

OAH Newsletter

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Photo courtesy of the Massachusetts Historical Society

Massachusetts Historical Society, 1984.

Historical Societies and Professional Historians: Another

Part of the Forest

Lana Ruegamer

Organization of American Historians
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History Over the Years

On Being a Historian: Thoughts from a Small Liberal Arts College

Dimitri D. Lazo

On the wall of the print shop in the college where I teach there is a poster that is one of my favorites. It is a photograph of a sheep standing in quiet solitude on a mountain peak. There is no other sign of life—just empty rocky hills and valleys. The animal is looking directly into the camera and the caption reads "I'm so far behind I think I'm ahead."

Sometimes, especially when I listen to historians talk about the problems of our discipline, I feel a little like that lonely sheep. How many times have we heard the refrain that history has lost its constituency because it has become too specialized? As historians began to refine and rethink their conceptual and methodological frameworks, a process that has introduced many new and exciting areas of study, they also began to lose that broader vision of the past that made the discipline accessible to those outside of it. Indeed, we are even told that historians with different specializations—often within the same department—are finding it increasingly difficult to talk to each other about their research and writing. It is when I hear this that I feel farthest from the profession. And I begin to wonder if I, and people like me, may have something the discipline needs very badly—a sense of our common ground.

For the past seven years, I have taught history at Alverno College, a small liberal arts college for women in Milwaukee. The emphasis here is on small. As the only Americanist, and as one of only two historians in the college, I am responsible for all of the instruction in American history and for most of it in Asian studies. We also offer a highly integrated general education curriculum in the humanities, and a majority of my teaching load each semester is devoted to these interdisciplinary courses. Over the years, I have taught nine different history courses in United States history, two in

historical theory and method, and four in Asian studies (including both South Asia and East Asia). I have also helped to develop and teach beginning and advanced courses in the humanities with subject matter that ranges from Plato to contemporary poetry, and from Shakespeare to the theater of the absurd. I have even taught an introduction to college study titled "The Educated Woman in Contemporary Society."

All of this means that I have had to educate myself in broad areas of history and the humanities. I had to learn and then I had to learn how to teach such things as literary criticism, the elements of drama, ethics, and the role of symbolism in the religious experience. In the eyes of my colleagues, and of my students, my general area of expertise is the humanities with a specialization in history. I have had to change my professional self-concept from that of American diplomatic historian (the area of my graduate training) to simply that of historian and humanist. I find no little irony in the fact that at the same time the profession has been moving toward smaller and more precise specializations, I have been going in the opposite direction.

You never know if you are short or tall until you stand next to somebody. And in the same way I never really knew what was unique to history until I had to measure it against the other humanities and social sciences.

Clearly, much of this has been to my personal and professional benefit. Through long, and sometimes emotional, discussions with my colleagues in English, philosophy, and religious studies, I have learned much not only about their disciplines, but also my own. You never know if you are short or tall until you

stand next to somebody. And in the same way I never really knew what was unique to history until I had to measure it against the other humanities and social sciences. Learning the analytical frameworks employed by philosophers and literary scholars has made me more conscious of those used by historians. And perhaps more important, I have learned how to take those frameworks and make them work for me in my history classes.

I am teaching differently. I approach the subject matter with a broader eye and I find myself making connections and establishing relationships in ways that I never have before. When I teach American Puritanism, for example, I present it as more than an exercise in settlement, colonization, and religious intolerance. The Puritans were a people who attempted to build a society on the basis of a sophisticated ideological framework. Their experience teaches us that ideas and values are important in understanding how and why people live the way they did (and do!). It is a simple truth but an important one. I frankly doubt if I would have made it one of the key points in my discussion of Puritanism had I not been in dialogue with my friends in philosophy and religious studies. In short, I have become far more conscious of what I think about history, why I think it, and what purpose such thinking serves.

I have also become more adept at presenting the practical benefits of historical study. Although a private liberal arts college, my institution is very much a blue-collar school. Many of our students are the first in their families to attend college, and most do so at great personal and financial expense. Like students on many campuses these days, they are a pragmatic bunch who see their educations as investments from which they expect to profit in terms of enhanced job and career opportunities. As a result, we gear our program to meet their specific needs. I treat each course as if it is the last history course they will ever take (it usually is), and I ask myself what is so important in my course that a nursing, business, or communications major cannot afford to pass it by. Ultimately I have decided that history provides my students with the necessary perspective

to confront the issues of the day. History is important not just because it teaches us about our past, but, like my example about the Puritans, it helps us to understand our present. History helps us to make sense of the world in which we live.

But I sometimes wonder what all this means for my professional standing. In a way I am afflicted with a kind of professional split personality. There is part of me, a strong part, that believes that to be a historian is to be a publishing scholar. I should be researching, writing scholarly articles, and--at the very least--revising my dissertation for possible publication. Unfortunately I am sensitive to that element of our professional culture that measures the worth of an individual by his or her publications. How many times have we heard, or participated in, a version of the following dialogue?

Setting: Two historians meet at the book exhibit at the OAH Annual Meeting.

#1: What ever happened to Farnsworth? Did he ever finish?

#2: Yeah, I'm sure he did. He's been at some small college in Milwaukee now for a number of years.

#1: No kidding. Has he done anything since he got out?

#2: No, not that I know of.

I try to be both the humanistic educator and the research scholar. It sounds good, but it does not work.

I can see the obvious inconsistencies in this thinking, but I am caught by it nonetheless. As a result I try to be both the humanistic educator and the research scholar. It sounds good, but it does not work. Heavy teaching loads and a commitment to the goals of my institution effectively preclude sustained scholarly research. Yet those publications are virtually the only means to any recognition in a profession dominated by the values of research scholars. It is a professional Catch-22 that keeps me, and people like me, out of the historical mainstream. The result is

that I often feel a combination of guilt, frustration, and anger that, I am told, is not unlike the "superwoman" syndrome many women experience when they try to juggle the conflicting demands of home and career.

I do try to work around the dilemma. I recognize that summers are the only time I can do any serious research and writing, and I plan them with care. I try to set realistic goals and objectives with a keen eye on what I can, and cannot, accomplish in the time I have. Of course financing plays a part in this. Larger institutions often have internal sources of funding that can support scholarly research. Smaller schools often do not. Last summer I spent ten days researching at the Library of Congress and the National Archives. While there I met a colleague from a neighboring school who was doing the same thing. The difference was that his institution had the resources to pay for round-trip airfare, to put him up in a modern hotel, and to cover the cost of his incidental expenses. I was on my own. I traveled by Amtrak (a 22-hour trip from Chicago to Washington--coach), and I stayed in a local college dormitory (I had to supply my own linens and half of my room was used to store furniture). I could have applied for other sources of funding, an NEH Summer Stipend for example, but these are becoming increasingly difficult to obtain. Most foundations and endowments want to be reassured that something good will result from their grant, and they seek that reassurance under the heading on the application that reads "List Your Most Significant Publications (Attach a Separate Sheet if Necessary)." Catch-22.

Book reviewing could be another way in which faculty at small colleges might participate in our professional dialogue. I may be mistaken in saying this, but my impression is that many faculty in large research institutions tend to see reviewing books as a professional obligation. And it is. But it is this and more for those of us in small teaching-oriented colleges. Reviewing provides me with a sense of participation that helps to reaffirm my personal identity as a historian. Frankly, I am flattered when asked to review a book. I take it as a statement that someone thinks high-

ly enough of my judgment to ask for it. Unfortunately, the offers are few and far between. Despite the fact that I periodically write book review editors offering my services, I have only been asked twice in eight years (and I declined once because the book was in an area in which I did not feel confident).

Participation in state and local historical societies is perhaps the most effective way I have found to maintain my standing as a professional historian.

Participation in state and local historical societies is perhaps the most effective way I have found to maintain my standing as a professional historian. I work for my state and local organizations not only out of a sense of social service, but also because it affords me a meaningful professional outlet. I think this is true for others as well. It is my impression that teaching historians tend to be over-represented in state and local societies, while research scholars dominate the national organizations. The reason is accessibility. The national organizations are simply out of my reach.

I believe that the profession needs us for what we know and for what we can do. And we need it. We all should be able to move ahead together. And if we do, no one will be left behind.

Dimitri D. Lazo is assistant professor and coordinator of the Department of History at Alverno College in Milwaukee. He is a board member and a past president of the Wisconsin Association for the Promotion of History and is Chair of the History Subcommittee of the Wisconsin State Studies Committee--an advisory body to the Wisconsin Department of Public Instruction. Currently he is working on a biography of Robert Lansing, a portion of which appeared recently in *Diplomatic History* as "A Question of Loyalty: Robert Lansing and the Treaty of Versailles."

Hollywood and the Historian:

The Oral History Collection at SMU

Thomas J. Knock

In 1960, The Historian quietly broke new ground when it published Everett Carter's classic essay, "Cultural History Written with Lightning: The Significance of The Birth of a Nation (1915)." This was the first time that an article about a motion picture and its relationship to popular notions about the American past appeared in a scholarly journal read by professional historians. Not until the 1970s, however, did other venerable journals respond to The Historian's innovation when American Quarterly, The Journal of Popular Culture, and even The Journal of American History began somewhat frequently to publish essays that used movies as a way of defining American culture, politics, institutions, and society. Today, serious interest and scholarly inquiry in the field are no longer out of the ordinary. Courses on American history and literature as seen through the lens of Hollywood are taught at almost every university. Journals dedicated expressly to film study have proliferated and improved in quality in recent years, while both The History Teacher and the OAH Newsletter now routinely run features about integrating film into the history classroom. The shelf of critically acclaimed books about American life and the movies--such as Robert Sklar's Movie-Made America (New York, 1975), Garth Jowett's Film: The Democratic Art (Boston, 1976), Thomas Cripps's Slow Fade to Black: The Negro in American Film, 1900-1942 (New York, 1977), and the anthologies American History/ American Film (New York, 1979), edited by Martin Jackson and John E. O'Connor, and Hollywood As Historian (Lexington, Kentucky, 1983), edited by Peter C. Rollins--continues to grow and demonstrate the importance and vitality of the new scholarship in film.

It is relatively easy for a historian pursuing any subject related to Hollywood to locate primary sources. Since the late 1960s, the Library of Congress, the Museum of Modern Art, the American Film Institute, the Academy of Motion Picture Arts and Sciences, the University of Southern California, and UCLA have been transferring onto preservable stock hundreds of unstable 35mm nitrate prints of old, irreplaceable films. These institutions also have launched a concerted effort to enrich their manuscript collections. Several major film corporations, such as 20th Century-Fox and Warner Brothers, have placed in their care extensive materials including conference minutes and production memoranda; data on budgets, revenue, and advertising; countless drafts of both used and discarded screenplays; photographs; and compendia of published critical evaluations of their handiwork.

Nonetheless, in one vital area of research historians encounter a problem: it is often difficult to obtain convenient, first-hand accounts by the people who actually made the movies. With one notable exception, no major institution has endeavored systematically to retrieve a comprehensive oral history of Hollywood's "golden years" to augment conventional sources of information. The exception is Southern Methodist University.

About thirteen years ago, Ronald L. Davis of SMU's history department decided to fuse his life-long fascination with the movies and his training as a social and cultural historian. His goal was to gather primary source material for future writers and historians in all areas of the performing arts--opera, ballet, theater, film, radio, television, and vaudeville. To date, Davis has conducted over 350 taped interviews with both the famous and the obscure--from actors, directors, composers, and playwrights to circus clowns, studio commissary supervisors, and exotic dancers.

As an interviewer, Davis, protege of the legendary Walter Prescott Webb and Joe B. Frantz, takes essentially a biographical approach. His questions are aimed at shedding light on the memoirists' careers, their ordeals within the big studio system, their artistic method, and the like.

The fruit of his labor is unique: the most substantial and comprehensive collection of its kind in existence, contained in some 225 indexed volumes constituting approximately 13,000 pages of transcript. Davis's list is impressive. He has interviewed, among others, Walter Abel, Fred Astaire, Yul Brynner, Paddy Chayefsky, George Cukor, Joan Fontaine, Helen Hayes, and William Wyler. Among its many treasures, the collection boasts the last known interview with Adolph Zukor, one of the founders of Hollywood, who died a few months after the taping at age 103. Lewis Milestone, shortly before his death, recorded his experiences directing All Quiet on the Western Front (1930). The late Will Geer, remembered by most as "Grandpa" on the television series "The Waltons," has left behind in the SMU collection the personal history of an actor who toured with Minnie Fiske's repertory company in the 1920s, worked in the New Deal's Federal Theater Project, and played "Mr. Mister" in The Cradle Will Rock, the controversial production that led to the demise of the Project. Geer also traveled and sang with Woodie Guthrie in migratory camps

in California during the Depression and later was blacklisted during the McCarthy period.

As an interviewer, Davis, a protege of the legendary Walter Prescott Webb and Joe B. Frantz (original Director of the LBJ Oral History Project at the University of Texas), takes essentially a biographical approach. His questions are aimed at shedding light on the memoirists' careers, their ordeals within the big studio system, their artistic method, and the like. At the same time, he is sensitive to topics of broader historical significance.

Many interviews contain a fresh store of insights and observations concerning Hollywood and the Cold War. For instance, Edward Dmytryk, who directed The Caine Mutiny (1954) and Raintree County (1957), discusses in detail his membership in the Communist party (in 1944-45), his defiance of the House Un-American Activities Committee (HUAC) as one of the "Hollywood Ten," and his subsequent imprisonment. He also advances a compelling interpretation of the courtship between Hollywood's right wing ("these very smart people") and HUAC ("the idiot legislators"). As Dmytryk sees it, the origins of this infamous manifestation of the Second Red Scare do not lie merely in the hysteria of the late 1940s over loyalty and national security; rather, they reach back into the 1930s, when the then left-wing Congress of Industrial Organizations (CIO), against great odds and threats of reprisal, made steady progress toward unionizing Hollywood artists and craftspeople. (Ann Doran, who played James Dean's mother in Rebel Without A Cause in 1955, notes in her interview that, because opposition to the labor movement was so militant, early meetings of the Screen Actors Guild had to be held in secret in Boris Karloff's garage.) Many anti-union actors, columnists, and directors--such as Adolph Menjou, John Wayne, Hedda Hopper, Cecil B. DeMille, Leo McCarey, and Michael Curtiz--remained implacable. In the immediate postwar period of widespread labor unrest and incipient political repression, they revived their crusade to break or curb the unions and shrewdly enlisted HUAC to assist them where they, by themselves, had failed previously. "They knew that the Congressmen would jump at the chance for publicity," Dmytryk stated, "so they kept working on them until Congressmen, [J. Parnell] Thomas particularly, called for an investigation.... And when we were up there we were the biggest show in the country."

When Dmytryk himself was called to book for his left-wing activities, he pleaded not the Fifth but, rather, the First Amendment, and paid the price. As for his strictly liberal colleagues, like Dore Schary and Stanley Kramer,

Dmytryk remarked sadly, but without bitterness, they "were liberal as long as it didn't hurt..., but when the heat became too hot [they] ran."

Along somewhat different lines, Davis's six interviews with Gregory Peck constitute an often brilliant oral record of the career of a Hollywood actor. With candor and detachment, Peck recalls the doubts raised by Jewish studio executives over Elia Kazan's Gentleman's Agreement (1947), the first Hollywood production to consider anti-Semitism in America: "Why rock the boat? We're doing okay." Although the picture was unusual in its day, Peck did not feel that it had held up well. "It seems to me that it's slick and stilted and a bit self-righteous," he said. "It's a period piece." Stanley Kramer's On the Beach (1959), the story about the doomed survivors of a nuclear holocaust, marked another departure for Hollywood in which Peck portrayed a leading character. When Kramer dispatched him to Moscow for a special showing, his Russian hosts afterward told Peck of their dismay over the final reel. "We would have given it a happy ending."

Peck also reflected upon his work with director Henry King on such classics as Twelve O'Clock High (1950) and The Gunfighter (1950) and upon his friendship with Harper Lee, author of To Kill A Mockingbird, the novel from which Peck's finest film (1962) was derived. He is fairly critical about his historical dramas. In Behold A Pale Horse (1964), "the truth was submerged," he lamented. "I wish it had been more out-spoken in its anti-Franco sentiments... [but] Columbia or Fred Zinneman soft-pedaled it." Likewise, in MacArthur (1977), he argued in vain with Universal to de-emphasize the pageantry and develop more fully the Truman-MacArthur controversy; the quality of the picture suffered because the producers "were frightened to death of historical content."

Throughout the 176 pages of transcript, Peck exhibits a keen interest in history and politics. In the late 1940s, the California State Committee on Un-American Activities questioned him (but did not harass him) about his financial contributions to the Committee for a More Democratic Far Eastern Policy, a group that had advocated cooperation between Mao and Chiang Kai-shek during and after World War II. Peck remembered citing Joseph Stillwell's book in making his case. "I think that had we furthered that move to a coalition we would never have had a falling out with the Chinese." Indeed, he still maintains, "...a revolution was inevitable." Although Peck is a liberal, he has no hostility for the left: "It's legal to be a Communist in the United States. It was then and still is. And it's also possible for a Communist to write a completely nonpolitical script--a boy-girl romance." Of the red-baiters in Hollywood and Washington he said, "They were cowardly; there's no question about it."

Future biographers of Ronald Reagan

will find SMU's Oral History Collection especially useful. Actress Virginia Mayo talks about starring opposite "the Errol Flynn of the 'B's," as Reagan used to describe himself, in She's Working Her Way Through College (1952). Rosemary De Camp presents a picture of Reagan as the harried, overworked president of the Screen Actors Guild (1947-52), during the filming of Night Unto Night (1949). By day he portrayed a doctor afflicted with epilepsy; by night he was the negotiator between the Guild and the craft unions in a labor dispute so impassioned that armed guards had to escort him and the rest of the cast through the picket lines surrounding the Warner lot.

The SMU project is one of the most exciting and important oral history projects in the country.

For Reagan's performance in The Hasty Heart (1950), director Vincent Sherman credits him with "a very fine job." Reagan originally had wanted to play the lead--the dying Scotsman befriended by an American soldier in a wartime hospital--but amicably accepted the role of "Yank." Irving Rapper, who directed Now, Voyager (1942) and the Jane Wyman version of The Glass Menagerie (1950), conveys a different impression. While directing Reagan in John van Druten's comedy, Voice of the Turtle (1947), Rapper found him "ill-mannered and unprofessional" and more concerned about the sick horses on his ranch than about the film. Interviewed in August 1980, Rapper also commented on Reagan's misleading public references to his "war record." (Because of his nearsightedness the President was not assigned to combat duty; he made army training films.) As Rapper put it, "The only battle he fought was the battle of Culver City."

Of course, the interviews cover other subjects besides politics. Lucille Ball provides a chronicle of television's "I Love Lucy" and gives her views on why this zany depiction of the domestic life of the Ricardos and the Mertzes became a permanent fixture in postwar American popular culture. Ralph Bellamy explains how his interpretation of FDR, in Sunrise at Campobello (1960), was enhanced by his visits to the Institute for the Crippled and the Disabled, his friendship with Eleanor Roosevelt, and by the extensive reading he did in Edward R. Murrow's library. Norman Lloyd, who played the villain in Alfred Hitchcock's Saboteur (1942), reconstructs the founding of the Mercury Theater, his relationship with the volatile team of Orson Welles and John Houseman, and Mercury's famous production of Julius Caesar performed in modern dress and set in Mussolini's Rome.

The SMU project is one of the most exciting and important oral history projects in the country. Its greatest strength lies perhaps in its diversity; Davis does not limit himself to the "names above the title." He elicits not

only autobiography, but also observations from artists about their work set within the cultural, political, or social context in which it was accomplished. For these and other reasons, this signal enterprise can be put to many scholarly uses. Thus far, it has been mined only to a limited extent by such institutions as the American Film Institute (AFI), the British Broadcasting Company (BBC), and several museums. However, the project's offices are open to all researchers. (Most of the interviews are now available on microfilm through the New York Times Oral History Project.) As Davis conducts additional interviews each year, SMU's Oral History Collection will continue to advance the new scholarship in film and contribute to the range of potential understanding of contemporary American life and history.

For a catalog and further information write:

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Nominating Board Names

1986 Candidates

The Nominating Board of the Organization of American Historians has announced the slate of nominees to be voted upon in 1986.

PRESIDENT ELECT:

Stanley Katz, Princeton University

EXECUTIVE BOARD:

F. Ross Holland, Assistant to the President, Statue of Liberty-Ellis Island Foundation, Inc.

Suellen Hoy, Assistant Director, North Carolina Division of Archives and History, Raleigh, North Carolina

Linda Kerber, University of Iowa
Nancy Weiss, Princeton University

Samuel Hays, University of Pittsburgh
Barbara Sicherman, Trinity College

NOMINATING BOARD:

Clayborne Carson, Stanford University
Albert Raboteau, Princeton University

Vicki Ruiz, University of California at Davis
Mary Rothschild, Arizona State University

David Van Tassel, Case Western Reserve University
Thomas Schlereth, University of Notre Dame

Environmental Historians as Resource Educators

That environmental historians are respected—or at the very least noticed—by scholars from a broad range of scientific disciplines speaks not only to the growing credibility of the field, but also to perceptions of its widespread relevance and usefulness.

—Alfred Runte—

Since the publication in 1967 of Wilderness and the American Mind (Yale University Press, 3rd edition, 1982) by Roderick Nash, environmental historians have been recognized for their influence beyond the traditional boundaries of the historical profession. Only the most conservative historians remain uncomfortable with the thought that writing history can have a direct bearing on public policy. It is not that environmental historians claim outright to have changed more than public awareness. Rather, the apprehension of some of their colleagues more likely stems from both the newness of the field and its unique audience, a constituency composed not only of historians, but also of resource managers who have come to accept environmental history as one of the prerequisites for understanding the evolution of current management practices.

Government historians in particular have long noted the limitations often imposed on the scholarship and initiative of resource scientists working for local, state, and federal agencies, limitations that usually extend to these historians themselves. In the National Park Service, for example, administrative histories are currently the top priority. Accordingly, the privilege of writing works tracing the relationship between society and park management, among them Wilderness and the American Mind and my own National Parks: The American Experience, has by and large been enjoyed only by scholars outside of government circles.

Granted, the exact nature of their contribution is difficult to quantify. Have professional foresters, for instance, seriously re-examined their purely utilitarian biases only because some of them may have read Nash's Wilderness and the American Mind? One suspects not. Unquestionably, however, no single book in the field has had a greater readership outside the historical profession. Every major text in natural resources management, not to mention most books even remotely related to environmental history, cites Wilderness and the American Mind. "Timing, or old-fashioned luck, sometimes assists scholars as it does gamblers and investors," wrote Nash, interpreting his own popularity in the preface to the third edition. "By the time the first edition of Wilderness and the American Mind appeared in 1967, wilderness was the subject of growing scholarly, political, and recreational interest." Indeed, the key to the book's success lay—as Nash suggests—in its usefulness outside of academe. As a whole, the historical profession itself was still noticeably suspicious of a book that

seemed to combine natural history and human history. On the other hand, resource managers—although caught up in their own prejudices—widely adopted Wilderness and the American Mind as an important tool for unraveling the tangle of attitudes bearing on their respective institutions, including forests, parks, and wilderness areas.

Somewhat the same reaction greeted the publication in 1982 of Fire in America: A Cultural History of Wildland and Rural Fire (Princeton University Press) by Stephen J. Pyne. Like Nash's book, Fire in America enjoyed the attention of foresters, park managers, range scientists, and other resource professionals, many of whom first learned about the book through reviews in their own career journals. For Pyne, as for Nash, the acclaim also reverberated far beyond the halls of academe. In 1981 the editors of the Los Angeles Times listed Wilderness and the American Mind as among the one hundred most influential books published in the United States during the last quarter century. Similarly, Pyne was honored in 1984 by Esquire magazine as one of the men and women under forty whose work seemed to be especially important in "changing America."

Ultimately, the influence of environmental historians may best be measured by the receptivity of their work among other disciplines and audiences, including the general public.

Ultimately, the influence of environmental historians may best be measured by the receptivity of their work among other disciplines and audiences, including the general public. Books written by environmental historians invariably are reviewed widely in professional journals in biology, geography, ecology, landscape architecture, and related subjects. This tendency of environmental historians to break down traditional barriers of scholarship, especially between the humanities and the so-called hard sciences, may be its most significant achievement. That environmental historians are respected—or at the very least noticed—by scholars from a broad range of scientific disciplines speaks not only to the growing credibility of the field, but also to perceptions of its widespread relevance and usefulness.

Research grants to environmental historians from foundations outside the

arts and humanities are yet another indication of the importance of environmental history in the eyes of resource professionals. For example, Roderick Nash, Susan Flader, and I all received doctoral dissertation fellowships from Resources for the Future, Inc. (RFF) in Washington, D.C. Similarly, RFF has funded my forthcoming resource history of Yosemite National Park, to be published in conjunction with the park centennial in 1990. Environmental historians must compete for such grants with well-established resource scientists and scholars, including biologists, economists, foresters, and geographers. That environmental historians have been competitive is testimony not only to the quality of their work, but also to the recognition among scientists themselves of the magnitude of history's effect on current management decisions affecting natural resources.

It follows that environmental historians are also in great demand as public speakers and conference participants wherever resource managers tend to congregate. Here again, environmental historians are asked to trace the development and interpret the significance of the institutions under the scrutiny of decision-makers. The most renowned environmental historians generally can expect several speaking invitations every year. Accordingly, members of the discipline are no longer surprised to note that Roderick Nash, for example, may be addressing a major wilderness conference sponsored by the U.S. Forest Service, or that Susan Flader of the University of Missouri is on a program of the American Forestry Association, speaking on the philosophy of wildlife management as espoused by Aldo Leopold.

While Nash, Pyne, and I, as well as others, have concentrated on issues largely—if not exclusively—affecting the public domain, still other environmental historians, among them Martin V. Melosi, Donald J. Pisani, Donald Worster, and William Cronon, have won recognition for regional studies addressing, respectively, urban sanitation, water resources development, soil conservation, and the ecology of New England. Some of the best books in environmental history in recent years have considered subjects and areas far removed from the public lands of the trans-Mississippi West. The impact of these studies on public officials is noticeable, however; only the vocations of the decision-makers seeking historical perspective are changed. Instead of range scientists or foresters, for example, civil engineers, corporate

executives, or urban planners are more likely to read Melosi's Garbage in the Cities or Pisani's From the Family Farm to Agribusiness: The Irrigation Crusade in California and the West, 1850-1931.

In fact, a number of environmental histories, such as Pisani's book on California water use, have originated in whole or in part as specialized studies conducted on behalf of resource agencies. Consulting opportunities for environmental historians are distinctly on the rise. Clients once again perceive the need to understand the origins and development of issues affecting a given resource. When these issues have legal ramifications--which usually is the case--environmental historians especially are in great demand for their ability to separate and identify sources of potential conflict.

Such opportunities for public education, coupled with the willingness of environmental historians to acknowledge personal investments in their research, have fueled the most common complaint against environmental history, namely, that the field is too "presentistic." Other critics dismiss the discipline as "advocacy history," noting again that environmental historians, commonly, have strong feelings on behalf of ecological protection. Fortunately, such charges and suspicions only have strengthened the resolve among environmental historians to distinguish clearly between their emotions and their research. To some degree, their problem may be compared to that of scholars who addressed the moral implications of slavery in the 1840s and

1850s. Those scholars had intellectual integrity; unfortunately for them, they actually lived through the period historians of slavery today can safely write about in the strict past tense.

As with slavery in the 1840s, there is still no intellectual agreement, let alone public consensus, about the rights and needs of the natural environment. Far from being presentistic, environmental historians merely are struggling to bring perspective to a national debate still charged with self-interest and emotion.

The issue of slavery has been resolved unequivocally. The history of land abuse, however, still challenges the beliefs and practices of many special interests. Years from now, perhaps, land and wildlife, like human beings, will be accorded certain inalienable rights. Meanwhile, even in the strict past tense, environmental historians are writing about issues clearly not yet resolved. As with slavery in the 1840s, there is still no intellectual agreement, let alone public consensus, about the rights and needs of the natural environment. Far from being presentistic, environmental historians merely are struggling to bring perspective to a national debate still charged with self-interest and emotion.

The search for perspective among resource professionals, let alone

humanists, suggests further growth in both the influence and prestige of environmental history. Its critics aside, the field's credibility has been established firmly. From a few distinctive works in the 1960s, the literature has expanded to include a wealth of new books in the 1970s and 1980s. Granted, environmental history speaks boldly to the present. The past tense in environmental history is by no means benign. Therein lies the strength--and the controversy--inherent to the field. Environmental historians to date have acquitted themselves with distinction; this has been borne out by the recognition of scholars other than their peers. Scientists are especially hard to convince. Like the proverbial canary in the mineshaft, the receptivity of resource professionals to environmental history is perhaps the strongest indicator that environmental historians are still breaking new and important ground.

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Historical Societies and Professional Historians: Another Part of the Forest

Lana Ruegamer

Several factors have converged in recent years to bring about some small renewal of friendly interest in historical societies on the part of the history profession. These factors have included the rediscovery of local history, the enduring Job Crisis, and a frequently voiced gloom about the absence of synthesis and narrative in historical studies.

Historical societies have merited notice for their repositories of manuscripts and books, their job opportunities, and as a potential audience for both historical synthesis and narrative.

There has been an ambivalent tone in these overtures. John Higham addressed some of these issues in his recent study of Herbert Baxter Adams's efforts in the 1880s and 1890s to "forge a broad

alliance between the teachers of history, whom he was training, and the much larger number of local historians [in historical societies], whose support he eagerly solicited and whose status as pillars of the community he longed to share." While Higham is sympathetic to Adams's goal of a fruitful and open dialogue between the historical society amateurs and the professional historians, he is vague about what the fruits of such a dialogue might be, and he sees the current interest in local history as a rather sad consequence of the job crisis. His work, high-minded and generous as it is, suggests the difficulty for a professional historian recommending alliances with amateurs. (John Higham, "Herbert Baxter Adams and the Study of Local History," American Historical Review, 89 [December 1984]: 1225-39.)

I. What is a historical society and what is it for?

The term conjures up a variety of images; at best, one envisions the splendid collections and helpful research librarians at well-established old places like the State Historical Society of Wisconsin and the Massachusetts Historical Society and the shelves of documents and records they have published. At worst one imagines loquacious bores with single-minded interest in their own ancestors. The contours of the "historical society" between these extremes are rather fuzzy, since the term is applied to a diverse group of institutions that often have little in common.

It is easier to define a historical society than to construct a model of one. By definition a society is an as-

semblage of people, of members, who feel responsible for protecting history--for saving the records, the artifacts, the buildings, the past. While professional historians, archivists, librarians, folklorists, and preservationists share this sense of responsibility, historical societies have been, historically and traditionally, composed mainly of people whose concern is amateur. They are volunteers, self-appointed guardians of the communal memory, and they are indispensable colleagues in the historical enterprise. Without them, the letters, photographs, business records, and the rest of the privately owned documentation of life are not put into libraries. Without them, the libraries and museums are not built and supported. They are the organized constituency for history outside of the profession. As colleagues they

deserve respect.

Who are these relatively unknown allies? Schoolteachers, doctors, lawyers, businesspeople, and their spouses (who are often experienced volunteer workers in a variety of civic organizations). Generally speaking they are somewhere between middle-aged and elderly and are concerned about the state and local history because of personal connections with historic individuals or events. Many of these allies are also family historians--the "notorious" genealogists, ingenious researchers into their own pasts, developing a wide assortment of skills with a tenacity that should impress anyone who has ever tried to track down obscure bits of information about the past.

Nearly all are college educated, responsible, "successful" people -- the sort of people to whom legislators do not like to say no. They are, in short, a valuable and powerful constituency for history.

Nearly all are college-educated, responsible, "successful" people--the sort of people to whom legislators do not like to say no. They are, in short, a valuable and powerful constituency for history.

Members are the only characteristic historical societies are certain to share. (While there are many kinds of historical agencies, all of which share many of the concerns discussed in this essay, it is only the societies, the historical organizations with members, that are addressed explicitly here.) Among the state societies, for example, which tend to be the oldest, largest, and most prosperous of the institutions, the variants are striking. The standard classifying principle is economic: is the institution's principal source of financial support public (governmental) or private? The author of the only lengthy modern study of historical societies, Walter Muir Whitehill, asserts that this economic categorization also determines the essential nature of any given historical society: "The independent [that is, private] society is primarily concerned with the advancement of learning; the

publicly-supported society not only with its advancement but with its wide dissemination." This generalization is by no means true for all historical societies, but it seems relatively apt for the two unusual institutions ordinarily described as the historical "models" for the private and public versions of the form: the Massachusetts Historical Society and the State Historical Society of Wisconsin. (Walter Muir Whitehill, Independent Historical Societies [Boston, 1962], 564.)

The Massachusetts Historical Society, the pioneer American society founded in 1791, is in fact a model essentially without copiers, an idiosyncrasy. This society is an exclusive club composed of 155 men and women who are either learned or wealthy or both. The institution collects relatively little, basking in the rich glow of a substantial endowment and an incomparable collection of books and manuscripts relating to early American history and assembled for the most part in the eighteenth and nineteenth centuries. The society concentrates on maintaining its library and publishing parts of its rich collections. No other state historical society imitates the Massachusetts society; indeed, none can afford to.

In fact most private historical societies are not just scholarly libraries and publishers; they are also museums and eagerly encourage a large number of visitors, indicating not only a concern with the advancement of learning but also with its "wide dissemination."

In fact most private historical societies are not just scholarly libraries and publishers; they are also museums and eagerly encourage a large number of visitors, indicating not only a concern with the advancement of learning but also with its "wide dissemination." The New-York Historical Society and the Virginia Historical Society maintain museums that are important tourist attractions. The New York State Historical Association, a

private historical society with a large membership, primarily runs educational museums in Cooperstown, which display nineteenth-century folk life. All of the privately supported New England state societies except Massachusetts have museums, as do New Jersey, Maryland, Delaware, and Missouri.

If Whitehill's characterization of private societies as tending to be primarily scholarly seems questionable in some cases, his implication that the state-supported societies are automatically somehow less concerned with promoting learning than the private societies seems more dubious yet. Certainly it is true that the State Historical Society of Wisconsin, the first public society (founded in 1846 and supported by the state since 1854), has a large program to popularize history, mostly developed since the 1950s. This includes a museum, educational services to schoolchildren, historic sites and markers, and so forth. But it would be wrong to suggest that the primary concern of this institution was not to promote learning or that its leaders consistently have sacrificed the scholarly mission in order to support a popular one. The State Historical Society of Wisconsin from nearly the beginning was an institution whose first concern was to build a great library with public support. It accomplished this with such spectacular success that it was emulated by nearly every society founded subsequently. (Even many of the historical societies that have remained private have done so not because they disdained the inconveniences of lobbying for legislative support, but because their legislatures remained adamantly unpersuaded to support them [the long struggles of the Indiana society are a case in point].)

Publicly supported state societies became the dominant form because: (1) the members of a community have a legitimate public interest in protecting their historical resources, hence the propriety of regular public funding for this purpose; and (2) legislative appropriations, once established, are a more efficient and reliable source of support (for all their complications and vagaries) than wealthy volunteers. One can certainly claim, as Whitehill did, that inherited wealth

(the large endowment) is more convenient for scholarly activities than relying on the public payrolls, but with institutions (as with individuals) unless one is an heir designate it pays to get a job. With a handful of exceptions, the states admitted to the Union after 1800 have publicly supported state historical societies.

These public societies are, however, usually not much like Wisconsin's and, indeed, not much like one another. Few are as large as Wisconsin, Minnesota, and Ohio--star megahistorical societies with annual budgets of several million dollars--though in truth it is nearly impossible to compare one state's historical program with another since state budgets are paradigms of rampant individualism. Still, these midwestern societies seem unusual in the size of their legislative appropriations and the range of their programs. (Publicly supported historical agencies in North Carolina and Pennsylvania have similar budgets but are not societies.) Wisconsin's library, thanks to the efforts of its pioneer leader Lyman C. Draper (1815-1891), is the best of the public societies and a great national treasure, a fact reflected perhaps by the twenty percent of its budget that comes from federal sources. Minnesota's programs are all impressive, from its library and publications to its innovative educational materials for classrooms. Ohio is unique for the number and quality of its archaeological sites and its natural history collections.

Most public societies are much smaller enterprises than these and vary greatly. Iowa's society was almost exclusively a research and publishing institution until relatively recently. The Kansas society, while specializing in a remarkable newspaper collection, also undertakes most of the other standard chores of the larger societies with about half the staff of Minnesota or Wisconsin. Illinois is an entirely different case. It has no full-time staff and operates essentially as an advisory arm of the state historical library, whose director is also the director of the society and whose staff prepares the society's publications. The State Historical Society of Missouri, a public organization

based in Columbia, actually seems to reverse Whitehill's generalization about public and private societies. Missouri's public society is almost exclusively devoted to the scholarly purposes of building a library and publishing, while the private Missouri Historical Society in St. Louis is dedicated to a more popular program of field services, a museum, and educational programs. Oregon's society is hard to categorize since it receives substantial parts of its allocations from both public and private sources.

In addition to this diverse array of state societies there are truly dazzling congeries of recently founded local historical societies.

In addition to this diverse array of state societies there are truly dazzling congeries of recently founded local historical societies. According to a new study by the American Association for State and Local History (AASLH), more than half of the historical societies currently in existence were founded in the past twenty-five years, and many of these were local societies apparently encouraged by the climate of federal largesse reflected in legislation such as the National Historic Preservation Act (1966) and by the state programs mandated in 1976 by the National Endowment for the Humanities.

Despite the extraordinary diversity of the forms of

historical societies, the term "historical society" is not a meaningless one. Whether rich or poor, local or state (or even national), private or public, old or new, staffed by amateurs or professionals, all historical societies depend upon a voluntary membership of people who believe that history is too important to be left exclusively to professional historians. This constituency is the essence of the historical society. Its purpose is to see that the materials of history are protected and used in the best interests of the whole community. In some places the society administers programs to achieve all these ends; in others it merely oversees and advises; in still other places the society acts partly as adviser to and partly as administrator of programs. Where historical agencies proliferate, the hardest questions may be deciding who does what.

II. The role of the professional historian in historical societies.

The rise of the historical society movement in the United States in the late eighteenth and early nineteenth centuries antedated the professionalization of history by half a century and more. It is probably true that the same forces that led to historical societies also promoted the demand for teaching history in colleges and universities. And this same rise in historicism led to the professionalization of history. Though all these movements may have shared a common source, their protagonists did not

necessarily share a sense of common feeling. The amateur historians and guardian members of historical societies did not always quickly welcome the new professional historian within their ranks when he or she came to use their libraries, nor did they quickly hand this person the mantle of leadership. The amateurs had done the hard work of building the libraries, collecting the books and manuscripts, struggling to catalog their possessions--struggling most of all simply to keep the societies alive as institutions. When at the end of the century young scholars came along to inherit the fruits of their labors, amateurs were often jealous and resentful.

This unpromising relationship was altered significantly during the Progressive era when some societies began to acquire closer links with professional historians. Reuben Gold

Thwaites (1853-1913) in Wisconsin, Lyman Draper's successor, was not trained professionally in history, but was a Yale graduate who had become a journalist. When he took over from Draper in 1887, Thwaites seized the opportunity to move the society closer to the University of Wisconsin and to collaborate with Frederick Jackson Turner and his students. Beginning in 1909, Worthington C. Ford helped to "ease the transition from the era of the amateur scholar to that of the professional historian" at the crusty Massachusetts Historical Society. At the New York society, by contrast, such hostilities were still reported into the 1940s. Few societies were willing as early as the Minnesota Historical Society and the State Historical Society of Iowa to turn over their direction to the new Ph.D.'s: Solon J. Buck began to direct the Minnesota society in 1914 and Benjamin F. Shambaugh, whose Ph.D. was in political science, took over at Iowa in 1907. (Whitehill, *Independent Historical Societies*, 20-21, 52-53.)

The advent of the professional historian in historical society work has not been studied systematically and generalizations seem hazardous. Certainly historical society professionals addressed themselves to the traditional scholarly work of the societies: editing books, documents, and quarterly journals for

publication, as well as collecting books and manuscripts, preparing catalogs and guides to manuscript collections, and planning scholarly meetings and lecture series. However, they also brought to these tasks a more rigorous standard of documentation, a broader knowledge of sources, and a tenacious sense about what constitutes historical proof. Some professionals succeeded remarkably well in drawing academic historians into historical society work. Dixon Ryan Fox, from 1929 to 1945 president of the New York State Historical Association (NYSHA), was said to be outstandingly successful in creating an atmosphere in which professionals and amateurs could work together. Christopher Coleman was similarly effective within the Indiana Historical Society at about the same time.

It is apparent that when most Ph.D.'s came to historical society work they still saw themselves as teachers, only with a different and broader range of students.

It is apparent that when most Ph.D.'s came to historical society work they still saw themselves as teachers, only with a different and broader range of students. Many were less content than earlier workers to stick to collecting, editing, and publishing documents. Many sought lecture halls and reached out to adult audiences. Fox ran three-day annual meetings of NYSHA in which he "made everyone feel intoxicated with his own enthusiasm for scholarship." Buck at Minnesota combined a scrupulous scholarly standard in editing, collecting, and cataloging with an evangelical approach to his work, aiming to spread "the gospel of salvation through a knowledge of the past to all who are capable of receiving it." His successor, Theodore C. Blegen, intensified efforts to reach a wider audience; he made radio broadcasts and inaugurated celebrations of historical anniversaries. (Whitehill, *Independent Historical Societies*, 333, 271. For a different interpretation of early attempts at outreach see John Alexander Williams, "American Historical Societies: Notes for a Survey," in *A Culture at Risk*, Charles Phillips and Patricia Hogan, [Nashville, Tenn., 1984], 10-15.)



Photo courtesy of the State Historical Society of Wisconsin

Library reading room of the State Historical Society of Wisconsin, c. 1901.

Ironically, this teaching scholar's instinct to tell the story generally did not find support from academic historians. When they noticed at all, what historical societies were offering in the way of educational programs, academic historians were often critical, dismissing popularization as mere entertainment with no teaching. (Clifford L. Lord, ed., *Ideas in Conflict: A Colloquium on Certain Problems in Historical Society Work in the United States and Canada* [Harrisburg, Penn., 1958].)

This controversy about teaching methods was not limited to historical societies and professors; it was a version of the debate on teaching methods adopted by the new professional schools of education that resonated throughout the country, wherein most academics outside of schools of education were at least profoundly skeptical and usually hostile.

The question, of course, was for whom were historical societies intended? The core of the society had been those self-selected, long-time members, that local elite whom Herbert Baxter Adams had been eager for the historical profession to ally itself with a century ago. But they were not especially numerous. In Indiana, for example, before strenuous efforts were made to reach out to that other population of less motivated supporters, the society's faithful numbered only a few hundred, a handful of whom showed up for meetings. Was the historical society primarily just for these few people, for the few scholars who came occasionally to use the library, and for the other libraries that purchased the publications?

Some claimed that the societies were indeed for precisely these few people. Julian Boyd argued in this vein in the 1930s, and Whitehill's book supports Boyd in a long and eloquent plea for the priority of scholarly aims in the historical society movement. It is certainly true that some institution is needed to keep materials safe in any given place, and this has always been the first aim of historical societies. "In case of disaster," Peter Harstad, executive secretary of the Indiana Historical Society and former director of the State Historical Society of Iowa, remarked recently,

"you save the things that cannot be replaced, the one-of-a-kind documents. That's what we're about." (Julian C. Boyd, "State and Local Historical Societies in the United States," *American Historical Review*, 40 [1934]: 31-46.)

But is that all that historical societies can and should legitimately accomplish? Few modern historical society professionals have agreed that it is, and professional historians are the ones who have taken the lead in broadening the audience for historical societies.

Their motives, it should be admitted, were by no means entirely disinterested. The public societies that expanded into popular programs (like historic sites and markers, more elaborate and livelier museum exhibits, traveling exhibits, popular magazines, comic books and coloring books for children as well as other educational materials, and large public celebrations of historical anniversaries) often were motivated by the need to persuade legislators that their programs were supported enthusiastically by a large part of the general public. Private societies that popularized history often were trying to drum up enough members to support their programs and to fight off the fear that their existence was such a well-kept secret that potential donors of important documents would never be able to find them.

Professional historians who went to work for historical societies had not just left one kind of institution, the university, for another, the historical society; they also had joined a movement that believed in the importance of history to the community.

But beyond this drive for expansion for survival was the conviction that there were people out there who needed history. Professional historians who went to work for historical societies had not just left one kind of institution, the university, for another, the historical society; they also had joined a movement that believed in the importance of history to the community. The inner logic of that movement drove them

toward the conclusion that what people in the community needed (whether they realized it or not) they should get--all (or nearly all) of them, and not just the self-selected keepers of the historical past. As Suellen Hoy, assistant director of the North Carolina Division of Archives and History and former executive secretary of the Public Works Historical Society, stated: "historical societies fail when they do not regularly touch the lives of the major segments of society--when they are provincial, antiquarian, or even elitist."

The problem is that historians are not trained to be leaders of movements or popularizers of history. How does one reach (or teach) this new audience for history? Like other American educators since the Progressive era, historical society professionals were obliged to experiment with methods and philosophies of education. And, like other educators, historical society professionals often have been hard-pressed to determine how well their experiments were working. The only sure determination, it seemed, was whether a given program was popular, whether there was a market for it. This is a consideration that also impinges upon academic historians.

How effective are the methods of popularization--the historical enactments on historic sites and magazine-style museum exhibits, for example--in teaching and raising historical issues? And if there are problems, are they design problems or problems of execution? These are difficult questions in a field with only a few decades of experimenting with popularization.

Some well-placed observers feel confident that the experiments have worked fairly well. Gerald George claimed that historical societies have succeeded "in raising public appreciation and understanding of history," citing as evidence the steady drawing power of historical sites and museums. William D. Aeschbacher, whose career has included substantial experience both in historical societies and in universities, agrees that the historical society movement "has popularized and revitalized history for many people," adding, "and for the most part people who would have no contact with academic historians." Hoy similarly agreed that "historical

societies [act] as 'middlemen' between the academy and the general public" and that they "succeed in a big way when they respond effectively to a broad range of interests and needs--from those of the school child to those of the senior citizen."

While professional historians often find their careers in historical societies to be successful and satisfying, nearly all are dissatisfied with the status accorded them and their work by academic historians. As Aeschbacher put it, "Professional [that is, academic] historians have not, and still do not recognize, appreciate and accept historians in historical societies."

It is true that historical societies have not yet brought us the great names that ring through the profession. Lyman Draper was a heroic collector, but he never wrote a history, and it is Francis Parkman whom we remember when reaching for a great nineteenth-century historian of the West. J. Franklin Jameson was an influential historian because of his work with the American Historical Association and his splendid bibliographical efforts, but he wrote little and hence cannot rank with Charles Beard. Reuben Thwaites was a prolific and first-class editor, but it is his friend Turner whom we revere as a great historian, despite his meager output, because his ideas shaped research for generations.

III. The benefits and perils of alliance.

Historians in historical societies express a strong interest in attracting academic historians into their societies' work. They want historians to serve on their boards; they want them to give papers at and attend their meetings; they want to publish their books and articles; they want academics to criticize the societies' publications, exhibits, and other programs. They want, in short, the benefits of alliance with professional colleagues to help determine what historical societies ought to be doing in both their guises, as scholarly institutions and as popularizers of history.

There are, clearly, risks involved for both kinds of historians in assaying closer relationships with one another. Pioneering academics who venture into historical

societies for anything besides research risk derisive comments from their academic colleagues and a reserved greeting from historical society professionals, expecting condescension. These pioneers would also find themselves obliged to think about the relatively unfamiliar problems associated with writing for and speaking to the adult nonprofessional outside of the classroom when the listener is not a student and not obliged to defer. In some cases, there may be a painful reminder of the frustrations involved in trying to explain oneself to an obtuse and none-too-respectful uncle or cousin, who never had much use for intellectuals anyhow.

For historical society historians, there are risks associated with casting one's pearls before unappreciative recipients, of seeking help from people who may turn out to be hostile, unsympathetic, or even venal, in search of money with no strings attached. There is also the risk of inviting advice and discovering that the would-be adviser has not a shred of informed counsel to offer and perhaps no intention of giving the problems serious attention. Academic historians have also been known to send both their poorest students and their shabbiest work to historical societies in expectation of jobs for the former and free (and unacknowledged) editorial services for the latter.

In view of these (and surely many more) risks, why should these historians attempt alliances with one another, and why should academics ally themselves further with historical societies as institutions?

Historical society historians, as mentioned before, want help with knotty problems and good professional work to publish and to present at meetings. They could also use help with the "public history" they are often called upon to do--that is, the research and analysis of the historical backgrounds of current issues. Working under outside deadlines imposed by state legislatures or other arms of government and often under considerable pressure, these historians produce work that directly influences public policies. Peter Harstad recalls that he had encountered requests for historical studies of subjects as diverse as gambling and water levels of streams (where

a dam was proposed). Many also want allies to support their desire for paid time to do their own research. This is a radical concept in historical societies, explored in print for the first time only a few years ago in the AASLH's History News. It is one which should certainly strike a sympathetic chord in academic historians. (Maxine Benson, "Let's Hear It for Scholarship: Time Out to Research and Write," History News [June 1983]: 37-39.)

What, however, do historical society professionals and their institutions have to offer to academic historians? Aside from the non-negligible benefits already suggested above--the opportunities to read papers to an interested audience with unpredictable responses, to publish in scholarly journals with a wider readership than the limited professional ones, to publish monographs that receive a level of scholarly editing rarely achieved outside historical societies' publication offices--there are others less concrete but perhaps even more important.

Historical societies are allies with political clout. Academic historians have a political agenda that would benefit from stronger alliances with historical societies. To speak of only a few examples, historians of all kinds want more and better history taught in the schools and want history requirements in colleges and universities retained and perhaps extended. Historians want state and local repositories for official records and private manuscripts to be maintained professionally and at an adequate level. To the extent to which these are political issues to be settled in the public arena, historians can enhance their impact by marshaling the forces of historical society members.

The least tangible benefits of all--and perhaps the least certain as well--are those of personal encounters with that other audience for history. There have been many suggestions in recent years that American history has lost its way, that our proliferation of specialists, speaking scarcely even to one another much less to a general audience of educated readers, have nothing meaningful to say. The failure of historians to synthesize, to imagine frameworks within which to arrange the abundant new products of research, has

prompted anxious essays by our best historians. John Higham in his thoughtful review of The Past Before Us: Contemporary Historical Writing in the United States (1980) concluded, "Our problem now is to discover what new theoretical energies the fountain of historical scholarship can draw upon." Venturing outside professional circles and college classrooms might help to get the fountain flowing. If one were to succeed in making his or her research meaningful and vivid to a retired businessperson or a vocational genealogist, vast theoretical energies might be unleashed. (John Higham, review of Michael Kammen, ed., The Past Before Us: Contemporary Historical Writing in the

United States, American Historical Review, 86 [October 1981]: 807-809.)

The author wishes to acknowledge the assistance, both substantive and critical, of Suellen Hoy, William D. Aeschbacher, and Gerald George. While this essay cannot claim to reflect their views, it was improved by their attentions.

Lana Ruegamer received her Ph.D. from Indiana University and was an editor for the Indiana Historical Society from 1975 to 1984. The author of A History of the Indiana Historical Society, 1830-1980 (Indianapolis, 1980), she currently is writing a book about nineteenth-century women reform leaders.

Women in Progressive Age Bibliography Available

The Women's Studies Program of Sarah Lawrence College has published Bibliography in the History of Women in the Progressive Age. The volume was compiled by Judith Papachristou, a member of the college's American history faculty and former director of the Sarah Lawrence College M.A. Program in Women's History.

According to Papachristou, the Bibliography is "part of the current process of rethinking the nature of the Progressive Age" and reflects a growing awareness by historians of the extent of women's participation in and impact upon the political and economic life of the early years of the twentieth century. More than 640 entries also demonstrate the scope and depth of recent feminist scholarship in the study of the Progressive Era.

The Bibliography is organized into nine categories: Women and Work; Gender and the Family; Education; Religion; Community Activism and Social Change; World War I; Feminism and Suf-

frage; Minority Women; and Biography and Autobiography. A detailed index makes the Bibliography useful and accessible to students beginning research in women's history as well as scholars more familiar with the history of this period.

The new Bibliography, priced at \$6.50, is the third to be published by the Sarah Lawrence College Women's Studies Program. The others are: Bibliography in the History of European Women by Joan Kelly, Kathleen Casey, Persis Charles, and Barbara Engel (fifth edition, 1982) at \$6.00; and Bibliography in the History of American Women by Gerda Lerner (fourth edition, 1978) at \$4.50. All prices include postage. Book rates are available for institutions. Individuals must prepay.

To order publications or to receive information on women's studies and the graduate program in women's history, write to Women's Studies Program, Sarah Lawrence College, Bronxville, New York 10708.

Information Wanted on Frontier Women

Historian Anne Webb is searching for letters, diaries, account books, photographs, or unwritten stories of single women who farmed alone on the frontier. Of particular interest is material on the 1840s-1860s in Iowa, the 1850s-1870s in Minnesota,

and the 1870s-1890s in the Dakotas. If you have any relevant information, please write to Anne Webb, Metropolitan State University, Hennepin Center for the Arts, Suite 404, 528 Hennepin Avenue, Minneapolis, Minnesota 55403. Any items sent to her will be returned.

Fulbrighting in Israel

Walter T.K. Nugent

Rumors of the death of the Fulbright Program are exaggerated greatly. Last year almost 500 American academics visited foreign countries as lecturers, and 250 others did so as researchers, under Fulbright auspices. Hundreds of other Americans went as teachers or students, and more than 600 foreign academics and students visited the United States. Dollar support for the program, which is funded mainly by the United States Information Agency (USIA), has risen in recent years. Severe cuts threatened early in the first Reagan administration never materialized, after massive support for the program appeared both inside and outside of Congress, as well as in the Administration itself. Yet many academics do not seriously consider applying for Fulbrights. Some even seem to think that the program died years ago or that it was something that in the 1950s sent beginning graduate students for their first taste of Europe. Other misperceptions also exist, along with certain realities, that tend to reduce applications from qualified and able people. As an American historian who was a Fulbright lecturer at the Hebrew University of Jerusalem in 1978-79 and who has stayed close to the program since then, I can speak about the mistaken assumptions and the real problems.

Of the eighty-plus countries to which Fulbright scholars traveled last year, Israel is one of the most sought-after places to visit. Awards for lecturing or research there are highly competitive. Even in the Israeli case, however, suitable candidates select themselves out of the competition by never applying in the first place. Why the inhibitions? For the same reasons that limit applications to any country: a spouse's career, young children, and the attitudes of home institutions toward leaves, for example. There are also reasons specific to Israel. Scholars resist applying because of what can be called their "worst fears," which are hyperinflation, living costs, and terrorism. For most people, the American press is the main source of news, and the American press, when it treats Israel apart from diplomatic negotiations, focuses on terrorist incidents, inflation beyond Americans' imaginations, and consumer costs. The truth is, these are not problems.

First, hyperinflation. It is true that in the recent past and probably for the foreseeable future, the rate of inflation in Israel has been and will remain several hundred percent per year and in double digits by the month. Impossible to survive, we say. How do the Israelis do it? The answer is "indexing" or "linkage," a device as yet rarely used in the United States. Anyone earning a salary or wages receives cost-of-living adjustments frequently (though seldom frequently enough). The linkage is spread throughout the Israeli economy and is

not restricted to pensioners as in the United States. Inflation does have effects on everyday life: since the shekel loses its buying power almost daily, it is common sense to spend rather than save, to use whatever credit is available, and to run overdrafts. But the Fulbrighter in Israel is affected little by inflation because she or he receives a stipend in dollars rather than shekels. The switch to shekels is done only as they are needed and can be made with a bank card and automatic teller machine. Also, the prices of many items in dollars have risen surprisingly little in the past six or seven years, often less than in the United States.

The second "worst fear" is related: the cost of living and the level of the Fulbright stipend. When I was notified of my Fulbright award in the spring of 1978, I nearly declined it because the dollar amount was well below what I thought I needed to live on, plus the

If anyone ever constructs a cost-of-living index specifically for Fulbrighters in Israel, it would be lower than what it costs to live in the United States, for several reasons.

travel costs for myself and three dependents. From a couple of close calls earlier, I had developed a well-founded fear of running out of money in a foreign country and did not want to be in that predicament again. We did make arrangements for a second mortgage in case we needed more funds and of course bought round-trip tickets. And we went ahead. The happy truth was that the stipend, although lower than my salary, was quite adequate. If anyone ever constructs a cost-of-living index specifically for Fulbrighters in Israel, it would be lower than what it costs to live in the United States, for several reasons. Certain items such as red meat that are staples here are available but not so widely consumed there. Produce is abundant and cheap, bread and dairy products are subsidized, and the visitor adjusts to, and thrives on, the local diet. Big-ticket items can be avoided. Fulbrighters do not need to buy a car or rent an apartment, the two most expensive items in an Israeli's budget. Without them, the stipend covers day-to-day living quite well. We rented a spacious apartment in Rehavia, one of the preferred neighborhoods in Jerusalem, and while the price was higher than most Israeli academics could manage on their salaries, it was almost exactly offset by the rental of our house in the United States. Buses and other public transportation are efficient and low-priced, and Egged, the transit company, buys the gas. Current and recent reports from Fulbrighters affirm that the stipend is adequate.

Perhaps the worst fear of all is that of becoming a terrorist victim. The risk is real, but chances of it happening are slim. The American press dutifully reports incidents of violence in Israel and can convey the impression that buses are blown up and grenades fly through

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marketplaces almost every day. It is not so. Tel Aviv is not Beirut. The shooting stopped in Jerusalem in 1967. I have walked every street in Jerusalem except the farthest outlying suburbs and have never had a problem. The streets are safer than in any large American city. The Israelis do exercise precautions, and the visitor quickly learns to do the same--an unattended package or suitcase on a bus is reported to the driver, who will stop, unload the passengers, and call the bomb squad if nobody claims the object. But this procedure rarely takes place (I never saw it happen and I rode buses every day) because citizens are careful to collect their belongings and because actual explosive devices are rare. The vigilance is constant. Once I was waiting on a corner in Jerusalem for a car ride. It was late and I put my shoulder bag on a rock next to the sidewalk and began pacing back and forth, never more than fifteen feet from the bag. In about twenty minutes, nearly a dozen people politely asked if the bag belonged to me--a little annoying, but understandable.

Although the three worst fears rest mostly on misperceptions, some real problems do exist and should be discussed about the Israeli setting. Bureaucracy there is famous. Waiting in line(s) in the bank or the post office is to be expected. It is worth the money to have a customs broker expedite any unaccompanied baggage coming in or going out. Little chores take more time and little rules leap up to grab you. But bureaucracy was not invented in Israel, and the Israelis could learn a lot on this subject from the U. S. Internal Revenue Service. Another problem may be schools for children. If children are at college level, they can either remain in the States or enroll in the Rothberg School for Overseas Students of the Hebrew University, one of the best foreign student operations in the world. Elementary and secondary options include the local schools, if the child can speak and understand Hebrew. There are also two good schools whose instruction is in English: the Walworth Barbour International School north of Tel Aviv and the Anglican School in Jerusalem.

A spouse's career also has inhibited would-be Fulbrighters. The problem of whether a wife (or husband, less often)

could obtain a leave from a job and return to it has been serious but traditional. But a career problem is more difficult than a job problem: recently the question often becomes whether a spouse can step off a career ladder for a year without serious, long-term damage to her or his career. Each applicant will be the best judge of that question. Home institutions' policies regarding sabbaticals and leaves require full and frank discussion with one's chair or dean, but usually the Fulbright will be looked on favorably and can be accommodated.

Despite these problems, real and imagined, the benefits of a Fulbright experience are enormous. For academics whose work is in United States history it should be part of one's professional formation to spend an extended period outside the United States, if possible teaching about one's field to foreign students. The difference in audience and the difference in background of the students requires the lecturer to confront and think through questions about

The difference in audience and the difference in background of the students require the lecturer to confront and think through questions about the United States that never arise when teaching in this country.

the United States that never arise when teaching in this country. A Fulbright scholar teaching American diplomatic history at Haifa recently reported that he had to rethink nearly all of his presentations, because Israeli students (exactly the opposite of Americans) grasped Realpolitik immediately, but they found it difficult to make sense of the moralism and idealism traditionally offered to justify American diplomacy. I once taught a class at the Hebrew University on the role of the federal government in American economic and social history. Several students, originally from former Rhodesia and South Africa, spoke perfect English, and I wrongly assumed more knowledge than they really had about the United States. In fact they had no idea whatever of the state-federal distinction, and the class stalled until I gave them a crash course on federalism and how it operated. Week after week in that same class, I had the happy experience of not being permitted to lecture. I would come prepared for a long spiel but, after five or ten minutes, hands would shoot up and questions would fly. Nobody was rude or even argumentative, they simply wanted explanations. The rest of the hour became a question and answer session. Never have I seen American students with such intellectual curiosity.

The benefits of living in a fascinating and beautiful country with endless historical associations from prescriptural times to the present, which Israel is, are great but must be left for another discussion. The specific Fulbright opportunities in Israel ought to be mentioned, however. This year about two dozen Americans will

be selected to become lecturers or researchers in Israel for all or part of the 1986-87 academic year. Many of the awards are entirely open as to the applicant's scholarly field, while others are earmarked for the three fields of American Studies, Middle East studies, and advanced technology and applied science. American historians are usually attached to departments of history (or at the Hebrew University, American Studies), but most of their teaching is in American history rather than "American Studies" as the term is understood conventionally in the United States.

The selection process has four stages. Applications are due at the Fulbright office in Washington by September 15. They are sorted according to field and sent to "discipline committees." For fields with small numbers of applicants, ratings are sent by mail, but larger discipline committees (including the one for American history) convene in Washington in early November to agree on ratings. This committee usually consists of four historians of whom two or three have been Fulbright grantees. Each panelist rates each application in two ways, assessing the applicant's professional qualifications and suitability for the award being sought (good researchers are not always good teachers; some projects are more feasible than others). After discussion a committee rating emerges. A few days later a second screening takes place by a "country committee" that examines all remaining applications for Israel, in American history and other fields. The country committee forwards its nominations to the Fulbright Commission (officially, the Board of Directors of the United States-Israel Educational Foundation) in Tel Aviv. The foundation staff then matches nominees with specific slots in the Israeli institutions; most arrangements are fairly firm by late January. Finally the Board of Foreign Scholarships, appointed by the President as the governing body over the entire Fulbright Program, must approve each award. Applicants learn the outcome in the early spring.

The guidelines for 1986-87 awards in American history list five institutions as potential hosts: the Hebrew University of Jerusalem, Tel Aviv University, the University of Haifa, Bar-Ilan University in Ramat Gan, and the Ben-Gurion University of the Negev in Beer Sheva. Awards may be as brief as a semester, but longer terms are preferred and are more usual. Long-term senior lecturers will receive \$1,230 to \$2,300 per month, plus an initial allowance of \$3,680 to \$7,110 for international travel, excess baggage, "settling in," and other costs (the amount varies according to the number of accompanying dependents). Payments are entirely in dollars, not shekels. Applications and information are available from the Council for International Exchange of Scholars, Eleven Dupont Circle, Washington, D.C. 20036 (the Council administers the senior Fulbright program for the USIA). The staff members who can answer questions about Fulbrights to Israel are

Renee Taft and Susan Greenman at (202) 939-5471. The deadline for awards beginning in the fall of 1986 is imminent: September 15, 1985. Plans to make application the following year may and should begin soon. The competition is open to historians of any rank, though Fulbright lectureships presume a Ph.D.; there are no predoctoral grants for lecturing by Americans in Israel. (Student grants do exist and are administered by the Institute for International Education, 809 United Nations Plaza, New York, New York 10017.)

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Fulbrighters are not employees of the United States government and are not official representatives of the government or the Reagan administration. The program is not politicized in any way, and care has been taken to abide by the dictum of the late Charles Frankel of Columbia University when he was Assistant Secretary of State, "[T]he principle that these programs should enjoy independence from politics and propaganda has been regularly reaffirmed. . . . The objectives of educational and cultural activities are educational and cultural." (Charles Frankel, The Neglected Aspect of Foreign Affairs: American Educational and Cultural Policy Abroad [Washington, 1965]: 63, 88.) The USIA does carry on information programs, but not through Fulbrights. As one of its higher-ranking officials put it in June at the orientation of next year's Fulbrighters to Israel, "When we want a speaker to express the Administration's policies, we'll get a speaker from the Administration." Not a Fulbrighter.

The competition is restricted only in the sense that preference is given to people who have not had grants there before. And it is truly a competition. Although a Fulbright lectureship does not carry the prestige of a research fellowship such as a Guggenheim or a Rockefeller, it does signify unusual merit. It also provides a unique challenge and opportunity to live in Israel and to teach American history at an Israeli university.

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Playing History Games:

Microcomputer Simulations in the Classroom

"I think these games are worthwhile because they teach you about history while you have fun. You get to experience the problems that were faced and use your solutions to try and solve them. You get to be part of what is happening instead of just reading about it."

James E. Sargent

Using history microcomputer simulations as a supplemental teaching tool in college classrooms has considerable value and even more potential. In November 1983, I attended an interesting conference on "Historians and the Computer," hosted by Virginia Military Institute. At that conference, I saw a computer simulation for the first time: a mainframe game called NARIM SIN. Washington and Lee University History Professor Taylor Sanders, with the help of a student who knew programming, created it for use in Western Civilization courses. The simulation was a resource allocation game in which the student played the ruler of a Bronze Age society. I saw immediate possibilities for use in my own classroom, notably regarding a game on the Civil War. Later, I spent some time trying to figure out how to create a game in my area of specialty, Roosevelt and the New Deal. But for the 1983-84 academic year, I was only able to have a student program CIVIL WAR onto Virginia Western's mainframe computer. Nearly ninety percent of the students who played the game on an optional basis called it a "useful class activity" on written evaluations and on a follow-up quiz. (See David H. Ahl, "Basic Computer Games," *Creative Computing*, [1980].)

During the summer of 1984, I acquired a microcomputer game for IBM PCs called NOMINATION. (Brady Company [Bowie, Maryland 20715] marketed the simulation for IBM PCs. For a review of NOMINATION and eight other political science simulations, see Jeffrey Hart, "Conflict Simulations and Role-Playing Games: A Review Essay," *Social Science Microcomputer Review*, II [Summer, 1985].) It took students through a Democratic or a (hypothetical) Republican primary for 1984. Once again, over three-fourths of the students who played the simulation on an optional basis expressed their satisfaction with it. With these successes, I began looking for information to begin a software library of history and government simulations for classroom use. About that time, I read an article by James Schick of Pittsburg State University in the OAH Newsletter, "Computer Software: Historical Games." Schick emphasized provoking students of this generation to use their fascination

with computers to learn the basics of American history and to make "knowing and understanding important to them." (James B. Schick, "Computer Software: Historical Games," OAH Newsletter, vol. 12 [August 1984]: 14-15.) Schick's ideas seemed similar to mine. We corresponded, and I learned that he and others were organizing *History Microcomputer Review* (HMR), a journal to inform historians and interested people of the rapidly changing developments in history and microcomputers. As a result of my acquaintance with Schick and Lawrence Douglas of Plymouth State College, I assumed the task of updating available commercial history games. By then I had acquired a reasonable library of history games on IBM PC diskettes. I compiled my information and wrote an article for the introductory (March 1985) issue of HMR. (James E. Sargent, "History Microcomputer Simulations: An Update," *History Microcomputer Review*, I [March 1985]: 7-11.) A further update of available simulations will appear in "History on a Disk," *Social Science Microcomputer Review* (Fall 1985).

I have used micro games during this academic year in Government courses as well as in American history courses. I also am creating a simulation about the New Deal. As a historian who added computer teaching to previous use of word processing, I wrote this article to offer some results and insights gained in teaching with history micro games.

In American history surveys during the spring 1985 quarter, I gave students the option of playing up to three micro games for credit. In the survey, I teach nine topics covering 1900 to the present, using one lecture per topic; having two discussion periods (one is often used for slide-cassette presentations) for three readings; and students take a weekly ten-point quiz (eight multiple choice, two essays) during the third period. The lowest quiz score is dropped. In that quarter, I used two fifty-minute class periods for playing history games. For those who wanted to play simulations, they had to do it on one or both of those days or return to the micro lab. But providing that an acceptable evaluation was completed, students received a minimum score of seven (C), which counts the same as a quiz.

Three classes had this option. Fifty-one (of 103 total) students played one or more games and turned in written evaluations. These are the number of students playing each game and the available simulations.

- 16: BATTLE FOR NORMANDY (Strategic Simulations, \$39.95)
- 14: HITLER'S WAR (New Worlds Software, \$29.95)
- 9: NOMINATION (Brady Company, \$39.95)

- 5: GREAT WAR (New Worlds Software, \$29.95)
- 5: WATERGATE (Social Science Microcomputer Review, \$10)
- 2: KOREA (New Worlds Software, "freeware")
- 1: ACHTUNG PANZER (New Worlds Software, \$29.95)

(Aside from Brady Company [see above], the software companies listed are: Strategic Simulations, Inc., 465 Fairchild Dr., Suite 108, Mountain View, California 94043; New Worlds Software, 1018 S. 242nd St., Kent, Washington 98032; Social Science Microcomputer Review, Software Department, Box 8101, North Carolina State University, Raleigh, North Carolina 27695).

NORMANDY and HITLER'S WAR attracted the most interest, partly because classes were covering the 1930s and World War II when game-playing began. Many students found that directions (ten copies of each manual are on file with the disks) were difficult to follow; once the manual was mastered, they played games without much difficulty.

The fifty-one students who wrote evaluations thought the games were useful activities, for various reasons. Those reasons included the feeling of participating in historical events, making decisions, and seeing alternate possibilities. In other words, students observed that historical events were not determined inevitably. Of course, some cited the obvious: credit could be obtained that would help grades. But over three-fourths said they enjoyed the learning experience. After summarizing what he had learned, one wrote about NORMANDY, "I think these games are worthwhile because they teach you about history while you have fun. You get to experience the problems that were faced and use your own solutions to try and solve them. You get to be a part of what is happening instead of just reading about it." After commenting on the difficulties with NORMANDY'S amphibious transport, combat supply, general supply, terrain, and weather, a sophomore pointed out that more than one class period was needed to really understand the game. She called it a good class activity because many students wanted to do more than just read about events. "It has the capability of making dry statistics and geographical names more real." Regarding HITLER'S WAR, another student, after discussing alternatives that he learned by playing the game, wrote, "It helped me to understand to a certain extent how it would have been for the leaders and generals of [European] countries to make certain decisions." On the other hand, a freshman (who told me she had never used a computer) wrote a detailed description of HITLER'S WAR, then made a typical remark: she would like to learn more about computers.

At the same time American history students played simulations, I had a small class of State and Local Government students play five games. In addition to lectures, readings, discussions, and weekly quizzes emphasizing Virginia history and politics, we used class time twice a week for the eight students to play, in this order, GREAT WAR, NORMANDY, HITLER'S WAR, MIDWAY CAMPAIGN, and B-1 BOMBER. Each student evaluated his or her part in each game. We usually chose three computers located close together with two or three students playing the same game simultaneously.

Students first took time to read the manual. When play started, they exchanged comments and helped each other. The class found the GREAT WAR, a game for up to seven players, to be the most sophisticated and difficult simulation. The only history major in the class called it an excellent game because the players control all events. He commented, "I'm interested in history and the game provides a lot of historical data about the real size and power of the countries in the war and the various factors that went into the war's outcome." On the other hand, another student in liberal arts liked the fact that players could designate the computer to do economics in GREAT WAR. Some experienced difficulty in understanding a complex simulation, such as an English major who thought that too many variables were involved. However, she still found the game worthwhile: "I feel any exposure to a computer, whether in fun or for a specific assignment, is helpful." Others point out the value of diplomacy and economics in GREAT WAR. "If a country cannot hold an alliance," said one student, "it is certain to fall to the more powerful side. Economics is another important factor. The size of a country's economy decides its ability to feed its people and raise its army." This experience reflected that of about a third of the students, they became more interested in the whole class because of the games.

Playing other games elicited similar comments. When the class played NORMANDY, the strong points included good graphics and playability. Students reported: "The graphics are what bring the game to life. They maintain a level of easiness that allows a player to enjoy what he is doing. And, 'the main lesson was the amount of power assembled to invade Normandy and the complexity of planning such an invasion.... It showed how the allocation of supplies could make or break such an invasion and the importance of airborne troops.'" However, one student lamented the length of time involved, "we never have gotten to the end of the game."

Indeed, students noticed several drawbacks of complex strategy games, including the lack of adequate instruction manuals with most simulations; the need for multiple copies of copy-protected games; and the necessity of several class periods or continuing games on the student's own time. The amount of time involved is partly why I use simulations as a supplement, not a substitute, for

other teaching materials. But few, if any, students commented on what I consider to be the major weakness: strategic games focus on the details of great events, without putting those events into historical perspective.

But everyone in the class liked HITLER'S WAR, which is not a war game. Up to five players consider diplomacy among ten major European nations before World War II. Students can choose to be England, France, Germany, Russia, or Italy, while the computer plays any of those remaining as well as Czechoslovakia, Poland, Hungary, Belgium, and Austria. The computer then shows each nation's style of government (Republic, Popular, Autocratic), aggression level (pacifist, neutral, or militant, but only Germany begins as militant), and military strength on a scale of one (weak) to ten (strong). Next the computer shows each player's nation and its foreign relations toward others (friends, enemies, ambivalent). The game begins in the fall of 1935 with the Italian invasion of Ethiopia. It continues through a yearly series of diplomatic events or crises until, if the student successfully averts war, the fall of 1940. After each round, players choose whether or not to build up arms. The diplomacy occurs with the student's choice to "befriend" a nation and/or "defame a third" power. In such fashion, alliances are built. When a "crisis" occurs, such as Germany marching into the Rhineland in 1936, the democracies can either make no choice, support Germany, or support the "victim." Opposing Germany can lead to an early war. Computer calculations regarding alliances and arms buildups are then displayed. The computer indicates that World War II has begun, projects the members of the Allies and Axis nations, and projects whether the Allies win, Germany wins an "opening round," or the Axis powers win. I watched one student delay the onset of war until late 1940, at which point Germany's military strength was rated highly. When war came the Axis countries won because the combined strength rating of the Axis powers more than doubled that of the democracies. Of course, such projections are only plausible concepts based on mathematical calculations.

But HITLER'S WAR offers useful lessons, including that history is not inevitable. "Playing the game by myself," wrote one student, "I assumed many of the roles of various countries and was able to obtain many different results. I believe this is a good game for three to four people to play in order to experience obtaining different allies and using different strategies." A general studies major noted: "The game simulates reality in the way it depicts a country's problems in arms buildup and problems in keeping allies." Most students noted that such history games were not as valuable in a Government class.

That comment suggests a problem I have encountered. There are few quality

history games on the market. Most of the simulations are either strategic war games, which are better suited to an upper level course, or election games, which are better suited to Government classes.

But there are other problems, which is why I believe teaching with history games has unrealized potential. (For some interesting points on methods, see James B. Schick, "Microcomputer Simulations in the Classroom," History Microcomputer Review, I [March 1985]: 3-6.) My experience gave me ideas for improving computer instruction for next year. First, games work best when the entire class plays the same one simultaneously. Second, students need to have covered related material in class for background knowledge prior to playing the game. (I do this in Government classes, notably with simulations furnished by Prentice Hall, Inc. that come with two textbooks, Burns, Peltason, and Cronin, Government by the People [12th edition] and David Edwards, The American Political Experience [3rd edition]. The simulations include FILIBUSTER, about passing the 1964 Civil Rights Act. These play in less than an hour. Prentice Hall has new versions for 1985-86, one of which is PRESIDENT about budget and related policy decisions.) Third, students should take notes as they play or write an evaluation shortly afterward. Last, the professor should have some class discussion afterward on the game's results, knowledge gained, historical perspective, problems encountered, and related factors. I find one to two-page written evaluations useful in getting students to reflect on their experiences.

While I do not pretend to know all the questions or answers, I do know that having students play history games is the most exciting change I have introduced in fifteen years of college teaching.

While I do not pretend to know all the questions or answers, I do know that having students play history games is the most exciting change I have introduced in fifteen years of college teaching. I also know that every day a few more students ask for permission to play one of my games or ask whether I will be playing history games again next year. The reply to both is "yes."

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Computer Software Reviews



Using WordStar 2000 for Historical Writing

William Graebner

WordStar 2000. MicroPro International, 33 San Pablo Avenue, San Rafael, California 94903. Requires 256K memory, PC-DOS 2.0 or 2.1, minimum of two 360K floppy disks. Program and manual, \$495, discounts available.

Any \$79 word processing program will do a decent job with simple text. What historians have always needed in a program is footnoting capability. Footnote and Pair, described by Kinley Brauer in the Computer Supplement to the OAH Newsletter [November 1984], is one option. Another is the new version of WordStar, called WordStar 2000, introduced late last year.

WordStar 2000 allows the user to create any number of footnotes, of any length, within a document--that is, as you are writing. These footnotes may be complete citations, informational notations, or brief summaries from which full references can be constructed later. Each footnote is numbered automatically and consecutively. If you delete or add a footnote, all footnotes are renumbered. You can either write with the footnote information displayed on your screen (which looks messy) or turn off the footnote "display" and see only the text proper, complete with footnote numbers. When you have finished writing an essay, WordStar 2000 will print the text first; the footnotes then appear at the end of the text, beginning on a separate page. Unlike Footnote and Pair, WordStar 2000 does not allow placement of footnotes at the bottom of the page. But if you never put your footnotes there--and I never do--you may be interested in this powerful and self-contained program.

WordStar 2000 has some other positive features. Compared to its predecessor, the regular WordStar, it is easy to use. If your hardware is ready to go, you can be writing productively in a few hours. It may take you a day to become acquainted with the program if you are short on technical savvy.

Commands for the old WordStar were sufficiently contrary to common sense that many WordStar users used software called ProKey to reprogram WordStar commands. This time, MicroPro has attempted to make the commands sensible. "R" means remove, "B" means begin, "E" means end, "C" means cursor, "T" means tabs and margins, "ON" means option note (to create a footnote), and "U" means undo (so you can undo the last command you issued in case you made a mistake). Even if you are just an ordinary touch typist, it is easy and fast to remove a line or paragraph, to move a block of text from one location to another, or to insert a footnote.

WordStar 2000 also has a spelling checker that operates through a 65,000 word dictionary (you have to mount a separate disk to use it) and a locate-and-replace feature so that it is easy, for example, to locate every occurrence of "theatre" and replace it with "theater". A "window" feature allows you to work on one part of the document while seeing another part of it (or some other document) in a "window" on your screen. You can write reminders or make notes to yourself in your manuscript that WordStar 2000 will not print in the final copy. WordStar 2000 also makes it easy to justify your text. Users of the old WordStar will appreciate that 2000 automatically re-forms edited paragraphs. An indexing feature that defines index and table of contents entries is available on a somewhat more expensive version of WordStar 2000.

For two months the program was carefully copy-protected, complete with a technical feature that prevented purchasers from making more than three copies and that

required an extra step every time the program was run. The copy protection has been removed, and those who purchased the copy-protected version can obtain the newer version free of charge by writing to MicroPro.

Those are WordStar 2000's good points. It has some qualities I am not pleased with, too. It is expensive. In stores the program usually retails for about \$500, and by mail you can expect to pay at least \$239. (By all means buy this or any other program by mail.) The mail-merge feature (for writing multiple letters by merging a form letter with addresses or other information) is difficult to learn and the file system on which it is based (neither a MicroPro invention nor unique to WordStar 2000) seems designed to maximize human error.

The program's greatest flaw is a direct consequence of its features. WordStar 2000 does a lot, and that means it is a big program that takes up lots of space in your computer. Therefore, MicroPro recommends running the program on a hard disk. But if you do that you are going to have to spend an additional \$600 to \$1000.

Nonetheless, you can run the program using a standard 2-floppy disk system. This means you will be accessing some data from a floppy disk rather than from your computer's RAM (Random Access Memory--the computer's built-in storage), and that means some operations will be slow. For example, WordStar 2000 has a feature that enables you to go into your document at any page or at any footnote number. But it takes time, how much depends on the length of the document or the number of footnotes, for WordStar 2000 to find the right page or number. In a document with 55 footnotes, it might take 30 seconds to find note 43. If you want to print just page 29 in a document 35 pages long, it will take over a minute for the program to find the page and begin the printing process. The program is also

a fraction slow--though, in my opinion, not intolerably so--in carrying out some common functions. For example, using the regular keyboard commands of Cntrl/R[remove]/W[word], it takes about five seconds to actually eliminate the offender. Yet in the normal course of writing, the program executes most commands swiftly enough. (For another opinion, see the review in PC World, [April 1985].)

Using WordStar 2000 on a 2-floppy disk system also makes it impossible to move text from one chapter of a book to another (unless the chapters are short). If you are going to be working on a book-length manuscript, and if you are not satisfied with working on 60-page sections at a time, you will want a hard disk drive. But the same would be true no matter what word processing program you were using.

The speed problem alone can be solved more inexpensively by operating the program on an electronic disk. This means buying both an expansion board to substantially increase your PC's RAM and a simple program that allows you to boot all of WordStar 2000 into RAM. The two items will cost about \$375. According to MicroPro, most WordStar 2000 functions would then be carried out more rapidly. And you will have most of both disk drives free to move material, somewhat clumsily, from one chapter of your manuscript to another. (Caveat: the copyrighted version of WordStar 2000 cannot be run on an electronic disk.) A third and even more inexpensive way to speed up the program's execution is to add 64K to 128K RAM (about \$250). Even the folks at MicroPro cannot specify what benefits will result from each of these options.

Because the program is new, users should also be aware of the problem of "compatibility." The problem may be simply put: will WordStar 2000 "run" on my computer, with my "board" (a rectangular piece of electronic components that

fits into a slot in the back of the computer), with my printer, and with my monitor?

The answer, unfortunately, is maybe. When I first started using WordStar 2000 I was having trouble with thin, angled yellow lines across the screen. I called MicroPro in California (no easy task--30 minutes of constant dialing, followed by 10 minutes of expensive long-distance waiting for help). I was astonished to learn that the company had not tested WordStar 2000 with either my monitor (a Leading Edge) or with my board (an STB multi-function). It took a week of frustration to discover that the board was the problem. When I replaced STB with a Hercules graphics card, the yellow lines disappeared.

Like many programs, WordStar 2000 was written for particular equipment--in this case, IBM and IBM-compatible hardware including the IBM monochrome board. Make sure your equipment will work with WordStar 2000 or whatever word processing package you select. Your best bet is to stick with industry standard equipment: an IBM PC, an Okidata or Epson printer, an IBM or Hercules board, and so on. Most companies claim that their equipment is IBM-compatible. Do not believe it. Before you purchase anything but standard IBM hardware, have your dealer set up the hardware and actually try WordStar 2000, Lotus 1-2-3, or any other software you are likely to be using. If you are buying by mail, lean toward the industry standards.

I run WordStar 2000 on a 256K IBM PC (two floppy disks), with an Okidata 92 printer configured for IBM. I am tempted to speed up its operations with an expansion board, but I am more than satisfied with the program as it is. The footnoting feature is nicely engineered and makes footnoting (and even redoing footnotes) almost fun. I said almost.

William Graebner is professor of history at the State University of New York at Fredonia. He is the author of *A History of Retirement* (Yale University Press, 1980) and currently is working on a history of youth culture in Buffalo, New York in the postwar years.

Historical Documentation in the United States: Archivists — And Historians?

Larry J. Hackman

This is a period of intense assessment of archivists, archival programs, and archival documentation in the United States. Most notable are the statewide historical records assessment projects supported by the National Historical Publications and Records Commission (NHPRC). A 1984 publication, *Documenting America*, summarizes and

evaluates the initial twenty-five state reports. Other recent archival evaluations include the work of the Committee on the Records of Government, chaired by Ernest May; studies, reports, and hearings on the National Archives; and the work of the Society of American Archivists' (SAA) Task Force on Archives and Society. The latter has undertaken a careful study of the opinions of

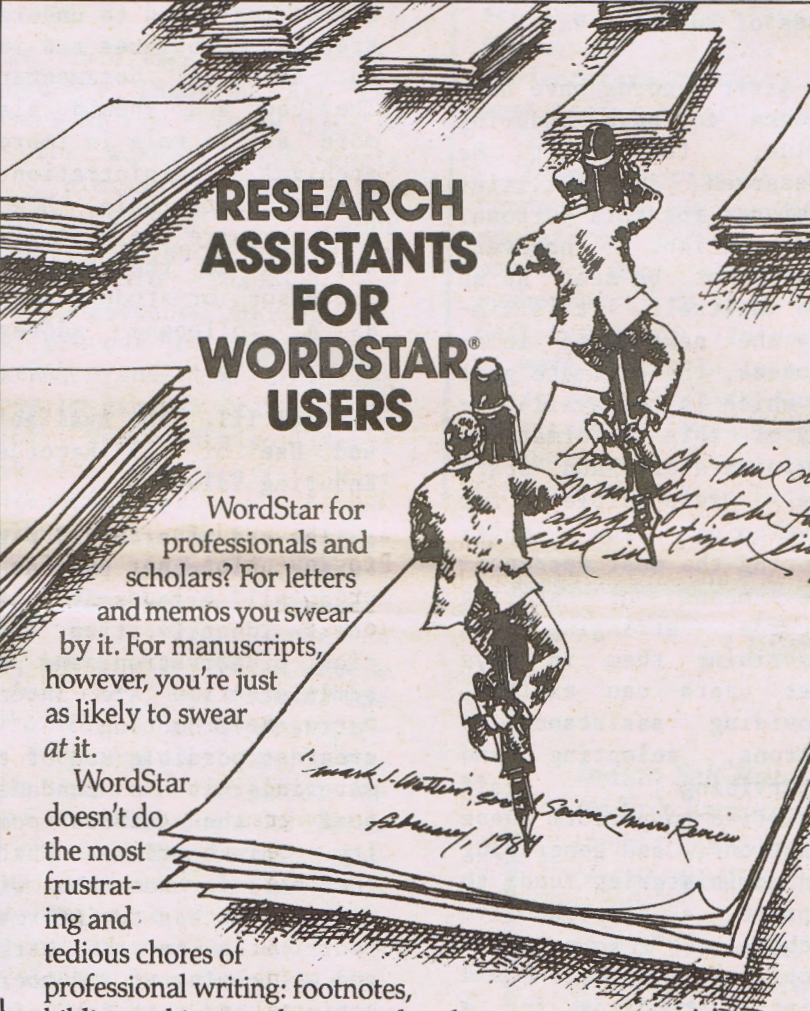
high-level administrators who are not themselves archivists, but are responsible for archival programs. Each of these assessments has revealed major deficiencies in the ways and means whereby we identify, preserve, and make available records of enduring value. Together they demonstrate a lack of public awareness of the importance of historical records, the impoverished status of many historical records programs, and the need for clearer priorities, better leadership, increased coordination and cooperation, and strengthened advocacy by the historical records community.

The GAP Task Force

The broadest assessment is the current work of the SAA Task Force on Goals and Priorities (GAP). The GAP Task Force has produced the first comprehensive statement of the activities needed to achieve the archival "mission" in society. That "mission," in the words of the Task Force, is "to ensure the identification, preservation, and use of records of enduring value." GAP's sixty-three page draft statement of goals, objectives, strategies, and activities also includes a brief history of archival planning, a statement of its operating assumptions, and preliminary recommendations for an ongoing process to refine goals and priorities and to encourage action to address these priorities. A list of goals and objectives is printed below. The full draft report has been sent for comment to archival, historical, library, and other organizations including the American Historical Association and the Organization of American Historians. Comments are welcome from individual members of these organizations as the Task Force refines its initial framework and suggests activities of highest priority. In January, the SAA Council approved creation in late 1985 of a Committee on Goals and Priorities (C-GAP) to continue this work in the years ahead.

Historians and Documentation Decisions

Many activities suggested in the draft GAP report require or would benefit from the active involvement of



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historians. Thoughtful critiques by members of the historical profession will help the refinement of the report. The Task Force invites such comments now and hopes that in the future historians will influence crucial decisions in the identification, preservation, and use of historical records. Historians remain the chief users of historical records and can offer important expertise in the areas described here:

Goal I: The Identification and Retention of Records of Enduring Value.

An archivist's first responsibility is to select from all available documentation records of enduring value. All other archival activities hinge on the ability to select wisely and effectively. Two types of activities are required to meet this goal. First, archivists must educate themselves about the records of contemporary society and improve archival practice accordingly. Coordinated documentation strategies, sound appraisal techniques, and sufficient collecting programs must be developed to ensure appropriate selection and retention. Second, archivists must educate records creators and the general public about the importance of retaining records of enduring value. The general public should be informed about the importance of archival records so that it will support archival work and will influence records creators to adopt appropriate practices. (Based on GAP draft report.)

The historian has several important roles to play in meeting this goal. Historians' research on the evolution of institutions is needed to develop guidelines for the types of institutional records that will have future research value. As more public historians observe such institutions from the inside out, their experience will be especially valuable. Historians expert in topical fields and in the history of particular geographical areas likewise should be called upon for advice in developing coordinated documentation strategies for those topics and regions, perhaps most directly by pointing out activities that are underdocumented. The archival profession must learn to develop broad documentation strategies as a basis for collecting programs and for more effec-

tively affecting the actions of records creators. Historians can become key participants in formulating and refining such strategies, but this will require consistent interest. Without this, a better organized effort by the archival community may result in an even smaller role for historians in documentation decisions. Finally, historians can help ensure the retention of archival records by giving more attention to their importance as they explain their work in books and articles and in classroom and public presentations.

Goal II. The Administration of Archival Programs to Ensure the Preservation of All Records of Enduring Value.

After records have been judged to have enduring value, they must be preserved in facilities designed for this purpose. Preservation, however, should not be seen as an end in itself. It is simply the next step in a process, the ultimate goal of which is the availability of this information. Administrators and staff are responsible for developing and implementing the most appropriate means of storing records, arranging and describing them in ways that users can exploit, providing assistance to patrons, selecting and supervising staff qualified to perform these functions, and generating and administering funds to support a comprehensive archival program. Archivists must define and maintain standards for a profession that encompasses these activities, seek improved methods to accomplish these goals, train support staff, and elicit the means necessary to support their programs. The administration of archival programs, therefore, is an undertaking that relates not only to the management of archival repositories, but also to an entire profession whose mission is the preservation of records important to the legal, economic, political, intellectual, and cultural life of society. (GAP report)

Historians as customers of archival repositories ought to serve as thoughtful critics of the methods that archivists employ in administering the documentation in their custody. Both archivists and

historians should reconsider how this critique can be supplied in a more formal and consistent fashion. Even while assessing archival services to the historical profession, historians should be among the most active and articulate advocates for securing the resources needed to improve archival programs. The work of the National Coordinating Committee (NCC) on behalf of an independent National Archives provides a good example of the coalition that is needed in each state and in local settings. Historians continue to have an important role in the education of archivists. To carry out this role effectively, more historians need to understand archival techniques and issues in archival documentation. They can and should play a more active role in improving archival administration. A fuller partnership, however, will require the historian to act less as the archivist's professor or student and more as a colleague addressing shared goals.

Goal III. The Availability and Use of All Records of Enduring Value.

The use of archival records is the ultimate purpose for which all efforts to assure their identification, retention, preservation, and proper administration are intended. Outreach--promoting the greatest possible use of these materials--is a fundamental goal of the archival community. This commitment rests on the belief that the widest possible access to information contributes to the strength and well-being of a democratic society and that an informed knowledge of the past contributes to a better future. In addition, archivists recognize that greater use of archival records is essential to increasing public awareness of their value and of the urgent need to provide adequate resources for their care. Finally, the archival community should actively support legislative, regulatory, and professional actions that promote the maximum access to records consistent with the protection of privacy, confidentiality, national security, and other institutional and individual rights and interests. These efforts should include critical evaluation of archival practices and laws and regulations governing access in order to develop access and use policies that encourage the fullest use of archival records. (GAP report.)

This goal, which relates most directly to access issues, has been the area of greatest interest and involvement by historians in recent years. This interest, and the dialogue between historians and archivists that it provokes, needs to continue. It clearly benefits both partners. Again, however, historians can play a more effective role. They can, for example, work more closely with the archival community to encourage student research in archival repositories and to prepare students for such research. Historians also can work with archivists to "package" historical records for educational programs, both in college classrooms and in nonacademic settings. On access issues, historians should be advocates as well as complainants. Federal and state laws and regulations often determine how archivists administer their holdings. These are more likely to be modified, in ways that serve historians, if the historical community joins hands with other groups to bring their interests to the attention of key decision makers in politics and government. Finally, the more historians make use of historical records in ways that serve the needs of citizens outside the historical profession, the more likely it is that both the historical and archival professions will prosper. Both professions will gain if the public better understands the contributions of research based on historical records, in areas as diverse as the safeguarding of public health and the administration of cultural programs.

Historians and their organizations are urged to comment on the draft report of the Goals and Priorities Task Force. The Task Force will refine its initial statement of goals, objectives, strategies, and activities this summer. A revised statement and an initial list of recommended archival priorities drawn from this framework will be issued in early fall of 1985.

To obtain a copy of the draft report, write to The Society of American Archivists, 600 S. Federal Street, Suite 504, Chicago, Illinois 60605.

Larry J. Hackman is the State Archivist of New York and the Deputy Chair of the SAA Goals and Priorities Task Force.

AHA Guidelines on Hiring Women Historians in Academia

The American Historical Association's Guidelines on Hiring Women Historians in Academia have been prepared by the Association's Committee on Women Historians (CWH) in consultation with the Professional Division and have been endorsed by the Council. They are designed to provide useful information by which history departments may measure their progress in providing equity for women historians.

I. Tenure-track positions

In 1981-82, according to the National Research Council's (NRC) Summary Report, Doctorate Recipients from United States Universities, American universities produced 692 new history Ph.D.'s. Of these, 201, or 29%, were women. These women historians closely resembled their male counterparts in age, though women were, on the average, one year older than men. There was far greater disparity in marital status; 61.1% of the men were married, compared to 46.8% of the women. In other words, over 50% of the Ph.D. women were single and presumably self-supporting.

The historical pattern in the profession for women has been that, even when they do find work, such women have been less likely than men to find full-time employment. In a study of 1981 data, the NRC reported about 2,800 women Ph.D.'s in history in the U.S. labor force; among them, 80.5% were employed full-time, compared to 94.1% of the 15,900 male Ph.D.'s. Some 14.4% of these women were working part-time, compared to only 4.5% of the men. Nearly half of the women historians who reported working part-time were actively seeking full-time employment.

PRIORITY #1:

TO EQUALIZE WOMEN'S OPPORTUNITIES FOR FULL-TIME ACADEMIC WORK

Since women are over 29% of current history Ph.D.'s--they have comprised at least 26% of all history Ph.D.'s since 1975--as a minimum every fourth, and ideally every third, full-time, tenure-track history appointment in U.S. colleges and universities should go to a woman. (The NRC survey showed that women comprised 26% of all 1975-80 history Ph.D.'s holding the rank of Assistant Professor in 1981, but many of these women may have held nontenure-track positions.) This goal seeks to increase to 26% the proportion of tenure-track positions held by women.

II. Tenure Appointments

Even those women who do acquire a full-time tenure-track appointment are not promoted as rapidly as men. Women constituted 13% of all history Ph.D.'s granted between 1960 and 1974, but they comprised only 6.2% of all full professors among this group in 1979. By 1981 they comprised 7.7% of full professors,

but also 23% of the assistant professors in this cohort, and 40% of the instructors.

More women earned history Ph.D.'s between 1975 and 1980 than during the entire decade 1960-69, but these newer Ph.D.'s were having trouble obtaining tenure. For every woman among the 1975-80 cohort who had reached the rank of associate professor by 1981, over seven of her male peers had already achieved that rank--and this with a 25.7% female talent pool and affirmative action laws. Some 29% of the 1975-80 history Ph.D.'s who were still at the rank of instructor or research associate were women; the assistant professors, the pre-tenure rank, were about 26% women, like the pool itself.

PRIORITY #2

MORE RAPID PROMOTION AND TENURE FOR WOMEN HISTORIANS

Over the next five years, at least every fourth, and ideally every third, grant of tenure by history departments should go to a woman. Even this would produce a very modest increase in the absolute numbers of women among all tenured historians.

This goal will be achieved easily by those departments that already have a high proportion of women in untenured or tenure-track positions. Success will, however, require more effort by departments that lack women in the tenure-track "pipeline." Moreover, since many departments consist almost entirely of tenured members, and a few of these departments will add large numbers of new members to their tenured ranks in the next decade, it is even more important for departments to make special efforts to identify and recruit women candidates for the few tenured positions that will become available in the 1980s.

In undertaking affirmative action in the future, departments should keep in mind the following percentages of women among history Ph.D.'s:

Women as Percentage of Ph.D. Cohorts in History, 1930-1980

Ph.D. Cohort	% Women
1930-1959	13
1960-1969	10.4
1970-1974	15.8
1975-1980	26

Based on the available pool of women Ph.D.'s in history, and recognizing the infrequency with which new tenure appointments will be made in history during the decade ahead, the following guidelines suggest how departments might succeed in achieving equity for women in the 1980s. Equity is defined as existing in a department when it has the same proportion of women in its tenured ranks as is available in the pool of women Ph.D.'s in cohorts of tenure age.

This definition draws on the Department of Labor criterion, which states that the available pool for any work is equal to the number of people trained to do the work.

These guidelines vary according to the proportion and distribution of tenured women already present in the department. Department chairs can calculate what constitutes equity in their own departments by computing the percentage of women Ph.D.'s in each Ph.D. cohort of their tenured faculty and comparing with the figures provided above. This exercise offers a means of measuring progress to date and will also show in what cohorts efforts might be required to attain equity. In the hypothetical case of Department X, 25% of tenured members received Ph.D.'s before 1960, 25% between 1960 and 1969, 25% between 1970 and 1975, and 25% since 1975. The overall equitable proportion of tenured women in that Department would therefore be 16.3%. Computed as follows: $13\% + 10.4\% + 15.8\% + 26\% = 65.2\%/4$, or 16.3%. In Department Y, where all tenured members received Ph.D.'s since 1975, the equitable overall proportion of tenured women would be 26%.

Guidelines for Tenure Appointments of Women in History Departments, 1984-1990

Percent of women at tenured level	Suggested proportion of tenure appointments that should go to women to achieve equity in the 1980s
10% or less	every other appointment
10-20%	every third appointment
20-30%	every fourth appointment

This simple exercise and the above guidelines should highlight the efforts of some departments to achieve successful equity action and to encourage other departments to continue efforts to achieve parity in hiring women in this decade.

III. Minority Women

Minority women are still deplorably scarce among history Ph.D.'s. These women Ph.D.'s and their needs must be more visible. The lack of precision in statistical survey data makes it difficult to monitor the progress of the tiny number of minority women Ph.D.'s currently in the profession. These women routinely slip through the statistical cracks between women historians and minority historians of both sexes (many of whom do not hold Ph.D.'s). Best estimates from the weighted data collected in 1981 by the

NRC's Survey of Doctorate Recipients reveal approximately 156 minority women Ph.D. historians in the academic labor force; of these an estimated 62 are black, 33 Hispanic (including Puerto Rican, Mexican-American, and others), 44 Asian, and 17 American Indian. The NRC Survey of Earned Doctorates reveals the small number of minority Ph.D. historians produced annually, but does not distinguish their sex. In 1982 the total (men and women) amounted to 62, or less than 10%; unpublished data reveals that of these 62, only 17 (27%) are women.

PRIORITY #3:

TO CREATE A CRITICAL MASS OF MINORITY WOMEN HOLDING HISTORY PH.D.'S.

By the end of this decade, at least 10% of new women history Ph.D.'s, or 3% of all new history Ph.D.'s, should be minority women. Given the statistics, it is important that history departments, through imaginatively designed (for example, in recruitment funding)

graduate programs, increase the number of minority women studying for a Ph.D. in history.

ASSUMPTIONS AND CONCERNS

The working assumption behind these Guidelines is that of full-time, continuous employment in academia, as spelled out in the American Association of University Professionals (AAUP) Recommended Institutional Regulations in Academic Freedom and Tenure. The AHA recognizes, however, that such academic career patterns are not the only ones for historians. Increasing numbers of recent history Ph.D.'s have gone into public history or have become independent scholars. The profession has just begun to consider the problems and opportunities generated by their careers outside the academy.

Even within colleges and universities, part-time employment is a significant career option for both male

and female historians, whether chosen because of childrearing responsibilities or submitted to because of economic conditions or academic structures. Yet the serious inequities in part-time employment, including remuneration, benefits, status, and security, scarcely have been addressed. Recent reports by the AAUP and NCR do provide important data about part-time employment on which to base general initiatives. In addition, the AHA Committee on Women Historians has undertaken a survey that provides additional information on the specific career patterns of women historians in the 1970s and early 1980s. Results of this survey were released in 1984 and the Committee made recommendations to the Association. Mindful, however, that problems of unemployment and underemployment in our profession affect both men and women, the Committee on Women Historians will continue to suggest ways to alleviate the impact of these adverse conditions on all historians.

Exhibit Explores the Connecticut Valley

On September 22 the Wadsworth Atheneum will begin "The Great River: Art & Society of the Connecticut Valley," an exhibit of about 370 objects owned in the Connecticut Valley between 1635 and 1820. The exhibit, which coincides with Connecticut's Jubilee 350 celebrations, marks the first comprehensive study of the arts and culture of the Connecticut Valley region. "The Great River" will focus on the arts of the pre-industrial era from Middletown and Haddam, Connecticut, at the south to as far north as Northfield and Deerfield, Massachusetts. The exhibit will include paintings, furniture, ironwork, silver, ceramics, clothing and textiles, and photographs of architecture and gravestones. These objects will be on display in the Austin and Avery Galleries through January 6, 1986.

"The Great River" will be divided into thematic sections. "The Connecticut River & Its Valley: A Geographic Overview" will introduce the visitor to the valley's landscape with a selection of early paintings, maps, and photographs. "A Place in Time: Settlement of the Wilderness" will cover the region's first century from 1635 to 1735. This section will display art objects brought from Europe by the Valley's first settlers, including items that reflect the emergence of a distinctive regional style in the River Towns.

The second major section of the exhibit, "From Stability to Prosperity: The Flowering of Connecticut Valley Culture," focuses on the period between 1735 and 1785, when the River Towns became the "breadbasket of New England." The Valley's inhabitants attained a new level of prosperity that is reflected in their homes, furnishings, and social customs. Here, "The Great River" will document the development of the trades and manufacturers by presenting the new forms and technologies of that era. For the first time, silver objects, printed matter, clocks, pewter, and paintings were produced locally. This section of

the exhibit will also document the rise of merchants and the emergence of a consumer society.

The third, and final, major section of the exhibit, "The Connecticut Valley and the New Nation," will examine the region's art and history during the Early National period. The Revolution coincided with political, economic, and cultural transformations. The parochial aspects of the Valley's regional culture were challenged and on several levels actually destroyed during the post-Revolutionary era. From the agricultural economy of the colonial period, the region diversified into a wide range of manufacturing and service industries--such as metals and insurance.

Most of the objects in the exhibit have never been shown publicly before. On display are: a seventeenth-century portrait of William Pynchon, the founder

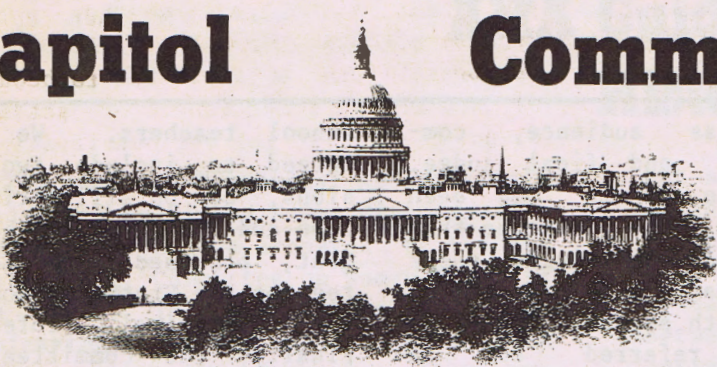
of Springfield, Massachusetts; the earliest dated piece of Connecticut furniture; silverware that belonged to the famous minister Solomon Stoddard of Northampton, Massachusetts; a decorative cast-iron fireplace panel from the sixteenth-century that was brought to Windsor, Connecticut by one of its first settlers; and a dressing box made in China for the wife of the first man in the Connecticut Valley to establish direct trade with the Orient. "The Great River" will also include furniture made by the famous Eliphalet Chapin and his followers, works by the first Connecticut Valley silversmiths and clockmakers, the first issue of the Connecticut Courant, the first American cookbook, and a variety of goods made by the Valley's potters, weavers, embroiderers, and blacksmiths. "The Great River: Art & Society of the Connecticut Valley" is the first major exhibit produced by the Atheneum in many years. The museum is located at 600 Main Street, Hartford, Connecticut.



Lion Tavern Sign, Hartford, Connecticut. Painted by William Rice.

Photo courtesy of Wadsworth Atheneum

Capitol Commentary



Page Putnam Miller

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Nomination Process for U.S. Archivist Moves Slowly

For the past three months, we have expected daily the announcement of the President's nominee for U.S. Archivist. As we go to press, no name has yet been forwarded to the Senate for confirmation. The Conference Report of the Archives independence legislation stated that the Archivist should be "insulated from the political orientation of a particular administration." The NCC member organizations have urged that an individual be sought who has a commitment to preserving government records, the ability to administer a large organization, the stature to work effectively with other agency heads and members of Congress, the ability to work within the governmental and budgetary process, a commitment to adapting the National Archives to the new information environment, and the capacity to assert a leadership role for the National Archives.

National Endowment for the Humanities

Three major NEH issues are now before the Congress: the FY'86 appropriation, a five-year reauthorization bill, and the confirmation hearing of Edward Curran to serve as the Chair of the National Endowment for the Humanities. On June 20 the House Subcommittee on Interior and Related Agencies, chaired by Sidney Yates (D-IL), recommended an increase in funding for the NEH in 1986 to the House Appropriations Committee. The current funding is \$139.4 million. The Administration has requested a decrease to \$126 million for FY'86 and the House Subcommittee has recommended an increase to \$150 million. In the multi-step appropriation process, the full committee must now make a recommendation to the House of Representatives for a floor vote and parallel action must take place in the Senate. If, as often is the case, the House and Senate versions of the bill differ, a conference committee will be formed to work out a compromise Interior Appropriations bill that is also subject to approval by both houses of Congress. Thus, while the action of the House subcommittee is encouraging, the appropriation for FY'86 is far from final.

The Senate Subcommittee on Education, Arts, and Humanities, chaired by Robert Stafford (R-VT), held hearings on June 19 and 20 on reauthorization legislation for NEH. The Senators are considering only minor revisions. One of these would expand the criteria for National Council members to require that Council members be "recognized for their broad

knowledge of, or expertise in, the humanities." Claiborne Pell (D-RI) explained that this had been included because the Senate was concerned about the apparent lack of involvement in the humanities by the most recent appointees to the Council.

Much of the hearing was devoted to questions for John Agresto, the acting chair of NEH. Senators Stafford and Pell explored the review process of the NEH at length. During additional questioning, Pell charged that institutions of higher education have been "too cowardly" in becoming involved in the choice of the NEH chair. Institutions and individuals should not, he stated, refrain from activity on the nomination in fear that grants or other funding from the Endowment will not be forthcoming. Specifically, Pell asked the witnesses whether the Chair-designate should have the respect of the scholarly community before the nomination, and whether the Chair ought to be respected by his or her constituency and the NEH staff. Pell then challenged the scholarly community to communicate more forcefully to the Senate its concern about the Chair-designate, Edward Curran. Although several tentative dates in June and July were set for Curran's confirmation hearing, the hearing is not expected to take place until September.

U.S. Peace Institute

Almost eight months ago the President signed a bill that established a national institute for peace studies. Because the President has not nominated a board of directors for the U.S. Institute for Peace, the agency has been unable to organize or to award grants. The legislation specified that a fifteen-member board, no more than eight of whom can be from the same political party, was to be nominated by April 20. The White House personnel office reports that the "clearance process" for the nominees has not been completed yet. The Administration is, however, circulating a list of amendments to the act which would give the Administration more control over the operations of the Peace Institute. One-fourth of the Institute's funds have been designated for research grants to graduate programs in peace studies.

Presidential Libraries

On June 4 the House passed a bill requiring all presidential libraries (after Ronald Reagan's) to raise at least twenty percent of their operating costs from donations. Currently libraries are built with private funds, but operated with federal funds.

50th Anniversary of Historic Sites Act

Passage of the Historic Sites Act in 1935 marked a major turning point in the preservation of the cultural heritage of this nation. Most successful preservation programs today, including the National Register of Historic Places, trace their roots to the policies established by the 1935 Act. A joint resolution has been introduced in the Senate and House to commemorate the Act's fiftieth anniversary by recognizing its substantial contributions.

House Subcommittees Make

Recommendations for FY '86 Budget

Although the budget process is in its initial stages, there is some good news from the House subcommittees. The Treasury, Postal Service, and General Government Subcommittee in the House, chaired by Representative Edward Roybal (D-CA), has recommended \$4 million for the grants program of the National Historical Publications and Records Commission (NHPRC). The Administration had recommended zero funding for NHPRC as well as for historic preservation. The Interior Subcommittee of the Appropriations Committee has recommended \$4.4 million for the National Trust for Historic Preservation and \$20 million for the state historic preservation programs. This represents current level funding for the Trust, but a \$1 million reduction for the state programs.

Secondary Education

With support from the Exxon Education Foundation, the National Coordinating Committee for the Promotion of History in collaboration with the Organization of American Historians has developed a resource guide to assist local and state groups interested in strengthening the teaching of history at the secondary level. The Guide contains information on enrichment of teaching materials, educational opportunities for teachers, and reform of state requirements. It is divided into five sections: "In Defense of History"--a collection of statements on the importance of studying history; a collection of articles and resources on the teaching of history and education policies; a summary of nine pilot projects for strengthening history--most of which involved the collaborative efforts of secondary and higher education teachers; a chart on the policy trends in secondary history education in the fifty states; and an annotated bibliography.

Resource Guide: Strengthening the Teaching of History In Secondary Schools is available for \$5.00 and may be ordered from: The National Coordinating Committee for the Promotion of History, 400 A Street, SE, Washington, D.C. 20003.

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

OAH News

Program Committee

Gerald N. Grob

Nancy J. Tomes

The Program Committee for the 1985 Annual Meeting in Minneapolis consisted of Gerald N. Grob, Rutgers University, and Nancy J. Tomes State University of New York at Stony Brook, co-chairs; Gene M. Gressley, University of Wyoming; Carl V. Harris, University of California at Santa Barbara; Gloria Main, University of Colorado; Nell I. Painter, University of North Carolina at Chapel Hill; and Rudolph J. Vecoli, University of Minnesota.

At its first meeting, in December 1983, the committee selected a general theme for the 1985 convention—"Past Masters and Present Practitioners"—as a way of acknowledging and emphasizing the continuity in American historical writing as well as the debt contemporary historians owe to their predecessors. In addition, we agreed upon a

rough division of labor according to chronology and subject matter for reviewing submissions.

Between that December meeting and the Annual Meeting in Los Angeles in April 1984, the committee received about 160 proposals for panels and single papers. The co-chairs agreed to extend the deadline for papers by one month to allow for an additional "call for papers" to be published in the OAH Newsletter. As the submissions arrived, they were sent to the appropriate committee members for careful review. The use of a single computer program made the bookkeeping aspects of handling submissions relatively trouble free.

At its April 1984 meeting, the committee met for approximately one and a half days to review the submissions. First, each member presented the panel proposals he or she had received, and recommended acceptance, modification, or rejection, with the entire committee

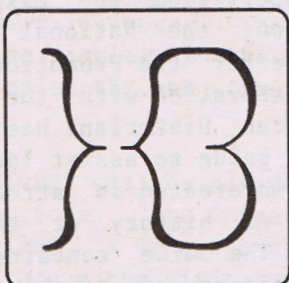
acting as audience, commentator, and final judge. Once the panels had been evaluated, the committee then considered the single paper admissions and identified those with appeal. This pool (often referred to as "orphans") presented some challenges, and the committee attempted to work acceptable individual papers into the program either by adding them to existing two-paper panels or creating new panels. We were able to find homes for most of the acceptable "orphans," although not without discomfort to some original panel proposers. Still, we felt it sufficiently important to include papers by individual scholars whose academic networks were not well-developed.

At its April meeting, the committee also met with Clair Keller from the OAH Status of History in the Schools and Colleges Committee and Marjorie Bingham, chair of the Ad Hoc Committee on Professional Day, to identify appropriate sessions aimed at secondary

school teachers. We also agreed to include two sessions, one on affirmative action and one on sexual harassment, proposed by the Committee on the Status of Women in the Historical Profession. Finally, the committee discussed the need to diversify panels by race, sex, and religion, and agreed that the two co-chairs would review the sessions and encourage "integration" wherever possible.

In May 1984, the co-chairs met to finalize the program, assigning appropriate room sizes, dates, and times for each session or event. At the request of Mary Belding, OAH convention manager, we agreed to change the days of the convention from Thursday-Saturday to Friday-Sunday, in order to take advantage of better hotel and airfare rates. The final copy of the program was sent to Bloomington at the end of June 1984. (We should like to note that the use of a separate "locator" insert listing the rooms for the sessions was not an error necessitated by any failure to

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VARIETY

Wednesday, July 3, 1985

Southern Voices, American
Dreams
(DOCU-COLOR)

Produced, written and directed by Ken Hey. Camera (color), William Wages, Virginia Brooks, others; editor, Brooks; sound, Jim Hawkins, Sandy Fuller, others. Reviewed at Brooklyn College Screening Room (American Film Festival), May 29, 1985. (No MPAA Rating.) Running time: 78 MINS.

With (in interviews): Gregg Allman, Burt Reynolds, Hal Needham, Andrew Young, Jody Powell, former president Jimmy Carter, Gerry Rafshoon, Ted Turner, Gerry Hogan, Sid Pike, Ed Spivia, Dickie Betts, Paul Hornsby, Phil Walden, Jimmy Hall.

The "good ol' boys" of Georgia, interviewed here by debut helmer Ken Hey, recall the dynamics of the '70s that launched them into the national spotlight and gave rise to the American populism of the Carter era. Tracking that phenomenon from the Civil Rights movement and '60s counter-culture, Hey maps out four areas that Georgia stamped with its good ol' boy style.

Southern rock music got its pace from the Allman Bros., and an interview with Gregg Allman is reinforced with some rare footage of Duane Allman. When the rock singer died in 1971, there was no footage of him performing, but Hey discovered something

shot by an amateur at a rock festival and re-edited it to music.

Hey puts Burt Reynolds on screen to define "good ol' boy" as "someone who has a good relationship with the place they're from," while expounding generally on the rise of car-chasin', down-home, drinkin' and stompin', fun-lovin' styles made popular by his pics. Hal Needham talks about the pleasures of making movies in states like Georgia with people such as Ed Spivia, the Georgia film commissioner, all of which begins to sound like a plug.

A nicely edited montage of Jimmy Carter's early campaigns reminds one of the very unlikely nature of his candidacy. Carter compares his own campaigns in 1970 for governor and in 1976 for president. He is the ultimate expression of "making it outside the mainstream," which all these Georgians represent, and Carter is particularly proud of that. He notes, however, that once he had made it, he found himself the mainstream and part of the establishment instead of the attractive alternative.

The most camera-conscious interview material is that with Ted Turner who seems to want to talk about everything but the key to the success of WTBS, although the winner mentality has been paralleled in the previous interviews with Andrew Young, Reynolds, Carter, and the Allman Bros. Their testimony as to the tough stretches in their careers all correspond to having "made it."

Hey's ending shows a roller-coaster collapsing, but pic attests to the survival of good ol' boys, even when they've gone bad. — Kaja.

Printed in Entirety.

OAH News

prepare the program by the various deadlines, but rather represented an experiment adopted to cut time and costs involved in printing the program.)

Prior to the Minneapolis meeting, a small but significant number of panels had to be cancelled because some participants were unable to meet their commitments. More seriously, we estimate that between five and ten percent of those who had agreed to take part in the program did not come to Minneapolis (and in a number of cases provided no advance notice). The co-chairs are of the opinion that when participants fail to meet their responsibilities (except in highly unusual cases), they should be barred from participation in future OAH programs for a three-year period. Understandably, unanticipated emergencies can occur. In general, however, most of the no-shows seemed to represent individuals with little or no sense of responsibility. Such individuals deserve to be penalized. It would be relatively easy for the OAH, which at present sends an individual to each session to take attendance, to have the chair check off a list of panelists present and absent. Barring an acceptable excuse, participants would be prohibited from taking part in future programs for a stated period. We urge the OAH Executive Board to adopt this proposal, for irresponsibility should bear certain consequences. (We might add that illness a few days before the convention is not an adequate excuse on the part of an individual who agreed to give a

paper, since papers are supposed to be in the hands of commentators six weeks before the meeting.)

Aside from those not appearing, the program went smoothly, and we would like to express our appreciation to all of those who helped make the meeting a success. The entire committee was deeply saddened by the sudden death of Warren I. Susman on Saturday, April 20, at his session. His knowledge, enthusiasm, and insights will be missed.

We would like to close this report by thanking all the members of the Program Committee for working efficiently and pleasantly with one another through the long process. Rutgers University provided both financial and staff assistance during the long process of creating a program, and the committee wishes to express its appreciation. We would also like to thank the OAH staff: Mary Belding deserves special acknowledgement for her professionalism, efficiency, and—above all—cheerful disposition. Her advice saved us from innumerable false steps and dead ends, and much of the credit for a successful program belongs to her. Liz Rogers also did an excellent job of covering our activities for the OAH Newsletter. The entire organization owes to these talented and genial staffers a special note of recognition for their role in making the Minneapolis meeting a memorable one for all of us.

Gerald N. Grob and Nancy J. Tomes, co-chairs, 1985 OAH Program Committee.

OAH Call for Papers

The Program Committee for the OAH Annual Meeting to be held in Philadelphia, April 2-5, 1987 invites proposals for entire sessions, individual papers, panels, or teaching workshops, although the Committee strongly encourages submissions of complete sessions. Papers appropriate for the Constitution's bicentennial or the topic of dissent in America are especially welcome. Specialists in American history who participate on the 1987 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. One copy of the proposal should be sent to each of the 1987 Program Co-chairs: Drew Gilpin Faust, American Civilization, University of Pennsylvania, Philadelphia, Pennsylvania, 19104; and Ronald Walters, Department of History, The Johns Hopkins University, Baltimore, Maryland, 21218. The deadline for submissions is March 15, 1986.

Membership Committee

Louise Kerr

Lawrence Gelfand

The undersigned have now completed three years as co-chairs of the OAH Membership Committee. During each of these years, we have sought to initiate a different project designed to enlarge membership, or at the very least, to study certain problems affecting membership. With the invaluable help from staff members in the OAH Executive Secretary's office in Bloomington, this year's project turned out to be the most useful of all.

In the spring of 1984, we conducted a survey of former members of the OAH, that is, people who allowed their memberships to lapse over the past ten years. In one sense, we were hoping to lure some of these people back into the professional organization. In another sense, we tried to find out why these individuals

had decided not to continue their affiliations. Were they disappointed with the services being provided? Were the publications or the annual meetings not fulfilling their professional needs? From this survey, we hoped to learn a good deal about what these former members found wanting in the OAH. We were not disappointed.

The response to the survey was overwhelming. A surprisingly large number of those contacted chose to renew their memberships. We received many comments, both positive and negative. Some people had dropped their memberships because of their retirement and a lack of space for storing journals and other professional materials. Some explained that their interests had shifted quite dramatically away from historical subjects. Some criticized the OAH for not providing sufficient services in job placement. Some were critical of the OAH

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MEDIA STUDY NEW YORK



This compilation of rare footage conveys the psychological impact of the economic and social collapse that accompanied the Great Depression.

"An especially fine new documentary feature...It beautifully evokes the era." Vincent Canby *New York Times*

59 Minutes B&W 1980
16mm Sale \$800/Rental \$100
1/2" Video Sale \$250

Being with John F. Kennedy

GOLDEN WEST TELEVISION



This new intimate view presents a behind-the-scenes look at JFK the man and his times. The film documents the history-making Kennedy style from young senator to candidate battling religious prejudice, through the glories of the New Frontier, to burdened President in crisis, to the tragedy in Dallas.

Produced by Nancy Dickerson and Robert Drew
100 minutes Color B&W 1983
1/2" Beta & VHS Sale \$79.95
3/4" Video Sale \$495

The Brooklyn Bridge

1981 ACADEMY AWARD
NOMINATION BEST
FEATURE DOCUMENTARY



That beloved landmark and technical feat of unparalleled scope, the Brooklyn Bridge, is lionized in this visually brilliant, critically acclaimed Academy Award-nominated documentary.

58 Minutes Color 1982
16mm Sale \$895/Rental \$100
1/2" Video Sale \$250
38 minute Classroom Version
16mm Sale \$595/Rental \$55
1/2" Video Sale \$150

Crisis: Behind a Presidential Commitment

DREW ASSOCIATES



A landmark in film and United States history, the film documents the confrontation between John and Robert Kennedy and George Wallace over the admission of black students to the University of Alabama.

58 Minutes B&W 1963
16mm Sale \$395/Rental \$30
1/2" Video Not Available

Herself, Indira Gandhi

DREW ASSOCIATES



Extensive interviews combined with archival footage create a comprehensive historical perspective portrait of Prime Minister Indira Gandhi.

58 Minutes Color 1983
16mm Sale \$895/Rental \$100
1/2" Video Sale \$150

If You Love This Planet

ACADEMY AWARD 1982
BEST DOCUMENTARY
SHORT



DR. HELEN CALDICOTT ON NUCLEAR WAR
In a campus talk, Dr. Helen Caldicott, noted author and pediatrician, clearly emphasizes the perils of nuclear war and reveals a frightening progression of events which would follow a nuclear attack.

Produced by National Film Board of Canada
26 minutes Color 1982
16mm Sale \$495/Rental \$45

Karl Hess: Toward Liberty

ACADEMY AWARD 1981
BEST DOCUMENTARY
SHORT



Mixing right and left wing political ideas with equal parts of common sense and wit, Karl Hess, a former Goldwater speech writer, explains why he traded his suburban Washington, D.C. house and three-piece suit for a West Virginia homestead and overalls.

A film by Roland Hallé and Peter Ladue
26 minutes Color 1980
16mm Sale \$450/Rental \$40
1/2" Video Sale \$100

The Life & Times of Rosie the Riveter

CLARITY PRODUCTIONS



"By mixing interviews, old photographs and some extraordinary newsreel footage, Connie Field has assembled an engrossing study of how women were brought into these jobs-and how they were dismissed at the war's end." *New York Times*
Produced and Directed by Connie Field

65 minutes Color 1980
16mm Sale \$385/Rental \$85
1/2" Video Sale \$595
Coupon Not Valid

Marshall High Fights Back

DREW ASSOCIATES



A Chicago inner city high school, once declared "out of control" makes a crucial turnaround in this story of how a school, a community, and its children find the power within themselves to make changes under a new principal and his successor.

Produced and Directed by Robert Drew
58 Minutes Color 1985
3/4" Video Sale \$350
1/2" Video Sale \$250/Rent. \$50

Niagara Falls: The Changing Nature of a New World Symbol



Niagara Falls has been written about, painted, and photographed more than any other site in the Americas. Hypnotic, overpowering, and magnificent, the falls and their rainbows draw in the viewer.

A Florentine Films Production
Produced and Directed by Diane Garey and Lawrence R. Hott
28 Minutes Color 1985
16mm Sale \$535/Rental \$45
1/2" Video Sale \$250

The Old Quabbin Valley

POLITICS AND CONFLICT
IN WATER DISTRIBUTION
FLORENTINE FILMS



In the 1930's, the massive Quabbin Reservoir was built to meet Boston's water needs. At the time, it was the largest man-made, pure water reservoir in the world. This film traces the construction of the Quabbin Reservoir, and the nation-wide debate over urban use of rural water.

28 Minutes Color 1981
A Film by Lawrence R. Hott
16mm Sale \$450 Rental \$45
1/2" Video Sale \$100

Primary

DREW ASSOCIATES



This important historical documentary provides a completely candid look at the 1960 Democratic Presidential Primary when Senator John F. Kennedy upset Senator Hubert H. Humphrey. "No previous film had so caught the sweat, the euphoria, the maneuvering of a political campaign." Erik Barnouw

60 Minutes B&W 1960
16mm Sale \$750/Rental \$65
1/2" Video Not Available

The Shakers: Hands to Work, Hearts to God

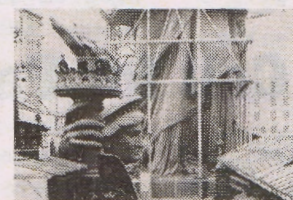
FLORENTINE FILMS



Only a handful of elderly Shakers remain alive today, carrying with them the memories of a unique religious devotion that once embraced thousands of Americans in numerous self-supporting communities. This film tells the Shakers' story with intelligence and wit. A Film by Ken Burns and Amy Steckler Burns
60 Minutes Color 1985
16mm Sale \$895/Rental \$150
1/2" Video Sale \$250

The Statue of Liberty

FLORENTINE FILMS



THE STATUE OF LIBERTY is a lyrical and provocative film that explores the history of the statue and the meaning of liberty itself on the occasion of the statue's renovation. The film celebrates the American ideals of freedom that continue to enoble our country.

A Film by Ken Burns
Available Fall 1985
60 minutes Color 1985
Shorter Classroom Version Available

The Trials Of Alger Hiss



This account details the espionage and perjury case which catapulted Congressman Richard Nixon to national prominence and sent former State Department Officer Alger Hiss to prison.

History on Film Company
165 Minutes Color 1981
16mm Sale apply/Rental \$200
1/2" Video Sale \$450

Vietnam Requiem

PEABODY AWARD



In this ABC News Special, five Vietnam veterans, all decorated war heroes, now serving prison terms are interviewed. The film relays the horrors of war and the unhappiness and bitterness felt by these heroes returning home from an unpopular war.

Else, Couturié, & Korty
58 Minutes Color 1983
16mm Sale \$895/Rental \$100
1/2" Video Sale \$200

The World of Tomorrow

MEDIA STUDY NEW YORK



This feature documentary looks back at the New York World's Fair of 1939 and 40 million people who glimpsed the future there. The film uses home movies, newsreels, and vintage graphics to evoke that fragile moment when the world stood poised between the Depression and WW II.

Produced and Directed by Tom Johnson and Lance Bird
83 minutes Color B&W 1984
16mm Sale \$1500/Rental: Apply
1/2" Video Sale \$250

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OAH News

meetings. The entire documentary record from this survey is now available from the office of the Executive Secretary in Bloomington, Indiana. We believe the survey was worthwhile, and the additional memberships resulting from it more than paid the cost of the enterprise.

After three years, we leave the Membership Committee with some regrets. Although our first endeavor, conducting a pilot project to interest teachers of United States history in the secondary schools of Iowa in investing in OAH memberships was little short of disaster, we have not lost confidence. One day the OAH will be able to boast of both college/university

teachers and high school/community college teachers in one, large professional community of historians. We support the proposal advanced by the Executive Secretary to replace the Membership Committee, which is much too large and unwieldy to be effective, with a new, much smaller committee having a broader mandate, to be called the Development Committee. Again, we thank the officers for providing us with this opportunity to serve the OAH.

Louise Kerr is professor of history at Loyola University of Chicago.

Lawrence E. Gelfand is professor of history at the University of Iowa.

Recent Deaths

Herbert Gutman, professor of history at the Graduate Center of the City University of New York (CUNY), died July 21 after suffering a heart attack. He was fifty-seven years old.

A renowned scholar of slaves, immigrants, and the working class, Gutman was educated at Queens College, Columbia University, and the University of Wisconsin. He taught at Farleigh Dickinson University, the State University of New York at Buffalo, Stanford University, and the University of Rochester before joining the Graduate Center faculty of CUNY in 1975.

Gutman was known widely for his challenging and original work. He often took traditional scholars to task with his thought-provoking essays. Recently, he directed the American Working Class Social History Project, associated with the Graduate Center. The Project endeavored to reassess American history by stressing the working class's contribution to the development of the nation.

With his seminal work The Black Family in Slavery and Freedom, 1750-1925 (New York: Pantheon, 1976), Gutman added valuable insight to the debate on the growth of Afro-American culture. He argued that, contrary to Daniel Moynihan's controversial report on the black family, there existed a "slave culture" (as opposed to a "plantation culture"), that did not derive from the experience of migration from Africa. Rather, according to Gutman, Africans carried an original cultural framework with them, which they built into a distinctive system after they arrived.

A Herbert Gutman Memorial Fund has been established, which will be used in projects that reflect the public spirit of his life and work. Contributions may be sent c/o Steve Brier, American Working Class Social History Project, The Graduate Center, CUNY, 33 W. 42nd Street, New York, New York 10036. A memorial service for Herbert Gutman is being planned for early fall. For details about the service, please contact the Project office at the address above.

Warren Susman Memorial Fund

A memorial fund has been established in honor of Warren I. Susman, who died in April 1985. The fund has been established at Rutgers University, where Susman taught for many years, and

in part will help support a lecture fund. Donations may be sent to Susman Memorial Fund, History Department, Van Dyck Hall, Rutgers University, New Brunswick, New Jersey 08903.

Status of Women in the Historical Profession

Sally Gregory Kohlstedt

The OAH Committee on the Status of Women in the Historical Profession has been charged with oversight responsibilities for women's issues during the past fifteen years. In that capacity, Committee members have asserted the need for women's participation at the Annual Meeting, in the Journal of American History, and as officers and committee members.

The Committee experimented with a placement service for women, ably conducted by Judith Gentry. Recently the Committee has lobbied for Women's History Week, the Seneca Falls National Historic Site, and a survey of potential women's history sites. Sessions on teaching women's history, minority women, sexual harassment, equity and other issues of women's personal and professional development as well as their teaching and research have been sponsored at annual meetings. Quantifying results is difficult, but many believe the Committee's efforts have been significant.

One way to determine what has happened over the past fifteen years, particularly to women in the field of American history, is to gather data on that period. Unlike the American Historical Association (AHA), where Noralee Frankel spends considerable and highly productive time on minority issues, the OAH has never had a member assigned such responsibility. (See related article in this issue.) The OAH staff, under Joan Hoff-Wilson, has provided raw material, including a list of current women members. The Committee typically has operated with the enthusiasm and difficulty of intermittent but determined contributions of time and effort from members and other volunteers. The data, however, are often so small as to be a problem statistically.

The current Committee has compiled information on grants, degrees completed, and employment. The results on foundation grants indicate (as might be anticipated) that women are more likely to get their proportional share of awards when women are on

review panels. Women are receiving fewer grants than their numbers among recent doctorates might indicate. In fact, information on recent Ph.D.s indicates that a significant number of women are taking degrees in American history, perhaps more than the national statistics on graduate education in history reveal. We are gathering information that will show us employment patterns of these women as well.

We can report on what has happened in the past year in the OAH. At the 1985 Annual Meeting, women represented 22% of session chairs, 34% of the presenters at sessions, and 28% of the commentators. In total, 28% of the program participants were women. That result is relatively consistent with recent years, although overall participation in the 1980s has ranged from 22 to 34%; last year, the total was also 28%. This year 28% of the sessions was all male, with only 5% (including the program for the women's breakfast) all female. Proportions of women on the Executive Board and Committees remained constant: women represented 47% of the Board members and 30% of committee membership. The Journal had a dismal record in the early 1970s, when in some years there were no articles written by women and fewer than 2% of the reviews were contributed by women. More recently, women contributed 20% of the Journal's articles and 15% of its book reviews. (The data for several years were compiled by Billie Winkler.)

We are in the process of completing a larger report. We anticipate an indication that more women are studying American history than ever, but that they have not attained equity in fellowships, promotions, and other opportunities and rewards. Our quantitative data will, we hope, be supplemented by the qualitative results of a survey analyzed by the AHA's women's committee.

Committee members for 1984-85 are: Cindy Aron, Maurine Greenwald, Mary Rothchild, Loretta Schmidt, and Sally Gregory Kohlstedt (chair).

OAH News

Public History Committee

Brit Storey

The activities of the Public History Committee during 1984 included a three-day meeting in October at the National Archives in Washington, D.C., and an all-day meeting on April 18, the first day of the OAH Annual Meeting. As a result of our ability to meet for extended blocks of time and plan the Committee's work, we have had a very productive year. We published two pamphlets (one on historical editing and one on teaching public history to undergraduates), and we developed a Five Year Plan to guide the Committee's future efforts.

One of the Committee's major concerns is whether the current budget reductions for the Committee will permit it to continue to contribute effectively to the Organization. In 1983 our budget was \$1,600; in 1984 it was \$1,800; this year it is \$800. We have been able to function effectively only because of generous institutional travel support for several committee members and because we have been able to find various subsidies for the publication of the Committee's pamphlet series.

We are gratified to learn that our pamphlets are actually producing a substantial profit for the Organization, but we are concerned that permanent and comprehensive funding for this useful pamphlet series be established within the Organization's budget. We were informed by OAH Executive Secretary Joan Hoff-Wilson that \$500 has been allocated in the Organization's publications budget for this purpose, but that may not be sufficient. Thus, we are required to obtain yet more subsidization for a publication series that is fulfilling a useful need for the Organization and making a profit.

The pamphlet series has two goals: the primary intent is to serve departments of history in improving existing or in establishing new programs in the fields of public history; the second is to inform students of the type of training necessary and the types of work available in

public history fields. To assure that we continue toward uniform goals for the program, last year we developed and adopted guidelines for the pamphlet series. We anticipate that Trudy Peterson of the National Archives and Records Administration will write the next pamphlet, which will be on archives.

The Five Year Plan was the prime focus of the Committee's work for the year. During our October meeting, eight historians who work in academic, government, and non-government arenas discussed with us where they believe public history is, where it should go, and how the OAH should be involved in promoting public history in the next five years. While we view the Five Year Plan as flexible, on the basis of our guests' and the Committee's concerns we focused on three primary goals.

GOAL I CONSOLIDATION OF PUBLIC HISTORY'S CONSTITUENCY

This goal concentrates on the identification of public historians, involvement of public historians in the OAH (including membership), publication of a directory of public historians (we hope by some other organization), and coordination of our efforts with and encouragement of other public history organizations' work--especially the National Council on Public History.

GOAL II BROADEN THE TRADITIONAL PERSPECTIVES OF THE HISTORY PROFESSION

This goal is based on the fact that the OAH is the leader in the American history field in the United States: it is the trendsetter for the profession. We believe that if the OAH sets the scene the profession will naturally broaden its views on public history issues. The Committee proposes to study the Organization in order to propose institutional changes, which will increase public historian membership in the OAH and promote better use of

public historians' talents on the Executive Board, Program Committee, and so on. We also believe that the OAH should take the lead in recognizing the contributions of historians to the profession in non-publications areas and in establishing guidance for departments of history in developing tenure and promotion guidelines for public historians. In doing this it is important to broaden traditional perspectives about public history within the professional community. It also is important to encourage changes for the better in the public history curricula that are developing around the country; if public historians are not first good historians and then public historians, we have failed in our professional responsibilities.

GOAL III ENCOURAGE THE PROMOTION OF HISTORY IN THE PUBLIC ARENA

This goal is aimed at encouraging historians (both professional and nonprofessional) to interact with the public and stimulate community awareness, preservation, and interpretation of local history. To do this, the Committee believes it first must identify the people, resources, and programs in this type of project--past and present. This information

must be disseminated to promote better use of the available resources. The Committee will explore National Endowment for the Humanities funding to support this project. The Committee hopes then to propose a policy statement for adoption by the OAH Executive Board regarding the way historians, outside the traditional route of publications, should carry their knowledge, expertise, and experience to the local community.

The Committee notes that one of the goals of the OAH is "making itself useful to all historians," and we want this Committee to be useful in this regard. We do not see our goals as changing the practice of history in the United States. Instead, we look toward the better integration of public history and public historians into the profession. We see the Committee's work as a natural extension of Clio's horizons, as a fuller and more mature use of historians' expertise and experience, and as a broadening of the profession's vision.

Respectfully submitted by
Brit Allan Storey, Chair,
Public History Committee (Advisory Council on Historic Preservation, Golden, Colorado).



Photo courtesy of N.Y. Convention and Visitors Bureau

Designed by the renowned Frank Lloyd Wright, the Guggenheim Museum offers a range of twentieth-century art in both its collections and architecture. A stroll down the six-story spiral of exhibits is just one way for visitors to enjoy modern art. New York, site of the next OAH Annual Meeting, has many galleries and museums as well as other cultural attractions.

OAH News

Erik Barnouw Award Committee

Ronald Walters

Members of the Erik Barnouw Award Committee were impressed with the quantity and quality of the films and videotapes submitted for this year's award. We have appended a list of the nominees in hope that OAH members will be encouraged to view them and use them in courses. We were pleased particularly by the range of participants that included two of the three major television networks, ABC and CBS, as well as independent filmmakers operating on limited budgets.

The choice was difficult, and, in the end, the Committee decided to divide the prize between two very different productions. One, Solomon Northup's Odyssey, told the dramatic story of a free black man taken into slavery and rescued after twelve years of servitude. It did so with considerable visual sophistication and attention to detail. Those chiefly involved were historian Robert Brent Toplin of the University of North Carolina at Wilmington and Producer Shep Morgan. Where Solomon Northup's Odyssey told its story from the central character's perspective, the other co-

winner, CBS's The Legacy of Harry S. Truman produced by Joel Heller, examined the former president from the view of the present, emphasizing his crucial role in shaping American foreign policy. Although historians may dispute its interpretation of Truman, the program represented a remarkable effort by commercial television to treat a historical topic of great importance accurately and compellingly.

The quality of the nominees convinces us that historians continue to be involved in media projects of imagination and worth, in spite of a regrettable decline in financial support. We hope all future Barnouw committees face equally difficult decisions and we should like to encourage historians to view the productions that did not win the award as well as the two that did.

The following are the films and video productions submitted to the Barnouw Committee, along with the names and addresses of the people who may be contacted for further information on the films:

"ABC News 20/20: The Tragic Secret of Lyme Bay"
Denise W. Burke, Director
Awards and Special Projects

American Broadcasting Companies, Inc.
1330 Avenue of the Americas
New York, New York 10019

"The Good Fight"
Susan Ryan
First Run Features
153 Waverly Place
New York, New York 10014

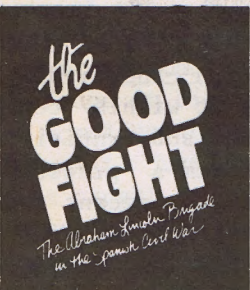
"Good Morning America: D-Day"
Denise W. Burke, Director
Awards and Special Projects
American Broadcasting Companies, Inc.
1330 Avenue of the Americas
New York, New York 10019

"Indian Self-Rule: A Problem of History"
Susan Cabezas
Documentary Educational Resources
5 Bridge Street
Watertown, Massachusetts 02172

"The Legacy of Harry S. Truman"
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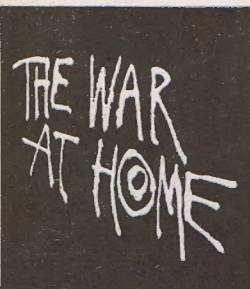


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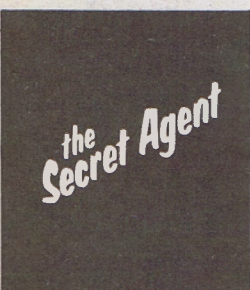
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OAH News

"Mr. Wilson and the Great War"

Ruth Sproat
South Carolina Educational Television
2712 Millwood Avenue, Drawer L
Columbia, South Carolina 29250

"Nightline: D-Day"

Denise W. Burke, Director
Awards and Special Projects
American Broadcasting Companies, Inc.
1330 Avenue of the Americas
New York, New York 10019

"Solomon Northup's Odyssey"

Shep Morgan
Past America, Inc.
12100 N.E. 16th Avenue
North Miami, Florida 33161

"Southern Voices, American Dreams"

Kenneth R. Hey

Hey/Brooks Productions
5175 Lake Forrest Drive, N.W.
Atlanta, Georgia 30342

"The Supreme Court of the United States"

Denise W. Burke, Director
Awards and Special Projects
American Broadcasting Companies, Inc.
1330 Avenue of the Americas
New York, New York 10019

"T.R. and His Times"

Corporation for Entertainment and Learning, Inc.
515 Madison Avenue
New York, New York 10022

"The World of Tomorrow"

Michael Pulitzer
Direct Cinema Limited
P.O. Box 69589
Los Angeles, California 90069

Journal Seeks Papers for Bicentennial Issue

The Journal of American History is issuing a formal call for scholarly articles that will illuminate the theme of the Constitution and constitutionalism in American history. The December 1987 issue of the Journal will be dedicated to that theme. A special advisory board will assist in preparing the issue. The Journal also invites suggestions for other features (review essays, polls, reminiscences, and so on) to be included in the issue. The deadline for receipt of articles is December 1, 1986. Please submit articles or address inquiries to David Thelen, Editor, Journal of American History, Ballantine Hall, Room 702, Indiana University, Bloomington, Indiana 47405.

NCPH and OAH Plan Joint Meeting in 1986

The Organization of American Historians will be meeting jointly with the National Council on Public History (NCPH) in April 1986 at the New York Penta Hotel. The seventy-ninth OAH Annual Meeting will begin Thursday, April 10th and run through Sunday, April 13th.

Kenneth T. Jackson, chair of the 1986 OAH Program Committee, reported that his committee had received a greater number of paper and panel proposals than usual. The Committee recently completed selection of academic sessions and workshops for the 1986

program. The sessions center around a general theme of the re-emergence of political history.

NCPH Program Co-Chairs Deborah Gardner and Daniel Walkowitz and OAH Chair Jackson are incorporating walking tours of famous New York neighborhoods in program sessions. These may include Chinatown, the financial district, and the Lower Eastside.

More information on the OAH Annual Meeting will be published in the November 1985 and February 1986 issues of the OAH Newsletter.

OAH Chooses New York Penta Hotel for Annual Meeting

The 1986 OAH Annual Meeting will be held at the newly renovated New York Penta Hotel. The Penta, formerly the Hotel Pennsylvania, the Statler Hilton, and the New York Statler is a New York landmark famous for its location as well as its heritage. Located at Seventh Avenue and 33rd Street, the hotel is across the street from Madison Square Garden, one block from Macy's Herald Square, and walking distance to Times Square, the Theater District, and the Empire State Building. Opened in 1919, the original Statler Hilton was made famous by Glenn Miller's hit "Pennsylvania 6-5000," which was then and is still the hotel's phone number.

The Penta's redecoration

and renovation has cost over \$20 million and includes a new, \$1.5 million, card/key room security system. Convention rates for OAH meeting attendees are \$75 single, \$85 double. OAH Executive Secretary Joan Hoff-Wilson is pleased with these rates, which are particularly low for the season and location.

Meeting in New York provides OAH members a chance to enjoy the range of cultural sights and events the city has to offer. These include art and history museums; libraries and archives; plays, musicals, and concerts; a great number and variety of stores and restaurants; as well as many historic places, famous buildings, and interesting New York neighborhoods.

National Museum Documents Everyday Life

The National Museum of American History, part of the Smithsonian Institution, announces the opening in October 1985 of a new exhibit titled "After the Revolution: Everyday Life in America, 1780-1800."

During and after the Revolutionary War, people from radically different cultures faced fundamental transformations of family and community life in a natural, political, and social environment that offered little, if any, security. Personal health and safety depended on hardiness and luck; most political

structures were new, untested, and tenuous; three major cultural groups--American Indians, Europeans, and Africans, both slave and free--adapted to new ways of life. The diversity of these groups, the choices they made and the changes they endured during the last twenty years of the eighteenth-century form the subject of this exhibit.

The concept for this new installation--the first of a series that within ten years will alter substantially most of the museum's presentations--is based on recent research and re-evaluation of the period. In this recent work,



Photo courtesy of the National Museum of American History

Medical instruments (c. 1780) used for delivering children. The Farm Family, New Castle County, Delaware.

historians have moved from studies of famous, primarily political figures and issues to considerations of the entire society that made up this nation during its formative years. In following such a treatment, the installation is among the first to attempt a presentation of these new perspectives.

Focusing on three, well-documented families of different geographic areas and economic levels, and on three communities representing different cultural groups within the new nation, the exhibit will present more than 1,200 artifacts related to the period. The objects have been selected for what they indicate about the people who owned and used them.

Built in an area of approximately

10,000 square feet, the installation contains six major sections, each concentrating on an individual family or specific community. Moving from rural to urban settings, the sections are devoted to the following:

Delaware farm family; African-Americans in the Chesapeake; Chesapeake planter family; Seneca nation; Yankee merchant family; and Philadelphia.

The installation is supported by federal funds allocated by Congress as part of an appropriation for the museum's major reinstallation program, the first such project since the museum opened in 1964. Additional support for educational programs has come from Interex and Trammell Crow Company.

Rutgers University Press Publishes Livingston Papers

Rutgers University Press is publishing the papers of William Livingston, the multi-volume project sponsored by the New Jersey Historical Commission. The project is located at New York University under the direction of Carl E. Prince and Mary Lou Lustig. Grants from the National Historical Publication and Records Commission and the National Endowment for the Humanities provide partial funding for the project. Volumes I and II are available from the Rutgers University Press Distribution Center, P.O. Box 4869, Hampden Station, Baltimore, Maryland 21211. Volume III is scheduled for publication in the spring of 1986, with successive volumes appearing each year thereafter.

Professional Opportunities

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

Mellon Faculty Fellowship

For non-tenured, experienced junior scholars who have completed, at the time of appointment, at least two years postdoctoral teaching as college or university faculty in the humanities--usually as assistant professors. Special consideration will be given to candidates who have not recently had access to the resources of a major research university. Applications due November 1, 1985. Ph.D. required and received prior to June 30, 1984. One year appointment, July 1986-June 1987, with limited teaching duties, departmental affiliation, opportunity to develop scholarly research. Annual salary \$22,000. For particulars and application procedures, write to Richard M. Hunt, Program Director, Harvard University Mellon Faculty Fellowships, Lamont Library 202, Cambridge, Massachusetts 02138.

Pennsylvania Magazine of History

Part-time (1 day/week) position available January, 1986. Position includes soliciting and evaluating manuscripts, copy editing and proofreading, and supervising production. Qualifications include research and publication in the history of the mid-Atlantic region (any period) and familiarity with the region's history. Modest stipend. Apply: Russell Weigley, Historical Society of Pennsylvania, 1300 Locust Street, Philadelphia, Pennsylvania 19107. Closing date: September 13, 1985.

Project Director

U.S. Department of Education, 2-year, multi-faceted project to improve learning, instruction, research, and public service of those trained in American history. Salary: \$15-18,000. Quals.: History Ph.D.; background in American education, curricula and pedagogy; demonstrated teaching, report writing, and organizational skills; aware of educational trends, degree programs, and the scope of graduate education. Resp.: include but not limited to create publications; conduct workshops and institutes with project members; direct regional faculty teams; and promote change within the educational system. To apply or for more information, write to Michael Regoli, OAH, 112 N. Bryan, Bloomington, Indiana 47401 by October 1, 1985. AA/EOE.

University of California at Davis

California History/American West. Assistant Professor, tenure-track, beginning fall quarter, 1986. Completed dissertation required; some teaching experience and publications preferred. Teaching responsibilities: American West, California, U.S. Survey. Please send applications and dossiers to Morton Rothstein, Search Committee, Department of History, University of California, Davis, California 95616. Deadline is November 15, 1985. AA/EOE.

St. Lawrence College

Tenure-track position at the assistant professor level, beginning September, 1986. 20th Century American history with a specialization in Women's history and a sub-field in either labor or minority history. Must teach U.S. survey course in addition to upper level specialties. Qualifications: Ph.D. and teaching experience. Salary dependent upon qualifications. Application and supporting materials should be sent to Jonathan G. Rossie, Chair, American Search Committee, History Department, St. Lawrence University, Canton, New York 13617. Deadline is January 31, 1986. AA/EOE.

Michigan State University

Dean, College of Arts and Letters, Michigan State University. The Dean is the chief executive officer of the College, responsible to the Provost and President for the college's general administration. Applicants must have a Ph.D. or its equivalent; show evidence of leadership and scholarship; and meet standards for appointment as a tenured professor in an academic department or school in the College. Expected starting date: July 1, 1986. Send applications and nominations no later than November 1, 1985 to: Chair, Search and Rating Committee, Dean of the College of Arts and Letters, c/o Office of the Provost, 432 Administration Building, Michigan State University, East Lansing, Michigan 48824. AA/EOE.

James Madison Papers

The Madison Papers seeks an Editor-in-Chief with responsibility for directing the research and scholarship and for the administration of the editing and publishing project. Candidates should meet all or most of the following qualifications. A record of published historical scholarship; special competence in the Early National period; experience in documentary editing; and ability to direct a small staff, work with the publisher (University Press of Virginia), and represent the project to funding agencies. Please send applications and nominations, with curriculum vitae, by November 1, 1985 to Madison Papers Search Committee, Corcoran Department of History, Randall Hall, University of Virginia, Charlottesville, Virginia 22901. AA/EOE.

Bowling Green State University

Assistant Professor. Two-year visiting position. 19th Century American history plus training in Public History. Ph.D. required. Publications and administrative experience desired. Academic year salary range of \$19,000 to \$22,000, depending on experience and qualifications. Interested persons should submit applications by October 1, 1985, to Chair, Department of History, Bowling Green State University, Bowling Green, Ohio 43403-0220. AA/EOE.

Calls for Papers

• September •

The Sixth Annual International Conference of Historical Geographers will meet in July 1986. The organizers are soliciting papers on any topic of historical geography. The deadline for abstracts of not more than 250 words is September 1, 1985. Finished papers of not more than 4,000 words are due on January 1, 1986. For further information on the conference, write to Professor Hilliard, Department of Geography, Louisiana State University, Baton Rouge, Louisiana 70803.

The Society for Industrial Archeology will hold its fifteenth annual meeting in Cleveland, Ohio, June 12-15, 1986. The conference theme will be "Industry and Urbanism in the Midwest." Proposals for papers relating to this theme should be sent to Darwin H. Stapleton, Department of Interdisciplinary Studies, Case Western Reserve University, Cleveland, Ohio 44106. The deadline for the submission of proposals is September 30, 1985.

• October •

The New-York Historical Society will hold its fourth annual conference on the topic "A Nation of Immigrants" May 16-17, 1986. One- to two-page proposals on any aspect of immigration history are welcome, including the immigrant contribution to art, science, literature, or religion; life in immigrant communities; comparative studies of ethnic groups or involving the United States and other countries; or colonial or modern immigration. Papers will be circulated to registrants in advance and should be finished by March 15, 1986. Send proposals by October 1, 1985 to Susan Levine, The New-York Historical Society, 170 Central Park West, New York, New York 10024. For further information contact Bill Pencak, Pennsylvania State University, Berks Campus, Reading, Pennsylvania 19608.

The French Association for American Studies will hold its

1986 annual meeting at the Chateau di Charmarande, near Paris, May 23-25, 1986. There will be no set theme for the conference, but specific workshops will be organized. Proposals and abstracts should be addressed before October 1, 1985 to Serge Ricard, Conference Coordinator, Departement d'Americain, 29 Avenue Robert Schuman, 13621 Aix-en-Provence, Cedex, France.

The Theory and Methodology Section of the Popular Culture Association welcomes proposals for papers and special sessions on theory, methodology, and documentation for the Association's annual meeting to be held in Atlanta. Of particular interest are proposals for papers and special sessions on: library and archival control of popular culture materials; ideology and everyday life; and recent developments in critical theory. Proposals should be in the form of a 250-word abstract and accompanying letter, and should be sent by October 1, 1985. Send inquiries and proposals to Larry N. Landrum, Department of English, Michigan State University, East Lansing, Michigan 48824.

The French Colonial Historical Society will meet at Sainte-Genevieve, Missouri, May 6-10, 1986. The Society invites scholars from any discipline interested in the French experience overseas to submit proposals. Such proposals should be sent to Alf Heggoy, History Department, University of Georgia, Athens, Georgia 30602, no later than October 1, 1985.

The Pacific Northwest Marxist Scholars Conference, sponsored by the Marxist Educational Press, will be held April 11-13, 1986, at the University of Washington, Seattle, Washington. Cosponsors of the conference are the Department of Philosophy, Department of Linguistics, and the Program in Social Theory. Proposals are welcome until October 5, 1985, with completed papers due December 15, 1985. Proposals may be for individual presentations, topics for panel discussions, or offers to lead workshops (with outline of format). Send one

copy of the proposal to each of the following: William L. Rowe, Anthropology Department, 215 Ford Hall, University of Minnesota, Minneapolis, Minnesota 55455; and Albert Szymanski, Sociology Department, University of Oregon, Eugene, Oregon 97403.

The Strong Museum of Rochester, New York seeks papers for a symposium that will explore reading in America between 1840 and 1940. The symposium will be held on November 21, 1986 in conjunction with an exhibit on the same theme. Papers should examine topics in the popular culture and social history of reading in the United States, such as the relationship between reading and American material culture, public and private architectural space, household furnishings, popular and traditional art, and books themselves. Proposals are due by October 15, 1985, and should include a 200-word abstract stating the hypothesis and approach of the work, its expected length, and whether or not the paper or lecture will be illustrated. In lecture format, presentations should be between forty and fifty minutes. A curriculum vitae should accompany each proposal. Those presenting papers will receive an honorarium of \$200, plus all transportation costs. All completed papers will be considered for publication after the symposium. Send proposals to Mary Lynn Stevens Heininger, Assistant Historian, The Strong Museum, One Manhattan Square, Rochester, New York 14607.

The North American Society for Sport History will hold its fourteenth annual convention at the University of British Columbia, Vancouver, British Columbia, May 24-26, 1986. For program announcement containing the session topics and organizers, contact Richard C. Crepeau, Department of History, University of Central Florida, Orlando, Florida 32816, by October 15, 1985.

The Indiana Association of Historians will hold their sixth annual meeting March 21-22, 1986 at DePauw University, Greencastle, Indiana. Topics for potential sessions include Gender Issues in History, Material Culture, Education History, Human Rights, and Comparative History. Submit proposals by

October 25, 1985 to John Baughman, Department of History, DePauw University, Greencastle, Indiana 46135.

• November •

The Eighth Annual Conference on the History of Massachusetts will be held in Springfield, Massachusetts, during the Spring of 1986. The sponsors expect that one session will focus on Massachusetts during the critical period (1783-1789) and that another session will focus on aspects of Springfield history. Papers on these topics, as well as other aspects of Massachusetts history, will be considered for the program. Papers should be sent to Martin Kaufman, Institute for Massachusetts Studies, Westfield State College, Westfield, Massachusetts 01086. Deadline for submissions is November 1, 1985. All papers submitted will also be considered for publication in the Historical Journal of Massachusetts.

The American Association for the History of Medicine will hold its annual meeting in Rochester, New York April 30-May 3, 1986. Any person interested in presenting a paper at the meeting is invited to submit an abstract (original and five copies) of approximately 300 words to Peter C. English, Chair, Program Committee, P.O. Box 3420, Duke University Medical Center, Durham, North Carolina 27710. Proposals should be postmarked by November 1, 1985. A single page curriculum vitae (six copies) with mailing address, phone number, and information on occupation, degrees held, and institutional affiliation should also be included.

The Social Science History Association will hold its eleventh annual meeting October 16-19, 1985, in St. Louis, Missouri. Those wishing to participate or offer suggestions for the program should contact the Program Committee Chair Richard Steckel, Department of Economics, Ohio State University, Columbus, Ohio 43210, or Co-chair D'Ann Campbell, Department of History, Indiana University, Bloomington, Indiana 47405. Papers and panel proposals should include a short description of the papers and the names, departments, and institutional affiliations of all proposed

participants. Panels may include round-table discussions. Proposals should be received no later than November 1, 1985.

The Southern Labor Studies Conference will be held on the campus of Georgia State University in the early fall of 1986. Paper or session proposals from all disciplines and on all levels--local, regional, national, and international--are welcome. The deadline for proposals is November 1, 1985. Send proposals to Les Hough, Southern Labor Archives, Georgia State University, University Plaza, Atlanta, Georgia 30303.

The Western Social Science Association will hold its annual meeting in Reno, Nevada, April 23-26, 1986. The History section welcomes papers, programs, and panel discussions in all areas of historical study. Proposals should be sent by November 15, 1985 to Richard Yasko, Department of History, University of Wisconsin-Whitewater, 800 West Main Street, Whitewater, Wisconsin 53190.

The Long Island Studies Institute of Hofstra University will be sponsoring an interdisciplinary conference on Long Island's art, music, history, folklore, architecture, literature, and the preservation of its material culture and natural resources. Selected papers may be published. Papers detailing the work of preservation groups, local historical societies, and nature conservancies are welcome. Papers should be submitted to Hofstra University Cultural Center, Hempstead, New York 11550 by November 30, 1985.

The Missouri Valley History Conference will be held in Omaha, Nebraska, March 13-15, 1986. Sessions will include topics in American, European, and other fields of history, as well as interdisciplinary and methodological studies. Proposals for panels and papers should be submitted by November 1985 to Marian P. Nelson, Program Coordinator, Department of History, University of Nebraska at Omaha, Omaha, Nebraska 68182. Proposals should include the paper abstract and brief curriculum vitae of each session

participant. Persons interested in serving as moderators or commentators are also invited to write the Program coordinator and indicate their areas of expertise.

- December -

The Society for Historians of American Foreign Relations will hold its annual meeting at Georgetown University, Washington, D. C. June 26-29, 1986. Suggestions for full panels are due by December 1, 1985. Send proposals and abstracts to Justus D. Doenicke, Division of Social Sciences, New College of the University of South Florida, Sarasota, Florida 33580.

The Rhode Island Historical Society, as part of the celebration of Rhode Island's 350th anniversary, is planning to devote the August 1986 issue of Rhode Island History to the life and legacy of Roger Williams. The issue, titled "Roger Williams and His World: Rhode Island in the Seventeenth Century," will consider the theological, political, and social influence of the colony's founder during his lifetime and in the subsequent history of Rhode Island and the nation. Papers should be double-spaced and no longer than twenty-five pages. The deadline for submissions is December 15, 1985. For more information contact Jonathan Sisk, Editor of Publications, The Rhode Island Historical Society, 110 Benevolent Street, Providence, Rhode Island 02906.

The William and Mary Quarterly solicits contributions to its Constitutional Bicentennial issue, scheduled for 1987. Manuscripts should be submitted in triplicate by December 31, 1985. The contents of the issue will be selected by recommendation of a jury of distinguished historians after initial review by the editors. Manuscripts not chosen will be returned promptly. The best article, as determined by the jury, will receive a prize of \$500. Submissions may be sent to William and Mary Quarterly, Institute of Early American History and Culture, Box 220, Williamsburg, Virginia 23187.

Meetings and Conferences

- September -

The Department of History at the University of Richmond is sponsoring the Douglas Southall Freeman Symposium on Afro-American Biography to be held September 11-12, 1985. Invited papers will be presented by Louis R. Harlan, David L. Lewis, Waldo Martin Jr., Edgar Toppin, and Nathan I. Huggins. For additional information, write: Ernest C. Bolt, Jr., Department of History, University of Richmond, Richmond, Virginia 23173.

The United States Naval Academy will sponsor its Seventh Naval History Symposium September 26-27, 1985 in Annapolis, Maryland. This symposium represents fourteen years of scholarly development in the discourse, research, and writing of Naval history. In the past it has drawn scholars, military officers, and lobbyists from all over the world. For further in-

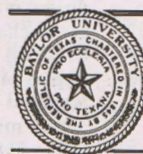
formation contact Ken Hagan, Department of History, Stop 12C, U.S. Naval Academy, Annapolis, Maryland 21402-5044.

The North Carolina Division of Archives and History, Department of Cultural Resources, is sponsoring a conference on "Teaching Historic Preservation" to be held September 26-28, 1985 at the Stagville Preservation Center in Durham, North Carolina. Total cost (including food, lodging, and curriculum materials) for each participant is \$125. A deposit of \$25 is due by September 16. The purpose of the conference is to bring together approximately thirty individuals who now teach or who plan to teach preservation-related courses in colleges (community colleges included) and universities to discuss the why and the how of what they are or will be doing; to examine the place and value of preservation



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RESEARCH COLLECTIONS IN WOMEN'S STUDIES

General Editors

Dr. Anne Firor Scott, W.K. Boyd Professor of History, Duke University

Dr. William H. Chafe, Professor of History, Duke University

Papers of the League of Women Voters, 1918-1974

Advisory Editor

Dr. Susan Ware, Visiting Scholar, Radcliffe College

Scholars concerned with the history of women in twentieth-century America should rejoice at the availability of the Papers of the League of Women Voters. These records will enrich our understanding of the "woman citizen" and enhance research on a wide range of topics.

—Dr. Pat King, Director, The Schlesinger Library, Radcliffe College

UPA's new research collection, *Papers of the League of Women Voters*, offers generous selections from historical records at the Library of Congress and the League's national office. These records provide a detailed picture of the evolution of America's foremost women's organization. The first parts of this collection include the central organizational records of the League from its inception in 1920 through 1974: the Minutes of the Board of Directors and Executive Committees, and the Records of Annual and Biennial LWV Conventions and General Councils. Later additions to the collection will draw on the League's organization files, subject files, central administration files, personal correspondence files, and others.

Parts I and II of the collection depict the changing scope and goals of the League's activities from the conclusion of the suffrage movement (although papers of pre-League organizations are included for 1918-1920) through the League's fight to gain respectability in the 1920s; its struggle for survival and its concern for democratic institutions during the Great Depression of the 1930s; its coming to grips with World War II in the early 1940s; its reaction to American postwar prosperity and world leadership in the late 1940s and 1950s; and its position on issues raised by youths, feminists, and racial minorities in the 1960s.

Through the minutes of the Board of Directors and the Executive Committees, researchers will gain insight into the way the League officers developed policy. Represented on the Board are legendary figures of the American women's movement, including Maud Wood Park, Belle Sherwin, Marguerite Wells, Julia Lathrop, Elizabeth Hauser, Katherine Ludington, Edna Gellhorn, Anna Lord Strauss,

and others. Because the collection offers previously unpublished materials from the League's national office in Washington, D.C., the records of the Board of Directors present an exceptional research opportunity. They contain not only the minutes of the proceedings, but also materials brought to the consideration of the directors and of the Executive Councils and Committees. The early supporting materials include regular reports of such national staff officers as the executive secretary, treasurer, press secretary, and field organizers. They detail the League's financial condition, membership and publicity drives, and the operation of many programs. Through these reports and the minutes of the Board's deliberations, researchers can reconstruct the basis of the League's strategies and development as well as its response to virtually every major political issue of its time.

Records of the Annual and Biennial Conventions are rich in every facet of women's involvement in American politics. According to the League's constitution, ultimate authority for programs and policy-making lies with the convention delegates, while national officers—including the president and the Board—function in an administrative and interpretive role. The nature of the League's membership has insured a true interaction between leaders and members. As a result, the conventions have been remarkable democratic colloquia, airing the sentiments of delegates from every region in America—as fascinating from the standpoint of group sociology as from that of women's or American history. Biennial League Conventions are supplemented with the records of the more select General Council, composed of national officers and pres-

idents of state Leagues of Women Voters, which gathered in the convention off-years to formulate policy in much the same way as the convention itself. Among the convention and General Council materials are complete transcripts of proceedings, minutes, programs, press releases, resolutions, attendance lists, and related items. These documents cover virtually every aspect of American political history from 1920 through 1974 and will be a treasured source for scholars of women's studies, social welfare history, American local and national political development, international affairs, American history, sociology, and biography.

Ordering Information

Papers of the League of Women Voters, 1918-1974.

Part I. Meetings of the Board of Directors and the Executive Committees: Minutes and Related Documents, 1918-1974.

35mm microfilm (14 reels) with printed guide. Price: \$900. ISBN 0-89093-795-8. Available now.

Part II, Series A. Transcripts and Records of National Conventions, 1919-1944, and of General Councils, 1927-1943.

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Part II, Series B. Transcripts and Records of National Conventions, 1946-1974, and of General Councils, 1945-1973.

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RESEARCH COLLECTIONS IN LABOR STUDIES

General Editor

Dr. Melvyn Dubofsky, Professor of History, State University of New York at Binghamton

The Wilson Administration and American Workers: Documentary Collections

Papers of the National War Labor Board, 1918-1919

Of all the records of the Wilson years dealing with industrial labor, some of the most complete and revealing are those of the National War Labor Board. The extraordinary wartime authority vested in the NWLB enabled it to function, in effect, as a remarkable window upon the daily operations of private industry. The extensive records of the NWLB, now available in a convenient microfilm edition, offer the student of labor history both an "inside" look at the pressures and problems of wartime economic measures and a comprehensive documentary record of a nation in the midst of social transformation.

These voluminous records of the National War

Labor Board—*unpublished until now*—contain a rich and important collection of research materials. Beyond their coverage of labor conflict, the NWLB records detail the role of women and minorities in basic industries, the strides of organized labor, and the return to a peacetime and traditional economy—in other words, the living and working conditions of the nation's labor force in a time of radical social change.

Ordering Information

Papers of the National War Labor Board, 1918-1919.

35mm microfilm (22 reels) with printed guide. Price: \$1,450. ISBN 0-89093-711-7. Available now.

Papers of the President's Mediation Commission, 1917-1919

Beginning in the summer of 1917 President Wilson's special Mediation Commission—which included among its members Secretary of Labor William B. Wilson, several prominent business people and AFL representatives, and as its secretary and most important member, the future Supreme Court justice Felix Frankfurter—investigated labor disputes in several key industries and regions of the country.

The heart of the commission's surviving records consist of transcripts of the hearings held by commission secretary Felix Frankfurter on location in several western mining communities. Appearing at the hearings was a veritable cross-section of American economic life—local politicians, business owners, laborers, and union organizers. The broad range of interests represented here enables the student of

labor studies to examine in intimate detail a time of momentous struggle in American economic and social history—the anti-union hostility of employers on the one hand, the frustrations of laborers and union leaders on the other. Together with the commission's other varied records, this new collection offers an invaluable source of reference materials for future studies of this turbulent episode in the history of American labor. The *Papers of the President's Mediation Commission* is a unique and welcome addition to any library's research holdings.

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The U.S. Commission on Industrial Relations (CIR) was established in the wake of worsening industrial disputes to investigate labor conditions in the broadest sense—and its unpublished deliberations and studies, a wealth of untapped research materials, are now available in a convenient microfilm edition.

Although the official reports of the CIR are widely known as a major source for the study of labor history, the voluminous unpublished records of the CIR's Division of Research and Investigation have been largely overlooked. Yet these records—now collected from the holdings of the National Archives and published for the first time—contain an incredibly rich variety of data and analyses on labor relations and working and living conditions in the United States on the eve of the First World War. Compiled by outstanding scholars, the 15,000 pages of this documentary collection provide access to primary materials of immense research significance.

These documentary materials are predominantly polished studies by the CIR's Division of Research and Investigation. The quality of these studies is typically outstanding, drafted by many of the foremost labor scholars of the time—Selig Perlman, Thorstein Veblen, John R. Commons, Edwin Witte, and David Saposs, among many others. Equally important, the range of subjects is exceptionally broad.

Both the quality and range of the research interests in this collection make these materials an outstanding resource for understanding the history of labor in this important era. This landmark set of studies is certain to make a major contribution to future writing in labor history.

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courses in humanities curricula and the contributions they make in deepening students' understanding of their history and culture; and to explore specific ways of integrating new materials and presenting new perspectives in historic preservation classes. For more information or a registration form contact Elizabeth F. Buford, Archives and History/Stagville, 109 E. Jones St., Raleigh, North Carolina 27611.

- October -

The Cushwa Center for the Study of American Catholicism announces a conference on the culture of American Catholicism to take place at the University of Notre Dame, October 4-5, 1985. The Great Lakes American Studies Association will sponsor a conference on Religion in American Culture in conjunction with the Cushwa program. Participants in both meetings include scholars in history, sociology, literature, folklore, American Studies, theology, and religious education. The keynote speaker will be Martin Marty. For more information about the joint conference, write to

Peter Lombardo, Center for Continuing Education, University of Notre Dame, Notre Dame, Indiana 46556.

The New England Archivists fall 1985 meeting will be held October 4-5 at the Connecticut Historical Society in Hartford, Connecticut. Conference sessions will address the theme, "Archival Education." Two workshops will be held also. For further information contact Stuart Campbell, New England Archivists Public Relations, Clark University Archives, 950 Main Street, Worcester, Massachusetts 01610.

The George Rogers Clark Trans-Appalachian Frontier History Conference will be held on October 5, 1985 from 9:30 a.m. to 4:30 p.m. in Vincennes, Indiana. Sponsored jointly by the National Park Service and Vincennes University, the meeting will take place on campus at the Shircliff Theatre at Second and Harrison Streets. Papers are scheduled on a wide variety of Frontier topics. Those interested in attending may obtain more information by writing the Con-

ference Committee, George Rogers Clark National Historical Park, 401 South Second Street, Vincennes, Indiana 47591.

The Institute for Oral History is sponsoring a conference "The Past Meets the Present: A Symposium on Oral History" to be held October 7-8, 1985 at Baylor University, Waco, Texas. The registration fee is \$30 and includes buffet luncheon and banquet. For further information, write the Baylor University Institute for Oral History, CSB Box 401, Waco, Texas 76798.

The Association for the Study of Afro-American Life and History, Inc. will hold its seventieth anniversary meeting October 9-12, 1985 at the Stouffer Inn Hotel in Cleveland, Ohio. In addition to several workshops, seminars, and papers, there will be an array of Educational exhibits. Also, John Hope Franklin will be one of the major speakers, as will Representative Louis Stokes of Ohio. Those desiring more information should contact Bonnie J. Gillespie, Executive

Director, ASALH, 1401 14th Street, N. W., Washington, D.C. 20005.

The University of Georgia will host "Two Hundred Years of Georgia and the South: A Symposium," October 10-11, 1985, as part of its Bicentennial celebration. Speakers will include Paul K. Conkin, Eric Foner, George M. Fredrickson, Eugene D. Genovese, Dewey W. Grantham, Nell I. Painter, Immanuel Wallerstein, Joel Williamson, C. Vann Woodward, and Bertram Wyatt-Brown. For further information contact the Department of History, University of Georgia, Athens, Georgia 30602.

A Symposium, "History of the United States Working Class and the Contemporary Labor Movement" will be held at the Indiana University of Pennsylvania, Indiana, Pennsylvania, October 23-25, 1985. Speakers include David Gordon, Sean Wilentz, Mary Jo Buhle, William Harris, Leon Fink, Nelson Lichtenstein, and Celia Eckhardt. For more information, write to Irving



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Upcoming Meetings

Marcus, History Department, Indiana University of Pennsylvania, Indiana, Pennsylvania 15705.

The North American Labor Conference will be held at Wayne State University, Detroit, Michigan, October 24-26, 1985. The theme is "The Era of the CIO, 1933-1955." For a brochure or information, contact Thomas Anderson, Department of History, Wayne State University, Detroit, Michigan 48202.

"Congress and United States Foreign Policy: The Javits Years, 1946-1980," will be held October 24-26, 1985 to inaugurate the Senator Jacob Javits Collection at the State University of New York at Stony Brook. Papers will be offered by historians, political scientists, and other scholars on topics including congressional-executive relations in the conduct of foreign policy, Congress' role in constraining the use of force and in arms limitations, and the War Powers Resolution. For further information and a preliminary program, contact

Ann P. Forkin, Director of Conferences and Special Events, 328 Administration, SUNY-Stony Brook, Stony Brook, New York 11794-0604.

• November •

The American Society for Ethnohistory will hold its annual conference November 7-10, 1985 at the Hotel Continental in Chicago. For additional information contact Raymond D. Fogelson, Department of Anthropology, University of Chicago, 1126 E. 59th Street, Chicago, Illinois 60637 or Helen Hornbeck Tanner, D'Arcy McNickle Center for the History of the American Indian, The Newberry Library, 60

W. Walton, Chicago, Illinois 60610.

The Winterthur Museum is sponsoring a conference titled "Changing Perspectives in American Furniture Study" to be held November 8-9, 1985. The conference is intended to promote useful dialogue about the changing scope of ideas that define the study of furniture and other forms of material culture. Papers presented at the conference will be published and distributed nationally. Further information is available from the Office of Advanced Studies, Winterthur Museum, Winterthur, Delaware 19735.

Grants, Fellowships, & Awards

• September •

The American Council of Learned Societies (ACLS) is accepting applications for ACLS Fellowships, ACLS/Ford Fellowships, and Research Fellowships for Recent Recipients of the Ph.D. The deadline for each is September 30, 1985, although requests for application forms must be received by ACLS no later than September 24, 1985. For an application, or for further information, write to American Council of Learned Societies, 228 East 45th Street, New York, New York 10017.

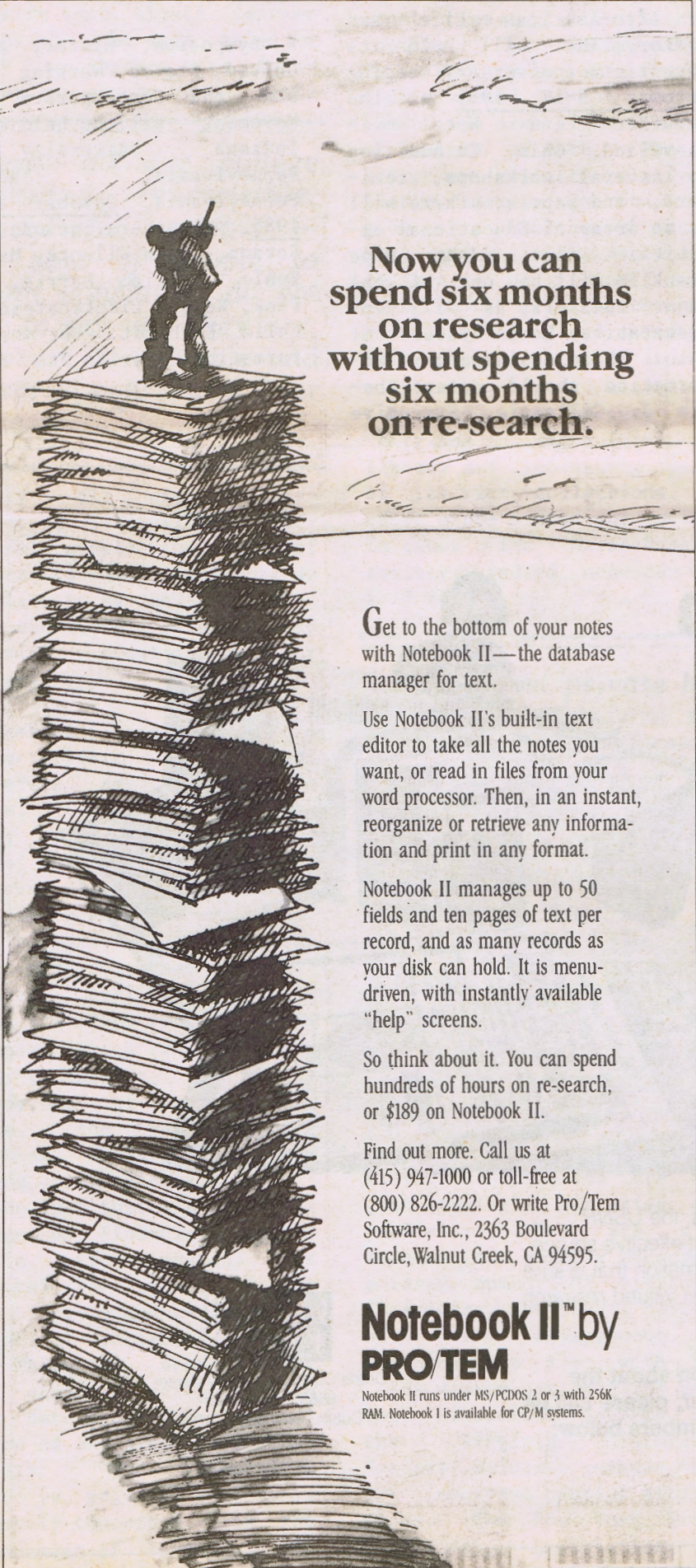
research and writing. The length of a fellowship can vary from four months to one year. Within certain limits, the Center seeks to enable each fellow to meet his or her earned income during the preceding year. Deadline for

receipt of applications is October 1, 1985, with decisions by mid-February. Appointments cannot begin before the following September. For information and application materials contact The Wilson Center, Smithsonian Institution Building, Room 331, Washington, D. C. 20560.

• October •

The Woodrow Wilson International Center for Scholars seeks project proposals representing diverse scholarly interests in the humanities and social sciences and will accept proposals that fall outside one of the Center's existing geographical or thematic categories. The Center's residential fellowships are awarded in one general program--History, Culture, and Society--and six more focused programs: American Society and Politics, the Kennan Institute for Advanced Russian Studies, the Latin American Program, the International Security Studies Program, the Asia Program, and the European Program. Eligibility is limited to the postdoctoral level, and usually successful applicants have published one book beyond the Ph.D. dissertation. Fellows devote their full time to

The National Humanities Center is seeking applications for its 1986-87 fellowships. The Center supports advanced study in history, philosophy, literature, and other fields of the humanities. Senior scholars and young scholars (several years beyond the doctorate) may apply for fellowships to pursue research and writing in residence at the Center. The Center admits 35-40 Fellows annually. Most fellowships are for the academic year (September through May), though a few are available for the fall or spring semester. Stipends are based on scholars' usual academic salaries. Fellows who have partial funding in the form of sabbatical salaries or grants from other sources receive from the Center the difference between that funding and their usual salaries. All Fellows are given travel expenses to and from the Center for themselves and their families. All applications must be postmarked



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by October 15, 1985. Applications consist of a form (available from the Center), supported by a curriculum vitae, a 1,000-word project proposal, and three letters of recommendation. For application material write to Kent Mullikin, Assistant Director, National Humanities Center, 7 Alexander Drive, Research Triangle Park, North Carolina 27709.

- November -

The Southeastern American Society for Eighteenth-Century Studies (SEASECS) invites submissions for its annual competition. An award of \$250 will be given for the best article on an eighteenth-century subject published in a scholarly journal, annual, or collection between September 1, 1984 and August 31, 1985 by a member of SEASECS or a person living or working in the SEASECS area (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, or Tennessee). The interdisciplinary appeal of the article will be considered but will not be the sole determinant of the award. Individuals may submit their own work or the work of others. Articles must be submitted in triplicate and postmarked no later than November 15, 1985. Send to Professor Melvyn New, Department of English, University of Florida, Gainesville, Florida 32611.

- December -

The Colorado Distinguished Scholar-In-Residence Program, sponsored by the Museum of Northern Arizona and Northern Arizona University, is accepting applications for the 1986-87 academic year. Two appointments will be made. Fellows will receive a joint appointment with both institutions; residence (rent free) on the Museum grounds; a stipend of approximately \$10,000; research space and full privileges at both institutions; and medical insurance. Fellows are expected to direct a research seminar each semester; present the Colorado Plateau Lecture; and produce a major article for publication in the inter-institutional Colorado Plateau publication series within one year after residence. Applicants should be senior scholars with a distinguished publications record in one or more of the following disciplines: Anthropology, Biology, Geology, History, or related fields with an interactive focus. Applicants are

expected to have either substantial support or external grant support for their work. Applications should include a curriculum vitae, list of publications, a statement of the research program to be undertaken, a statement of how the museum, university, and scholar would benefit from the appointment, a statement of support that the scholar will have, additional support required for the research, and names of references. Applications and nominations should be sent to: The Colorado Plateau Scholar-In-Residence Program, Office of the Associate Academic Vice President, Northern Arizona University,

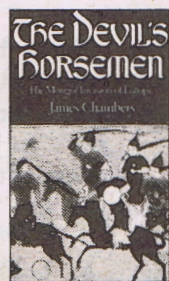
Box 4085, Flagstaff, Arizona 86011. Deadline for receipt of applications is December 1, 1985.

The Gilbert Chinard Award is made jointly by the Institut Francais de Washington and the Society for French Historical Studies for distinguished scholarly books or manuscripts in the history of Franco-American relations by Canadian or American authors published during 1985. Historical studies in any area or period are acceptable, including critical editions of a significant source material. The Prize is awarded annually

for a book or manuscript in page-proof and an Incentive Award is available for an unpublished book-length manuscript, generally by a younger scholar. The Institut Francais de Washington funds the Prize; a committee of the Society for French Historical Studies determines the winners. Deadline for the 1985 award is December 1, 1985. Five copies of each entry should be sent to John V. Mc Haight Jr., Chair, Chinard Prize Committee, Department of History, Maginnes # 9, Lehigh University, Bethlehem, Pennsylvania 18015.

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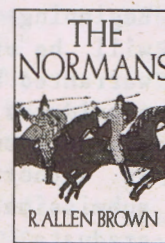
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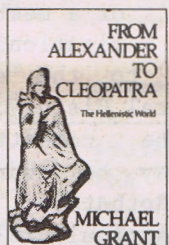
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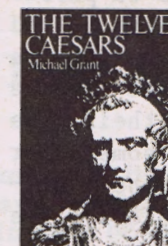
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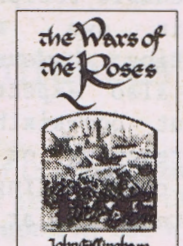
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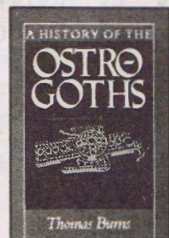
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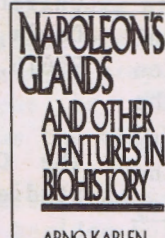
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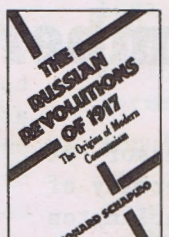
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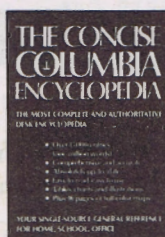
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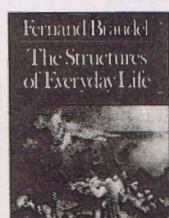
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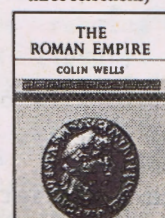
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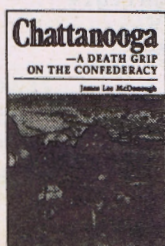
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Grants, Fellowships, and Awards

The Walter P. Reuther Library of Labor and Urban Affairs, Wayne State University, announces the Rockefeller Foundation Residency Program in Humanities for the 1986-87 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 and facilitate the publication of scholarly humanistic studies based upon the archival sources at the Reuther Library and to contribute to the intellectual life of the community. Deadline for receipt of applications is December 1, 1985. For further information on the program, contact Philip P. Mason, Director, Walter P. Reuther Library of Labor and Urban Affairs, Wayne State University, 5401 Cass Avenue, Detroit, Michigan 48202.

The Stanford Humanities Center will be offering five to seven external fellowships for 1986-87 intended for scholars and teachers in the humanities or those in other fields working on related projects, who would be interested in spending the academic year at Stanford. The fellowships are intended primarily to enable recipients to pursue their own research and writing; however, recipients are also expected to devote about one-sixth of their time to teaching or in some other way contributing to the intellectual life at Stanford. The

deadline for application is December 13, 1985. Application materials and more information regarding eligibility, stipends, and selection criteria may be obtained by writing Morton Sosna, Associate Director, Stanford Humanities Center, Mariposa House, Stanford University, Stanford, California 94305.

The Institute of Early American History and Culture announces the establishment of the Richard L. Morton Award for distinguished publication by graduate students in the William and Mary Quarterly. The award honors Morton (1889-1974), founding editor of the journal's Third Series, respected teacher for forty years at the College of William and Mary, and a leading colonialist of his generation. Beginning in 1987, the Award will be offered annually, as warranted by the quality of candidates, for an article of distinction in the journal by an author who, at the time of submission, is pursuing graduate study. Selection will be made by the Quarterly's Editorial Board. The award includes a prize of books from the Institute's list. Send manuscripts to The Institute of Early American History and Culture, College of William and Mary, Box 220, Williamsburg, Virginia 23187.

The Virginia Historical Society announces the creation of an annual award for the best article published in its quarterly journal, the Virginia Magazine of History

and Biography. The award honors William M. E. Rachal (1910-1980), who served as the Society's editor from 1953 to 1980. The Society will announce the award for the previous year in each January issue of the Virginia Magazine. Authors chosen will receive \$200, a certificate, and a copy of the Society's Portraits in the Collection of the Virginia Historical Society, published by the University Press of Virginia. The Virginia Historical Society is located at The Boulevard at Kensington Avenue, Box 7311, Richmond, Virginia 23221.

The Agricultural History Society, sponsor of the Theodore Saloutos Memorial Book Award, will accept for consideration books published during 1985. These books must be based on substantial primary research and should represent a major new scholarly interpretation or reinterpretation of agricultural history scholarship. A book may be nominated by its author, the publisher, or a member of the society. Nominations are to be made to the editor of Agricultural History, who will assist the committee. Inquiries may be addressed to Morton Rothstein, Editorial Office, Agricultural History, Agricultural History Center, University of California at Davis, Davis, California 95616.

The Center for Middletown Studies is an inter-

disciplinary center for the study of Middletown (Muncie, Indiana), the community that has become the benchmark for replicated community research. The Center recently has established a Visiting Scholar program to invite community scholars to reside in Middletown while engaging in their study of the community. A fellowship with a maximum award of \$15,000 is available. The period of appointment is negotiable, as is the fellowship, but normally would not be expected to exceed four months. The research proposed could use existing archival materials or data contained in the Center or else generate new materials or data, copies of which would be added to the Center's collections. Applicants in the fields of community or urban studies, urban history, community sociology, historical preservation, religious history, American studies, or related areas should be at the associate or full professor rank, have a record of scholarly research and publications in their areas of expertise, and agree to credit the Center for Middletown Studies in any publications that are produced out of their work at the Center. Applicants for a fellowship must submit a vitae, reprints of relevant publications, a list of three or more references, and a research proposal of no more than 3,000 words describing their project. For additional information, write to Dwight W. Hoover, Director, Center for Middletown Studies, Ball State University, Muncie, Indiana 47306.

Activities of Members

Raymond Arsenault received the Virginia C. Ledbetter Prize for his book The Wild Ass of the Ozarks: Jeff Davis and the Social Bases of Southern Politics (Temple University Press). The \$1,000 prize is awarded by the Center for Arkansas Studies at the University of Arkansas.

Edward M. Cook, Jr., associate professor at the University of Chicago, was given a fellowship by the National Endowment for the Humanities to conduct research at the Newberry Library on the topic "Voters, Parties, and Political Culture in Revolutionary Rhode Island."

John E. Crowley of Dalhousie University, Canada, received a Research Fellowship from The John Carter Brown Library, Brown University. He will conduct research on mercantilism and the early American fisheries.

C. H. Edson, associate professor of Educational Policy at the University of Oregon, was awarded the Burlington Northern Foundation Award for Teaching Excellence.

Gilbert C. Fite, professor of history at the University of Georgia, received the 1984 Saloutos Book Award, given by the Agricultural History Society, for his work Cotton Fields No More: Southern Agriculture, 1865-1980 (University Press of Kentucky).

Henry E. Fritz, St. Olaf College, will spend six weeks at the Newberry Library as an Exxon Education Foundation Fellow. He is studying "The History of the Board of Indian Commissioners, 1869-1933."

H. Roger Grant of the University of Akron will do research on "The Chicago and North Western Railway System" at the Newberry Library as an Exxon Education Foundation Fellow.

Christine L. Heyrman, University of California at Irvine, will spend the next year as a National Humanities Center Fellow. She is researching the topic "The Origins of Evangelical Culture in Early America: The First Great Awakening and the Development of Colonial Society, 1735-1775."

Darlene Clark Hine has been promoted to full professor of history and in the fall will be serving as Acting Vice President for Research and Dean of the Graduate School at Purdue University.

David W. Hogan of Duke University was selected to be a U.S. Army Center of Military History Research Fellow for the academic year 1985-1986. He will be studying "The Evolution of the Concept of the U.S. Army Rangers, 1942-1983."

Francis Jennings, The Newberry Library, received a Research Fellowship from the John Carter Brown Library. He will pursue the topic "The Empire of Fortune."

Daniel L. Schafer of the University of North Florida was awarded the Arthur W. Thompson Memorial Prize in Florida History for his article, "Plantation Development in British East Florida: A Case Study of the Earl of Egmont," which appeared in the October 1984 issue of the *Florida Historical Quarterly*.

Donald M. Scott, Brown University, was named a Research Fellow by the National Humanities Center. He will study "The Democratization of Knowledge in Nineteenth-century America."

Carole Shammás, associate professor at the University of Wisconsin-Milwaukee, was awarded a National Endowment for the Humanities Fellowship to study "The Pre-industrial Consumer in England and America" at the Newberry Library.

Donald Smythe, S.J., professor of history at John Carroll University, was appointed John F. Morrison Professor of Military History at the U.S. Army Command and General Staff College for 1985-1986.

Andrew P. Yox received a post-doctoral fellowship from Ball State University for 1985-86. He will work with Dwight D. Hoover at the Center for Middletown Studies doing research on the uses of cultural institutions in integrating a community.

The following OAH members have been elected officers of the Immigration History Society: Victor Greene, President; Kathleen Neils Conzen, Vice-President and President-Elect; Elliot Barkan, Sally Miller, and Robert Swierenga, members of the Board.

The Herbert Hoover Presidential Library Association has awarded the following people grants-in-aid for 1985-1986: Steven M. Avella, Cardinal Stritch College, Milwaukee; Fred A. Bjornstad, University of Iowa; Stephanie Cherry, University of Denver; George W. McDaniel, St. Ambrose College, Davenport, Iowa. The Library has awarded research Fellowships to: David E. Hamilton, University of Kentucky at Lexington, U.S. Senator (Ret.) and Mrs. Roman L. Hruska Fellowship; and Donald J. Lisio, Coe College, Olmstead Fellowship.

The following is a list of those receiving fellowships for 1985-1986 from The Huntington Library, San Marino, California: Don E. Fehrenbacher, Stanford University, Huntington-Seaver Fellow on the History of Liberty; James H. Kettner, University of California, Berkeley and Walter T. K. Nugent, University of Notre Dame, Huntington-Mead Distinguished Research Fellows in American Civilization; James Morton Smith, Winterthur Museum, Huntington Library-NEH Fellow; Albert Camarillo, Stanford University, Abraham Hoffman, Franklin High School, Los Angeles, and Howard R. Lamar, Yale University, Huntington-Haynes Fellows; Michael Fellman, Simon Fraser University, Richard Lowitt, Iowa State University, and Steven J. Ross, University of Southern California, Huntington Library Fellows.

The American Antiquarian Society has announced that the following have been awarded fellowships for the next academic year: Ralph Ketcham, Syracuse University and Betty L. Mitchell, Southeastern Massachusetts University, Samuel Foster Haven Fellowships; Paula B. Shields, University of California, Berkeley, Kate B. and Hall James Peterson Fellowship; Charles E. Clark, University of New Hampshire, Albert Boni Fellowship; Robert R. Dykstra, SUNY-Albany and Alden T. Vaughan, Columbia University, AAS Research Associates.

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Readers' Responses

Dear Joan Hoff-Wilson:

The current issue of the OAH Newsletter came to me yesterday, and I noticed on page 27 the item entitled "Freedom of Information Act Fee Waiver Denied," a xerox of which is enclosed for your convenience. The article notes that fee waiver was refused by the State Department for a University of Virginia graduate student who needed material for a dissertation.

Presumably State might have some grounds for refusing such a request for theses and dissertations often are, and remain, obscure and information contained therein is regularly not disseminated on any broad front. (I, however, disagree with State's position in this regard.)

More to the point is that State currently seems to have adopted a position of refusing to grant such fee waivers to almost everyone. I have

published nearly ten books, some have received widespread attention. Yet when I recently asked State for information under an FOIA request and asked for fee waiver, my petition was denied and an exorbitant fee schedule sent me. My book which I am researching is under contract to Houghton-Mifflin and on the subject of America's original "ugly American," Edward Geary Lansdale. I am writing the first biography of that important man and terms of my contract with the publisher will ensure wide dissemination of my results. I wonder what one would have to do to satisfy State's intractable decision-makers on fee waivers?

Cecil B. Currey is professor of history at the University of South Florida.

I do not understand the purpose of Daniel J. Leab's article "The Hollywood Feature Film as Cold Warrior" in the May OAH Newsletter. Surely it is not news to historians, or anyone else, that anti-Communist movies were generally of poor quality. Most Hollywood political films have left much to be desired. An industry capable of praising Stalin and Stalinism, as in *Mission to Moscow* (Warners, 1943), can be counted on for something at least as dreadful when it goes in the opposite direction.

Rather than being reminded of the obvious would it not be more helpful to know something about the value of individual films? For example, *Viva Zapata* is not only an anti-Communist allegory, as Leab says, but a complex and well made picture that would give both teacher and student an interesting class period. So also is *Night People*, which features a superior per-

formance by Gregory Peck. And what about the films made from outstanding novels like Orwell's *1984* and Koestler's *Darkness at Noon*? Conversely, what is the point of quoting some unnamed writer to the effect that *Them* is a "vicious allegory" calling for the extermination of Communists? *Them* is a perfectly straightforward science fiction thriller. To make anything more of it is to give way to the kind of looniness that Leab rightly decries in the worst anti-Communist films.

Historians who want to use anti-Communist pictures in the classroom should look at Nora Sayre's *Running Time: Films of the Cold War* (New York, 1982). Though not scholarly, this is a sensible and informed book that performs a useful service.

William L. O'Neill is professor of history at Rutgers University, New Brunswick, New Jersey.

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American Heritage magazine is sponsored by the Society of American Historians.

New Series on Midwestern History and Culture

Indiana University Press has announced a new publication series titled *Midwestern History and Culture*. This series is based on the concept that the Midwest differs in many important ways from other regions of the United States. The goal of this series is to explore these areas and concepts of similarity and difference from a scholarly perspective.

Books in the series will identify and address the broad issues and distinctive implications of the region's history and culture. The series aims to publish important new scholarship in the fields of history, American studies, folklore, geography, architecture, and literary studies. Monographs and reprints will be considered for the series, as well as interpretive and synthetic works.

While the series will focus

primarily on the Old Northwest, it will also consider works that help define the region's geographical boundaries in new ways. *Midwestern History and Culture* will investigate what it means and has meant to be Midwestern in terms of economy, literature, art, geography, politics, and cultural style.

The Press and series editors welcome book-length manuscripts and detailed book proposals from prospective authors for contract consideration. Inquiries should be addressed to: Joan Catapano, Sponsoring Editor, Indiana University Press, Bloomington, Indiana 47405; James H. Madison, Department of History, Indiana University, Bloomington, Indiana 47405; Thomas J. Schlereth, Department of American Studies, University of Notre Dame, Notre Dame, Indiana 46556.

New York State Archives

Seeks Advice on Hospital Records

The New York State Archives is seeking advice on the preservation of the records of Glenridge Hospital. This facility operated from 1909 to 1978 in Schenectady County, New York and specialized in the treatment of tuberculosis and other respiratory diseases. The Hospital's records, like other local government records in New York state, are disposable only with the approval of the New York State Archives.

The records include: inpatient and outpatient medical case records, 1909-1978; X-rays, 1934-1978; tuberculosis project records, 1938-1970; medical registers and indexes, 1909-1978; screening reports, 1940-1970; and various administrative records. They are described in more detail in a survey report available from the State Archives. Before advising the county on retention or disposition, the Archives

is seeking advice on the following questions:

Are these records likely to be useful for ongoing or future research purposes? Where is such research being carried out?

If the county decides to dispose of these records, and the State Archives approves, what repository might be willing to accept and care for those with research value?

Are there other, similar records still extant anywhere else in the country? If so, where can they be found?

The Archives needs responses by September 30, 1985. To provide advice or to request a copy of the survey report, write to Larry J. Hackman, State Archivist, State Education Department, Room 10A46, Cultural Education Center, Albany, New York 12230

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John Kennedy Ohl

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OAH Awards & Prizes

The Organization of American Historians sponsors or cosponsors ten awards and prizes given in recognition of scholarly and professional achievements in the field of American history. These awards and prizes are presented at the OAH Annual Meeting. The deadlines for submission of entries listed below refer to the dates by which each award or prize committee member should receive a copy of the book(s) or article(s) to be considered. For a current list of committee members for these awards, write to the OAH Business Office, 112 N. Bryan, Bloomington, Indiana 47401 or call (812) 335-7311.

The ABC-Clio America: History and Life Award was first given in 1985 to encourage and recognize new scholarship in developing fields by historians in both the public and private sectors. The winner of this biennial award receives \$750 for his or her published article and a certificate. The deadline is *September 1* of even-numbered years.

The Erik Barnouw Award is given annually in recognition of outstanding reporting or programming on network or cable television or in documentary film, concerned with American history, the study of American history, and/or the promotion of history as a lifetime habit. One copy of each entry should be submitted on either ¾" video cassette or 16mm film by *December 1* to the chair of the award committee. Films completed since January 1 of that year are eligible. This award was first given in 1983 in honor of Erik Barnouw, a leading historian of mass media. He is retired from Columbia University and has worked at the Library of Congress on the establishment of the television archives called for by the 1976 Copyright Act. The winner receives a certificate.

The Ray Allen Billington Award is given biennially for the best book in American frontier history defined broadly so as to include the pioneer periods of all geographical areas and comparisons between American frontiers and others. First given in 1981, the award honors Ray Allen Billington, OAH President 1962-63. The winner of this prize receives \$500, a certificate, and a medal. The deadline is *October 1* of even-numbered years, and final page proofs may be used for books to be published after October 1 and before January 1 of the following year.

The Binkley-Stephenson Award, first given in 1967, is an annual prize of \$500 and a certificate for the best article published in the *Journal of American History* during the preceding calendar year (March, June, September, December issues). William C. Binkley was president of the OAH 1944-46 and editor of the *Journal of American History* 1953-63. Wendell H. Stephenson was president of the Organization 1957-58 and editor of the *Journal* 1946-53.

The Avery O. Craven Award, first given in 1985, is awarded annually to the most original book on the coming of the Civil War, the Civil War years, or the Era of Reconstruction, with the exception of works of purely military history. The exception recognizes and reflects the Quaker convictions of Craven, president of the OAH 1963-64. The deadline for this award is *September 1*. Final page proofs may be used for books published after September 1 and before January 1 of the following year. The winner of this award receives a certificate and \$500.

The Merle Curti Award is given annually to recognize outstanding books in the field of American social history (even-numbered years) and intellectual history (odd-numbered years). The deadline is *October 1*. Final page proofs may be used for books to be published after October 1 and before January 1 of the following year. The winner receives \$500, a certificate, and a medal. The award was first given in 1977 in honor of Merle Curti, president of the Organization 1951-52.

The Richard W. Leopold Prize, first given in 1984, was designed to improve contacts and interrelationships within the historical profession where an increasing number of history-trained scholars hold distinguished positions in governmental agencies. This prize recognizes the significant historical work being done by historians outside academe. The award is given every two years for the best book written by a historian connected with federal, state, or municipal government, in the areas of foreign policy, military affairs broadly construed, the historical activities of the federal government, or biography in one of these areas. The winner must have been employed in a government position for at least five years. The deadline is *December 1*. The winner receives a certificate and \$500. Richard W. Leopold was president of the Organization 1976-77.

The Louis Pelzer Memorial Award was first given in 1949 for the best essay in American history by a graduate student. The prize is \$500, a medal, a certificate, and publication of the essay in the *Journal of American History*. The essay may be about any period or topic in the history of the United States, and the author must be enrolled in a graduate program at any level, in any field. Entries should not exceed 7,500 words and should be mailed to the office of the *Journal of American History*, Ballantine Hall 702, Indiana University, Bloomington, Indiana 47405. The deadline is *January 1*. Louis Pelzer was president of the Mississippi Valley Historical Association 1935-36 and was editor of the *Mississippi Valley Historical Review* 1941-46.

The Charles Thomson Prize, cosponsored by the Organization of American Historians and the National Archives and Records Administration (NARA), honors Charles Thomson, first Secretary of the Continental Congress. Begun in 1975, the prize is given annually for a previously unpublished article reflecting significant research in the holdings of the National Archives. This includes regional archives and presidential libraries as well as the National Archives in Washington, D.C. Entries should be sent by *August 1* to: Editor, *Prologue*, NEPJ, National Archives and Records Administration, Washington, D.C. 20408. The editor will forward entries to OAH committee members. The winning essay is published in *Prologue*, and the author receives \$500 and a certificate from the National Archives.

The Frederick Jackson Turner Award, first given in 1959 as the Prize Studies Award of the Mississippi Valley Historical Association, is given each year to the author of a book on American history and also to the university or college press that submits and publishes it. Only works accepted for publication by college and university presses are eligible for competition, and each press may submit only one entry each year. The author receives \$500, a certificate, and a medal; the publisher of the award-winning work receives a complimentary advertisement for the book in the *Journal of American History*. The following rules apply: the work must be published or scheduled for publication in the calendar year before the award is given; the work must consider some significant phase of American history; the author cannot have published previously a book-length study of history; if the author has a Ph.D., he or she must have received it no earlier than seven years before the manuscript was submitted for publication. The deadline is *September 1*. American historian Frederick Jackson Turner (1861-1932) formulated the renowned "frontier thesis."


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