. materials are those from the Justice Department's Bureau of Investigation, which later became the Federal Bureau of Investigation. Included in our collection is an almost perfect set of the "Bulletin" of the General Intelligence Division which was routinely forwarded to the M.I.D. from January 1920 through October 1921. The "General Intelligence Bulletin" was a weekly compilation (each issue being between 25 and 100 single-spaced pages) which covered radical activities. It summarized F.B.I. station reports not only on the I.W.W., Communists, Socialists, anarchists, and pacifists, but also carried regular reports on Negroes, Japanese, Mexicans, and other ethnic minorities and nationalities which the Division deemed potentially subversive. Other rare F.B.I. documentation extends into the early 1940s.

The most copious M.I.D. records in the collection are those covering the I.W.W. Voluminous files detail I.W.W. strikes and organizing efforts during and immediately after the First World War. The notorious clashes with government authorities in Arizona, New Mexico, Montana, Nebraska, Washington state, Chicago, and Fresno are covered thoroughly. In addition to documentation of these well-known episodes, there are many records on the more obscure of the I.W.W.'s far-flung efforts; for example, among Texas and Louisiana oil fields, in Great Plains agriculture, and in eastern industries.

Also well covered in the collection is the incipient American Communist movement, rising against the backdrop of the Russian revolution. There are detailed files on activities of U.S. Communists (including John Reed, Louis Fraina, James Ford, William Foster, and Robert Minor), as well as Soviet agents (including Nuorteva and Martens), together with reporting on the functions of the Communist Labor Party and its various affiliates. Records of cell meetings as well as statewide conferences are in the files, sometimes in detailed transcripts. Records of American participation in the Third Communist International are also included.

Other files in the collection document various anarchist, socialist, social democratic, and civil libertarian groups whose activities caused concern among military intelligence officers. There are records on meetings and conferences of the Socialist Party, the Farmer-Labor Congress, the Non-Partisan League, the People's Council, and many other groups. Large files are included on such figures as Victor Berger and Eugene

Debs. There is also coverage of the National Civil Liberties Bureau (including transcripts of an interrogation of Roger Baldwin), as well as reporting on various amnesty and pacifist organizations (notably the Women's International League for Peace and Freedom).

For the study of all phases of American radicalism, these records are an invaluable and as yet scarcely exploited primary source. Since most of the materials have become available only in recent years, virtually none of the standard scholarly treatments of American communism or socialism or of radical American labor has been able to draw upon the records in this collection. Yet the files are so rich—providing such important raw materials as transcripts of meetings, intercepted correspondence, translations of foreign language articles, and the like—that they simply cannot be ignored any longer.

**U.S. Military Intelligence Reports: Surveillance of Radicals in the United States, 1917-1941.** 35mm microfilm (34 reels) with printed guide. Price: \$1,950. ISBN 0-89093-682-X. Available now.

*The microfilm edition of the Military Intelligence Division's reports on domestic radicals will be indispensable for students of radicalism, civil liberties, labor, and immigration. In my own research on anarchism and free speech in the World War I era, I have found that these files contain a gold mine of information that is unavailable anywhere else and is essential to understanding the subject. The records are extraordinarily valuable, and will be widely used by scholars and by students at both the graduate and undergraduate levels. These reports belong in every library, because they fundamentally change the way the history of much that happened in the years 1917-1941 will be written.*

—Richard Polenberg  
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