

# OAH NEWSLETTER

Organization of American Historians

Volume 16, Number 2 May 1988



*Courtesy National Gallery of Art, Washington*

Female Tar in Classic Costume (c. 1850), from the Index of American Design

## American History Textbooks: A Literary Disaster?

by Gilbert T. Sewall

## Historians and the Bicentennial

by Peter S. Onuf

## American History Abroad: Britain

by Peter J. Parish

## Strange Brew: "New" History and Old Methods

by Deborah Kuhn McGregor  
and Robert Kuhn McGregor

## The Bicentennial in a Small Town

by Norman H. Murdoch

## Nebraska Museums

by Anne P. Diffendal





## A Graveyard Preservation Primer

By Lynette Strangstad

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Adam's Mark

**Washington, D.C.**  
March 22-25, 1990  
Washington Hilton

**Louisville**  
1991

**Chicago**  
1992



Organization of American Historians  
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# American History Textbooks: A Literary Disaster?

Gilbert T. Sewall



As basic instructional materials, American history and social studies textbooks generate special heat. However meticulously publishers try to scrub texts clean, history textbooks cannot be neutral in the way of physics or algebra texts, a grave problem in an age of ideological gridlock. For these books are official chronicles of the nation's past. Controversies over content abound.

Yet a broad-gauged, affirming national history is crucial to an intelligent, informed, confident public household, when power derives from the people. In any democracy, citizens ignorant of their heritage, legacies and values have little ability to test whatever claims of the intelligentsia, media or government. Young citizens need to hear the story of the development of uncommon liberties and freedoms. If citizens are deprived of pride and memory, a democratic regime may soon come to resemble a ship of fools, without anchor or compass.

What a student ultimately learns and retains from a social studies or American history course depends on much more than a textbook. A sterling text is no guarantee of student enthusiasm or high scholastic outcome. But textbooks are concrete instruments. Textbook improvement, unlike revising faculty salary schedules or shrinking class size, does not require vast infusions of money, except for the large front-end investments by publishers.

Last October, I completed a report on the literary quality of American history and social studies textbooks at the fifth-, eighth- and eleventh-grade levels, based on multiple reviews of leading texts at each level by a national panel of historians, book editors and journalists. The report findings included the following.

The gray primer of the past is long gone. Multiple typefaces, white space, photographs, political cartoons, biographical profiles, maps, diagrams, charts, graphs, boxes, sidebars, study exercises and skills applications create a shimmering mosaic. Sometimes the individual accessories are tasteful and smart.

Textbook writing has become an extension of a broader political battle. From evangelical and pentecostal organizations come demands to endorse creationism and an absolute set of traditional ethics; more secularized conservatives may seek textbooks that glorify private associations, free markets and patriotism. From others, come demands for new political and cultural catechisms, militantly secular, often anti-capitalistic and anti-nationalistic. Less broadly, with more single interest, come pressures from ethnic groups, feminists, sex educators, church-state historical narrative often becomes cryptic and hard to understand. Adding to the problem, textbook makers compose under the influence of subject, concept and skills lists that force narrative into blind alleys in order to ensure compliance with published guidelines. Any affection and interest a young person might hold for a memorable story counts for nothing. In textbooks, especially at the elementary level, subject matter seems random and the writing deadpan and wooden. Explanations may simply

not occur: "In 1816, James Monroe was elected President. Things went so smoothly that this time is called the Era of Good Feelings."

But collectively they overwhelm the story. A riot of colors and compartmentalized content may excite textbook buyers. But such textbooks signal through their atrophied, fragmented narrative that the story of the American past cannot by itself sustain student interest.

To make narrative "readable," publishers break up complex sentences, shorten paragraphs and excise stylistic flourishes. The conjunctions, modifiers and clauses that may create subtle formulations and advance stu-

**Names and episodes dart past the reader as swiftly and memorably as telephone poles from the window of a fast-moving train.**

dent understanding readily disappear. The result is metallic, choppy, monotonic writing.

Deprived of connectors and qualifiers, separatists, nuclear disarmers and others. None of these groups is shy to make its special preferences known to local curriculum specialists and state adoption boards. Each lobbies hard for itself, potentially slighting or antagonizing another group.

Publishers have expended considerable effort to make texts redress earlier historiographic omissions, that is, to give minorities and common citizens a more prominent place in the American record. These inclusions have proceeded speedily, first, because many such claims and revisions are reasonable, just and overdue.

Still, publishers understand correctly that new pressures to represent and mention

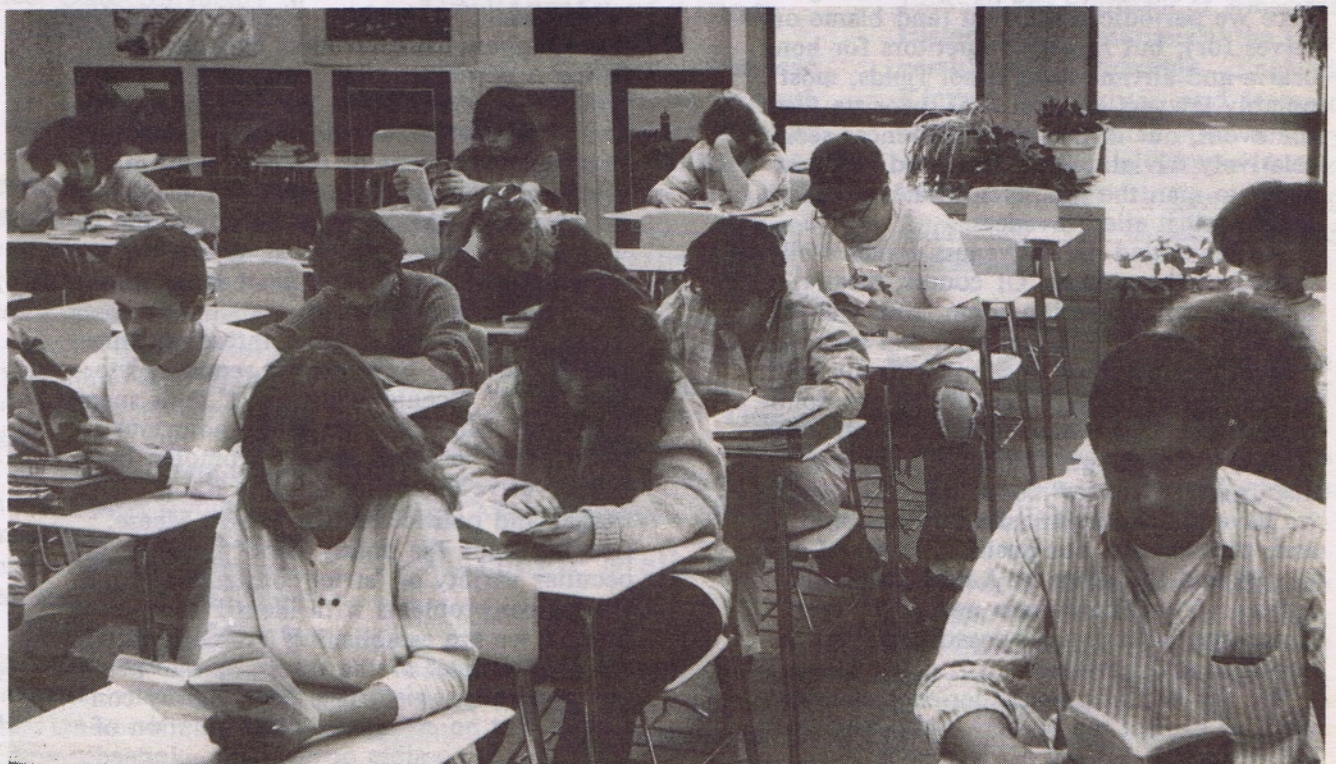
create political dynamite. Their necessary task is to appease. As a result, writing committees and editors water down, distort or evade key elements in the American panorama. Striving not to offend, publishers refuse to throw central historical episodes and controversies into high relief.

Incandescent acts of charity and wisdom, triumphs of technology and political genius, heroes and villains, all are disappearing from textbooks. Writing grows discursive, wandering from subject to subject, piling event upon event. As textbook prose becomes flat and voiceless, the contents become encyclopedic, of service mainly as reference materials. Names and episodes dart past the reader as swiftly and memorably as telephone poles from the window of a fast-moving train. The treatment of minorities is often condescending, as individuals are pasted onto the American record to satisfy pressures for representation.

Let me share some simple thoughts. All good history writing reveals a human voice, asserted with strong verbs, vivid anecdotes, lively quotations and other literary devices. Running narrative has no substitute; without it there is no story in history. Texts need to refocus on historical stories and people. Young people of both sexes enjoy action-packed stories. Biography often seems to cause special excitement, since it provides universals in particulars, records human anxieties and triumphs, thus revealing sorrows and hopes, as well as some model of how significant individuals steered their lives. Adventure engages. Insipid life adjustment and "sociology" lessons that dwell on the obvious do not, although they are "easier" for the less inquisitive teacher or student.

Textbook producers are reactive to the market. They must be, since they are trying

See *History Textbooks*, p. 20



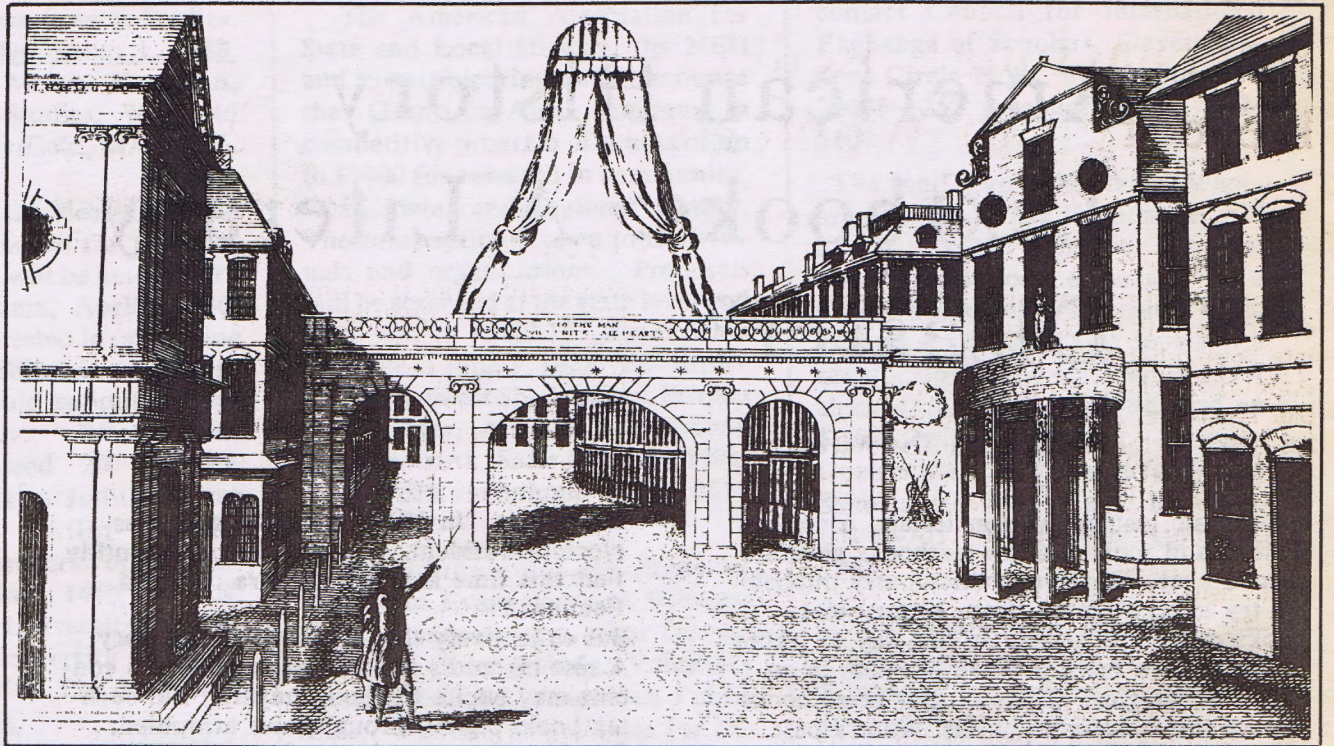
A Sophomore Class at Bloomington, Indiana, High School North

Photos courtesy Pam Hodge/BHSN Yearbook



# Historians and the Bicentennial

Peter S. Onuf



Courtesy Lilly Library, Indiana University

Triumphal Arch and Colonnade, Boston, 1789; from *The Massachusetts Magazine* (1790)

The Bicentennial season has been lucrative for the handful of historians working in the "founding" period and for versatile colleagues who have been able to shift their priorities for the occasion. Generously funded conferences and fellowships and numerous opportunities to publish and perform have, in effect, constituted a significant public investment in Constitutional history. But has this money, usually taxpayers' dollars, been well spent?

Although we will not be able to answer this question definitively for some years, nonspecialists may be reassured that no startling interpretative revisions are likely to emerge. Existing tendencies in the scholarship have been given some play: proponents of "republicanism" continue to parry the thrusts of the "liberals," albeit with rapidly diminishing interest and intensity on both sides; the Antifederalists have enlisted a growing number of scholarly adherents who suspect, perhaps, that the opponents of the Constitution were right after all; and, in true Beardian spirit, a few iconoclasts have continued to focus attention on the "interests" of the founders, namely in sustaining slavery. Yet if, by and large, we have been repeating ourselves and each other this may be an honorable and important role. Indeed, the historians' major function throughout the Bicentennial hoopla probably has been to ward off the most egregious misuses of the past. The problem here has not been the much-abused "general public," whose ignorance we periodically lament (and blame ourselves for), but rather competitors for honoraria and airtime from other fields, most notably lawyers and political theorists. In the event, our intramural differences seem relatively trivial. We have closed ranks in order to man the ramparts of "normal history" against alien invaders.

An embattled defensiveness comes easily to historians these days. Of course, most attacks on the profession come from within: the new note of self-criticism and self-denunciation threatens to supplant irony and gentler forms of self-mockery as our dominant mode. According to some of our self-critics, we no longer tell interesting and inspirational "stories" about the past; thus we have alienated our natural readership and, presumably, our position of moral authority and influence in American public culture. The "flight from narrative" into hyper-specialization supposedly renders us impotent and irrelevant.

But the Bicentennial experience should warn us against too eagerly embracing the old-fashioned history of days gone by. There are plenty of stories out there already, and most of them are all wrong.

While some of us may sigh nostalgically for the genteel narrative tradition, few are willing to endorse the ingenious fabrications of colleagues in other disciplines. Indeed, in attacking the prevailing mythology, the "scientific" revisionist historians of this century have been masters of the *anti-narrative* mode. Now more than ever, historians must provide critical commentary on the morally and ideologically uplifting tales told by poachers.

I do not mean to suggest that historians do not or should not tell stories. In fact, now that literary theory (with its more critical and self-conscious concern with narrative) has made some headway among us, we know that our "texts," whether or not they center on "events," are "constructed," narrative inventions. But, given our traditional sensitivity to the contingent, accidental and unintended as well as our stubborn

## The historian's major function throughout the Bicentennial hoopla probably has been to ward off the most egregious misuses of the past.

determination to ferret out all the available "facts," we have always suspected that our versions of the past were provisional and open-ended. A healthy skepticism based on our simultaneous awareness that new evidence is constantly forthcoming, but that it will never be complete, has kept us grinding away. We define our domain by demanding that reconstructions of the past meet increasingly rigorous standards, standards that may preclude the broad popular acclaim to which neo-genteel historians aspire but which should stand us in good stead when our domain is challenged.

Let me give examples of interdisciplinary turf battles that have helped remind historians on the Bicentennial trail of their special vocation. Most familiar is the notorious doctrine of "original intent" promoted by conservative legal scholars like Raoul Berger and politicians like Edwin Meese. Leaving aside the policy implications of this peculiar variety of "strict construction" and the logical problems with identifying whose "intent" we are establishing (framers, ratifiers, the "people" of the states, or the "people" generally), historians have rightly concluded that no *conclusive* determination of intentions is possible or desirable. Indeed, distortions and omissions in the documentary record are most conspicuous and the found-

ers, whoever they may be, are most frustratingly opaque on the very questions that interest us most. Knowing the limitations of the historical record best, we are generally cautious about imputing motives to the founders. Even in megalomaniac moments when we are convinced we *do* know what our subjects are up to, most of us would be reluctant to see our speculations and hypotheses invoked as the absolute, final, binding word. We know what can and cannot be said, given the boundaries of historical knowledge that we have defined and that we must defend.

Then there are such conservative theorists as the important group influenced by the late Leo Strauss. They see an "original intent" to found a "regime" based on the fundamental principles of equality. Equality, they suggest, is incompatible with any political distinctions (invidious or otherwise) among classes of persons. Some of these theorists therefore invoke the moral authority of Thomas Jefferson's stirring, regime-defining words in the Declaration of Independence against affirmative action.

What should we make of this account of the "founding" of the American regime? My first response--in 1984, at a Bicentennial conference in Claremont, California, a Straussian Mecca--was disbelief: was not Jefferson the progenitor and his Declaration the icon of American liberalism and not of American conservatism? Yet the theorists provide precisely the kind of compelling narrative we have been lamenting of late. It is a story at once inspirational to everyone because it reminds us of fundamental principles, but it is useful to conservative theorists as an argument against affirmative action. It is also a narrative that makes most historians cringe, whatever their policy preferences. During the Claremont conference, some of the historians even felt distinctly out of place. One of the theorists also seemed puzzled by our presence, wondering out loud to me why historians had in fact been invited. The answer is, of course, obvious: historians still carry some weight at the granting agencies, notwithstanding the current ideological climate, and thus could insist that their colleagues get a fair share of the spoils.

By articulating the transcendent principle of equality, the theorists' Jefferson reaches beyond his historical context (an admittedly embarrassing one, given his 200 slaves and his well-known racist attitudes). But, historians point out, "equality" has to be understood both in its concrete historical



# International Federation for Research in Women's History



Karen Offen

A long-time dream of historians of women, dating back to 1975, became a reality in late September 1987 in Athens, Greece. As American delegate (representing the American Historical Association) to the general assembly of the International Committee for the Historical Sciences (ICHS), I was among those present when our recently-founded International Federation for Research in Women's History (IFRWH) won approval as an ICHS Internal Commission. Stanford's Carl Degler, an Institute affiliate, and current AHA president, Natalie Zemon Davis, also attended this meeting.

Our new Federation, founded in April 1987, will organize a two-day program on women's history topics during the week-long 1990 ICHS congress in Madrid. The theme will be "Changes in Women's Lifecycles in a Socio-economic and Political Perspective." In addition, the Federation has been charged with organizing a session in the ICHS general program, on "Changing Occupations and Social Positions of Women since the Industrial Revolution."

The Federation's aim is to encourage and coordinate research in all aspects of women's history at the international level, by promoting exchange of information and publication and by arranging and assisting in arranging large-scale international conferences as well as more restricted and specialized meetings.

The interim board of the Federation in-

cludes Ida Blom (University of Bergen, Norway), president; Solvi Sogner (University of Oslo, Norway), vice-president; Karen Offen (Stanford University); and Gisela Bock (European University Institute, Florence, Italy).

National committees serve as liaison between communities of researchers and the Federation. So far national committees from thirteen countries have adhered to the Federation's statutes: Australia, Brazil, Canada, Denmark, Great Britain, Federal Republic of Germany, German Democratic Republic, India, Japan, Nigeria, Norway, Sweden, USA. The International Commission on Historical Demography has also affiliated with the Federation.

Board members are actively encouraging the formation of national committees of professional historians in other nations. Over forty national historical organizations are currently members of ICHS, along with another forty internal and external commissions devoted to the historical study of specific subjects.

The Federation and its affiliation with ICHS represents a real breakthrough. We have come a long way since 1975, when neither women historians nor women's history were visible in ICHS activities.

The history of women and the issue of gender in history have now been placed on the agenda for professional historians throughout the world.

## Joan Hoff-Wilson, Landmarks Scholar

Joan Hoff-Wilson, executive secretary of the Organization of American Historians and a nationally recognized scholar in women's history and the Nixon presidency, was the first Landmarks Scholar of History at The American University for the spring 1988 semester.

The Landmarks Program, one of the University's Centers of Excellence, was established to increase the understanding and knowledge of modern America through both scholarship and public outreach. The highlight of the program will be biennial conferences sponsored jointly by AU and the Smithsonian Institution's National Museum of American History.

Hoff-Wilson's appointment was based on her expertise related to the first Landmarks Conference on "Women and the Constitution: 200 Years," which was held April 15-16. As Landmarks Scholar, she teaches a course in the University's history department and contributed a paper to the Landmarks Conference. In 1980, Hoff-Wilson began research on the Nixon Presidency as a guest scholar at the Brookings Institution and a fellow at the Woodrow Wilson International Center for Scholars. Since 1983 she has conducted an on-going series of interviews with Richard Nixon, and she has written articles, given lectures and participated in conferences on the Nixon administration. Her forthcoming revisionist work on the Nixon Presidency is titled *Nixon Without Watergate*.

## Commission Recommends Stronger Emphasis on History

The Bradley Commission on History in Schools, meeting in Reno, Nevada March 24-25, passed nine challenging resolutions aimed at strengthening the place of history in schools.

The Commission, which is making a year-long survey of the teaching of history in the U.S., met in Reno in conjunction with the Annual Meeting of the Organization of American Historians.

"History should not be just a mad dash through the centuries with teachers trying desperately to get to the 1980s before school lets out in June," said Bradley Commission Chairman Kenneth T. Jackson, Mellon Professor of History and of the Social Sciences at Columbia University. "If history is to be properly taught and understood, teachers must have enough time to provide context for facts and training in critical judgment based upon evidence."

Based on their conviction that knowledge of history is essential for citizens of a free society, and that schools are not giving enough time to history, the Bradley Commissioners adopted the following resolutions:

--that historical study should be required of all students, whether or not they are preparing for college;

--that the kindergarten through 6th grade social studies curriculum be history-centered;

--that local and state school districts require the study of history during four of the six years in grades 7 to 12.

In other resolutions the Commission recommended increasing the scope of the traditional history courses thereby improving their quality. The Bradley Commission also challenged university and college departments of history and education to devote greater attention to how they educate elementary and secondary school history teachers.

The Bradley Commission was established in response to widespread concern over the apparent decline in the quantity and quality of history taught in American elementary and secondary schools, and in response to the several recent reform proposals for American education. The Bradley Commission on History in Schools is funded under a grant to the Educational Excellence Network from the Lynde and Harry Bradley Foundation of Milwaukee, Wisconsin. Individuals and groups with pertinent information or opinions should contact the Bradley Commission office, 26915 Westwood Rd. #A-2, Westlake, OH 44145.

## Tsongas Center Opens

The University of Lowell and the Lowell National Historical Park announce the opening of the Tsongas Industrial History Center. The Center's primary goal is to encourage the teaching of industrial history by using the City of Lowell, and the Lowell National and State Parks as primary historical resources. Named for (former) Senator Paul E. Tsongas, the Center by the fall of 1990 will have over 10,000 square feet of hands-on exhibits and workshops for school groups and the general public.

In a temporary facility and with limited staff through 1988, the Center's first phase of operation will be curriculum development, teacher training, and exhibit development. The Center is funded by the Commonwealth of Massachusetts, through the University. In addition it has already received grants to support this work.

For information about the center, and a free brochure which describes the programs, write: Tsongas Industrial History Center, Boott Mill #8, Foot of John Street, Lowell, MA 01852.

## "Shoulder to Shoulder" on PBS

The Institute for Research in History announces the broadcast of "Shoulder to Shoulder," a six-part series that dramatizes the militant women's suffrage movement in England.

The series is drawn from letters, diaries, speeches, court and prison records of the period and features all new introductions by

noted actress Jane Alexander. "Shoulder to Shoulder" begins Friday, July 8. This encore presentation of the acclaimed series is produced and directed by Midge Mackenzie and is presented by WETA in Washington, DC.

For further information call the Institute for Research in History, (212) 691-7316.

## Clarification

The Newsletter regrets a lay-out error on page 2 of the February issue. In "A Historian Must Have No Country": John Quincy Adams' Standard for Historians" by Edward Pessen, the second column is redundant.



# American History Abroad: Britain: A Struggle for Survival

Peter J. Parish

Thirty years ago, in a survey of American Studies in Europe, the Norwegian scholar Sigmund Skard commented on both the expansion and the weakness of the study of American history in Britain. He thought that there was still too much emphasis on the British-American relationship. He also lamented the very limited career opportunities open to British historians who specialized in the history of the United States. Skard was writing at the time of the "take-off" of American history in British universities; in the thirty years since then, we have lived through a period of rapid growth and considerable achievement, followed during the last decade by severe financial cuts and a dramatic and painful loss of teaching posts.

**The damage which has been done so far is serious and painful but not yet terminal.**

By the late 1970s, American history had established itself in virtually every history department in the country and had largely dispensed with its Anglo-American "special relationship" leading strings. The British contribution to American historiography had advanced to the point where it had won recognition and growing respect in the United States itself. Then, alas, at the very moment of its coming of age, the study and teaching of American history were exposed to financial blizzards which have hit higher education in Britain during the eighties.

Because British universities have been heavily dependent on public funding, they have been at the mercy of Britain's fluctuating economic fortunes, not to mention the whims and prejudices of political leaders among whom the long-term view means anything beyond the next few months. It may seem more than a little strange that the present British government, which makes so much of its close political and ideological ties with Washington, should be the instigator of the crisis which now faces American history (and American studies generally) in British higher education.

One of the keys to understanding both the boom and the recession in American history in Britain is that neither was planned or directed or managed in any coherent or consistent way. In such fields as Latin Ameri-

can or Soviet or Chinese studies, there were centrally-inspired plans for their promotion and their concentration in certain institutions. In contrast, the study of the United States just grew in the 1950s and 1960s, stimulated by the experience of World War II, the climate of the Cold War, and the greater accessibility and broader appeal of the subject. Study was assisted, too, by American encouragement and support, for example in the form of ACLS grants.

By the early 1970s, just about every university history department had at least one American specialist, and options in the history of the United States were generally among the most popular with history students. History also figured much more prominently in American Studies programmes in British universities than was normally the case in continental European countries, where the first step of learning the language naturally gave literature a position of primacy. As the polytechnics and colleges of higher education developed their humanities programmes, the teaching of American history spread quite rapidly in that sector, too. Historians have always played a leading part in the British Association for American Studies. It is surely more than coincidence that since its foundation in 1955 all but one of its chairmen have been historians. All three Directors of the Institute of United States Studies at the University of London have been historians, and one or two universities, notably in Scotland, have appointed American specialists to general chairs of Modern History.

When the cut-backs began to bite during the last decade, there was once again no pre-conceived plan to single out American history as a prime target. Rather, American history and American studies have been the random victims of political muggers wielding some very blunt instruments indeed. It was a chain of particularly unfortunate circumstances which increased the severity of the wounds inflicted upon them. First, in its attempts to reduce expenditure, the government found higher education a relatively soft target, in comparison with, say, school education or the health service or social security. There was never much likelihood of riots in the streets against cuts in funding for the universities. For all that, American and other overseas visitors have frequently expressed astonishment at the muted public reaction against the government's sustained

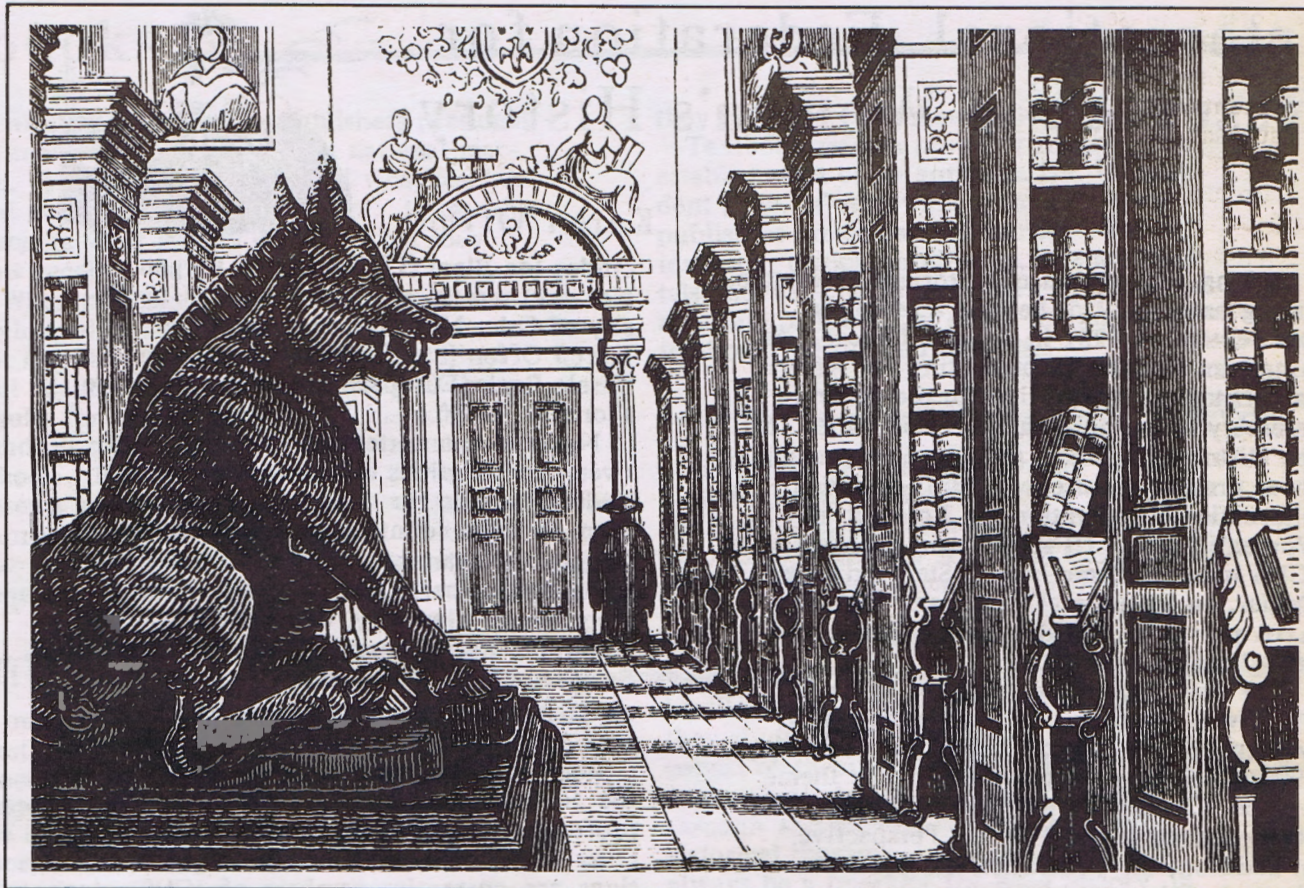
onslaught upon higher education.

Secondly, within the overall reduction of expenditure, the government sought to bring about a re-direction of resources away from the humanities and social sciences towards science and technology, and other subject areas deemed "useful," such as accountancy and business studies. "Usefulness," like beauty no doubt, is in the eye of the beholder! Thirdly, there was a tendency within the universities, when faced with the new financial stringency, to retreat back into traditional subject boundaries, and within those boundaries to protect the central core of the syllabus. This posed a threat to American Studies programmes, and already in one university a Department of American Studies has been closed down and its members re-allocated to history or English or some other appropriate department. There was also a threat to American history within history departments, where despite student demand, academic conservatism stressed the need to defend what it regarded as the "main stream" of British and European history. If a department loses one of its several British historians, his or her teaching may be redistributed, though not necessarily without pain among those who remain. If a department loses its sole American historian, the temptation may be to lop off that bough of the syllabus while striving to ensure that the trunk remains sound.

**American history and studies have been "victims of political muggers."**

Fourth and finally in this chain of misery, were the consequences of the universities' decision to cope with the cuts inflicted upon them as far as possible by encouraging the early retirement of senior staff. It just happened that because American history and American studies really "took off" in Britain in the 1950s the first postwar generation of teachers and scholars in the field, who in many cases had led it through its period of great expansion, where either nearing normal retirement age or were prime candidates for early retirement.

In order to bring the point home, and to underline the "loss" of senior scholars in recent years, it may be helpful to name a few names. Those who have retired in the



*Courtesy Lilly Library, Indiana University*

*Queen's College Library, Oxford; from James Ingram, Memorials of Oxford (1837)*



normal course of events include Frank Thistlethwaite, Harry Allen, Herbert Nicholas, Esmond Wright, William Brock and, only recently, Jim Potter. In addition, historians such as George Shepperson, Philip Taylor, Alec Campbell and Philip Haffenden have taken early retirement. The migration of Marcus Cunliffe across the Atlantic has deprived the community of British Americanists of probably its best known figure. The depletion of the ranks goes on; within the next few years, there will be vacancies in the Commonwealth Fund chair at University College London (by some margin the oldest-established chair of American history in the country), the Rhodes chair at Oxford, the Mellon chair at Cambridge, and the Directorship of the Institute of United States Studies at London. The loss through retirement of scholars of the standing of Maldwyn Jones, Jack Pole and Charlotte Erickson would be a heavy blow at any time. But a forecast that the three key chairs to be vacated by these scholars will all be filled without delay by new appointments would be a breathtaking triumph of optimism over realism. More generally, surveys have shown that, of the chairs in all branches of American studies at the start of this decade, half are now unoccupied.

The departure of so many leading figures and the failure to replace many of them have lowered morale and frustrated legitimate ambition; they have also left the remaining teaching resources in many institutions very thinly stretched indeed. On the whole, teaching programmes have so far been maintained, perhaps with some modest reduction of options, mainly by the simple expedients of requiring fewer teachers to do more teaching, and bringing in part-time or occasional tutorial assistance when resources permit. But there is a limit to how far the thin line of American historians can be

stretched, particularly when some of them are required by their hard-pressed departments also to diversify their teaching into other hitherto unfamiliar historical territory.

The lone American specialist in a medium-sized history department has always been required to be a man or woman of many parts: a generalist who can cover the whole sweep of an American history from Columbus to Cuomo; an expert who can teach a special subject based on documents, and perhaps also a thematic course; and at the same time, an active researcher on a topic where the main sources are three or four thousand miles away. Something will soon have to give under the accumulated pressures of recent years.

### There was never much likelihood of riots in the streets against cuts in funding for the universities.

One of the first victims is almost bound to be research. This is all the more to be regretted when there is a generation of British scholars between their late thirties and early fifties, often with doctorates from American universities, who have reached maturity as experts in various specialized fields of American history and after years of work in American archives and libraries. They can compete with their American colleagues in their fields, and their work can be reviewed and assessed without reference to (let alone allowance for) its non-American origin. With the dimming of their prospects of professional advancement, and the increasing difficulty of finding the time or the funds for research visits to the United States, it is questionable how long they can maintain

their output and level of performance. It has been my painful experience to have sat on committees which dispense to such worthy claimants what would seem to most American scholars risible sums of a few hundred dollars. The purpose is to eke out their own meager resources, in order to make possible another research trip to the United States for a few weeks during the summer vacation. Financial stringency has also severely affected library budgets, with damaging consequences for both teaching and research.

In the longer term perhaps the most worrying aspect of the current state of American history in Britain is the dearth of new recruits. Student interest at the undergraduate level remains buoyant, but the number of Ph.D. students, never large (as Skard pointed out thirty years ago) has been reduced to a trickle. When the chances of future employment in the field are so slender, it may be neither wise nor kind to encourage even the most gifted and enthusiastic student to embark upon research in American history. It would need a long memory to recall the last occasion when a young scholar, fresh from completion of his Ph.D. in American history, was appointed to a post in a British university. With the retirement of senior colleagues, and without any infusion of new blood, it is the generation of those between their late thirties and early fifties which is shouldering the burden for the time being. But there are almost certainly more cuts to come, and, during the 1990s, we shall face the full consequences of the "lost generation" of American historians, shut out of academic careers by the financial constraints and the policy decisions of the 1980s.

The damage which has been done so far is  
See Britain, p. 20

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# Capitol Commentary

Page Putnam Miller

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

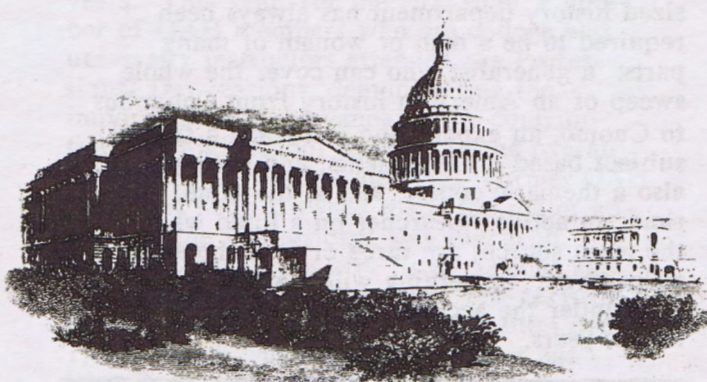
## National Historical Publication and Records Commission.

On March 30 the House of Representatives passed H.R. 3933, legislation to reauthorize the grants program of the NHPRC. This bill calls for the addition of representatives of the Association of Documentary Editors and the National Association of Government Archives and Records Administrators to the NHPRC Commission. Currently the Commission includes representatives of four organizations--the American Historical Association, the Organization of American Historians, the Society of American Archivists, and the American Association for State and Local History--with each having two representatives. H.R. 3933 while adding two new organizations reduces the number of representatives for each organization from two to one. Amendments in the section on the duties and functions of the Commission clarified the authority of the NHPRC with provisions that specifically state the role of the NHPRC in conducting institutes, training and education programs, and disseminating of information. In floor debate preceding the vote Representatives Glenn English (D-OK), Al McCandless (R-CA), Jack Brooks (D-TX), and Lindy Boggs (D-LA) extolled the contributions of the NHPRC grants program and urged the passage of H.R. 3933. No one spoke against the bill.

S. 1856, the NHPRC reauthorization bill in the Senate, has not yet reached the floor for a vote. If and when the Senate bill does pass, there are three significant differences between the House and Senate bills that will have to be worked out by a Conference Committee. In addition to the differences in the composition of the Commission (the Senate bill maintains the status quo) and in the authorities of the Commission (the House bill providing an expanded statement of duties and function), the major divergence is on funding levels. H.R. 3933 establishes the funding ceiling for the next five years at \$5 million for FY'89 and FY'90, \$8 million for FY'91 and FY'92, and \$10 million for FY'93. The Senate reauthorization legislation, S. 1856, establishes an appropriation ceiling of \$10 million for fiscal years 1989 through 1993.

## Declassification of Thirty-Year-Old Government Documents.

The NCC is renewing efforts to secure a federal policy of requiring automatic declassification of thirty-year-old government information based on the principle of openness with restrictions only when there is a demonstration of substantial necessity. Automatic declassification of older documents was a key provision of the executive orders on classification of the Nixon and Carter Administrations. However, Executive Order 12356 issued in 1982 by President Reagan has no timetable for declassification. The result has been that thousands of thirty-year-old documents are still classified due to stringent new declassification rules that demand excessive secrecy about long-past events. The NCC in cooperation with the Society for Historians of American Foreign Relations will be contacting the issues specialists for the leading Presidential candidates to discuss automatic declassification. John Shattuck, Vice President of Harvard University, and Muriel Morisey Spence, Director of Policy Analysis at Harvard, have identified in their recent study, "Government Information Con-



trols: Implications for Scholarship, Science and Technology," the need for an automatic declassification policy as a key item in their list of information issues that they believe should be an essential part of the agenda of the next administration. The NCC will be coordinating its efforts on declassification with the American Library Association and other organizations that recognize this as a serious problem.

## FY'89 Appropriations Hearings for the National Archives and NHPRC.

On April 14 I will be testifying before the House Subcommittee on Treasury, Postal Service, and General Government on the National Historical Publications and Records Commissions and the National Archives' FY'89 budget. On April 29 Charlene Bickford, the editor of the First Federal Congress Project at George Washington University and a member of the Virginia State Historical Records Advisory Board will testify before the Senate Committee on Appropriation's Subcommittee on Treasury, Postal Service, and General Government. The NCC is requesting \$122.862 million for the National Archives, which includes an addition for the NHPRC grants program of \$5 million (the Administration requested zero funds for the NHPRC grants program) to the Administration's request of \$117.862 million.

## Library of Congress.

For some time the future of the main card catalog of the Library of Congress has been a subject of considerable discussion and uncertainty. In a recent statement, James Billington, the Librarian of Congress, announced "there are no plans to destroy this treasured resource," and asserted "I am committed to keeping it for an indefinite period." Speaking as a working scholar who has used the catalog, Billington stressed that he shared the concern that many have expressed about the catalog and he recognizes the major function it has performed for many years. When the renovation of the Main Reading Room is completed, the card catalog will be returned to the Jefferson Building and will be located in cases on deck 33, and if necessary, deck 16.

## NEH FY'89 Appropriation Hearing.

On March 17 the House Subcommittee on Interior of the Committee on Appropriations held a hearing on the FY'89 budget for the National Endowment for the Humanities. Testifying on behalf of the NCC member organizations, Professor Stephen Nissenbaum, a professor of history at the University of Massachusetts and the Chair of the Massachusetts Foundation for Humanities and Public Policy, described a variety of ways in which NEH enriches and supports the work of historians. "I can assure you that this system works. It is productive. It makes a

difference." As the only scholar testifying before the committee, Professor Nissenbaum made an eloquent case for the importance of NEH fellowships for scholars, who in the midst of teaching and academic service obligations find it difficult to set aside the solid blocks of time required for concentrated research and writing.

## Superfund Legislation and Historical Research.

One of the provisions in the Superfund Amendments and Reauthorization Act of 1986 states that a property owner is liable for toxic waste cleanup regardless of his blame in generating the waste. But the legislation does provide some protection for landowners who exercised "due diligence" in purchasing property and later find that the property is contaminated. Title 1, Section 101, of the 1986 Superfund law suggests that for a successful defense against cleanup liability "persons must have undertaken at time of acquisition an appropriate inquiry into the previous ownership and uses of the property." Historians, through documentary and bibliographic research, prepare site assessment and land use studies. Suspicious land uses include commercial and industrial use as well as agriculture and mineral exploration. Not only do historians identify the land uses but also analyze the pertinent industry practices of past decades or centuries. This research can reveal whether there is likely to be toxic residue on a property, and if so, what hazardous materials were involved and where on the property it is most likely located. Although this is a relatively new area for historical research, it is clear that historians have important skills to contribute to the field of toxic waste identification. And as some historical consulting firms are discovering, there is a growing market for land use history and document collection and analysis for litigation support. The NCC is currently working to secure some federal guidance or standards for site assessment studies that will ensure comprehensive historical research.

## National Historic Landmark Program.

On February 23 I testified before the House Subcommittee on National Parks and Public Lands on the FY'89 budget for the National Park Service. One of the issues that Representative Bruce Vento (D-MN), the committee chair, explored with both the agency personnel and with me was the operation of the National Historic Landmark Program and the selection and development of landmark theme studies. The recently published report of the House Committee on Interior and Insular Affairs on the FY'89 budget, which was based on a series of hearings, including the February 24th one, made the following recommendation: "The Committee strongly recommends that the National Park Service establish an ongoing and substantial cooperative effort with the major professional and scholarly societies to research and publish National Historic Landmark Theme Studies." This is an encouraging development. The task now is to see that this recommendation from the oversight committee becomes implemented by the appropriations committee.





## RESEARCH COLLECTIONS IN AMERICAN RADICALISM

General Editors: Mark Naison and Maurice Isserman

## Records of the Subversive Activities Control Board, 1950-1972

Introduction by Ellen Schrecker

*The records of the Subversive Activities Control Board are a treasure-trove of information about the Communist Party and its front groups. Anyone interested in American radicalism or how the United States government responded to the Communist issue will find these documents an invaluable resource.*

—Harvey Klehr  
Samuel Candler Dobbs Professor of Politics  
Emory University

Unpublished until now and virtually untapped by researchers, the records of the Subversive Activities Control Board (SACB) constitute one of the most valuable resources for the study of left-wing radicalism during the 1950s and 1960s. Organized on November 1, 1950, under authority provided in the Internal Security Act, the SACB was empowered to order the registration of organizations that it found to be "Communist front," "Communist action," or "Communist infiltrated." In carrying out this mandate, the SACB took a leading position in the federal government's response to the Red Scare of the late 1940s and 1950s; in fact, during the course of its existence, the SACB investigated nearly every major organization thought to be Communist controlled, as well as numerous individuals suspected of being members of the Communist Party.

Unlike the hearings undertaken during this era by such government agencies as the House Un-American Activities Committee, the SACB's proceedings were thorough, methodical, fact-finding exercises. (Moreover, the SACB's proceedings were never published in any form.) The SACB called hundreds of witnesses in these cases, compelled the production of thousands of documents, and allowed those testifying on behalf of the government to be vigorously cross-examined by many of the most able radical lawyers in the nation. In addition, the decisions and findings of the SACB were subject to judicial review. These procedures combined to enhance the credibility of the hearings and allowed the SACB to engage in detailed inquiries into the history, activities, outside influences, and ideology of all of the organizations that appeared before it.

UPA's new microfilm collection, *Records of the Subversive Activities Control Board, 1950-1972*, is the first publication to make available to researchers the valuable documentation generated by the SACB during its controversial history. Containing all of the transcripts, reports, indexes, and abstracts relating to the cases that the SACB heard, these SACB records are indispensable for any thorough study of the organizations and individuals that the SACB investigated, as well as for an understanding of the McCarthy era and its aftermath.

## Ordering Information

*Records of the Subversive Activities Control Board, 1950-1972.*

**Part I: Communist Party USA.** 35mm microfilm (30 reels) with printed guide. Price: \$1,950. ISBN 1-55655-050-2.

**Part II: Communist-Action and Communist-Front Organizations.** 35mm microfilm (72 reels) with printed guide. Price: \$4,550. ISBN 1-55655-051-0.

Publication date: June 1, 1988.

**Discount:** Any order received by July 15, 1988, will be given a discount of 15 percent.

**Source note:** This collection has been filmed from the holdings of the National Archives. The collection has been filmed in its entirety.

## Department of Justice Investigative Files

Shortly after the United States entered World War I, the Department of Justice launched a campaign of surveillance, infiltration, and prosecution of American radicals that would profoundly affect the political outlook of the American Left. At the time that the government initiated this offensive, the American Left was a vibrant and contentious mixture of organizations. After this wave of prosecutions and arrests, the two pillars of the Left, the IWW (Industrial Workers of the World) and the Socialist Party, were crippled, and the Communist Party (later known as the CPUSA), a hierarchical, centralized, underground organization, replaced them as the dominant force on the American Left. UPA's new series, *Department of Justice Investigative Files*, documents the campaign against leftist radicals undertaken by the U.S. government during and after World War I. By reproducing all of the significant Justice Department investigative files on the IWW and the Communist Party from approximately 1912 through the 1920s (with some files from the 1930s and 1940s), this documentary collection provides new research opportunities for studying both the roots of twentieth-century American radicalism and the federal government's response to the movement.

## Part I: The Industrial Workers of the World

Edited by Melvyn Dubofsky

*For those of us who have had to search widely in our scholarship for materials on the IWW, Professor Dubofsky's forthcoming micropublication on the body's rich history will be a godsend for both ourselves and our students. The light this collection will throw on political, economic, social, intellectual, and legal history will be welcomed by a wide range of scholars, and its use will greatly enrich our broader knowledge of those vital, transitional years of the first quarter of the twentieth century.*

—Paul L. Murphy  
Professor of History  
University of Minnesota

This new collection provides all of the official Justice Department documentation on the federal government's campaign against the IWW. Among the Justice Department records reproduced in this new microfilm collection is the voluminous IWW main file (numerical file 186701) as well as the files relating to other IWW investigations and prosecutions. All of the Department's documentation—from the highly sensitive to the routine—that was accumulated from many sources in support of the nationwide prosecutions of IWW leaders are contained in the investigative files reproduced in this collection; furthermore, the collection contains all of the files on the earlier Justice Department investigations of 1911-1912 and 1915, as well as records of mass IWW-related deportations, of IWW "political prisoners" during World War I, and of alleged IWW terrorist acts.

## Part II: The Communist Party

Edited by Mark Naison

*This important project makes critical historical material available to scholars. These investigative files offer an unprecedented opportunity for researchers to examine conveniently not only the formation and workings of the Communist Party in the United States, but also the methods used against it by the Department of Justice itself.*

—Judith Stein  
Professor of History  
City College of New York

The formation and early activities of the Communist Party in the United States, are thoroughly documented in this new collection. By reproducing in their entirety almost 30,000 pages of investigative files that the Justice Department maintained on the Communist Party and its members from 1918 through the 1920s and beyond, this collection provides detailed primary sources on the major targets of the Red Scare during and after World War I, including case files on virtually every early Communist Party official: William Z. Foster, James Larkin, Benjamin Gitlow, Ludwig Martens, Robert Minor, Earl Browder, and many others.

Researchers will also find these files to be the very best sources through which to study the federal government's reactions to what it perceived to be the Communist threat. The files reflect the government's concerns about the effects of Communist propaganda on the American populace and the extent of Soviet control over and funding of the Party in the United States. Finally, extensive files trace Communist activities state by state and discuss strategies for prosecuting local Party members by means of criminal syndicalism laws.

## Ordering Information

*Department of Justice Investigative Files.*

**Part I: The Industrial Workers of the World.** 35mm microfilm (15 reels) with printed guide. Price: \$1,050. ISBN 1-55655-055-3.

**Part II: The Communist Party.** 35mm microfilm (28 reels) with printed guide. Price: \$1,950. ISBN 1-55655-056-1.

Publication date: June 30, 1988.

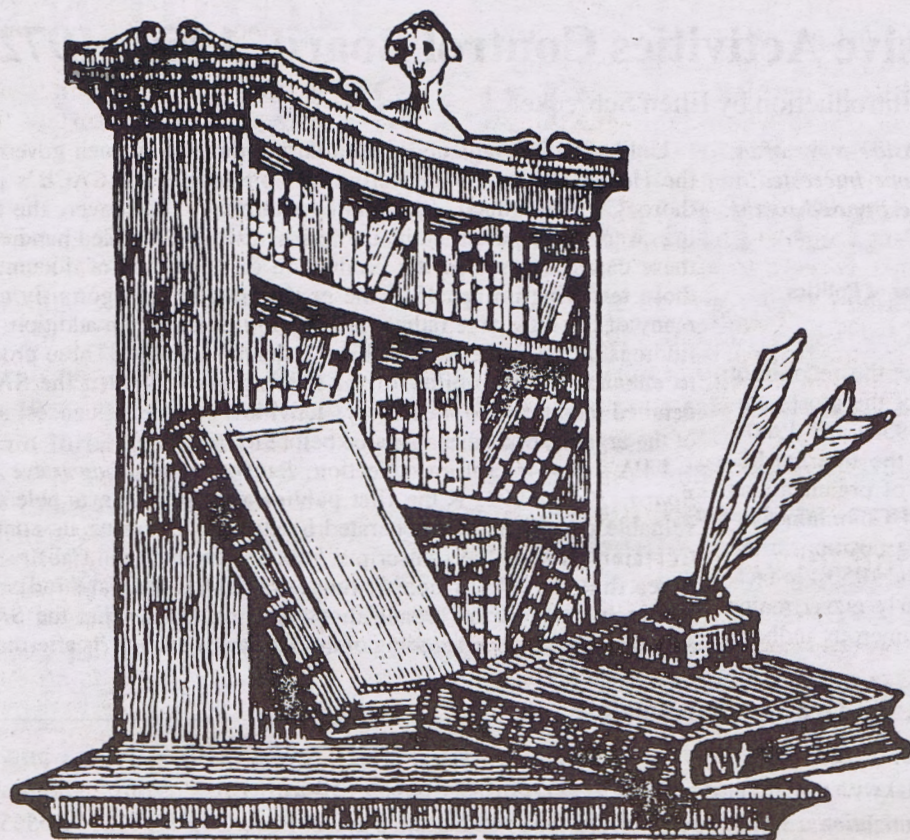
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# Strange Brew: "New" History and Old Methods

Deborah Kuhn McGregor

Robert Kuhn McGregor

In recent years, academic historians have become aware of a growing disparity between their work and the history presented in high school classes. One of the great ironies of our profession lies in the fact that the "new" history, which attempts to integrate experiences of common folk into our historical awareness, does not reach the general population. High school teachers and text books remain wedded to traditional history. As "new" historians, we share in the frustration over this state of affairs. One effort to address the problem occurred during an especially hot Illinois July in 1987 when the State of Illinois and the Illinois Historic Preservation Agency co-sponsored the Summer Institute for High School Teachers. Our experience conducting the institute may serve to outline the parameters of this professional dilemma and demonstrate the attendant confusion within the historical ranks.

In the spring of 1987, we contracted with the Illinois Historic Preservation Agency (IHPA) to co-direct a summer history institute in Springfield for high school teachers. Agency staff members devised the Institute to introduce secondary teachers to the methods and attitudes developing in "new" social history. As professors of history at Sangamon State University, our role was to provide academic leadership and continuity to a workshop comprising a bewildering array of guest lectures, field trips and library research projects.

The Summer Institute brought together not only academic historians and secondary teachers but also public agency historians and university professors. Over the past fifty years, the academy has slighted both agency historians and secondary educators. We now possess few regular avenues of communication with teachers or public officials, many of whom share our interests and concerns. The Institute seemed an excellent opportunity to initiate greater cooperation. In the end, we learned that while we may share an interest in the idea of history, our varying approaches to the discipline bode ill for continued large scale cooperative efforts.

The Institute was based on two ideas. First, we emphasized the idea of building history "from the bottom up" rather than looking at actions of political and economic elites. The "new" history seeks to include diverse peoples generally neglected in high school textbooks: women, racial and ethnic

minorities, the poor and common people in general. New interpretations make such persons agents in their own lives, influential actors rather than passive victims. History becomes a wholistic expression of the past, a story of all men and women interacting with their environments.

Second, we emphasized that beliefs and attitudes of the historian influence the historical product. Although we often make use of the tools and methods of science, we are not neutral observers. Denial of pure historical objectivity opens the door for the lay person to take part in the act of interpreting the past. Secondary teachers and their students stand to achieve a fuller comprehension of history by examining the past from a participatory point of view.

We encouraged teachers to use a "hands on" approach by introducing primary mater-

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**The "new" history seeks to include diverse peoples generally neglected in high school textbooks.**

---

ials pertinent to state and local history into their classrooms. At the same time we stressed the need to avoid antiquarianism. Teachers must assist the students to make necessary connections from bottom to top and avoid the obvious temptation to categorize local history as separate from national history.

The secondary teachers in the Institute responded in different ways. All participants seemed eager to come to grips with the issues involved, although the degree of comprehension and empathy varied widely. In our presentations, we suggested that the teachers introduce the new history through Socratic method, that they ask questions and allow students to employ their imagination. Teachers argued that before conceptual historical issues could be considered in secondary classrooms, it was first necessary to teach the fundamentals. They maintained that junior high students were too young to handle ideas and that all students needed facts before they could consider concepts.

We maintained that making basic history consist of facts was responsible for course's

being the most boring of all high school subjects. All children, we held, possess the ability to think conceptually, to use their imaginations to grasp the past. The emphasis on so-called fundamentals engenders the idea that history is nothing more than names and dates. By high school age, rote learning has created an inability to accept history on any other terms.

We asked what are the "fundamentals of history?" Traditionally, they include knowledge of the landing of the Mayflower, the Declaration of Independence, the administrations of leading presidents, and so forth. But are these the true building blocks of history? Looking at matters from the "bottom up" point of view, these items fade in importance. The Mayflower Compact gives way to comprehension of two conflicting ways of life interacting on North American shores. The Declaration of Independence becomes a mere symbol of a revolution undertaken and defended by ordinary people, and mostly farmers at that. The "new" history strikes at the very question of historical causation: do leaders make history or merely symbolize activities taking place at more basic levels? During the Institute, discussion of these issues occupied the attention of everyone, time and again.

When we approached the problem of how to integrate forgotten groups and forces into our history, the participants began to demonstrate a wider range of attitudes. As a suggestion for changing perspective, the "new" history at least intrigued the teachers, albeit with reservations. For example, although participants agreed that religion played a fundamental role in American history, no one willingly countenanced discussing religion in the classroom, not even religion in the seventeenth century. And when it came time to explore the histories of specific groups of people, acceptance of the "new" history perspective diminished considerably.

The class divided most during discussion of women in society and along sexual lines. The six males sat on one side of the seminar room; the five females sat on the other. (We referred to this as the "Reuben, Reuben" syndrome.) The men conceded that in order to undertake a total study of history, it is necessary to consider the role of women. The difficulties came in defining that role and assessing the relative significance of



women in history. To most, women's history meant mentioning a few famous women in addition to all those famous white men. Most of the males in the class balked at the suggestion that the entire population of women played an active role in shaping the past. The female teachers readily accepted the concept but voiced a more essential problem: textbooks and canned lesson plans treat the subject in a completely segregated fashion. The group tended toward the conclusion that participatory student exercises formed part of the answer. Teachers might ask their students to imagine themselves as Illinois pioneers in the early nineteenth century--as men and women working together, sharing common goals. We came away with the feeling that the female participants were more likely to attempt this than the men.

Discussion of women's history (and to a lesser extent family and community history) led a few teachers to say that radical political ideals had spawned the "new" history. In their minds, leftists had created a biased "new" history to advance their political goals. This undermined belief in American heroes, denied the value of American individualism, promoted class distinctions, and attempted to assign agency to powerless groups in our past in order to give them power in the present. We emphasized that *all* history is biased, that interpretation depends on the point of view of the observer, that even if a teacher limits the discussion to "fundamentals," he or she selects which to emphasize. Participants accepted the corollary--that the traditional textbook history is biased--very reluctantly, if indeed they accepted it at all.

The chasm between history taught at the secondary level and history researched at the university level seems very wide and imposing. Secondary teachers appear disinclined to differentiate even between the

"new" history and simple antiquarianism. The little existing interest in new methods and content is stifled by a complete lack of proper support materials: textbooks, handouts, lesson plans. University historians provide little or nothing in these areas.

Moreover, those who might act as our allies in bridging the gap--the public historians serving state agencies--possess a wholly different agenda as well. Historical agencies are forced to package their history in a manner foreign to academics. Historical personages and events tend to become the discrete subjects of contracts and grants, rather than integral parts of a total history of state or nation. While several univer-

### The emphasis on so-called fundamentals engenders the idea that history is nothing more than names and dates.

sities are now taking a more active role in training public historians, the gap between agency and academic institution remains very wide. Academics should join forces with the agencies to reach directly to secondary school teachers and the public. Teaching institutes seem a viable means of accomplishing such contact.

Academics must not retreat to classrooms and journals nor abandon a responsibility to inform society of the fascinating past their work reveals. Such retreat would prove a tragic mistake. At the university level, history is already a troubled discipline. We have felt the crunch as society questions the educational necessity of history and the humanities in general. We stand justly accused of writing only for one another. If we in fact are researching and writing for a small and in-bred audience, why should the public

support us? Our work is very much in danger of becoming completely esoteric.

For our history to have value in society, the general public has to share in our knowledge. We must teach institutes, write textbooks, create handouts and produce lesson plans that reflect the "new" history. It is difficult work, considering the dynamic nature of our research. It would be so much easier simply to carry on the business of writing articles and books for one another. High school teachers could continue with the materials at hand. Denial of our responsibility means only that another generation will reach the university raised on the pabulum enshrined in traditional textbooks.

The "new" social historians are re-creating a vital and provocative past, very different from that presented in high school texts and in many state-sponsored museums. While it is true that many of the subtle nuances of the "new" history are lost on the general public, the perspective and general interpretations are within the intellectual reach of nearly everyone. A history which seeks to incorporate the experience of common people possesses enormous value for all segments of society. Historians at every level, public and private, from primary school through the university, share an essential determination to make the past meaningful. The Summer Institute for High School Teachers was one very small and tentative step toward greater cooperation between a university and a public agency. We differ mightily in methods and content at present, yet the underlying message is the same: the past is essential to understanding the present. We all share a devotion to history.

*Deborah Kuhn McGregor is adjunct professor of history and Robert Kuhn McGregor is associate professor of history at Sangamon State University, Springfield, Illinois.*

The Organization of American Historians sponsors or cosponsors nine awards and prizes 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, contact the OAH Business Office, 112 North Bryan Street, Bloomington, Indiana 47401, or call (812) 335-7311.

#### ABC-CLIO America: History and Life Award

A biennial award of \$750 to recognize and encourage scholarship in American history in the journal literature advancing new perspectives on accepted interpretations or previously unconsidered topics. This award was first given in 1985. The deadline is November 15 of even-numbered years.

#### Erik Barnouw Award

Awarded 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. The deadline for submission of entries is December 1. 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.

#### Ray Allen Billington Prize

A biennial prize 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 prize 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 year. Final page proofs may be used for books to be published after October 1 and before January 1 of the following year.

#### Avery O. Craven Award

An annual award for 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. This award was first given in 1985. The deadline for this award is October 1. Final page proofs may be used for books published after October 1 and before January 1 of the following year. The winner of this award receives a certificate and \$500.

### OAH Awards and Prizes



#### Merle Curti Award

An annual award in recognition of outstanding books in the field of American social history (even-numbered years) and intellectual history (odd-numbered years). The deadline is October 1, 1988 for submissions in the 1989 competition. 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.

#### Richard W. Leopold Prize

The prize, first awarded in 1984, is designed to improve contacts and interrelationships within the historical profession where an increasing number of history-trained scholars hold distinguished positions in governmental agencies. Awarded biennially, this prize recognizes the significant historical work being done by historians outside academe. The prize is 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 the foregoing areas. The winner must have been employed in a government position for at least five years. The deadline is September 1. The winner receives a certificate and \$1,000. Richard W. Leopold was president of the Organization 1976-77.

#### Binkley-Stephenson Award

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

#### Louis Pelzer Memorial Award

An annual award given for the best essay in American history by a graduate student. The award 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*, 1125 E. Atwater, Indiana University, Bloomington, Indiana 47401. The deadline is January 1. This award was first given in 1949. Louis Pelzer was president of the Mississippi Valley Historical Association 1935-36 and editor of the *Mississippi Valley Historical Review* 1941-46.

#### Frederick Jackson Turner Award

The award, first given in 1959 as the Prize Studies Award of the Mississippi Valley Historical Association, is given annually to the author of a book on American history and also to the press that submits and publishes it. Each press may submit only one entry each year. The winning press receives a complimentary ad for the book in the *Journal of American History*; the author receives \$500, a certificate, and a medal. 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 deal with 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/she must have received it no earlier than seven years before the manuscript was submitted for publication. The deadline is September 1. Final page proofs may be used for books published after September 1 and before January 1 of the following year. Frederick Jackson Turner was the American historian (1861-1932) who formulated the renowned "frontier thesis."





Photo Courtesy Fran Schwierman/Milford Advertiser

### Milford, Ohio, School Superintendent Bruce Jones at a Bicentennial Debate

During the 1980s historians became aware that their long-term neglect of history outside the ivy-covered walls threatens the discipline's existence within. As a result they have spilled a torrent of ink on the twin issues of public history, the audience for which is the community outside, and academic history. After five decades of benign neglect, historians have a hard time remembering what it was they did fifty years ago when they were involved with local schools and were members of local historical societies.

### It is difficult to denounce a Sacred Text at its birthday party.

During the summer of 1987, the Milford, Ohio, City Council and the Milford Area Historical Society asked me to chair a commission to plan the celebration of the bicentennial of the second United States Constitution in September and the Northwest Ordinance in October for a suburban Cincinnati community of about 15,000 citizens. My only recent involvement with the local historical society had been a speech on the Northwest Ordinance at a monthly meeting and house sitting one day at a Victorian mansion once owned by a long-ago Ohio governor.

My view of historical societies was no different than that of many academic historians: associations of "Aunt Rubys" who see history as recollections of the hot summer of '34 and of the day the town dedicated the bridge. They collect old relics which they put on public display without reference to relevance and refer to the artifacts as "history." Amicable and harmless souls, they justify their existence by a notion that someone must keep the past alive by memorializing trivia and putting antiques on display in old-house museums. They have covered-dish suppers to organize fund raising for a new roof for that old mansion. They bustle about preserving history but with little historical awareness, confusing history with antiquarianism.

With such prejudices I began my career as an organizer of public history programs for a local historical society's bicentennial celebration. Naturally I first organized a program committee of community citizens--the school superintendent as program chair, a college assistant dean as publicity chair, and a former school board member and Proctor and Gamble executive as finance chair--along with school teachers, a businessman, city councilman, clergyman, student and town librarian.

We lacked previous experience but plotted an exciting educational program with the support of a \$3500 mini-grant from the Ohio Humanities Council. With it we brought two exhibits to the local library, paid two humanities scholars to address local audiences on the Constitution and Northwest Ordinance, and supported publication of a pamphlet with local emphasis on the Ordinance. The grant also supported an exhibit on "The Blessings of Liberty" where we distributed copies of the 1787 Constitution obtained from the U.S. Bicentennial Commission and the National Braille Press.

The first humanities scholar's address was "Stability versus Equality" by University of Cincinnati professor John K. Alexander, and in September it brought a month's celebrations to a peak. At the end of Alexander's talk, "Christian Constitutionalists" stood up



Photo Courtesy Cathy Sauer/Milford High School Reflector

### The Author as an Anti-federalist

with prepared scripts in hand to denounce him on several points, all relating to states' rights. This raised the temperature in the room to late 1960s levels, all to the good for high school students who were too young to have witnessed robust free speech in that active and long-ago era. Alexander's prescribed inquisitors challenged his statement that the Constitution allowed slavery, since it "cannot compel performance in anything" and we have "free agency" and "state sovereignty." The critics were prepared to "move in for the kill" if he asserted that the Constitution created a democracy. Unfortunately for them, Alexander did not fall into their trap, which left them confused since this was a principal point with them. A crowd of about seventy appreciated Alexander's informed presentation and his defence of his thesis that there were two sets of founding fathers: those who spoke for stability, the Federalists, and those who addressed the need for social and political equality, the misnamed Anti-federalists.

# The Bicentennial in a Small Town

Norman H. Murdoch

The program which reached the largest audience was an exciting series of debates, written and debated by a well-informed panel of local citizens, on whether or not to ratify the 1787 Constitution--Federalists versus Anti-federalists. The audience had a chance to ask questions at the end of each debate, and then they voted to determine whether Federalists or Anti-federalists had gained the upper hand. Primarily because it is difficult to denounce a Sacred Text at its birthday party, the Federalists won five of the seven debates. But the educational value of this project was terrific. Milford's city manager, a city councilman, the superintendent of schools, two teachers, a businessman-school board member, the dean of the University of Cincinnati's Clermont College and I alternated our participation on a team to debate before seven community groups: Kiwanis, Rotary, and Lions clubs; the historical society; library; and junior and senior high schools. Only the senior high school and Lions Club voted not to ratify! At the end of the month, in exhaustion, we turned down an invitation to debate before the American Legion's district women's conference. Government-access television taped the first debate and scheduled numerous showings. Two schools videotaped the debate and Alexander's speech for classroom use. A local reenactment group leader provided 18th-century costumes of soldiers, farmers and gentlemen for the debaters. The debates cost our commission nothing, but they reached a combined audience of nearly 2,000, exclusive of television showings. We distributed free copies of the Constitution to which we occasionally referred during the debate: few members of the audience had

### The debates cost our commission nothing, but they reached a combined audience of nearly 2,000.

ever read the document.

A \$250 contribution from our community's 97-year-old matriarch, Mrs. Orpha Gatch, allowed us to bring to town her nephew, a descendant of Milford's two Methodist founding fathers, who in 1797 initiated the first Methodist class meeting in the Northwest Territory. Milton McCormick Gatch, provost of New York City's Union Theological Seminary, addressed a Bicentennial prayer breakfast on the first amendment's meaning in a pluralistic society. Beginning with a discussion of the Enlightenment concept of toleration as applied in mildly-pluralistic 18th-century Virginia, he argued for a



broader concept of toleration in a modern-day society increasingly open to Asian religions. In this light, he questioned the right of the state to impose such personal religious practices as prayer in schools or to interfere in the individual's right to make abortion decision. Attended by a hundred citizens who, one suspects, were not in total agreement, breakfast was co-sponsored by our commission and the Milford Ministerial Association.

In October, the Northwest Ordinance exhibit and an address by Philip R. Shriver, president emeritus and emeritus professor of

**They collect old relics which they put on public display without reference to relevance and refer to the artifacts as "history."**

history at Miami University, Oxford, Ohio, brought the two-month celebration to a close. We distributed my pamphlet on the "Northwest Ordinance with Implications for Southwest Ohio" at the exhibit, at Shriver's speech, and to other adult audiences through local libraries and schools. The schools sponsored an essay contest on "Ohio's Liberties" and based on the Ordinance. Dr. Shriver, chair of both the Ohio and the five-state region Northwest Ordinance Bicentennial celebrations, presented the awards. Shriver contended that the Northwest Ordinance is "America's third great charter." That this is not more widely acknowledged is due to the Ordinance's legalistic prose. It provided the U.S. with a colonial system which made colonists first-class citizens; it outlawed slavery; it provided for a state-supported educational system; and it insisted

on fair treatment of native Americans and equal treatment of women (it outlawed primogeniture). The Confederation Congress passed it in July with a Bill of Rights, two months before the Constitutional Convention failed to include a Bill of Rights in their document.

As documentary conclusion to the celebration, we have just received a grant from the Ohio Bicentennial Commission to publish the speeches by the three humanities scholars for distribution to local citizens and to public and college libraries throughout Ohio.

The high historical quality of this celebration was funded by the Ohio Humanities Council, which supported the participation of professional historians and the two month-long exhibits at the local library. But cooperation of community groups and participation by local citizens as planners and participants heightened local interest in the program. And "Aunt Ruby" had a wonderful time, even if we did not collect a single artifact. Our success is the basis for hope that cooperation between professional historians and local historical societies can be stimulants to greater interest in history by the community. Reasons for academic historians to become involved with local historical societies in the celebration of history must stem from: a desire to transmit historical knowledge to a broad audience; a democratic interest in participation with fellow citizens in planning and execution of historical programs; and a belief that increased knowledge of what historical interpretation really is must be important to the future of both the nation and to the profession.

*Norman H. Murdoch is associate professor of history at the University of Cincinnati and author of numerous articles on social history.*

## 1988 Election Results

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Arnold Taylor,  
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### Nominating Board:

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NEWSL/88



# Nebraska Museums Explore Great Plains History

Anne P. Diffendal

Visitors to Nebraska this summer will discover that stopovers on Interstate 80 are festooned with a crop of brochures announcing a project in state history funded by the Nebraska Committee for the Humanities, a state program of the NEH. The brochures, distributed by the state's Division of Travel and Tourism, describe six new exhibits on the Nebraska experience which have just opened in half a dozen communities scattered across the state from North Platte to Wahoo.

The exhibits have been mounted in county historical societies and address themes in Nebraska history as diverse as settlement patterns in Cass County from 1854 to 1930, "Webster County and the Great Depression," and the role of working women in Saunders County from 1880 to 1930. The most noteworthy among these new exhibitions is the one that was developed at the Lincoln County Western Heritage Museum on the subject "The North Platte Canteen." It graphically recalls the work of hundreds of citizen volunteers who operated a canteen for the armed forces during World War II at the North Platte rail junction. As troop trains halted at this Union Pacific stopover, the tens of thousands of service men and women aboard were greeted at all hours of the day and night by community volunteers dispensing free coffee, doughnuts, cookies and encouragement. Several hundred persons were on hand last year at the exhibit's Veterans Day opening to recall the canteen's operations through the scores of photographs and artifacts on display.

Perhaps the most distinctive component of all six of these new exhibits on aspects of Nebraska history is the method by which they were developed. With grants of \$10,000 or less from the Nebraska Committee for the Humanities (the NCH), each of the host county historical societies was provided with consulting and lectureship services by academic specialists and a plan for mobilizing local volunteers to work with professional

exhibit designers in the creation of the exhibitions. In many cases, what the volunteers faced was an accumulation of artifacts in a local repository. The technique for inventorying such collections and creating from them some comprehensible insight into the past was the subject of a workshop for the volunteers sponsored by the NCH at the very beginning of the project in 1986. In the months that followed, workshop participants sorted through documents, photographs and hundreds of artifacts not only on hand in the six local museums but in the communities surrounding them.

**Several hundred persons were on hand...to recall the [North Platte] canteen's operations through scores of photographs and artifacts on display.**

It was volunteers, too, who worked with museum professionals and the consulting historians from Nebraska's colleges and universities to compose and design the physical features of the six exhibits. In the case of the Cass County Historical Society's museum at Plattsmouth, the effort entailed the creation of three separate rooms (a pioneer setting, a Victorian parlor and a general store) to house 14 wall panels and a variety of displays. Consulting with the museum and its volunteer workers in this instance was Dr. Harl Dahlstrom, Professor of History at the University of Nebraska, Omaha. Speaking at the exhibit's opening in November, 1987, Professor Dahlstrom commented on the project by observing: "I have long felt that a study of county history can lead to a broader understanding. What we find at the local level helps us understand the history of Nebraska and the region."



North Platte Canteen Exhibit, Opening Day

Photo Courtesy North Platte Telegraph

## Seven Days a Week



Discover What  
Saunders  
County  
Women Did  
Seven Days  
a Week

### WOMEN'S WORK EXHIBIT

Special Opening — Sunday, Oct. 18, 1987, 2-5 p.m.

Saunders County Historical Society  
3rd & Walnut, Wahoo, Nebraska



This exhibit was funded in part by a grant from the Nebraska Committee for the Humanities.

### Women's Work Exhibit Poster

Michael Schuyler of the history department at Kearney State College played a similar role in the development of an exhibit at the Land and People Museum in Red Cloud. In this case, the community volunteers assisted in locating and mounting the 50 poignant photographs which are the focus of the exhibit and illustrate its subject, the hardships endured by Webster County residents during the Dust Bowl days of the 1930s. Schuyler, the author of a recent study of the period, also addressed those who came to Red Cloud on the occasion of the exhibit's opening, reminding them that, "there were 10 years of farm depression before the stock market crash of 1929." Other collaborations in this NCH project occurred in Lexington at the Dawson County Historical Society, Holdrege (whose historical society now displays an exhibit entitled "Six Flags over Phelps County"), and Wahoo where the Saunders County Historical Society produced the exhibit on working women.

While the sites of these exhibits are widely distributed across Nebraska, the actual funding for the project came from one major source, the National Endowment for the Humanities. After the success of a similar project in 1984 on the life of the Dakota Sioux, the Nebraska Committee for the Humanities sought to expand its efforts at developing cooperative arrangements between humanities scholars and local historical societies by seeking a "State and Regional Exemplary Award" from the NEH in Washington. The Committee entitled its proposal to the Endowment "Exploring the History of the Great Plains in Local Museums," and it was one of more than 20 such applications submitted to the NEH by state humanities councils in 1986. The proposal's success brought the Nebraska Committee sufficient funds to secure the services of a part-time project director, to conduct the introductory workshop and to provide financial support to the collaborative endeavors in six Nebraska communities.

Commenting on the results of this "exemplary" public program, NCH executive director, Dr. Jane Renner Hood, stated: "We hope to use this model of cooperation with local historical societies and replicate more of these kinds of exhibits."

Anne P. Diffendal holds a Ph.D. in history from the University of Nebraska, is treasurer of the Society of American Archivists, and serves as director of a museum in Lincoln.



## Contributors

The following persons have made available for sale at the convention copies of their papers given at the 1988 Annual Meeting with proceeds going to the OAH. The Organization thanks them for this contribution.

Roberta Sue Alexander, The University of Dayton  
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Ronald J. Zboray, Emma Goldman Papers, University of California, Berkeley

## Obituary: Warren F. Kuehl

Warren F. Kuehl died in Sarasota, Florida at age 63 on December 15, 1987, after a lengthy illness. A native of Bettendorf, Iowa, he received his B.A. from Rollins College in 1949 and his Ph.D. from Northwestern in 1954. His career took him from Ohio University to Rockford College and Mississippi State University and ultimately to the University of Akron where he was chair of the History Department from 1964 to 1971 and founder-director of the Center for Peace Studies until his retirement in 1986.

These facts do not reveal the diversity of his interests nor the leadership he displayed in so many areas. His publications tell more about this aspect of his life. He was an

influential bibliographer who inspired The Society for Historians of American Foreign Relations' *Guide to American Foreign Relations* and compiled two editions of *Dissertations in History*. He was a leading member of the Conference for Peace Research in History and founder of the Society for Internationalists. He was executive secretary and later president of the Society for Historians of American Foreign Relations. Both formally and informally he helped to shape the direction SHAFR followed over the years.

The unifying theme in his scholarship and in his civic activities was the study of internationalism and international organization

in American history, with particular emphasis on conflict resolution through peaceful means. His biography of Hamilton Holt, and his prizewinning *Seeking World Order* reflect these lifelong concerns. Rollins College awarded him an LHD in recognition of his achievements. The second volume of his history of America's role in international organizations will appear in 1988.

He leaves behind his wife Olga of Sarasota, Florida and sons Marshall of Honolulu and Paul of Akron. He also leaves behind legions of friends and admirers whose lives he had touched over the years.

Submitted by Lawrence Kaplan, Kent State University.

## We invite you to Celebrate The Bicentennial 1787-1987

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# Endowment Campaign Announced

The OAH has considered for several years the vital step of creating a permanent endowment. As a result of actions taken during 1987 and early 1988, the Executive Board has embarked upon a three-year, \$1.6 million campaign to endow **The Fund for American History**. Outgoing President Stanley Katz said, "With its traditional member services in healthy financial and operating condition, OAH now has both the opportunity and the challenge to extend its leadership in support of new research and scholarship, improved minority access to graduate study, reforms in history education, and other vital activities. As important as they are, these new initiatives must depend upon endowment support rather than the ordinary revenues of the association."

Commenting on these initiatives, incoming President David Brion Davis noted that many reports and trends point to a possible renaissance of historical study in the United States: "Learned societies like OAH must be prepared to exert informed and creative leadership to ensure the success and integ-

ity of any reform efforts. As the nation faces a new century and OAH approaches its own centennial, it is fitting for us to reassert the organization's role in speaking for American historians."

The decision to establish an endowment came after nearly a decade of inquiry and discussion and in immediate response to intensive planning by a special board committee headed by Treasurer Cullom Davis. Six former OAH presidents have agreed to constitute the **Council of The Fund for American History**: John Hope Franklin, William Appleman Williams, Anne Firor Scott, Leon Litwack, Stanley Katz, and David Brion Davis.

The endowment campaign, which includes a challenge grant request, gets underway in mid-1988. Major membership solicitation will likely begin in the fall of 1988, and continue over the three year life of the campaign. Future *Newsletter* reports and other announcements will explain **The Fund for American History** and its purposes in detail.

## Call for Papers OAH 1990 Annual Meeting

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

Deadline for receipt of proposals is February 15, 1989.

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

The committee encourages, however, submissions in *all* areas of United States history. It seeks a balanced program.

It should be noted that participants specializing in American history, those who make their living as American historians, are required to be members of the OAH. This does not apply to participants representing other disciplines.

Proposals and supporting information should be sent to Professor August Meier, Chair Program Committee, Department of History, Kent State University, Kent OH 44242-0001.

## Report on U.S. Students Abroad

The Institute of International Education (IIE), the largest U.S. higher educational exchange agency, has conducted a census of U.S. students abroad. A total of 1,898 U.S. higher educational institutions reported 48,483 students earned academic credit last year for study outside the United States.

Announcing the survey results, IIE President Richard M. Krasno noted that "As more colleges and universities enrich their academic programs through international study, accurate data on study abroad becomes increasingly important to higher education."

The survey results, reported as a special section in IIE's annual statistical report, *Open Doors 1986/87*, indicate that the majority (76.8%) of U.S. students abroad studied in Western Europe. Latin America accounted for 7%, Asia for 5.4%, the Middle East for 4%, Eastern Europe 2.8%, and Africa 1.1%.

Ten countries received eight out of ten U.S. students. The United Kingdom led the way with 29.3% of all study-abroad students, followed by France, Spain, Italy and West Germany. Mexico, Israel, Austria, Japan and China completed the top ten.

Major fields of study for U.S. students abroad were the liberal arts (18.2% of total enrollment), followed closely by foreign languages. The social sciences and business/management each accounted for over 10% of the total.

The field-of-study choices of U.S. students abroad are markedly different from those made by foreign students in the United States. Only 6.7% of U.S. students abroad were majoring in engineering, natural sciences, mathematics and computer studies, while 39.1% of foreign students in the United States were enrolled in these fields.

## Endowment to Fund Research Center at UCLA

National Endowment for the Humanities (NEH) Chairman Lynne V. Cheney has announced that the Endowment will fund a new national center at the University of California, Los Angeles, to conduct research aimed at improving history instruction in elementary and secondary schools.

As part of a cooperative agreement, NEH will provide up to \$500,000 per year for the next three years to the UCLA Center on the Teaching and Learning of History in Elementary and Secondary Schools. The new center will examine current teaching approaches, teacher training and history textbooks and will develop improved programs for history instruction.

"Clearly there are fundamental problems with the way history is taught and learned in our nation's schools," said Cheney, "and, as a result, our students display startling gaps in their knowledge of the past."

"NEH is pleased to begin this cooperative agreement with the new research center at UCLA, not only to gather extensive data on the current status of history instruction, but to find better ways of teaching about the past."

UCLA was chosen as the site for the new center from among 11 institutions that applied in response to NEH's call for proposals last October. The center will have a staff of eight scholars, plus up to 60 teacher associates who will assist in developing and testing improved teaching programs.

NEH and UCLA will disseminate the project's findings through conferences, newsletters, monographs and films to a national audience of teachers, administrators and parents.

## NEH Awards \$3.2 Million for Projects

The National Endowment for the Humanities (NEH) has announced that it will award more than \$3.2 million in new outright and matching grants for projects aimed at preserving scholarly resources such as books, newspapers and photographs.

The grants range in size from \$1700 to \$1 million and will support a variety of projects at 14 institutions in 11 states. The funds will pay partial costs of locating, cataloging and microfilming materials.

The grants are administered by NEH's Office of Preservation. Recent estimates suggest that 76 million volumes, comprising 25 to 30 percent of the holdings in the country's research libraries, are disintegrating because of the acid content of their paper. Photographs, sound recordings and tapes are similarly threatened by factors inherent to their physical structure.

The two largest of the new grants will support projects at major university libraries with special collections of humanities materials. Yale University has been offered up to \$1 million for the preservation of its European history collection. NEH also has offered grants totaling \$998,411 to the University of California at Berkeley to preserve its volumes of European literature. Seven of the new projects are part of the Endowment's United States Newspaper Program (USNP), a long-range, coordinated effort to locate, preserve and catalog in a national database an estimated 250,000 newspaper titles published in this country since 1690. Organized on a state-by-state basis, USNP projects receive awards for both planning and implementation. To date, NEH has awarded planning grants to 31 states and implementation grants to 25 states.



# OAH Business Reports

## Executive Board Meetings

November 1987

At its meeting of November 20, 1987, the Executive Board of the Organization of American Historians took the following actions:

**APPROVED** the minutes of the April 1987 Executive Board Meeting.

**APPROVED** the proposed 1988 operating budget, including allocation to the Endowment Fund of any surplus remaining from the 1987 budget.

**PASSED** a resolution to establish an OAH Endowment Fund to be called **The Fund for American History**. (See the following Resolution.)

**AGREED** that the Executive Secretary should develop a proposal for the OAH to participate in a computer software evaluation project sponsored by IBM.

**REAFFIRMED** adherence to current policy which requires annual meeting program participants, including independent scholars, who earn their living as American historians to become members of the Organization and to Register for the meeting.

**INSTRUCTED** the Executive Secretary to write letters to the appropriate subcommittees in support of reauthorization legislation for the National Historical Publications and Records Commission.

**REFERRED** back to the Joint Committee on Historians and Archivists a resolution that had originated with them regarding the Documentary Heritage Trust.

**CONFIRMED** its commitment to hold a joint meeting with the National Council on Public History in St. Louis in 1989, and passed motions to authorize the OAH Program Committee at their discretion to: 1) add a public historian to the Program Committee and, 2) if necessary, hold an additional meeting. The Board also voted to review the history of joint conventions and, based on its analysis of the problems and benefits of such conventions, establish an appropriate policy.

**ENDORSED** OAH publication of a manuscript by Peter J. Frederick entitled "Active Learning in Large History Classes."

**SUPPORTED** the submission of a proposal to NEH for a cooperative agreement to establish a Research Center on the Teaching and Learning of History in Elementary and Secondary Schools in Bloomington under the auspices of the OAH.

**PASSED A RESOLUTION** with regard to continued OAH participation in the National Council on Social Studies that "any grant proposals submitted [by NCSS] must clearly reflect the interests of history in the school curriculum."

**DISCUSSED** the creation of a new book prize for the best book published in the field of race relations in the United States to be endowed by and named in honor of James A. Rawley, Carl Adolph Hoppold Professor of History at the University of Nebraska, Lincoln, and **CREATED** an ad hoc subcommittee to formulate a definition of such a prize with the resulting definition to be discussed by the Board at its March, 1988 meeting.

**CONSIDERED** several recommendations proposed by the Erik Barnouw Award Committee, called for the Barnouw Committee to clarify some of the recommendations and proposed that the topic be discussed again at the March, 1988 meeting.

**DECIDED** not to change the deadline for submission of books for consideration for the Merle Curti Award.

**RECOMMENDED** that the Chairs of the Social History and Intellectual History Committees of the Merle Curti Award discuss whether the two categories should be combined with the resulting award given every year or suggest to the Executive Board a better way of handling the problem of the blurring the distinction between social and intellectual history.

**RECOMMENDED** that in the normal course of rotation, when new appointments are made that a Native American historian be considered for appointment to the Committee on the Status of Minority Historians and Minority.

**APPROVED** substitution of a graduate student for one of the five committee members on the Committee on the Status of Women in the Historical Profession and authorized extra monetary support in connection with this appointment.

### Resolution

**WHEREAS:** The Executive Board of the OAH at its meeting in April 1987 authorized the establishment of an endowment fund and campaign and instructed the President to appoint an ad hoc Endowment Steering Committee of the Board to oversee this effort...

**AND WHEREAS:** the Steering Committee has engaged in deliberations to take the initial steps to carry out that instruction...

**THEREFORE, BE IT RESOLVED:** that the Executive Board now take the following actions:

1. Establish **The Fund for American History**, as a segregated account, as part of the financial structure of the Organization of American Historians, said fund to be used for endowment only.
2. Transfer to the Fund the current monies held by the OAH as segregated funds which have been derived from earlier endowment fund efforts, life memberships, the lecture-ship program and other sources that have been held as investment rather than spent as income, and that currently approximate \$100,000.
3. Appoint an ad hoc Council of the Fund, comprising five recent past Presidents of the OAH, for four year terms, subject to the jurisdiction of the OAH Executive Board, said Council to provide general oversight of the endowment campaign.
4. Authorize the Steering Committee to continue for the duration of the Fund drive as a Committee of the Executive Board and to work with the Council of the Fund to (1) draw up a statement that identifies both the financial and programmatic goals of the Fund, and (2) develop and carry out a strategy for raising funds for the endowment.

### March 1988

At its meeting of March 24, 1988, the Executive Board of the Organization of American Historians took the following actions:

**APPROVED** the minutes of the November 1987 meeting of the Executive Board.

**AUTHORIZED** the transfer of 1987 year-end funds to The Fund for American History (the OAH Endowment account).

**APPROVED** the following rates to take effect 1989:

*Journal of American History* advertising rate, \$400 per page;

*Annual Meeting Program* advertising rate, \$350 per page;

Annual Meeting Exhibit Booth, \$500 per booth;

Sale of OAH Membership Mailing List, \$70 per 1,000.

**DEFERRED** until the November 1988 Board meeting consideration of increasing registration fees for the Annual Meeting pending collection of comparative data on other organizations' registration fees.

**CONFIRMED** appointment of Eric Foner, Jacqueline Hall and George Herring to the *Journal of American History* Editorial Board and Spencer Crew to the Pelzer Prize Committee.

**DECIDED** not to become an affiliated organization of the Josephson Institute for the Advancement of Ethics, Government Ethics Center.

**OPTED** not to offer participation in a legal referral network as an OAH membership service.

**INSTRUCTED** the Executive Secretary to clarify libel coverage currently available to members through the Trust for Insuring Educators.

**PASSED** a resolution "that the Organization of American Historians supports the efforts of the Bradley Commission on History in Schools to examine the school curriculum in the fifty states, Kindergarten through Grade Twelve, and to develop recommendations for enhancing the position of history as the core of social studies in American Schools."

**PASSED** the following resolution: "That the Executive Board endorses the concept of establishing a Standing Committee on Educational Policy whose responsibility would be the review of policy and program initiatives in this area." In order to implement the foregoing resolution the Board voted to:

1. Establish a Standing Committee on Educational Policy composed of
  - The incumbent OAH President,
  - President Elect, and
  - Executive Secretary (as *ex officio* members)

Plus three members of the OAH Executive Board, one each from the three calendar categories;

2. Chair to be the Board member in last year of his or her incumbency;

3. The committee will review OAH proposals, initiatives, endorsements, and undertakings concerning the teaching and dissemination of American History and joint or shared efforts with other associations in such matters."

The Board further proposed that an ad hoc Committee on Educational Policy be appointed immediately to function until such time as a standing committee is approved by the membership by mail ballot.

**DISCUSSED** recommendations made by the Barnouw Award Committee and took the following actions:

1. **RECOMMENDED AGAINST** instituting an entry fee.

2. **DECIDED** that filmmakers need to provide each member of the award committee copy of their entry on half-inch video tape.

3. **AGREED** to underwrite showing of the award-winning film or films at the OAH Annual Meeting.

4. **REFERRED** back to the Barnouw Committee the question of instituting a monetary prize to be given in conjunction with the Barnouw Award because any initiative to create an endowment for the award would have to be undertaken by the committee.

**APPROVED** a June 15th deadline for submission of books to be considered for the



Merle Curti Prize.

RECOMMENDED that all OAH prize committees be allowed to solicit entries, but noted that committees, not the OAH Office, will be responsible for solicitation. The Board further decided that an individual may not submit his or her own work.

DECIDED not to change the criteria for the Richard W. Leopold Prize.

AUTHORIZED appointment of the James A. Rawley Prize Committee and approved the following wording: "The James A. Rawley Prize is given annually for a book dealing with race relations in the United States."

ADOPTED the following language proposed by ABC-CLIO for its award: "A biennial prize of \$750 given to recognize and encourage scholarship in American history in the journal literature advancing new perspectives on accepted interpretations or previously unconsidered topics. The award is not confined to any particular subject area or chronological period but instead seeks to recognize journal articles that display a seminal character, articles that do not simply elaborate previous interpretations but that propose new perspectives or examine new areas and in so doing extend historical knowledge and raise new avenues of investigation. In seeking to recognize such pivotal articles the award acknowledges their creative achievement in breaking the constraints of conventional thinking in their approach to historical sources."

VOTED to alter the appointment schedule for the ABC-CLIO Award Committee so that the committee is appointed in the spring after the award is given and serves for a two-year period through the next award. The Committee just appointed will serve until 1990; the committee appointed in 1990 will serve a one-year term, and the two-year appointment schedule will resume in 1991.

RECOMMENDED that the Joint Committee on Historians and Archivists look into the matter of the disposition of materials in corporate and other private archives, with priority given to University Archives.

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The OAH Executive Board met on Sunday morning, March 27th, to hear the reports of OAH Committees. Those Committee reports will be published in the August 1988 *Newsletter*. At the Sunday meeting the Board also VOTED to create an OAH Ad Hoc Committee on the Bicentennial of the Bill of Rights.

## Executive Secretary's Report

Joan Hoff-Wilson

Arnita Jones has been Acting Executive Secretary this last semester while I have been on sabbatical leave as the Landmarks Scholar in U. S. History at American University in Washington, D. C. Jones, former Chair of the National Council on Public History and Senior Historian of History Associates Incorporated, has been commuting between Bloomington and Louisville and, among other things, contributing her expertise on grant writing to the Organization's on-going needs in that area. On behalf of myself and the staff, I want to thank her for coordinating the work of the Bloomington national headquarters during my absence.

### Annual Meeting Information

This year, 60 high school teachers from Reno and surrounding areas attended our Professional Day--a time that the OAH sets aside for high school history teachers who

design their own program and sessions. It has been encouraging to see an increasing number of high school teachers participate in these Professional Days over the last five years. This year, for the first time, a number of OAH members who are college and university instructors attended the Professional Day sessions, demonstrating the importance and relevance of the contributions by high school teachers to the overall content of the annual meeting. Former OAH President Leon Litwack made the major address at the Professional Day luncheon.

The OAH job registry listed 52 jobs and 115 applicants for those jobs. Pre-registration for this Reno meeting was a little over 1,000, which was the highest that it has been for meetings held in the West during the last 14 years. Our total registration turned out to be 1,511, which was several hundred higher than our total attendance in Los Angeles in 1984 and just slightly under our total attendance in San Francisco in 1980. Although we expected the final figure to be slightly higher based on pre-registration figures, it still is a very good turnout for this part of the country. The attendance in Reno was gratifying and shows that effort on the part of the staff in advertising the annual meeting can generate a high pre-registration. The reason that the Organization has trouble with attendance on the west coast has largely to do with the geographical distribution of OAH members. As of February, 1988, of our 11,000 members, 36% are located in eastern states, 23% in the Midwest, 18% in the South, and only 16% in the western states. Although it is more difficult to attract a large walk-in registration in the West than in the East and Midwest, our experience in Reno has proved that we can have a successful meeting in an area of the country where our membership base is the weakest. The OAH will be meeting jointly with the National Council for Public History in St. Louis next year, and we anticipate that it will be as successful as our joint meeting in New York. We learned a great deal from the New York meeting, and the one in St. Louis promises to be even better in terms of cooperation on sessions and attendance.

### OAH Activities

The OAH ad hoc Committee on the Bicentennial of the Constitution is chaired by Kermit Hall and composed of Kent Newmyer, Bill Wiecek, Mike Belknap, and Harold Hyman, whose term on the Executive Board ended as of the Reno meeting. These individuals not only proposed a number of our sessions and activities on the Constitution, but also edited the two-volume edition of *Documents of United States Constitutional History* for the Organization. In addition, they successfully negotiated with Oxford University Press for a series of OAH books on the Bicentennial of the Bill of Rights. The contract has been signed, the manuscripts are in the process of being written, and the first books should begin to appear sometime in the fall of 1990. This ad hoc committee, unfunded as it was and unheralded for much of its existence, has really been quite successful.

Another project that I think is of enormous importance for the Organization is our new committee on minority historians. Prior to its establishment as a standing committee this past year, the OAH had an ad hoc committee on minority historians which produced a well-documented report on the status of minority historians in the country and within history departments. After mailing that committee's report to department chairs across the country, the OAH sponsored a meeting of department chairs at the AHA annual convention this last December. Darlene Clark Hine, who was a member of the

original ad hoc committee, addressed that group and talked about the report. The report itself was largely compiled by Nell Painter, another original member of the ad hoc committee. As the chairs met at the AHA in December, discussed the report, and heard Darlene Clark Hine's comments on it, they made several recommendations that I would like to summarize. In the category of potential activities at the departmental level, the group offered seven suggestions:

1. Target promising undergraduate history majors or even survey students, establish a mentoring relationship and encourage them to consider history graduate work.
2. Establish relationships with area high schools to recruit minority students into undergraduate history programs.
3. Underwrite travel costs for minority students to accompany faculty mentors to professional history meetings.
4. Work to gain community support for minority scholars.
5. Balance community service with publishing in tenure decisions for minority scholars who are called upon to do more mentoring or community service. Also, those with heavy community commitments in the service of the department or institution merit reduced teaching loads.
6. Urge minority department members to limit committee work if tenure has not been achieved.
7. Strive to grant early leaves or reduced teaching loads to promote completion of significant research projects.

With respect to actions from historical associations, three recommendations were made:

1. Publish lists of agencies and universities where monies are available for minority graduate students in history. The lists would be helpful to individuals and departments.
2. Examine immigration and naturalization policies which discourage history departments from hiring qualified international minority candidates.
3. Underwrite travel costs to allow minority students to accompany a faculty mentor to professional meetings of historians.

These ideas were intended as a starting point for individual departmental discourse.

The OAH has also continued its highly successful national lectureship program. During the academic year for 1986-1987 for example, 19 of our members gave 21 lectures in various parts of the country for a total income to the Organization of \$14,500. This academic year, 1987-1988, 6 lectures have already been given and 9 more are scheduled for a total of 15 which will generate a little over \$11,000. The lectureship fees that we have collected over the years have officially been contributed to the endowment campaign. The OAH's initial endowment fund is considerably larger than it would have been had we not operated this very worthwhile program for the last several years.

One of the more interesting and unusual things I did this year as OAH Executive Secretary was to be a juror for the national design competition for the Women's Rights National Park in Seneca Falls. It was a blind competition and the first completely federally sponsored design competition since the 1920s; in this case, entirely under the auspices of NEA. We chose a design by two young women architects from Harvard. The National Park Service will begin to fund the project this fall, and it should be completed in several years. It was a very enlightening experience for me to see how architects could translate a major historical event into a three-dimensional representation. The



competition guidelines required that the text of the Declaration of Sentiments of 1848 had to be prominently featured in the design and that the remains of the Wesleyan Chapel be preserved intact.

#### OAH Grants

As I have noted in other annual reports, since 1985 we have had funding from the Rockefeller Foundation for the *Magazine of History*. This publication is now the focal point of our high school outreach activity. The Rockefeller Foundation has awarded the OAH a final grant of \$58,000 for this project. An equally important but quite different ongoing grant on Third World Women was funded by the Fund for the Improvement of Post-Secondary Education (FIPSE) and directed by Professors Margaret Strobel and Cheryl Johnson-Odim. This grant will enable us to publish this fall packets very similar to the U. S. World History ones that the OAH produced several years ago to assist instructors with integrating material on women into survey classes. I hope that with the completion of this grant that the Organization will be able to obtain additional funding to start updating the first two packets.

The OAH submitted four new grant proposals this past year. One of them was to IBM for the Organization to become an evaluator of software programs in history. IBM decided, however, not to expand its current evaluation program to include history. The Organization also submitted a major grant to NEH to establish a history research and teaching center on the Bloomington campus and at the OAH national headquarters. This was a very large grant which would have amounted to \$1.5 million. It was awarded in March to UCLA. Although we were disappointed with this outcome, the senior historian for the UCLA center is Gary Nash, who has recently been elected to the OAH Executive Board. Arnita Jones and I are confident that we can work out a very cooperative relationship with UCLA so that some of the ideas in our proposal may be implemented.

Two other new grant proposals are still pending, and Arnita Jones wrote both of them this last semester. The first is a FIPSE community college model to help overcome the disciplinary isolation many history instructors experience in these institutions of higher education. The OAH has established a newsletter for community college teachers of history, and in fact, a number of community college teachers held a very successful meeting of their own at the OAH Annual Meeting in Reno. If this grant is funded, we will be able to use the experience from an earlier FIPSE project which developed a model for evaluating departments. We hope to suggest ways of improving history instruction in community colleges, where over half of the total number of students enrolled in history classes at the post-secondary level receive instruction. The other proposal that is pending is an NEH Challenge Grant whereby we will ask NEH to match on a 1 to 3 basis our own endowment endeavors.

Once again I have the pleasure of thanking the OAH staff in person for their work at this convention. The entire staff from the business office attends the Annual Meeting, working behind the scenes to keep things running smoothly. Mary Belding, of course, perennially is our efficient convention manager. Sharon Caughill is now officially the Assistant for Professional Affairs and unofficially the staff person assisting with the endowment campaign. Jeanette Chafin, again, perennially the Business Manager and the person in overall charge of registration. She, of course, manages our

See OAH Business, p. 20

## Report of the Treasurer

Cullom Davis

It is no exaggeration to report that our association's financial condition exhibited remarkable health in 1987. For the fourth consecutive year we ended with an operating surplus and also an increase in the value of our trust fund.

Operating income substantially exceeded our budget estimates, due principally to computer refinements that give us more timely membership renewal notices. We also enjoyed a significant boost in advertising revenue from the *Journal*. Even more gratifying from a treasurer's perspective was the control on expenses, which ended slightly below budget. Credit for their prudent fiscal management belongs to editor David Thelen, executive secretary Joan Hoff-Wilson and their respective staffs.

During 1987 our trust fund investment portfolio continued to grow. October's Wall Street skid adversely affected the values of our equity holdings, but to a less extent

than was true for the stock market generally. At year-end the market value of our investments \$447,100, up moderately from 1986.

It is against this backdrop of financial stability that my colleagues on the Executive Board have agreed to create a permanent OAH endowment, *The Fund for American History*. Such a vital step has been under active consideration for more than a decade, but we realized that the association had to solve its immediate fiscal problems before it could embark upon an endowment campaign. With our own financial house in order we are poised to announce an exciting program that will enable OAH to broaden and enrich its services to members, the profession generally, and the discipline of American history. In coming issues you will learn more about *The Fund for American History* and what it means to you.

#### 1987 OAH FINANCIAL REPORT

| Operating Funds   | 1987      |           | 1988      |
|---|-----------|-----------|-----------|
|   | Budget    | Actual    |           |
| Membership Dues   | 390,000   | 509,255   | 446,000   |
| Journal (ads, sales)                                    | 38,000    | 46,782    | 42,000    |
| Newsletter (ads, sales)                                 | 9,000     | 7,213     | 8,000     |
| Other Publications (sales)                              | 18,425    | 21,553    | 19,000    |
| Annual Meeting (fees, ads)                              | 130,000   | 135,047   | 129,500   |
| Other (Interest, gifts, grant overhead, reimbursements) | 22,850    | 20,870    | 26,000    |
|   | \$608,275 | \$740,720 | \$670,500 |
| <b>Disbursements</b>                                    |           |           |           |
| Journal   | 206,620   | 206,399   | 216,420   |
| Newsletter  | 29,920    | 28,187    | 26,280    |
| Other Publications                                      | 7,300     | 8,816     | 4,500     |
| Promotion   | 15,770    | 12,351    | 14,220    |
| Annual Meeting  | 91,790    | 88,906    | 91,680    |
| Administration:   |           |           |           |
| General   | 171,670   | 182,066   | 203,570   |
| Membership  | 46,090    | 42,029    | 54,550    |
| Grant/Data Service                                      | 8,240     | 7,942     | 19,660    |
| Governance (Committees)                                 | 20,200    | 18,799    | 21,850    |
| Awards  | 3,100     | 3,025     | 3,500     |
| Liaison/Advocacy  | 9,850     | 12,454    | 9,000     |
| Contingency Reserve                                     | 4,400     | 1,782     | 5,270     |
|   | \$614,950 | \$612,756 | \$670,500 |

#### Revolving Funds

|                                   |            |
|-----------------------------------|------------|
| Beginning Balance January 1, 1987 | \$ <7,968> |
| Receipts                          | 131,468    |
| Disbursements                     | 106,664    |
| Balance 12/31/87                  | \$ 16,836  |

| Trust Fund                | Principal | Cash Income | Assets (Cost) | Invested Income | Account Balance |
|---------------------------|-----------|-------------|---------------|-----------------|-----------------|
| Beginning Balance         | —         | —           | 352,543       | 2,065           | 354,608         |
| Dividend Income           | —         | 5,699       |               |                 | 5,699           |
| Less Foreign Tax W/H      |           | <47>        |               |                 | <47>            |
| U.S. Government Interest  |           | 11,878      |               |                 | 11,878          |
| Corporate Interest        |           | 7,934       |               |                 | 7,934           |
| Proceeds                  |           |             |               |                 |                 |
| Redemption of Money       |           |             |               |                 |                 |
| Market Certificates       | 220,300   | 18,277      | <220,300>     | <18,277>        | —               |
| Securities Sold           | 182,936   |             | <115,610>     |                 | 67,326          |
| Purchase of Money         |           |             |               |                 |                 |
| Market Certificates       | <218,242> | <25,109>    | 218,242       | 25,109          | —               |
| Less Cost Basis           |           |             |               |                 |                 |
| Securities Investment     | <219,994> |             | 219,994       |                 | —               |
| Payment of Bank Fees      |           | <3,632>     |               |                 | <3,632>         |
| Principal/Income Transfer | 15,000    | <15,000>    |               |                 | —               |
| Deposit to Agency         | 20,000    |             |               |                 | 20,000          |
| Ending Balance            | —         | —           | \$454,869     | \$ 8,897        | \$463,766       |



## American History Textbooks

From *History Textbook*, p. 3

to create a product that will gain a state or national share. Their ends are revenues and royalties--and good word of mouth. They must meet curricular guidelines that vary from district to state, notably those imposed by major adoption states and metropolitan markets. In the 1990s publishers face considerable demographic opportunities--and increasing intramural competition.

Why are publishers so hostile or impatient to review, however adroit and constructive? In part because their products are controversial, and they are bedeviled from many sides. Change is expensive and risky. But I also suspect that it is because they privately acknowledge their products' weaknesses.

Testing, always testing, publishers presumably know what sells in a mass national market. That is, they understand what teachers and curriculum specialists want. If so, what teachers want is very close to what they now receive.

When publishers become convinced that high-quality textbooks and net income are not mutually exclusive, textbook revisions will occur, with positive and cost effective results for student learning. This will depend on social studies specialists in the schools. Teachers are generally docile. Parents are not equipped to act as agents of improved instructional materials. College- and university-level historians cannot pay huge attention to textbooks, and on average,

they have few inducements to do so.

Textbook reform probably requires the establishment of an authoritative, independent panel of reviewers to monitor what publishers create for the market. While textbook "critics" proliferate, in state capitals and big-city school districts, no strong advocate or lobby yet exists for improved textbook writing and content.

*Gilbert T. Sewall is co-director of the Education Excellence Network at Teachers College, Columbia University, and author of the recently-released American History Textbooks: An Assessment of Quality.*

## Historians and the Bicentennial

From *Bicentennial*, p. 4

situation and in the context of the broader political discourse of Revolutionary America. (Did Jefferson really "intend" to include his own slaves in his definition of "equality"? Equally striking--and equally anti-historical--is the theorists' bold assumption that the Declaration did in fact define the American regime in 1776, regardless of the complicated political and diplomatic calculations and maneuvers of its framers.

The theorists' teleology states that Jefferson articulated timeless, universal ideals which can now be reduced to practice. It certainly implies a grand narrative having a basic thrust similar to the old Progressive story of rising "democracy." The theorists say the Declaration's values were embodied in the new federal Constitution: by this move they leap easily from 1776 to 1787, leaving "historians" to worry about what might have happened in those busy years, and so on to the present day. The principles of the American regime, these theorists insist, are timeless and context-less and therefore fully accessible to right-minded commentators today. But mythologies of this or any sort make for bad history, or rather no history; a nation with a false historical consciousness, or no historical consciousness, is in deep trouble. We cannot yield the founding period, our history as citizens as well as historians, to those who would deny its and our integrity.

What, beyond turf, have we been defending

in our exchanges with lawyers and theorists? First, we are defending against the abuses of anachronism and presentism. The manifest conservative bias of these groups has made the dangers of such distortions particularly conspicuous to historians who, with few exceptions, find themselves situated to their left. My point is not, however, that "liberals" or "radicals" should reclaim the founding by spinning alternative, more ideologically appealing narratives. Instead, I am suggesting that calls for grand synthesis and a return to a broadly engaging narrative represent an equivalent--and in some ways more insidious, because better disguised--impulse to appropriate our past to teach lessons, rather than learn them. It would be better to resist the temptation to define the character of the American "regime," even if our intentions are benign and even if successful mythologizing might bolster our supposedly sagging prestige and influence. The lesson of this and other bicentennials is that we play a vitally important role in making would-be mythologists of all persuasions responsible to our painful, provisional, ongoing reconstruction of the American past.

We should not exaggerate the strength of the anti-historical forces arrayed against us. Not all, or indeed very many, lawyers are "originalists," and many are in fact eager consumers of the new legal and constitutional history, one of our leading "growth" fields. And the Straussians by no means dominate political theory--nor are they all

hostile to the actual history of the ideas they study so carefully. And an emerging cohort of theorists dedicated to the study of "conceptual change" is rapidly working through and moving beyond the relevant historical literature. In short, there will always be a "market" for good history, in cognate disciplines if not in the proverbial "general public."

The Bicentennial may not inspire much important new work by historians. But it will have enriched the discipline--as well as a fortunate group of practitioners--if it helps us gain a clearer sense of what we ought to be doing, both in defending the past against abusers and in fostering a richer historical consciousness within and beyond the academy.

*Notes: For an authoritative review of distortions and omissions in the Founders' documentary record, see James H. Hutson, "The Creation of the Constitution: The Integrity of the Documentary Record," Texas Law Review, 65 (1986), 1-39. And for an excellent account of the Leo Strauss-inspired theorists, see Gordon S. Wood, "The Fundamentalists and the Constitution," New York Review of Books, XXXV (February 18, 1988), 33-40.*

*Peter S. Onuf is professor of history at Southern Methodist University and author of the recently-published Statehood and Union: A History of the Northwest Ordinance.*

## American History in Britain

From *Britain*, p. 7

serious and painful but not yet terminal. It needs to be emphasized that a great deal of very good work is still being done in both teaching and research in American history. Interest in the subject is undiminished; the question is how far, and for how long, can dwindling resources be stretched to meet the demands placed upon them. Can study and teaching of American history be defended all

along the broad front of its development over the last three or four decades? Or will some much more selective policy of concentration in a limited number of institutions have to be introduced, with all the painful consequences of closing down good and successful courses and programmes?

American history in Britain resembles a substantial edifice, constructed step by step over many years, and widely regarded, with all its faults, as functional and pleasing to

the eye. However, it now finds its foundations being eroded, perhaps even undermined, by a combination of political shortsightedness, indiscriminate pursuit of financial savings, and sheer bad luck. There is still time to reinforce those foundations, but where are the will and the manpower and the resources to tackle the task?

*Peter J. Parish is director of the Institute of United States Studies at the University of London.*

## OAH Business

From *OAH Business*, p. 19

funds on a day-to-day basis at the national office. Ginger Foutz has been fighting and has finally won her battle with the Organization's computers. Members are receiving renewal notices early as part of a master plan to keep us on schedule in terms of our cash flow, and the procedure seems to be working very well. Aiding Foutz is Nancy Larsen. The Editor of the *Newsletter* is Howard McMains, and Michael Regoli, who has been serving the Organization in a number of capacities, is officially our Computer Systems Administrator. Regoli also is very instrumental in coordinating the production

of the *Magazine of History*. Sheri Sherrill coordinates all communications with OAH committees as the Committee Coordinator and processes all pre-registrations as well. Two new members are Brian Fox, who is in charge of advertising and promotion of all of our OAH publications, and Kara Hamm, the OAH's secretary and receptionist.

Finally, there were no reports of any "big winners" among historians at the Reno meeting, but it was not for want of trying. Many members also took advantage of the opportunity to visit historical sites and the spectacular countryside around Reno.

## Scholars Sought

For purposes of scholarly exchange and cooperation, the International Committee of the Southern Historical Association would like to identify scholars outside of the United States who study or teach the history of the American South or use it for comparative purposes. The Committee asks that the names, addresses and areas of interest of such scholars please be sent to The International Committee, Southern Historical Association, History Department, University of Georgia, Athens, GA 30606.



# Announcements

## Professional Opportunities

"Professional Opportunity" announcements should be no longer than 100 words and must represent an equal opportunity employer. There is a \$50 charge per announcement. The closing date for applications listed in the announcement should not be earlier than the end of the month in which the announcement appears.

Please send "Professional Opportunity" announcements to Advertising Director, Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47401. Deadlines by which announcements must be received for publication are: December 15 for the February issue; March 15 for May; June 15 for August; and September 15 for November.

## History Teaching Alliance

The University of Florida and the three sponsoring organizations of the History Teaching Alliance--the National Council for the Social Studies, the Organization of American Historians and the American Historical Association--are seeking a director for the Alliance for a vacancy occurring July 1988. The appointee will be a non-tenured faculty member of the University of Florida, housed in and supervised by the Department of History and by an oversight committee of the three organizations. Appointment is at the assistant-professor level, \$25,000-\$28,000 range.

Responsibilities include coordination of a national series of university-secondary school collaborative programs, fund raising through grant writing, and administration, as well as assisting the Department in the teaching of history.

The History Teaching Alliance was established in 1985 to enhance the teaching of history through collaboration between university and public school teachers of history. The director supervises a small office, maintains liaison with universities and schools, evaluates ongoing projects, and works closely with the University of Florida host department and with its fiscal offices.

Candidates must possess or be about to receive the Ph.D. in history as well as have experience in college and secondary school teaching. Administrative experience is also helpful.

Interested applicants should send a letter, current vita and three letters of reference to: History Teaching Alliance Oversight Committee, American Historical Association, 400 A Street SE, Washington, DC

20003. Deadline for applications is June 15, 1988.

## OAH Magazine of History

Editor. The Organization of American Historians seeks an editor for the Magazine of History, a national quarterly publication designed to address the interests and concerns of secondary history and social studies teachers and provide information about ongoing scholarship and trends in the teaching of history. The Magazine also serves as a forum for the exchange of ideas between high school and university instructors.

Qualifications for the position include an advanced degree in American history as well as substantial editorial and teaching experience. The initial appointment will be for a period of one (1) year, commencing September 1, 1988. Send a letter of application, accompanied by a curriculum vita to: Professor Joan Hoff-Wilson, Executive Secretary, Organization of American Historians, 112 North Bryan Street, Bloomington, Indiana 47401. Letters of recommendation are not required at this time, but names of three referees should be included. Deadline for applications is July 1, 1988.

## SUNY-Oneonta

Twentieth Century European Historian with specialty in Europe since 1945. Candidate should have Ph.D. and the background and ability to teach the western civilization survey and develop courses in one or more of the following areas: Modern Germany, Diplomatic History, World History, Asian History, Social History (Women and/or Family). Tenure track three year appointment at beginning level to begin August, 1988 (pending budgetary approval). Reply by June 1 to R. Delaine Baker, Affirmative Officer, Faculty Personnel Office, State University of New York, Oneonta, NY 13820-1361.

## Albert Gallatin Papers

The Papers of Albert Gallatin seeks an assistant editor to share tasks in the preparation of a microfilm index and a selected book edition. Requirements: competence in late 18th- and early 19th-century American economic and political history, Ph.D. preferred; experience in documentary editing; reading knowledge of French; familiarity with computers. Salary commensurate with experience and qualifications. Submit letter of application, resume, and the names of three references by July 20, 1988, to Glenn W. LaFantasie, Editor, The Papers of Albert Gallatin, Baruch College, City University of New York, 17 Lexington Avenue, Box 348-A, New York, NY 10010. AA/EOE.

## Columbia University

Social Studies (Intention to recruit). Assistant/Associate Professor. Two-year appointment, renewable, tenurable. Position anticipated. Candidate should combine strong history background, preferably in American History, but will consider World History or some component thereof; secondary school teaching experience; interest in the need for synthesis in history curricula; ability to work with diverse student populations. Doctorate required. Major responsibilities: teach graduate courses in content and methods; supervise student teachers; continue MA program building, including relationships with schools in the NY metropolitan area; direct doctoral research. CV, letter of interest to Prof. Hazel W. Hertzberg, Box 222SC, Teachers College, Columbia University, 525 W. 120th Street, New York, NY 10027. Review of applications will commence Feb. 15, 1988 and will continue until the search is concluded successfully. Women and minorities are strongly encouraged to apply. Position effective September 1, 1988.

## US Air Force

Office of Air Force History seeks qualified candidates(s) for revision of its Guide to Documentary Sources in Air Power History. Requirements include proven competence and reputation in bibliographic and archival compilation, preferably military or aviation; experience with use of public and private research facilities (U.S. and foreign); ability to undertake a twelve to eighteen month contract. Normal USAF contract procures will obtain. Submit letter of application and c.v. to Dr. B. F. Cooling, Office of Air Force History, Bolling AFB, DC 20332.

## University of Guam

Assistant Professor, American History. Must be willing to teach U.S. and World History surveys. Additional fields in military and Pacific history desirable. Must have research potential. Tenure track position. Ph.D. and experience required. Salary: \$20,374 to \$26,000. Position commences August, 1988. Include curriculum vita, three references, official transcripts. Address application to Dr. George Boughton, Dean, College of Arts and Sciences, University of Guam, UOG Station, Manigla, Guam 96923.

## Carnegie Mellon University

Business History/20th Century. Carnegie Mellon University seeks candidates for a tenure-track or tenured appointment in business history, joint with Social Sciences department. Position will fit in

strong program of applied history. Primary emphasis on 20th century, U.S. though comparative approaches welcome. Rank negotiable. Applications will be accepted until July 1, 1988. Send letter of application and c.v. to Peter N. Stearns, Head, Department of History, Carnegie Mellon University, Baker Hall 240, Pittsburgh, PA 15213-3890. AA/EOE.

## Activities of Members

In the 1986 competition, Professor William F. Trimble of Auburn University won the \$500 U.S. Naval Prize in Naval History for his article, "The Naval Aircraft Factory, the American Aviation Industry, and Government Competition, 1919-1928," published in Business History Review.

Daniel W. Howe, of the University of California at Los Angeles, was awarded the prize for the best article published in the William and Mary Quarterly in 1987. Mr. Howe's article, "The Political Psychology of The Federalist," appeared in the July issue. The cash award of \$200 is made annually by the National Society, Daughters of Colonial Wars.

Lisa Wilson Waciega, of Connecticut College, has won the 1987 Institute of Early American History and Culture's Richard L. Morton Award for a distinctive article by an author in graduate study at the time of submission. Her article "A 'Man of Business': The Widow of Means in Southeastern Pennsylvania, 1750-1850" appeared in the January issue of the William and Mary Quarterly.

Warren F. Kimball of Rutgers University has been named the 1988-89 Pitt Professor of American History and Institutions at the University of Cambridge, England. Kimball has written and lectured extensively on mid-20th century Anglo-American affairs and is best known for his work Churchill and Roosevelt: The Complete Correspondence.

Eric Foner, scholar of 19th-century American history, has been named DeWitt Clinton Professor of History at Columbia University. Foner's latest book is a history of the Reconstruction period and will be published in April, 1988.

Dr. Wayne A. Wiegand, Associate Professor in the School of Library and Information Studies at the University of Wisconsin-Madison has won the 1988 G. K. Hall Award for Library Literature for his book, Politics of an Emerging Profession: The American Library Association, 1876-1917.



## Calls for Papers

Notices submitted for "Calls for Papers," "Meetings and Conferences," "Grants, Fellowships and Awards" and "Activities of Members" should be no more than 100 words and typed in double space. Please include only information basic to the announcement. Deadlines are: December 15 for the February issue; March 15 for May; June 15 for August; and September 15 for November.

The 1988 meeting of the American Society for Ethnohistory will be held in Williamsburg, Virginia, Nov. 11-13. Proposals for papers and sessions are due June 1, 1988. Send brief abstract, c.v. and preregistration fee (\$20 for members, \$30 for non-members) to Professor James Axtell, Department of History, College of William and Mary, Williamsburg, VA 23185.

The annual meeting of the Mormon History Association will be held May 11-14, 1989 in Quincy, Illinois. The theme for the meeting will be "Mormonism in Illinois: A Sesqui-centennial Consideration," but proposals on all aspects of the history and culture of Mormonism are welcome. Proposals for papers or panels should be submitted by August 1, 1988. Obtain presentation forms from Roger D. Launius, Program Chair, 1001 E. Cedar St., New Baden, IL 62265.

The Southwestern Historical Association will meet in conjunction with the Southwestern Social Science Association in Little Rock, Arkansas, March 29-April 1, 1989. Papers or sessions in U.S. History, European and Asian History, and Latin and African History are encouraged. Prizes of \$100 will be awarded in each of the three categories. Send proposals to Lowell L. Blaisdell, Department of History, Texas Tech University, Lubbock, TX 79409 by October 1, 1988.

The American Studies Association of Hong Kong and the Centre of Asian Studies of the University of Hong Kong are planning an international conference on all aspects of Sino-American relations since 1900. Proposals for papers or complete panels are welcome. The conference organizers particularly encourage papers which utilize Chinese-language sources. Send a one-page summary and brief c.v. by October 31, 1988 to Priscilla Roberts, History Dept., University of Hong Kong, Hong Kong.

Completed papers (not abstracts) on any aspect of Massachusetts labor history will be considered for the Symposium on the History of Labor in Massachusetts which will be held in the Spring of 1989. Selected papers will be published by the

Institute for Massachusetts Studies. The deadline is December 1, 1988. Send papers to Martin Kaufman, Inst. for Mass. Studies, Westfield State College, Westfield, MA 01086.

The 1989 Annual Meeting of the American Association for the History of Medicine will be held in Birmingham, Alabama, April 27-30, 1989. Those interested in presenting a paper on any subject in the history of medicine should submit a brief abstract and c.v. Presentations should not exceed 20 minutes. Submit proposals to Judith Walzer Leavitt, Chair, AAHM Program Committee, Department of the History of Medicine, 1415 Medical Science Center, University of Wisconsin, 1300 University Avenue, Madison, WI 53706. The deadline is October 15, 1988.

Siena College will hold its annual multidisciplinary conference on the 50th anniversary of World War II on June 1-2, 1989. The focus for the meeting will be 1939 but papers dealing with broader issues of earlier years are welcome. For information, contact Thomas O. Kelly, Department of History, Siena College, Loudonville, NY 12211. (No deadline mentioned.)

The theme for the TARS Symposium, December 7-8, 1989 at Keene State College will be "Revolution Viewed By Many Disciplines." Paper proposals are now being accepted. For information, write Wilfred J. Bisson, TARS, Keene State College, Keene, NH 03431. (No deadline mentioned.)

The National Park Service will hold "War and Peace: A Conference on Battlefield Preservation and Interpretation" on November 16-18, 1988 at Gettysburg National Military Park. The conference seeks to address policy and problematic issues and will focus on management approaches and techniques. Individuals wishing to conduct sessions, panels or present papers are invited to submit their ideas to National Parks and Conservation Association, Attn: Bruce Craig, 1015 31st St., NW, Washington, DC 20007. (No deadline mentioned.)

## Grants, Fellowships and Awards

The National Council for the Social Studies is sponsoring an Exemplary Dissertation Award competition. The author of the selected dissertation will receive a certificate of merit and \$150. Eligible dissertations must have been completed between June 16, 1987 and June 15, 1988. Nominations should include a c.v., four copies of a brief abstract, and an SASE. The deadline is May 30, 1988. Send materials to Lynda Stone, Stanford University, School of Education, Stanford, CA 94305.

The American Association for State and Local History, the NEH and 33 participating states announce the Grants-in-Aids Program, a competitive program of grants of up to \$5000 for research in community, local, state, and regional history. The competition is open to individuals and organizations. Proposals will be screened at the state level and then sent to AASLH. Application deadline is June 1, 1988. For information, contact Sheila Riley, Project Coordinator, AASLH, 172 Second Avenue North, Suite 102, Nashville, TN 37201; telephone (615) 255-2971.

The Institute for the Study of American Evangelicals at Wheaton College announces a grant for the study of "Evangelicals, Voluntary Associations and American Public Life." Funding is available for article-length studies (\$2500) and dissertations or monographs (\$8000). Application deadlines are June 1, 1988 and December 31, 1988 (awards will be made twice). For information, contact Edith Blumhofer, Project Director, Institute for the Study of American Evangelicals, Wheaton College, Wheaton IL 60187; telephone (312) 260-5162.

Applications are available for the 1989-90 National Endowment for the Humanities Fellowships, which are offered through two programs: Fellowships for University Teachers, and Fellowships for College Teachers and Independent Scholars. Applicants need not have advanced degrees, but neither candidates for degrees nor persons seeking support for work toward a degree are eligible. Application deadline is June 1, 1988. For information and applications, write to the Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington DC 20506.

The U.S. Army Military History Institute invites applications to prepare finding aids for unique collections at the Institute. Requirements are a graduate level education or equivalent experience, preferably in military history, and the ability to prepare a bibliography for publication. Stipends range from \$750 to \$1,500, varying by project scope. Deadline for 1988 is June 1, 1988; for 1989, January 1, 1989. For information, contact Assistant Director for Educational Services, U.S. Army Military History Institute, Carlisle Barracks, PA, 17013-5008; telephone (717) 245-4113.

Applications are available for 1989-90 Fulbright grants in research and university lecturing abroad. Requirements are U.S. citizenship, Ph.D., university teaching experience and, for selected assignments, proficiency in a foreign language. Deadlines for applications depend on the location of study but the earliest is June 15, 1988 (for Australasia, India and Latin America). For information and applications,

contact Council for International Exchange of Scholars, Eleven Dupont Circle N.W., Washington, DC 20036-1257; telephone (202) 939-5403.

The San Diego Independent Scholars and the Kolar Foundation will award a \$1000 prize for the best unpublished book or article by a California scholar. Interested individuals should send two copies of a manuscript (name omitted), a cover sheet with a c.v. and title, and an SASE to Independent Scholars. Competition, c/o The Independent Scholar, 105 Vicente Rd., Berkeley, CA 94705. Deadline is August 1, 1988.

The Interpretive Research Program of the Division of Research Programs, the National Endowment for the Humanities, announces the application deadline of October 1, 1988 for projects beginning on or after July 1, 1989 and a deadline of October 15, 1989 for projects beginning on or after July 1, 1990. Draft applications may be sent for staff comments up to August 15. One project category supports collaborative research employing interpretive rather than quantitative methods. A second category supports studies in current or historical issues in science and technology. For information, contact Dorothy Wartenberg, Interpretive Research Program, Room 318 IR, National Endowment for the Humanities, Washington, DC 20506; telephone (202) 786-0210.

The Columbia Society of Fellows in the Humanities, with grants from the Andrew W. Mellon Foundation and the William R. Kenan Trust, will appoint a number of post-doctoral fellows in the humanities for academic year 1989-90. Appointment carries with it the expectation of renewal for a second year. Fellows newly appointed must have received the Ph.D. between January 1, 1986 and July 1, 1989. The stipend will be \$28,500 for independent research and teaching in the undergraduate program. For applications, write to the Director, Society of Fellows in the Humanities, Heyman Center for the Humanities, Box 100 Central Mail Room, Columbia University, New York, NY 10027. Application deadline is October 15, 1988.

The National Humanities Center offers 35-40 fellowships for advanced study in the liberal arts. Scholars from any nation may apply. Applicants must have doctorates or equivalent professional accomplishment. Fellows are required to work at the Center where they have administrative support. Fellowships are for the academic year September through May, though a few may be available for a single semester. Stipends are individually determined. Application deadline is October 15, 1988. For information contact Kent Mullikin, Assistant Director, National Humanities Center, 7 Alexander Drive, P.O. Box 12256, Research Triangle Park, NC 27709-2256.



The Naval Historical Center and the Naval Historical Foundation are sponsoring the U.S. Navy Prize in Naval History which is awarded for the best scholarly article published in 1987. The prize consists of a cash award of \$500. Send nominations and an article copy to Director of Naval History, Naval Historical Center, Washington Naval Yard, Bldg. 57, Washington DC 20374. The deadline is June 30, 1988.

The Sidney E. Mead Prize is an award of \$250 for the author of the best essay in the field of church history stemming from doctoral research. The manuscript will be published in *Church History*. Submit entries of no more than 25 pages to Richard L. Greaves, Chair, Committee on Research, A.S.C.H., c/o Department of History, Florida State University, Tallahassee, FL 32306, by July 1, 1988.

The Japan Foundation, in cooperation with the National Council for the Social Studies, is offering American teachers fellowships to become acquainted with contemporary Japanese society. Fifteen educators will be selected for an 18-day visit beginning September 27. Eligible to apply are precollegiate teachers of social studies, history, social sciences and economics; supervisors and specialists at district and state levels and school principals; and academicians associated with teacher-training colleges. Applications should explain the applicant's interest in visiting Japan and outline in detail how he/she plans to share the Japan experience. Applications should also include a c.v., a cover sheet and a letter of support from applicant's supervisor. The deadline is July 20, 1988. Send materials to Liaison Office, Japan Foundation Fellowships Program, 36 Hepburn Heights Road, San Rafael, CA 94901.

The Frank S. and Elizabeth D. Brewer Prize is a subsidy of \$2000 given to an author publishing a booklength manuscript on church history. Preference will be given to topics relating to the history of Congregationalism. Send complete manuscripts to William B. Miller, Secretary, American Society of Church History, 305 East Country Club Ln., Wallingford, PA 19086. Deadline is November 1, 1988.

The Southern Association for Women Historians announces the competition for the Willie Lee Rose Publication Prize, a \$750 award for the best book in Southern history written by a woman. Additionally, The Julia Cherry Spruill Publication Prize is awarded for the best published work in Southern women's history and has a cash award of \$500. Works published during 1987 and 1988 are eligible for both prizes. Deadline for both awards is March 1, 1989. For information, contact Elizabeth Jacoway, #4 Dogwood Drive, Newport, AR 72112.

The North Caroliniana Society an-

nounces plans for a series of Archie K. Davis Fellowships for scholars conducting research in North Carolina. Considerations for an award will include location of sources, length of research stay, plans for publication and individual need. For more information, write Dr. H. G. Jones, Secretary-Treasurer, North Caroliniana Society, UNC Campus Box 3930, Chapel Hill, NC 27599-3930. (No deadline mentioned.)

The Walter P. Reuther Archives of Labor and Urban Affairs at Wayne State University, Detroit, has received a grant from the Henry J. Kaiser Family Foundation of Menlo Park, California, permitting awards of up to \$700 to cover travel expenses related to research for scholars using the Archives. Grants are intended to aid graduate students working on their doctoral dissertations and junior faculty needing financial assistance to pursue research projects. For information, contact Philip P. Mason, Director, Archives of Labor and Urban Affairs, Walter P. Reuther Library, Wayne State University, Detroit, MI 48202; telephone (313) 577-4024. (No deadline mentioned.)

## Meetings and Conferences

Cleveland State University History Department is sponsoring a two-week summer workshop on teaching of women's history for elementary and high school history and social studies teachers, June 20-July 1, 1988. Graduate credit will be offered. For information, contact Lee Makela, Department of History, Cleveland State University Cleveland, OH 44115.

The Society for Scholarly Publishing will hold a conference June 22-25, 1988 in Boston. The theme will be "Scholarly Publishing: An Endangered Species?" Participants may obtain full, partial or daily registration. For information, contact SSP '88 Meeting Registration, P.O. Box 53421, Washington, DC 20009; telephone (202) 328-3555.

The National Women's Studies Association conference will be hosted by the University of Minnesota June 22-26, 1988 in Minneapolis. The theme will be "Leadership and Power: Women's Alliances for Social Change." Direct inquiries to Pam Marshall, 217 Nolte Center, Minneapolis, MN 55455; telephone (612) 625-9023.

The Douglas Historical Society will sponsor an event called "Immigrant Salute" July 15-17, 1988 in Alexandria, Minnesota. The society will be dedicating its headquarters, along with a branch research center located in Evansville. For information, contact Kerry Nelson, Director, 1219 South Nokomis, Alexan-

dria, MN 56308; telephone (612) 762-0305.

The Department of History and the Division of Graduate and Continuing Education, Salem State College, will offer a three-day Institute on the Study of Local History, August 8-10, 1988. This year's theme is "Maritime New England: Life Ashore and at Sea." Participants may earn three undergraduate or graduate credits or may audit the course. Enrollment is limited to 30 participants. For information or registration, write to John J. Fox, Director, Summer Institute, Department of History, Salem State College, Salem, MA 01970.

The W.E.B. Dubois Institute for Afro-American Research, the Charles Warren Center in American History at Harvard and the NEH are holding a research conference on "Slavery and the Rise of the Atlantic System" at Harvard September 8-10, 1988. For information, contact Randall K. Burkett, Associate Director, W.E.B. Dubois Institute, Canaday Hall-B, Harvard University, Cambridge, MA 02138; telephone (617) 495-4192.

A seminar sponsored by the New Netherland Project of the New York State Library on "Domestic Life in New Netherland" will be in Albany, New York September 17, 1988. For registration information, contact Nancy McClure Zeller, New Netherland Project, NY State Library, CEC 11D35, Albany, NY 12230; telephone (518) 474-6067.

The Institute for the Study of American Evangelicals announces a conference on "Evangelicals, the Mass Media and American Culture" at Wheaton College, September 28-October 1, 1988. For information contact Media Conference Registrar, ISAE, Wheaton College, Wheaton, IL 60187.

The Society for Historians of American Foreign Relations will hold its annual convention June 9-11, 1988 at The American University in Washington, DC. The theme of the meeting will be "American Foreign Relations and National Security." Direct inquiries to Robert Beisner, The American University, Department of History, Washington, DC 20016.

The Southern Association for Women Historians announces the first southern conference on women's history June 10-11, 1988 at Converse College in Spartanburg, South Carolina. The conference is open to the public. For information, contact Evelyn Thomas Nolen, 3059 Reba Drive, Houston, TX 77019.

Hofstra University will hold a conference June 10-11, 1988 on "Robert Moses and the Planned Environment: Innovation in the American Tradition" in recognition of the 100th anniversary of the birth of Robert Moses. For conference

program and registration information, contact Laura Tringone, Conference Coordinator, Hofstra Cultural Center, Hofstra University, Hempstead, Long Island, 11550; telephone (516) 560-5041.

The conference "Teaching Computers and the Humanities Courses," sponsored by the Association for Computers and the Humanities will be June 16-18, 1988 at Oberlin College, Oberlin, Ohio. For information, contact Robert Tannenbaum, Dept. of Computer Science, Hunter College, 695 Park Avenue, New York, NY 10021.

New York's ratification of the U.S. Constitution will be the subject of a joint meeting of the Historic Hudson Valley and the New York State Commission on the Bicentennial of the U.S. Constitution. The conference will be held May 20-21, 1988 at Federal Hall, New York City. Direct inquiries to Karen M. Sharman, Historic Hudson Valley, 150 White Plains Road, Tarrytown, NY 10591; telephone (914) 631-8200.

The Moravian Archives will present the German Script Seminar in Bethlehem, Pennsylvania on June 6-17, 1988. The cost is \$250 for tuition and materials. Participants must have a reading knowledge of German. For details, write Vernon H. Nelson, Archivist, The Moravian Archives, 41 West Locust Street, Bethlehem, PA 18018; telephone (215) 866-3255.

"Swedish-American Life in Chicago, 1838-1988," arranged by the Swedish-American Historical Society, will be October 13-15, 1988 at North Park College in Chicago. Contact Tim Johnson, Swedish-American Historical Society, 5125 N. Spaulding Ave., Chicago, IL 60625; telephone (312) 583-2700, ext 5267.

The History Forum, sponsored by the Department of History of Duquesne University, will be held October 26-28, 1988 at the Duquesne University Union. The Forum will schedule about 45 sessions with a large portion devoted to family history. For information, contact Jean E. Hunter, Director, Department of History, Duquesne University, Pittsburgh, PA 15282; telephone (412) 434-6478.

The National Park Service announces "War and Peace: A Conference on Battlefield Preservation and Interpretation" November 16-18, 1988 at Gettysburg National Military Park in Gettysburg, Pennsylvania. It is designed for battlefield administrators, managers, and staff specialists who are responsible for various aspects of battlefield management and interpretation. Registration fees are estimated at \$300 per person. For information, contact Superintendent, Gettysburg National Military Park, Gettysburg, PA 17325.



## Does your department or organization want to:

- Give notice of an open position?
- Disseminate information about a graduate or fellowship program?
- Publicize a conference, seminar, or workshop?
- Announce a grant or call for papers?
- Promote a recently published book or pamphlet?

# Yes?

Then consider the *OAH Newsletter* as the way to get the word out.

### About the Newsletter...

The Organization of American Historians' *Newsletter*, first published in 1973, has evolved into a thirty-six page tabloid that includes historical essays and information about current developments in the profession. Published quarterly in February, May, August and November, the *Newsletter* circulates to the 11,500 members of the OAH, comprised mainly of college and university professors, historians, archivists, graduate students, and institutional subscribers such as museums, libraries, and history-related associations.

### "Professional Opportunity" announcements...

Job notices are published in the Announcements section of the *OAH Newsletter*. The listing should be no longer than 100 words and represent an equal opportunity employer. There is a \$50 fee per announcement. If an announcement is more than 100 words, and it is requested that it not be shortened,

the fee is \$100. Announcements over 200 words will be edited due to space constraints. The OAH recommends that the closing date for applications listed in the announcement be no earlier than the end of the month in which the announcement appears. Deadlines by which job notices must be received for publication are as follows:

December 15 ..... February issue  
March 15 ..... May issue  
June 15 ..... August issue  
September 15 ..... November issue

Please send "Professional Opportunity" announcements to Advertising Director, OAH, 112 North Bryan Street, Bloomington, IN 47401.

### Display Advertising...

The *OAH Newsletter* accepts and regularly publishes display advertising. You may want to consider a display ad when

publicizing a major project such as a grant or fellowship program, conference, or new book. Three sizes of ads are available (Full Page, 1/2 Page, 1/4 Page) with rates ranging from \$180 to \$450. For more information about display advertising, please contact the OAH's Advertising Director at the address below.

### Advertising Contact...

Please send "Professional Opportunity" announcements, requests for advertising information, insertion orders, mechanicals, and copy instructions to:

Advertising Director  
Organization of American Historians  
112 North Bryan Street  
Bloomington, IN 47401  
(812) 335-7311

## Congratulations to the 1988 Award and Prize Winners

### Erik Barnouw Award

Robert Stone (Director and Producer) for *Radio Bikini*, Crossroads Production Company.

Alvin H. Perlmutter (Executive Producer), Joan Konner (Co-executive Producer), and Bill Moyers (Executive Editor) for *The Secret Government: The Constitution in Crisis*, Public Affairs Television.

### Binkley-Stephenson Award

Ellen Carol DuBois for "Working Women, Class Relations, and Suffrage Militance: Harriot Stanton Blatch and the New York Woman Suffrage Movement, 1894-1909," *The Journal of American History* (June 1987).

### Avery O. Craven Award

William E. Gienapp for *The Origins of the Republican Party 1852-1856*, Oxford University Press.

Peter Kolchin for *Unfree Labor: American Slavery and Russian Serfdom*, Harvard University Press.

### Merle Curti Social History Award

Jacquelyn Hall, James Leloudis, Robert Korstad, Mary Murphy, Lu Ann Jones and Christopher B. Daly for *Like a Family: The Making of a Southern Cotton Mill World*, The University of North Carolina Press.

Marcus Rediker for *Between the Devil and the Deep Blue Sea: Merchant Seamen, Pirates, and the Anglo-American Maritime World, 1700-1750*, Cambridge University Press.

### Richard W. Leopold Prize

James Edward Miller for *The United States and Italy 1940-1950: The Politics and Diplomacy of Stabilization*, The University of North Carolina Press.

### Louis Pelzer Memorial Award

Lucy Salyer for "Captives of Law: Judicial Enforcement of the Chinese Exclusion Laws, 1891-1905," *The Journal of American History*, forthcoming.

### Frederick Jackson Turner Award

David Montejano for *Anglos and Mexicans In the Making of Texas, 1836-1986*, University of Texas Press.

Joan Hoff-Wilson, Executive Secretary  
Organization of American Historians  
112 North Bryan Street  
Bloomington, Indiana 47401  
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# OAH NEWSLETTER

Organization of American Historians