

OAH Newsletter

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History Over the Years

Politics and the OAH

Mary Young

A number of long-time members of the OAH have complained that the organization has become so "politicized" in recent years that it no longer attends properly to its strictly professional functions. I think this complaint derives from serious misconceptions both of politics and of the history of the OAH. In fact, I would contend that many of the most significant changes in the character of both the OAH and AHA over the past few years have been bureaucratic rather than "political" in character and have resulted in improving the efficiency with which the organizations pursue quite traditional goals.

No organization that wields significant power or confers significant prestige is apolitical. The OAH was just as "political" in its functioning when it was an organization run almost wholly by white males from major universities, for white males from major universities, as it has become after broadening its constituency and conferring at least some power and prestige on public historians, secondary school teachers, minorities, and women. It is now somewhat more egalitarian and democratic than it was thirty years ago, but neither more nor less political.

When I first sought an academic job, in 1954, the "job market" was pretty grim for everyone, and especially daunting for women.

When I first sought an academic job, in 1954, the "job market" was pretty grim for everyone, and especially daunting for women. After the University of Texas and Grinnell College had explicitly declined to consider me as a serious job candidate because I was not male, my adviser, Paul Wallace Gates of Cornell, undertook his own affirmative action campaign on my behalf. He succeeded in obtaining several interviews for me, but I discovered my first full-time job through a chance encounter with Harvey Goldberg (formerly my professor at Oberlin) in the corridors of an AHA convention. Ohio State previously had not hired a

woman as a full-time member of the faculty, but fortunately for me, they did not choose to erect that practice into a principle. I was glad to have the job, and thought it a good one, but it seemed to me that the combination of patronage and chance that ruled the job market was a pretty inefficient way to run a ball game.

More efficient organization of the job market was the gift of the civil rights and the women's movements to the historical profession.

During the sixties, when I participated in a number of search committees, I discovered that this haphazard system was also quite unsatisfactory from the point of view of the buyer. Organizational logic should have dictated that the Employment Information Bulletin (EIB), and other agencies for publicly advertising available jobs in advance of the various annual conventions, should have been the product of the proliferation of jobs and job-seekers in the early and middle 1960s. Such was not the case. Not until affirmative action legislation and guidelines mandated such advertisement in the early seventies did the EIB emerge. More efficient organization of the job market was the gift of the civil rights and the women's movements to the historical profession. Insofar as publicly advertising jobs supplements the work of patronage and chance, the job market has become more openly competitive and hence less "political" in its working.

It is true that resolutions addressed to large political issues have been debated and voted upon in the business meetings of several historical conventions. Some have feared that these pronouncements on Vietnam, disarmament, and gay rights would "polarize" the profession and distract our attention from properly professional issues. I see no evidence of either effect. Candidates for office in the OAH or AHA do not normally disclose their foreign policy preferences, and (unfortunately, in my view) the national government has proved

singularly unresponsive to the advice of historians in conclave. More importantly, perhaps, our legislative representatives lobby exclusively on behalf of measures that would not have seemed foreign to those founders of the OAH who were concerned with the public promotion of history.

Page Miller of the National Coordinating Committee for the Promotion of History quite sensibly does not lobby in the congressional corridors to keep the marines out of Nicaragua or to decry homophobia. She works for the better organization and preservation of our national archives, for improved access to documents and the timely and scholarly publication of the most important documents, for appropriations to agencies that support historical

scholarship, and for jobs for historians in the federal service. All these are proper and traditional "political" goals for organizations whose purpose is to promote and encourage the writing and study of history.

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What has changed since the establishment of the NCCPH and the commitment of a small por-

tion of our funds to support Page Miller's activities, is that we have a nearly full-time legislative representative to monitor legislation and pursue our traditional legislative goals. To this substitution of efficient coordination for the necessarily haphazard system of occasional testimony by executive secretaries and concerned professors, we owe such legislative victories as the appointment of a historian of the House of Representatives and the creation of an administratively independent National Archives.

More efficient service to a more varied constituency costs money. It costs more to belong to the OAH than it did in 1956, though happily my salary has increased in approximately the same proportion. So has the cost of

airplane tickets, office supplies, newsprint, and kleenex. To blame inflation on the management of the OAH is unhistorical. I would contend that the OAH and the AHA are doing more things for more people and doing them better than they did thirty years ago, with an impressively small budgetary increase measured in constant dollars. Perhaps what we really should resolve upon is a more constant dollar?

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Historians and Material Culture

We base our approach on a simple premise: a belief that things constitute a significant class of human activity and deserve investigation as historical evidence.

Thomas J. Schlereth

At its 1984 Annual Meeting, the OAH sponsored a special session ("Interdisciplinary Perspectives: Material Culture and History") devoted to material culture research of special interest to academic historians. A two-year symposium (1985-86), sponsored by Indiana University at Indianapolis, similarly recognized a growing awareness by historians of material culture's value in historical explanation. So will international conferences on history and material culture to be held at Memorial University in Newfoundland, Canada (1986) and the University of Leicester in Great Britain (1987).

Two American scholarly journals, *Material Culture* and *Winterthur Portfolio*, now publish object research and the label "material culture" frequently appears in the titles of scholarly monographs, conference papers, and various academic courses in different disciplines.

In the Department of American Studies at the University of Notre Dame, material culture research has become a part of historical study in both the undergraduate and graduate curricula. We have attempted to integrate a material culture perspective into relevant historical courses as well as to develop advanced seminars designed to probe the explanatory potential of physical data in historical interpretation.

We base our approach on a simple premise: a belief that things--buildings, technology, domestic artifacts--constitute a significant

class of human activity and deserve investigation as historical evidence. We assume that artifacts made or modified by humans reflect, in various ways, the belief and behavior patterns of individuals who made, commissioned, purchased, or used such artifacts, and, by extension, the behavior and belief patterns of their larger society.

Material culture implies human agency, stressing that there is always a culture behind the material. In our attempt to understand past human culture, objects of the past are a means to an end.

We define material culture as that segment of humankind's biosocial environment that has been shaped purposely by people according to culturally dictated plans. While we often use the term "artifacts" as a synonym for material culture, we prefer the latter label since it expresses more forcefully a symbiotic relationship between physical objects and human behavior. Material culture implies human agency, stressing that there is always a culture behind the material. In our attempt to understand past human culture, objects of the past are a means to an end. As Brooke Hindle has suggested recently, we "try to see through objects to the historical meaning to which they relate." (*William and Mary Quarterly*, 1984.)

culture as a new academic discipline. I, who teach American cultural history within the context of American Studies, see it as a type of evidence and a teaching/research strategy useful in various disciplines. Thus, instead of thinking of material culture as a separate discipline, I prefer to view it as a cross-disciplinary or multidisciplinary enterprise, one that might be called "material culture studies."

Material culture studies, much like American Studies, is deliberately plural because it comprises several disciplines, among them the triad of art, architectural, and decorative arts history; cultural geography; the history of technology; folkloristics; historical archeology; cultural anthropology; as well as cultural and social history.

Eschewing any single orthodoxy in methodology, material culture studies can be defined as the researching, teaching, museum exhibiting, and publishing done by individuals who work in museums, historical societies, and cultural agencies, as well as in academic departments in colleges and universities and who are intrigued by the idea of studying the (possibly unique) explanatory potential of material evidence as cultural meaning. Most, as their disciplinary names (history of technology, historical geography) imply, use a historical approach. In their attempt to know what can be known about and from the past and present creations of humankind, the majority of these scholars seek to measure and understand change over time.

Some researchers view material With a few exceptions (for example,

the work of Roger Burlingame or Thomas Wertenbaker), American historians only recently have joined this cadre. Understandably those historians most interested to date in exploring the potential of material culture evidence in their teaching and research have been students of technological, cultural, and social history.

It is within the framework of American cultural history that we explore material culture. One approach is taken in general survey courses with titles such as "Colonial Experiments" and "Democratic Vistas." In the first course, students are exposed to the historical import of artifacts such as New England meeting houses, American historical painting, David Rittenhouse's orrery, and the technology of early industrialization and mass production. In the nineteenth-century course, the material culture of expanding electrification, the chautauqua and urban park movements, railroads, city planning, popular photography, and settlement houses figure in the historical interpretation of the period.

Several of our upper-level courses use material culture data in their focus on specific time periods or regions ("Chicago: 1871-1933") or on particular artifact genres ("Topics in American Technology"). The former course treats Chicago's history as archtypical of American urban history for a sixty-year period, using skyscrapers, department stores, bungalow and apartment housing, World's Fairs (1893 and 1933), industrial and transportation sites, as well as the extant physical city as primary historical evidence. The technology course, subtitled "Creativity and Diffusion," takes a student through a number of significant American scientific, technological, and cultural changes from the eighteenth until the mid-twentieth century. Representative

case studies investigated are: Thomas Jefferson and the Federal Land Survey; Thomas A. Edison and the Incandescent Lamp; Frederick Winslow Taylor and Scientific Management; George Goethals and the Panama Canal. Here the issues of invention, innovation, and creativity and the cultural impact and social diffusion of technology are explored.

In this topical approach to American technological history as cultural history, we incorporate some of the methodological emphasis that characterizes our two specific material culture course offerings. These are American Material Culture and Advanced Material Culture Studies.

American Material Culture focuses each year's work on a particular era of American history. This spring semester will examine the material culture of the Gilded Age. Students will read works such as: Gunther Barth, City People; Harvey Green, The Light of the Home; Lewis Mumford, The Brown Decades; Lewis Atherton, Main Street on the Middle Border; David Hounshell, From the American System to Mass Production; and Daniel Boorstin, The Americans. Topics such as domestic life, consumerism, working, and leisure receive special emphasis. This introductory course also acquaints students with several basic research issues--formal, stylistic, and typological analyses; diffusion mapping; use of analogy and modeling--commonly used in material culture studies. Such techniques are demonstrated for their applicability to historical studies.

Our principal interest in the upper-level seminars is testing the scope and significance, limits and liabilities, of artifacts as historical evidence. Since historians and other investigators of past human behavior have long argued that words, rather than things, are better resources for understanding the past

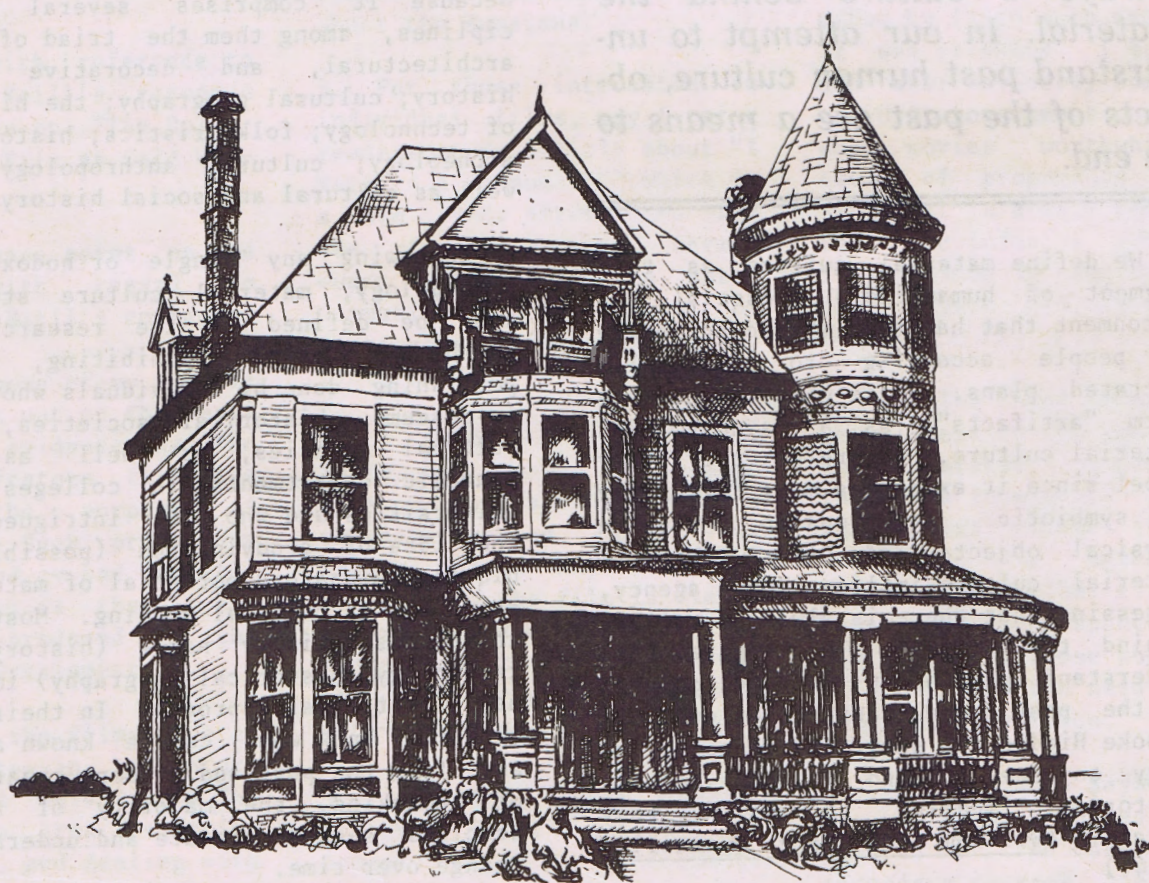
and present, we ask: Can any particular claims be made for material culture as a distinctive type of data in comparison with documentary, oral, or statistical evidence commonly used by historians?

In answer, we attempt to review several evidential qualities that scholars have argued may be more prominent in material culture data than in other historical evidence. These traits, which I have elaborated upon in The Public Historian (November 1985), include: (a) evidential precedence; (b) temporal tenacity; (c) wider representativeness; (d) three-dimensionality; and (e) affective understanding.

Material culture, it is argued, possesses an evidential precedence in that it is humankind's oldest legacy of cultural expression. Human beings were making things long before they were speaking or writing about such things. Material culture is not only the most ancient of time's shapes, it is also the most tangible form of a past time persisting in a present time. This tenacious, although not indestructible, durability of the artifact affords researchers a temporal range of data that enables them to explore human behavior over a much wider pattern of cultural change than if they consulted only written records. Moreover, such an extant nonverbal data can provide a distinctive way of understanding the past cultural activities of nonliterate people whose existence would otherwise remain inaccessible or unknown since they produced no literary legacy.

Three-dimensionality is common to all material culture, including objects such as maps, photographs, and graphics; but it is, of course, more characteristic of some artifacts than of others. A Bessemer blast furnace possesses greater dimensionality than a Kodak snapshot. Individuals in the past experienced reality in three dimensions just as we do in the present. Yet we frequently use only two-dimensional resources to document that experience. Scale, proportion, and mass, not to mention spatial relations, are often neglected in historical interpretation. Recent work by Rhys Isaac (Transformation of Virginia, 1740-1790) and John Stilgoe (Common Landscapes of America, 1598-1845) are encouraging signs that historians may be beginning to acknowledge the tactile and spatial dimensions of human history.

Such an expanded historical understanding may require a mode of knowing that entails a degree of nonverbal comprehension that art historian Jules Prown, writing on "Mind in Matter: An Introduction to Material Culture Theory and Method" (Winterthur Portfolio, 1982), called "an affective mode of apprehension" of the past. By understanding artifacts, suggested Prown, "we can engage another culture in the first instance not with our minds, the seat of our cultural biases, but with our senses." As Prown further explained, "this affective mode of apprehension through the senses that allows us to put ourselves, figuratively speaking, inside



Sketch by Sara Coski

Nineteenth-century house, Queen Anne style

the skins of individuals who commissioned, made, used, or enjoyed these objects, to see with their eyes and touch with their hands, to identify with them emphatically, is clearly a different way of engaging the past than abstractly through the written word."

Despite these arguments for material culture's usefulness in historical explanation, there are methodological difficulties in using such data in teaching and research. Our advanced seminars examine at least five such common errors in material culture studies. These problems, which are detailed in an essay of mine in *Material Culture* (Fall 1985), include: (a) fecklessness of data survival; (b) difficulty of access and verification; (c) exaggeration of human efficacy; (d) penchant toward progressive determinism; and (e) proclivity for synchronic interpretation.

Much more research needs to be done on the inscrutable processes of selection by which some artifacts survive and others do not. For all the great cache of objects now in our museum storehouses, we simply have little quantitative sense of what has been lost. We must also find appropriate methods of analyzing and verifying artifacts--methods comparable to those commonly used with manuscripts and printed sources. Unlike most documentary or statistical data, material culture evidence cannot be duplicated easily, microfilmed, published, and made widely available to other scholars for further interpretation and verification. There is some hope, however, that the computer will help overcome this difficulty.

The existence of things still tangibly present centuries after their actual making can result in another methodological fallacy to which material culture research is susceptible. This problem might be called the exaggeration of human efficacy. Here the researcher tends to overemphasize the self-defining or self-assertive activities of the makers or users of past objects. The history that is written from such data might, therefore, champion only the activities of doers and achievers, movers and shakers of the past. We must remember that perhaps more triumphs than tragedies survive in the extant physical record.

A belief in progress has been enormously influential in both American history writing and material culture research. The latter often sees the American past as one material success after another in an ever upward flow of increased goods and services. Opposite this tendency of progressive determinism is a proclivity toward synchronic method. Synchronic analysis I take to mean simply a descriptive study of objects without reference to time duration or cultural change. The synchronic syndrome expressed itself often in a perennial quest for aesthetic uniqueness and Procrustean stylistic periodizations.

In all of our material culture teaching and research, we try to keep students aware of these problems. We

are concerned continually with testing the veracity and persuasiveness of material culture evidence in historical inquiry.

Students confront such challenges in other departmental courses. For example, Advanced Material Culture Studies is a semester proseminar that assesses both classic statements in American material culture theory and method and also examines some of the most recent scholarship being done with artifacts. Among classics studied are: George Kubler, *The Shape of Time, Remarks on the History of Things*; Henry Glassie, *Folk Housing in Middle Virginia: A Structural Analysis of Historical Artifacts*; and James Deetz, *In Small Things Forgotten: The Archeology of Early American Life*. Recent works analyzed include: Ivor Noel Hume, *Martin's Hundred: The Discovery of a Lost Colonial Virginia Settlement*; Simon Bronner, *American Material Culture and Folklife*; Brooke Hindle, *Emulation and Invention*; and J. B. Jackson, *Discovering the Vernacular Landscape*. Written seminar requirements entail several book review essays and a comprehensive historiographical assessment of an American material culture topic, medium, region, or period pertinent to each individual's thesis or research interests.

Such independent research interests also can be pursued within Special Studies courses where students, working with individual faculty members in directed tutorials, investigate more specific problems in the applicability of material culture to historical scholarship. In the past, such topics have been: the county fair in American history, nineteenth-century agriculture in New England, and photography as a research tool in urban history.

A six-hour thesis serves as the capstone to our master's degree in American Studies. Students specializing in material culture can present a research thesis where artifacts figure as part of its methodological strategy and its evidential base. Topics for past theses include subjects such as the impact of the automobile on early Chicago city planning, a reconstruction of early nineteenth-century community history in Bertrand, Michigan, and an analysis of ethnic and occupational segregation in workers' neighborhoods in Calumet City, Illinois. A sampler of material culture theses currently being researched includes the diffusion of Free Will Baptist church architecture and liturgical practice from New England to the Midwest, an analysis of South Bend working-class culture, 1880-1930 through vernacular housing and interior furnishings, and the role of male clothing as an index to gender differentiation in Victorian America.

Why should historians employ artifactual evidence in their efforts to research, document, analyze, and communicate the past? We offer three answers in response to this fundamental question.

First, material culture evidence obviously should be used in historical

research when it is the only evidence available. For example, in the case of Dutch barns in America and the cultural history surrounding them, no significant documentary, statistical, or oral data survives; only material culture evidence remains extant for the historian to interpret.

A second argument to be made for the general historian's use of artifacts would be as supplementary evidence in research case studies when the available documentary and statistical data for a topic is limited or seriously flawed. In such instances, material culture evidence verifies the historian's interpretations based initially upon other data.

Finally, the third major research strategy in which material culture evidence can be deployed would be to test already established interpretations or newly argued hypotheses about the past based strictly on documentary and statistical data. This revisionist perspective, a common practice in general historiography, subjects long-accepted historical generalizations, such as the importance of the fall line in American historical geography or the superiority of nineteenth-century American agricultural machinery, to close scrutiny from another angle and with aid of different evidence.

Hence, we see the value of material culture studies as one way of examining, enriching, and expanding both the evidential base and the explanatory power of traditional historical research and teaching.

Material culture research has the potential of becoming one of the exciting (and challenging) approaches to cultural inquiry in modern scholarship.

Material culture research has the potential of becoming one of the exciting (and challenging) approaches to cultural inquiry in modern scholarship. For historians, "the mission," noted Brooke Hindle in *Material Culture and the Study of American Life*, "is a great one. Even the beginnings registered so far are exciting. They point to the fulfillment of the deep-running need of this generation and those to come for a better history of their past which is both true and useful."

"It will be truer and more useful than the present histories," concluded Hindle, "precisely because its abstractions will be tied by an intricate web to the real world of material culture."

Thomas J. Schlereth is Director of Graduate Studies in American Studies at the University of Notre Dame and author of *Artifacts and the American Past* (1980), *Material Culture Studies in America* (1982), and *Material Culture, A Research Guide* (1985).

Frank Capra: The American Dream on Film, 1930-1950

Peter C. Rollins

Frank Capra (1897-) was the Horatio Alger, Jr. of motion pictures for a generation of Americans struggling to survive depression and war. Capra's cinematic depiction of America's values and possibilities stemmed from his espousal of the myths of his day, myths assimilated by a young Sicilian immigrant who was determined to celebrate the virtues of a land that had allowed him to prosper. Despite the obstacles placed in his way, Capra explained in his autobiography, The Name Above the Title, Alger's strategies of work and thrift inevitably led to success in one of America's most volatile industries. When the Great Depression hit, Capra and his movie audience remained faithful to the American Dream; when "war came to America," Capra pondered over the myth and then explained why America fought.

When the Great Depression hit, Capra and his movie audience remained faithful to the American Dream; when "war came to America," Capra pondered over the myth and then explained why America fought.

An anecdote about how Mr. Smith Goes to Washington took shape reveals in brief compass the kind of dream that Frank Capra shared with his viewers. During pre-production research for the film, Capra made a spontaneous visit to the Lincoln Memorial. While there, he heard a little boy reading Lincoln's Second Inaugural Address to his grandfather. It was the American Dream crystallized in a living moment:

I left the Lincoln Memorial with this growing conviction about our film: the more uncertain are the people, of the world, the more their hard-won freedoms scattered and lost in the winds of chance, the more they need a ringing statement of America's democratic ideals. The soul of our film will be anchored in Lincoln. Our Jefferson Smith would be a young Abe Lincoln, tailored to the rail-splitter's simplicity, compassion, ideals, humor, and unswerving moral courage under pressure. And back we went to Hollywood to get to work on Mr. Smith Goes to Washington. The panic was over. It is never untimely to yank the rope of freedom's bell. (The Name Above the Title, New York, 1971, 261)

A close examination of this passage, and of Capra's classic films from the 1930s and 1940s, reveals the strengths and limitations of the prevailing American self-image.

Capra's Mr. Smith Goes to Washington (1939) taps classic American beliefs about the differences between country and city and reinforces our belief that

national institutions can be cleansed periodically by throwing out the crooks and putting honest men into office. The protagonist, Jefferson Smith (Jimmy Stewart), arrives in Washington by a quirk of fate. He soon discovers that

Frank Capra's Mr. Smith Goes to Washington (1939) taps classic American beliefs about the differences between country and city and reinforces our belief that national institutions can be cleansed periodically by throwing out the crooks and putting honest men into office.

the "big boys" often pervert the responsibilities of office to promote their personal good. With the help of country folk, Smith eventually prevails over entrenched interests. Drawing on the image of the frontier--as old as James Fenimore Cooper--Capra reassured Americans that the problem with the Depression was that a good system was simply not functioning properly. Renewal of existing options--not social and political revolution--was the way to deal with our troubles.

I have used It Happened One Night (1934) in my classroom with great success. The film is of the "screwball comedy" genre in which a rich girl (Claudette Colbert) is thrown into an innocent adventure on the road with a gritty newsman of plebian origins (Clark Gable). In the convention of screwball comedies, these apparently opposite types discover that they have much in common: a contempt for pompousness, a basic human goodness, and a sense of humor that helps them through times of trouble. In other words, they discover that, despite increasing polarization of American society during the Great Depression, Americans are still good folk who can respect--and love--one another. To countless millions, the film taught that class conflict was irrelevant to the American situation even in the worst of times.

As represented by the dark film, Meet John Doe (1941), the Capra vision of hope for America suffered a temporary eclipse immediately prior to World War II. The typical Capra hero (Gary Cooper) retains his innocence, but the forces of reaction are far stronger than Capra's crusading spokesman for the American dream. In addition, average Americans in the film are shown to be duped easily by fascist rhetoric. In particular, the era of mass communications has made them vulnerable to persuasion; the omniscient citizen, as Walter Lippmann had warned in Public Opinion (New York, 1922), was in the eclipse. Capra and his scriptwriter, Robert Riskin, wrote four different endings to the film--a clear indication that they had difficulty extricating

their hero from his dilemma. In the ending finally selected, John Doe is a Christ figure unconvincingly redeemed by the compassion of the little people. Meet John Doe has been compared with Mark Twain's A Connecticut Yankee in King Arthur's Court as a work that attempts to make an affirmative statement about society, but ends with an unredeeming vision of official corruption, popular credulity, and weakness. Placed within the context of popular movements led by Huey Long, Father Coughlin, and Dr. Francis Townsend, the film shows Capra's distress about the viability of the dream.

After depression led to war, Capra's mission to maintain national morale brought him to Washington. While a Major in the Army Signal Corps, he led a film unit that produced some of the most historically significant movies ever made, a series titled Why We Fight. These orientation films were shown to all servicepeople going to battle, but, because of their combination of documentary verisimilitude, melodrama, humor, and stentorian patriotism, they also were considered proper fare for commercial theatres. Capra allowed Hollywood experts to tap the full vocabulary of persuasive filmmaking. When available, graphic actuality footage was included, but, when such materials were absent, the Hollywood crew used fiction film archives for even better material. Hollywood's master of montage, Slavko Vorkapitch, was called in to design fast-paced impact sequences. Dimitri Tiomkin, a regular Capra contributor over the years, was exhilarated by the musical opportunities that the documentary epic provided and used the music of Tchaikovsky, Beethoven, and Stravinsky, as well as many adaptations of his own from the world's library of folk, popular, and concert music.

The final epic film, War Comes to America, gave the entire presentation emotive focus for Americans gearing themselves to work in the war industries or to participate in combat.

Prelude to War established the historical basis for the fight; next, in The Nazis Strike, the German war machine decimates its opponents on the battlefields. In Divide and Conquer, the importance of the alliance against fascism is brought home. The Battle of Britain, The Battle of Russia, and The Battle of China portrayed the sacrifice of the Allies to a geographically protected American audience. The final epic film, War Comes to America, gave the entire presentation emotive focus for Americans gearing themselves to work in the war industries or to participate in combat. In the last film of the series, America Rides to the Rescue with all the panache of a Hollywood hero.

Because these films so successfully crystallized American attitudes of the era, they offer the historian/teacher vivid classroom materials from our last "good" war. In addition, their melodramatic treatment of political issues provides those teaching the Cold War era with an excellent springboard for examination of the temper of the 1950s. In celebrating the "promise of American life," Capra helped Americans to ignore the flaws of their society. His portrayal of America's enemies, his division of the world into a Manichean conflict between political good and political evil would bear a bitter vintage in the post-war era.

In fact, the complicated world that greeted Americans in the 1950s led to the decline of box office interest in Frank Capra's vision. Bosley Crowther of the *New York Times* was representative in describing Capra's first major post-war film, *It's a Wonderful Life*, as "a figment of simple Pollyanna platitudes." Capra's religiosity, his longing for small-town values, and his blatant sentimentality were simply out of tune with the Age of Anxiety. The director's chair would be passed on to more cynical explorers in the human heart such as Alfred Hitchcock or to satirists like

Capra's religiosity, his longing for small-town values, and his blatant sentimentality were simply out of tune with the Age of Anxiety.

Stanley Kubrick. Jefferson Smith would be replaced by Major King Kong (Slim Pickens) as a symbol of American innocence.

Bibliography and Filmography

The Films of Frank Capra

Capra's major films are available from Films Incorporated, but also from cheaper--albeit sometimes cheaper in quality--outlets such as Budget Films. The video revolution has also made these classics readily available (the feature films of the 1930s are often screened by commercial television.) The *Why We Fight* series has passed from general interest, but individual episodes are available from a host of university film libraries. When all else fails, the National Audiovisual Center (Washington, D.C.) rents and sells *Why We Fight* in both film and video formats.

Books on Capra and His Work

Capra tells his own success story in *The Name Above the Title* (Macmillan, 1971). Like all autobiographies, the book provides as many rationalizations as insights. It should be approached as a test that needs interpretation. The best critical biography is *Frank Capra* (Twayne, 1980) by Charles Maland. Building on his previous survey titled *American Visions: The Films of Chaplin, Ford, Capra, and Welles, 1936-41* (Arno Press, 1977), Maland puts Capra into a

cultural context, examining the filmmaker's art without losing contact with political and social influences. Historians should take an interest in Maland's approach to film as a model for future work; his is a fine example of study in popular culture. Maland's mentor, John Raeburn, is one of the editors of *Frank Capra: The Man and His Films* (University of Michigan, 1975), an anthology that collects a variety of perspectives. The most succinct study of the *Why We Fight* series is by William T. Murphy ("The Method of *Why We Fight*," *Journal of Popular Culture*, 1 [1972]: 185-196). A more complete examination is Thomas Bohn's *An Historical and Descriptive Analysis of the "Why We Fight" Series* (Arno Press, 1977), a book that explores both aesthetic and historical dimensions of the series.

A short, but insightful, evocation of Capra as mythmaker can be found in Robert Sklar's *Movie-Made America: A Cultural History of American Movies* (Random House, 1975). An equally brief

(but unflattering) analysis of the Capra vision is offered by Morris Dickstein in his contribution to *The Artist and Political Vision* (Transaction Books, 1982). Each teacher with each generation of students will have to determine how much the Capra oeuvre speaks to his or her times. On the other hand, I predict that there will be no disagreement about the pertinence of the films for gaining access to the American ethos, 1930-45.

Peter C. Rollins is a professor of English and American Studies at Oklahoma State University and editor of *Hollywood As History* (Kentucky, 1983.) He is the producer/director of the recent PBS rebuttal program titled "Television's Vietnam: The Real Story" (1985) and a forthcoming sequel, "Television's Vietnam: The Impact of Media." He is currently director of Television Criticism and Research at Accuracy in Media, Inc.

Preservation Project Funded by NHPRC

The National Historical Publications and Records Commission (NHPRC) has approved a grant to The Associated Natural Sciences Institutions (TANSI). The project will promote the recognition of archival management in research and education at five member institutions: The Academy of Natural Sciences of Philadelphia, The American Museum of Natural History, The Field Museum of Natural History, The California Academy of Science, and The Natural History Museum of Los Angeles County.

The goals of the project are the preservation of the records of these five institutions and the accessibility of the information they contain to the researcher. Toward these ends, the project will create a model for cooperative archival management. The

establishment of standard archival procedures and conservation practices will permit access to a national network of natural history materials with greater ease and speed than had previously been possible.

The TANSI project grant will be administered by the Academy of Natural Sciences in Philadelphia with Sylva S. Baker, vice president of Library Services, as Project Director. William Deiss, deputy archivist of the Smithsonian, will serve as Coordinating Consultant to the consortium. He will visit each of the TANSI member institutions within the year-long span of the project, slated for completion and final reporting to the Commission in the summer of 1986.

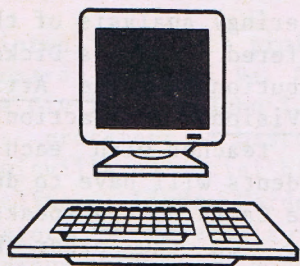
New Book Traces Chinese Experience in California

The history of the United States is replete with stories of ethnic groups that moved to this country and were denied credit for important contributions to the development of the region they settled. In the Monterey Bay area of central California, the Chinese who arrived in the last half of the nineteenth century helped immeasurably in the economic and social growth of the community. Yet, the contributions they made in agriculture, fishing, food processing, manufacturing, and railroad construction long have been overlooked.

Chinese Gold: The Chinese in the Monterey Bay Region, written by Sandy Lydon, is an attempt to integrate the Chinese into the history of the region and of California. The author debunks myths and stereotypes that have marred the depiction of Chinese in histories of California. The "coolie" and sojourner images of the Chinese laborer are swept aside, replaced by a picture of a

resourceful people who worked at the periphery of the economy to create new industries from unwanted materials. Chased off the ocean, for example, by white fishermen who cut their nets during the day, the Chinese combed the rich waters of Monterey Bay at night for the squid no one else wanted. They were the first to harvest the Bay's abalone and the area's wild mustard, turning it from a weed into a desirable cash crop, and they alone reclaimed the swamplands now considered among the richest farmland in the state. All of this was accomplished in spite of the Chinese Exclusion Act of 1882 that limited further immigration and denied them citizenship.

Chinese Gold is available from the Capitola Book Company, 1601 41st Avenue, Suite 202, Capitola, California 95010. Included in its 550 pages are 299 black and white photos and twenty-two maps. Prices are \$29.95 for hardbound and \$18.95 for paperbound.



Computer Software Reviews:

A Scholar's Text Processing Machine

Blaine A. Brownell

NOTA BENE, v. 1.1. For IBM-PC, XT, AT, and close compatibles. Requires two disk drives or hard disk, and 256K. Dragonfly Software, 409 Fulton Street, Suite 202, Brooklyn, New York, 11201. (718) 624-0127. List price, \$495.00

Microcomputer software is described as powerful if it contains myriad features and can accomplish large complex tasks. But if elegance is simplicity, such programs are rarely elegant. Nota Bene is a genuinely powerful software package, designed specifically to meet the needs of scholars. But it is also extremely complex, demanding significant time and effort to master.

Nota Bene's features constitute a scholar's wish list. And this is not surprising considering the program's origins. Steven Siebert refined his own concept of the perfect "text processing machine" while writing his dissertation, "The Hermeneutics of Suspicion," at Yale. The dissertation is unfinished, but his new company--Dragonfly Software--now has issued version 1.1 of Nota Bene, which contains Siebert's impressive list of capabilities and has received the official endorsement of the Modern Language Association. ("Note Well--Dragonfly Founders Plan to Soar," PC Magazine, [August 6, 1985]: 59.)

Before looking more closely at Nota Bene's features, it helps to know how it was developed. Rather than writing new code from scratch, Dragonfly secured the licenses of two potent programs already on the market--XyWrite II+, a word processor, and FYI 3000, a free-form text indexer and manager. From a rather crude initial interface between these separate programs, a much more fully integrated package emerged. Certain enhancements also have been made to the two programs beyond simply making them work together smoothly.

In terms of major features, Nota Bene supports the full range of word processing options and capabilities, and then some--including automatically formatted multiple-page footnotes and endnotes, tables of contents, indexes, bibliographies, and the storage and retrieval of free-form text files using words in the text and logical operators to conduct searches. Files can be as large as the disk, and the program automatically creates an "overflow" file on the default drive when the document is larger than the space available in Random Access Memory (RAM). The creation of "forms" (documents that can be "filled in") and mail-merging (where information from a separate data list can be merged automatically with documents, as in form letters) also are supported. At present, the program does not have a spelling checker.

One of Nota Bene's best points, which can also lead to some initial frustration, is its openness to many different configurations.

One of Nota Bene's best points, which also can lead to some initial frustration, is its openness to many different configurations. In other words, you can change almost any aspect of the program's operation that you might wish to change, including the colors on the display (if you have a color monitor and adapter), the printer and its fonts and styles (many choices are available), the page layout, the footnote formats,

and the default settings. Actually doing this, however, requires a thorough understanding of the program and how it operates, and usually some experimentation. Without these options, Nota Bene would be a lot easier to use, but it would not be capable of the full range of writing tasks.

XyWrite II+ is recognized for its speed, and this certainly is maintained in Nota Bene. Scrolling and formatting is instantaneous. There are main and subsidiary menus along with a number of immediately available "help" screens that describe function key assignments and basic commands. But the program is basically command-driven, with commands entered on the top-of-screen command line ("quit" to leave the program, "new" to create a document, "call" to retrieve an existing document from disk, "store" to save and leave the document, and so on). Usually, the first two letters of the command will execute it. Toggling between the command and document areas is done easily with the F8 function key.

You can move through a document in virtually every possible way--by word, phrase, line, paragraph, or to the beginning and end of the file. Text is marked easily for moving or copying, and two documents can be displayed on the screen at the same time in different "windows" (which the user defines) and text can be copied from one to the other. An "undelete" option retrieves the most recently deleted text. The function and numeric keypad keys on the IBM-PC are used heavily, either separately or in combination with the "Ctrl" and "Alt" keys. While these key sequences are fairly logical, they also can be bewildering because there are so many of them and the keys are spread out over the keyboard.

The program supports a full range of "search and replace"

capabilities, and the creation of phrases that are stored in "libraries" and can be inserted automatically at the cursor location whenever the user-defined "Alt" key sequence is implemented. Both these features also have many options. Nota Bene handles columns and tables with ease through its "expanded mode" and will even perform basic mathematical calculations like a spreadsheet on columns of numbers. Finally, the word processor permits access to the full range of IBM characters, including Greek and other foreign and scientific characters and symbols. This could be one of its most admirable features for many scholars.

Text storage and retrieval (most obviously research notes) is conducted through the "text base," or FYI 3000 portion, of the program.

Text storage and retrieval (most obviously research notes) is conducted through the "text base," or FYI 3000 portion, of the program. Without going into detail, text files are created with the word processor and then stored and indexed in the "text base." You can choose whether to index all the words in the text file or only selected words as "key words." Text files then are searched and selected by using these words in conjunction with "Boolean" logical operators--AND, OR, or NOT (searching for all notes containing the words "Berlin" OR "Germany" AND "West" but NOT "East," for example). If you have never done this before, it can be a bit confusing; but it allows you to maintain all your research notes in electronic files, search for what you need based on the words in the notes, and immediately incorporate the relevant portions into your document.

The manual is well-written (by Steven Siebert's brother, Loren) and illustrated with numerous diagrams. The thick documentation comes boxed in a ring binder, with a good index and table of contents, and an eighty-page tutorial booklet. Individual sections are tabbed for quick reference. While the manual is offset-printed on decent stock and is much improved over the initial version, it simply is not as readable as the better commercial package manuals, with colors, darker print, and slicker paper.

Version 1.1 of Nota Bene is not copy-protected and can be duplicated easily. But it is "copy traceable," that is, the user's name is etched on the original copy and also appears on the opening screen of all copies. Thus, if Dragonfly discovers eighty-four illicit copies scattered over four states, they know whom to call. This scheme is eminently sensible, makes the program much easier to install and use, respects the rights of the user, and adequately protects the company. Dragonfly has set a good example for others and is to be congratulated.

No program is perfect, including Nota Bene. While the word processor works on documents in RAM and is lightning quick, loading the program, the default parameters, and the help files (which are basically "documents") from disk is not so fast. I ran the program on an IBM-PC AT with 512K and a 20MB fixed disk, and if you have this sort of equipment you will be quite satisfied. Also, though the original program clearly was developed with two floppy drives in mind, the latest version is loaded easily onto a hard disk, and I strongly recommend this configuration. Otherwise, you will be doing a good deal of disk swapping, particularly when using text-base. (The same problem exists with most other high-capability products.)

The lack of a built-in spelling checker is a serious deficiency for an otherwise full-featured program such as this. But since Nota Bene produces ASCII files easily readable by excellent stand-alone spelling checkers like The Word Plus, there is a reasonable fix for the problem. The same would be true for punctuation and "style" checkers and certain other utility software.

Nota Bene is an excellent program. But it is no longer a unique alternative to serious scholarly work. I personally regard WordPerfect (v. 4.0) as the state-of-the-art word processor for microcomputers. It is fast, unobtrusive, does everything XyWrite II+ does, and has the best footnoting capabilities on the market, a built-in 100,000 word spelling checker, and an easier to follow implementation of the function keys. In combination with an even more advanced stand-alone, free-form text manager, like ZyIndex Professional (which reads WordPerfect documents), it would serve almost every imaginable need. (In fairness, it should be noted that all these text and "data" processing capabilities are fully integrated in Nota Bene,

and can be achieved otherwise only by using two separate programs.) Microsoft Word is another powerful alternative, with excellent formatting capabilities. Both these word processors are available through many mail-order houses for around \$250 and have a very large "installed base."

But we cannot sell Nota Bene short. It has been designed by a scholar for scholars, contains a wealth of features and many special touches, is likely to be updated and improved continually (indeed, version 2.0 with many new features is already in the works), and when mastered can measurably improve productivity and ease greatly the burden of conducting historical research and producing long manuscripts

with all the necessary citations, bibliographies, and other paraphernalia. If you are stuck with something neanderthal like WordStar, you had better switch to something more useful in any case. And, Nota Bene contains a utility to translate WordStar documents into its own format. It may take some time to learn, but is also something you may never want to be without.

Blaine A. Brownell is professor of history and Urban Studies and the Dean of the School of Social and Behavioral Sciences at the University of Alabama at Birmingham. He is the author of Using Microcomputers: A Guidebook for Writers, Teachers, and Researchers (Sage Publications, 1985).

Facing History and Ourselves: The Holocaust and Human Behavior

*The more individuals are exposed to this approach to history,
the more they will recognize that history is not an inevitable
process that transcends human intervention.*

Mary Johnson
Margot Stern Strom

Professionally trained historians in the 1980s face a fundamental problem. The nation's colleges and universities have too few positions available for men and women with advanced degrees in history. In 1984, only about half of those graduating with doctorates in history succeeded in securing academic appointments, and the number of untenured professors mounts as well. Thus, yearly, there are many trained historians who decide to leave the discipline entirely. Others seek to apply their skills to making historical scholarship accessible to the general public outside the institutions of higher learning. Those who choose the public history route often feel that their options are limited. Lacking proper accreditations for teaching social studies or history in public schools, they must compete with qualified secondary school teachers for work in private academies, or they must "retool" to be eligible for positions in museums, historical sites, local historical societies, and archives.

Nevertheless, the field of curriculum development offers a viable alternative for those

hoping to remain active in historical research and education. Programs that assemble materials for teaching about neglected topics such as racism and nuclear war or that suggest innovative approaches for engaging students' interest are proliferating, and they require people with a combination of skills in scholarship, teaching, and administration. The Facing History and Ourselves program located in Brookline, Massachusetts is an outstanding model in curriculum development that encourages members of the staff to use their professional expertise as historians and taps their potential for creating novel teaching strategies, facilitating workshops, and communicating with the public.

The program focuses on the lessons of modern genocide, the Holocaust in particular. These lessons are set forth in a resource manual titled Facing History and Ourselves: Holocaust and Human Behavior, which contains primary documents from victims and victimizers of the Third Reich; selections by scholars in history, philosophy, literature, ethics, and sociology; and suggested classroom activities. Supplementing the resource book are audiovisual materials that teachers may borrow from the

Facing History Resource Center and resource speakers who regularly visit Facing History classes. The program is sufficiently flexible so that teachers can adapt it for use in a wide range of educational settings: junior and senior high schools, vocational technical institutes, colleges and universities, and lifelong learning centers.

What makes Facing History so distinctive is that it enables students of all ages to make direct connections between their own lives and historical events and personalities.

What makes Facing History so distinctive is that it enables students of all ages to make direct connections between their own lives and historical events and personalities. To achieve this link, students begin the course by facing themselves: they trace the role of the individual in society, and by confronting complex moral dilemmas that defy simple solutions they begin to find out about their own values and attitudes. In subsequent weeks, they study the history of the Third Reich and learn

about individuals who had to make difficult decisions. Illustrative of their reading are the painful disclosures by a university professor who, shortly after Hitler's rise to power, had to decide whether to take an oath to National Socialism or risk ostracism and possible unemployment for refusing to comply. Having analyzed the complexity of their own decision making at the outset of the course, students start wondering: What would I have done? What should I have done? What could I have done? This approach helps students see that history is not inevitable: individuals have an opportunity to alter the course of events.

During the final sessions, students start making judgments about this history and contemplate how they can exercise prevention in times of choice. "What will I do if threats to my personal freedom and the freedom of others arise?" becomes a nagging question many of them pose as they complete the course.

This twofold process of facing history and facing oneself makes it almost impossible for students to remain detached or indifferent to the history of atrocities. As one teacher aptly explained the impact:

Facing History and Ourselves is a curriculum that honors duality; process and product, head and heart, history and ethics. Besides providing a vigorous and demanding academic experience, it offers an opportunity for students to examine and sometimes modify the values they bring to class. Much is demanded of those who participate in this course, not the least of which is the continued capacity to express sadness, to avoid the lure of easy answers and stereotypes that can so easily distance us from human experience, from others, and even from ourselves.

The Facing History approach departs from what most of us consider as "history." For the last two centuries, the Rankian tradition of objective history has been the dominant paradigm in the discipline, influencing the training of professional historians and the presentation of history in classrooms and textbooks. Emotional responses to the material, empathizing with people of previous genera-

tions and drawing parallels between the past and present are anathema to the criteria for scientific history established by von Ranke and his colleagues.

Facing History, however, has resuscitated the time-honored tradition of history as a moral science, which dates back to historians of antiquity and attained its apogee in the eighteenth-century works of Gibbons and Hume. From the perspective of these historians, history is a branch of moral philosophy and its lessons serve as guidelines for prudential thinking and moral behavior.

Facing History, however, has resuscitated the time-honored tradition of history as a moral science, which dates back to historians of antiquity and attained its apogee in the eighteenth-century works of Gibbons and Hume.

Interestingly enough, this earlier tradition offers contemporary historians a new way to view their role in society. They need not be confined to the ivory tower where they work with specialists interested in specific topics of the past. Instead, they have an opportunity to communicate with a much broader audience by applying their skills to help members of the general public think critically about social and political issues and reflect on their moral values and behavior.

Facing History is in the vanguard of clarifying for individuals inside and outside the historical profession the relevance history has for contemporary thought and ethics. In addition to preparing materials for schools in hundreds of communities, the program provides teacher training services and classes for adult learners, which have reached thousands of individuals since the inception of the program a decade ago.

Each year, Facing History conducts one- and two-day awareness workshops in the United States and Canada to acquaint teachers, support staff personnel, and school administrators with the dynamics of the program. After individuals in an educational community have decided to adopt the course, they maintain an ongoing relationship with members of the

staff. Those in the New England area can attend follow-up workshops in Brookline to plan specific lessons, review teaching strategies, and preview new audiovisual materials. Those from outside New England can phone or correspond with members of the Teacher Training Team, who have had several years' experience with the program. During the summers, educators from all locations are invited to take part in four-day institutes held in various regions that are designed to explore the course content and methodology in greater depth than is possible in shorter timeframes.

These workshops fulfill two functions vital to the successful implementation of Facing History in an educational setting. First, they keep educators abreast of current research on twentieth-century genocide. Scholars lecture on a variety of themes related to the Holocaust and other manifestations of genocide. Members of the staff distribute articles that supplement materials in the resource manual and prepare displays to highlight documents and artifacts housed in the archives of the Facing History Resource Center. These presentations not only underscore the significance of studying genocide from the perspectives of many disciplines, but also they suggest additional sources and research projects that teachers may themselves pursue. "I am not an avid reader," remarked one inner city teacher working with the program. "Yet I found myself studying constantly after I began teaching the course. I really wanted to know." Facing History continuously nurtures teachers' initial interest in the materials, and many teachers who have worked with the program for a couple of years decide to embark on more intensive studies in summer history seminars. In short, these workshops encourage teachers to look in depth at a piece of history and to think about the most appropriate ways for teaching history.

The second important feature of the workshops is that they give teachers a sense of moral support. Often, teachers who take the risk of teaching courses like Facing History feel isolated in their classrooms, and many of their colleagues disapprove of their efforts to include complicated and painful subject matter in the curriculum. Attending Facing History

activities thus helps them realize the value of their work. A social studies teacher from Albuquerque, for instance, arrived at a summer institute planning to leave teaching. "I was burned out when I came here," she wrote in her final evaluation of the institute. "But, now after seeing what you have, I am ready to go back to the classroom and try again." Teachers in the Boston area make a point of dropping in at the Resource Center once or twice a week because "support for the teacher is really palpable there; people are genuinely concerned about good teaching."

Just as it is essential for teachers to receive training and encouragement for presenting the program in an effective manner, there must be a broad base of support from out-of-school adults in a community. Parents, local civic and religious leaders, business people, and professionals can exert pressure on the schools to retain novel curricula and can generate funds needed to sustain teachers willing to experiment with new programs. Above all, adults in a community who are involved in thinking about the fundamental issues raised by Facing History can deepen their own understanding of what it means to be a citizen in a free society and can assist younger citizens in recognizing how courses like Facing History prepare them to deal with future civic responsibilities. For these reasons, Facing History sponsors adult education classes in communities where schools are using the program or where educators are contemplating its adoption. The program also organizes annual conferences that bring interested citizens and educators together to examine major themes of the course with scholars in the humanities and social sciences.

Response to these adult learning opportunities has been as enthusiastic as that demonstrated by participants at teacher training

activities. In one North Carolina community, for example, sixteen parents took the course concurrently with their children in a junior high school class. During the final session, they exchanged newspaper clippings on current affairs that reminded them of their study of the Holocaust and proposed the formation of additional study groups to investigate contemporary issues of world peace. Similarly

Galleon Dive Yields Gold, Silver - and Controversy

Jonathan Walters

[Editor's note: This article is reprinted from *Preservation News* (September 1985), the monthly newspaper of the National Trust for Historic Preservation.]

The New York Times headlines read: "Sunken Treasure Ship Luring Archeologists," "Discovery of 1622 Galleon Makes Archeologists' Eyes Glitter, Too."

But the only thing many underwater archeologists say they're seeing these days is red. "The American public is taking a shellacking on this one," says Dan Lenihan, chief of the National Park Service's (NPS) Submerged Cultural Resources Unit. "It's turned into a media event, a circus. Meanwhile, it's one more piece of history down the tubes."

While media nationwide hailed the July discovery of the Nuestra Senora de Atocha, many archeologists mourned what they say is the inevitable loss of yet another archaeological treasure.

While media nationwide hailed the July discovery of the *Nuestra Senora de Atocha*--the flagship of a 1622 Spanish treasure fleet that went down in a hurricane off the Florida Keys with a reported \$400 million in gold, silver, and jewels--many archeologists mourned what they say is the inevitable loss of yet another archaeological treasure. They are afraid the ship's discoverers, Treasure Salvors Inc., will merely strip the wreck, paying only cursory attention to accepted archeological survey techniques.

Representatives of Treasure Salvors Inc., however, say that fear and criticism are unjustified. "Everything is being [removed carefully], mapped and tagged," says Bleth McHaley, vice president of Treasure Salvors Inc. Any criticism Treasure Salvors receives from the archeological community, she says,

stems from "envy" and "professional jealousy."

"I'm always open to criticism," says R. Duncan Mathewson, Treasure Salvors' chief archeologist. "But I'm being criticized by people who have no idea what I'm doing."

Archeologists interviewed said they have not been invited to see the site, nor would they accept for fear of lending credibility to an operation they oppose.

Archeologists interviewed said they have not been invited to see the site, nor would they accept for fear of lending credibility to an operation they oppose. "I would be reluctant to get involved," says George Fischer, an NPS archeologist with extensive experience diving on Florida wrecks. "I think most in our field would."

McHaley chalks such attitudes up to an "Ivory Tower" mentality. Mathewson says several eminent international underwater archeologists are going to visit the site.

Debate over the shipwreck centers on how quickly material is being removed from the site and what conservation techniques are used.

"I heard one mention of them pulling up 6,000 coins in one afternoon," says Barto Arnold III, marine archeologist for the state of Texas, who acknowledges that he hasn't visited the wreck site. "I don't see how they can do that and do a careful job of archeology at the same time."

According to a Washington Post report, 1,208 silver bars, 7,175 ounces of gold, and 255,000 coins had been removed from the wreck in the first week of the find.

With material being removed at that rate, says Fischer, Treasure Salvors cannot be doing even a remotely professional job of archeology. On



Photo by John Vedral

Facing History Summer Institute, 1985

receptive was a suburban community in Massachusetts where an interfaith committee coordinated a Facing History class for one hundred residents. "It was extraordinary," exclaimed one of the organizers, "to see the tools that Facing History has developed to help adults look at issues that are usually not examined in polite society and to realize that their material can be utilized by both students and adults."

The 1985 conference on "The Impact of Nuremberg: Today and the Future" elicited supportive comments from all sectors of the diverse audience. "It is frightening," explained a senior citizen, "to think how much has evaporated in forty years. We never thought about these things after the war. They were very important, and we should have talked about them." A teacher, excited at having heard former prosecutors of the Nuremberg Trials on one of the panels, was eager to tell her students what she had learned from these individuals "who have made history," and a law student asked the speakers how he could emulate their example and pursue a legal career that would contribute to the evolution of international law.

Thus, Facing History has had a profound impact on people in all walks of life. In some instances, the influence has been dramatic enough to compel students to vow they will take direct steps to combat prejudice and intolerance in their communities. In other cases, the changes have been more subtle, with students observing that they have begun to think differently about stereotypes and racial slurs and will find it

harder to be bystanders when witnessing acts of brutality. These reactions suggest that the longstanding tradition of history as a moral science addresses broadly felt needs in contemporary society. History does not have to remain the preserve of professionally trained historians. People from diverse backgrounds and educational levels can derive important lessons in critical thinking and morality from their study of the past. The more individuals are exposed to this approach to history, the more they will recognize that history is not an inevitable process that transcends human intervention. Individuals in the past made deliberate choices to act or to remain apathetic which, in turn, affected the course of events. If individuals today are to prevent situations that are analogous to those in the 1930s and 1940s, they must reflect on the consequences of their actions and oppose the rise of authoritarian regimes that threaten the preservation of human rights and civic liberties.

Margot Stern Strom is the Executive Director of Facing History and Ourselves and co-author of *Facing History and Ourselves: Holocaust and Human Behavior*. She is a research associate of the Center for the Study of Gender, Education, and Human Development at Harvard University.

Mary Johnson, assistant to the director of Facing History and Ourselves, was formerly a professor of history with a special concentration in women's history and the French Revolution at Temple University and East Tennessee State University.

a recent wreck he worked, he says, less than two percent of the site was excavated--and that took sixteen people five weeks.

"A shipwreck is a time capsule, a cross-section of history, dated and pristine. The important information comes from all the nitty-gritty details, not the spectacular goodies. The details are lost when you sweep in and remove material. [Treasure Salvors] might get ten percent of the information the wreck could yield, but they will destroy the other ninety percent."

"This is not a full scientific excavation of the type I'd like to do," concedes Mathewson. "This is archeological salvage." Still, he claims, Treasure Salvors has so far excavated only a small fraction of the site and material is being mapped to preserve "contextual relation" and that valuable historical data is being discovered and recorded.

Mathewson did not deny press reports that 350-year old cedar chests containing coins were crumbling on the

deck of a salvage ship as they were brought up by divers--a loss other archeologists decry as tragic and avoidable, but typical of salvage operations.

"Those chests weigh well over 150 pounds as you're bringing them up," says Mathewson. "If [critics] have a better way to do it, I'd like to see it." McHaley says that Treasure Salvors is in the process of expanding facilities to accommodate conservation of the material being brought up from the *Atocha*.

The prospect of the Atocha's treasures being scattered to the winds is one archeologists liken to selling off Mount Vernon, brick by brick.

Debate also centers on the eventual fate of the material brought up from the *Atocha*--which both archeologists and salvors agree is one of the most significant archeological finds ever off Florida.

At some point, the material from the *Atocha* will be sold

or distributed to investors in Treasure Salvors Inc.--provided the federal district court currently controlling the site officially turns ownership of the wreck's contents over to Treasure Salvors as expected. The prospect of the *Atocha's* treasures being scattered to the winds is one archeologists liken to selling off Mount Vernon, brick by brick.

Treasure Salvors' McHaley counters that many historical treasures are in private ownership. "Should people be prevented from owning a Paul Revere pitcher?" she asks.

The debate between archeologists and salvors over proper treatment of shipwrecks has been raging for years. Archeologists, who say they haven't the resources to stay a step ahead of the salvors, believe wrecks such as the *Atocha* should be off limits to salvage operations, or at least tightly controlled. Salvors, meanwhile, contend that many valuable wrecks would go undiscovered were it not for their efforts and that they are sensitive to history, too.

Currently, most wrecks fall under the purview of federal admiralty courts, a system of law that offers rice-paper protection for wrecks, say preservationists and many archeologists, but that salvors say offers greater incentive for discovering wrecks while protecting the historically significant finds.

Discovery of the *Atocha* certainly will refuel the debate and again focus attention on legislation backed by preservationists and both the Underwater Archeological Society of America and the Society for Historical Archeology that would give states more direct control of wrecks within their waters (the *Atocha*, forty-one miles out, would not be affected). Torpedoed last session by salvors--with a strong assist from Senator Paula Hawkins (R-FL)--the bill has been reintroduced this session in both the House and Senate as the Abandoned Shipwreck Act of 1985.

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OAH News

New Source for Historians of the Twentieth Century

The Southern Historical Collection of the University of North Carolina at Chapel Hill has announced that the papers of Allard K. Lowenstein are open for research. The papers, housed in 206 boxes and containing over 150,000 items, document the life of Lowenstein, representative from New York's fifth Congressional District, political activist, and United States Ambassador to the United Nations for Special Political Affairs.

The papers were a gift to the University from Jennifer Lowenstein Littlefield in December 1982. They are a rich resource for historians of the twentieth-century and especially valuable in the depth of material on the Civil Rights Movement, the anti-Vietnam War movement, the "Dump Johnson" movement, (of which Lowenstein was a chief architect), and on South Africa and Zimbabwe/Rhodesia.

The Southern Historical Collection is located in the Wilson Library on the Chapel Hill campus. It is open from 8:00 a.m. to 5:00 p.m., Monday through Friday. To obtain a printed guide to the Lowenstein Papers, send \$5.00 to the Southern Historical Collection, UNC-Chapel Hill, Wilson Library 024A, Chapel Hill, North Carolina 27514.

OAH and NCPH Plan Varied Meeting Program

The OAH and NCPH joint meeting in New York next spring will include walking tours through New York as well as sessions examining the most recent historical research and current trends in the profession. Some of the papers presented will center on a theme of the reemergence of political history, while others will consider topics such as the development of cities in the U.S. and women's roles in different historical eras.

The OAH's seventy-ninth Annual Meeting and the NCPH's eighth meeting will run from Thursday, April 10 through Sunday, April 13. The meeting will be held at New York's newly renovated Penta Hotel. The Penta, located directly across the street from Madison Square Garden, provides an excellent location for those who wish to sample New York City's famous theatre district or fine, old department stores. Meeting attendees need only travel a little farther to reach well-known sites such as the Empire State Building, Rockefeller Center, and the New York Public Library.

OAH and NCPH program chairs have scheduled eight walking tours of New

York's historic areas and ethnic neighborhoods. These include Chinatown, the Lower Eastside and Little Italy, Wall Street and the Financial District, City Hall, Greenwich Village, the newly developed South Street Seaport area, Brooklyn Heights, and Astoria and Steinway Village in Queens. Other sessions about New York offer views of Ellis Island, the Statue of Liberty, and "Public Works in the Empire City."

Program sessions consider current trends in the historical profession as well. On Thursday night, author Barbara Tuchman will moderate a panel on presidential biography with commentators Robert Caro, David McCullough, Arthur Schlesinger, Jr., and Frank Freidel. Another session will consider publishing and marketing scholarly books.

"Twentieth-Century Baseball as Social History" is one example of a session that will evaluate nontraditional sources for historical interpretation. These sessions include "The Celluloid Version of Urban America" and "Changing Sexuality in a Changing Society: The Hite Reports."

OAH News

The OAH and the New York Council for the Humanities are sponsoring a Professional Day for secondary school teachers. The sessions, scheduled for Saturday, April 12, include topical and chronological workshops on research and teaching in American history. In addition, former OAH President Gerda Lerner will address participants at a Professional Day luncheon.

The OAH Annual Meeting Program, which includes descriptions of meeting sessions and preregistration and housing forms, will be mailed to OAH members in February. Air travel plans can be made at any time with Rosalyn Moss Travel Consultants (see related story this page). In addition, the OAH Convention Supplement will appear in the February 1986 OAH Newsletter.

Journal Seeks Papers for Bicentennial Issue

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



Photo courtesy of New York Stock Exchange Archives

View of Broad Street, 1924, in the heart of New York's financial district. The historic Wall Street area is one of many walking tours planned for the OAH Annual Meeting, April 10-13, 1986.

Discount Airfares

The OAH has appointed ROSALYN MOSS TRAVEL CONSULTANTS (RMTC) as travel coordinator for the 1986 OAH Annual Meeting, April 10-13 in New York. RMTC has negotiated a special discount for participants traveling round-trip from their home city to New York on regularly scheduled flights.

- You can help the OAH save money. By booking your flight through RMTC, the OAH will earn credits that can reduce part of the cost of the Annual Meeting.
- You may use a credit card to guarantee against possible fare increases or pay by invoice.
- RMTC will mail your tickets to you.
- If fares are reduced later, RMTC will reissue tickets at the lower rates.

NOTE: In the current, competitive "airfare wars," there may be some sporadic lower fares from specific cities. These fares may have restrictions and limited seating. RMTC's convention specialists will assist you in securing the lowest rate available.

Make Reservations Now

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

Candidates Sought for OAH Boards

The Nominating Board of the OAH is eager to receive names of members whose scholarship, leadership, and interest in the organization's activities qualify them to serve as President or as a member of the Executive Board or the Nominating Board. All are elective offices. The Nominating Board will select one candidate for the Presidency, two candidates for each of the three vacancies on the Executive Board, and two candidates for each of the four vacancies on the Nominating Board.

Please send your suggestions, including vitae if possible, to the Nominating Board chair, Bertram Wyatt-Brown, Department of History, University of Florida, Gainesville, Florida 32611, before February 1, 1986. Other members of the Board are: Thomas Dublin, University of California, San Diego; Lois Green Carr, Hall of Records, Annapolis, Maryland; Donald A. Ritchie, United States Senate, Washington, D.C.; Timothy H. Breen, Northwestern University; and Barbara J. Fields, University of Michigan.

OAH Call for Papers

The Program Committee for the OAH Annual Meeting to be held in Philadelphia, April 2-5, 1987 invites proposals for entire sessions, individual papers, panels, or teaching workshops, although the Committee strongly encourages submissions of complete sessions. Papers appropriate for the Constitution's bicentennial or the topic of dissent in America are especially welcome. Specialists in American history who participate on the 1987 Program must be members of the Organization.

Proposals should include a two-page synopsis that summarizes the thesis, methodology, and significance of each paper and one vitae for each participant. One copy of the proposal should be sent to each of the 1987 Program Co-chairs: Drew Gilpin Faust, American Civilization, University of Pennsylvania, Philadelphia, Pennsylvania 19104; and Ronald Walters, Department of History, The Johns Hopkins University, Baltimore, Maryland 21218. The deadline for submissions is March 15, 1986.



Photo courtesy of N.Y. Convention and Visitors Bureau

New York's Metropolitan Museum of Art offers collections of many genres and periods. The Renaissance-style facade of the main entrance is shown here.



Capitol

Commentary



Page Putnam Miller

Engraving courtesy of The
Bureau of Engraving and Printing.

NEH Nominee Faces Tough Questions

On October 2, the Senate Labor and Human Resources Committee spent four hours cross-examining Edward A. Curran in a confirmation hearing for the Chair of the National Endowment for the Humanities. Nominated nine months ago, the Curran appointment has been stalled as leaders in both Congress and the humanities community have questioned seriously whether Curran is the right person to head NEH. Although Committee Chair Orrin Hatch (R-UT) strongly supported the President's nominee, Curran faced tough questions about his credibility, commitment, and qualifications from Senators Lowell Weicker (R-CT), Claiborne Pell (D-RI), Edward Kennedy (D-MA), Christopher Dodd (D-CT), Paul Simon (D-IL), and John Kerry (D-MA). Several of the Senators noted that they had received more letters of concern about this appointment than any other.

For fifteen years, Curran served as Headmaster of National Cathedral School for Girls and, for the last three years, has been the Deputy Director of the Peace Corps. However, his brief tenure as Director of the National Institute of Education (NIE) attracted the most attention at the hearing. During Curran's confirmation hearing for NIE in 1981, before this same Senate committee, he made assurances of his commitment to continuing the important work of NIE. Yet soon thereafter he recommended in a letter to President Reagan the abolition of NIE, in part, because the federal agency had become a tool of the political "left." Regarding this matter, Weicker asked Curran if he was familiar with the saying "Once shame on you, twice shame on me." Weicker then stated "What's at issue . . . is testimony before this very committee that is clearly at odds with subsequent events. And now here we are again and you've made statements supportive of the National Endowment, but . . . God knows if you won't get in there and find more members of the 'left' and decide that abolishing the agency is the way to deal with it." At the invitation of Senator Pell, Theodore J. Ziolkowski, President of the Modern Language Association, and William Schaefer, Executive Vice Chancellor of UCLA, spoke in opposition to the appointment. Both noted that the leadership of the NEH should be in the hands of someone with experience in the humanities, who has earned the respect of the humanities community, who can speak to the American people on the behalf of the humanities, and who can

provide the broadest kind of intellectual leadership for the humanities. Curran, they concluded, did not have these qualifications. As the October 3 Washington Post pointed out, the "objections appeared to have less to do with Curran's relatively few academic credentials (he has a Master's degree in teaching from Duke University) than his limited experience in scholarly research or writing and his record at the Department of Education and the Peace Corps." Curran reportedly has had major disagreements with the Director of the Peace Corps and had been given few assignments. In light of many questions and reservations raised at the hearing, the vote, tentatively scheduled for November 19, is expected to be very close.

Selection of Archivist Expected Soon

The White House informed Peter Duignan in September that he will not be nominated for the position of U.S. Archivist. Last spring, the White House Personnel Office coordinated interviews with possible nominees for Archivist and reported in April that a decision had been made. In interviews in May and June with the Washington Post and the New York Times, Duignan, an African specialist at the Hoover Institution for the Study of War, Revolution, and Peace, spoke of the President's intention to send his name forward to the Senate for confirmation as soon as routine security checks had been completed. Opposition to the possible appointment mounted on two fronts: Duignan's advocacy of "detente" with white South Africa and his close political connections with the Reagan administration, which many believed violated the intent of the independence legislation calling for a nonpartisan Archivist. Specifically, the Conference Report accompanying the legislation that established the Archives as an independent agency stated "the conferees intend that he (the Archivist) be an officer performing professional archival and records management functions insulated from the political orientation of a particular administration."

The White House Personnel Office is interviewing once again for the position of Archivist and seems eager to move on the appointment. The National Archives and Records Administration became independent in April and has operated since then under the Acting Archivist, Frank G. Burke.

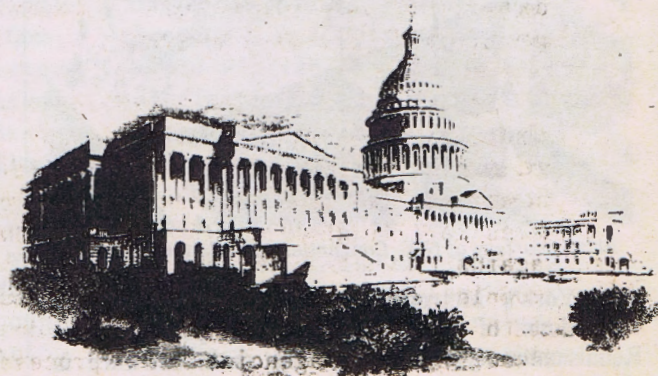
New Historical Review Program

Established at CIA

In October 1984, Congress passed the CIA Information Act, which exempts the CIA operational files from FOIA requests. Congressional concern that historians have access to CIA records resulted in a compromise in the legislation that calls for the CIA to explore the possibility of establishing a Historical Review Program to undertake new efforts to declassify and transfer to the National Archives historically significant CIA records. William Casey, CIA director, recently developed plans for the program in consultation with the Archivist of the United States, the Librarian of Congress, and three historians--John Gaddis, Richard Leopold, and Gaddis Smith. Senator David Durenberger spearheaded the Congressional support that has provided funding for ten additional positions to staff the project. The Office of Information Services, with the advice and support of the CIA historical office, will have responsibility for the Historical Review Program. The first documents being reviewed are those of the Strategic Services Unit of 1945-46 and the Central Intelligence Group of 1946-47.

Federal Historians Seek Clarification
of Federal Oral History Project

For the past year, the Oral History Subcommittee of the Society for History in the Federal Government methodically has been examining many aspects of federal oral history policy. In March, the Committee completed a comprehensive report that covers such topics as definitions, editing practices, assurances of confidentiality, and preservation standards. To achieve the goal of fostering the most complete oral history record obtainable, the Committee developed guidelines for federal agencies that include model deeds of gift. This summer, the Society for History in the Federal Government submitted the report to the Archivist of the United States with the hope that an official understanding can be reached regarding the definition of an oral history record and assurances for the protection of the confidentiality of interviewees. The National Archives staff has worked closely with the Society for History in the Federal Government on this project and the proposed guidelines are currently under review. Copies of the report are available from the Society for History in the Federal Government, Box 14139 Ben Franklin Station, Washington D.C. 20044.

Engraving courtesy of The Bureau of Engraving and Printing.
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Prospects Good for 1986 Appropriations for Historical Programs

Until November 15, federal agencies will be operating on a continuing resolution budget while work is being completed on legislation for the FY'86 budget. Although some key votes are still pending, the prospects for historical and humanities-related programs seem fairly good. There may be a very small increase for the National Archives. Both the Senate and the House have earmarked \$4 million, the current level, for the National Historical Publications and Records Commission's grants program. Although the President requested zero funds for historic preservation, the Senate is recommending current level

funding for the state historic preservation program and for the National Trust for Historic Preservation, and the House has called for a one million dollar reduction for the states, reducing the amount to \$20 million. Based on the action of the House and the Senate Appropriations Committee, NEH may also be retaining its 1985 budget.

Few Historians Nominated to Commemorative Commissions

The eighteen-member Commission to plan for the 1987 Bicentennial of the Constitution includes two historians--Thomas Henry O'Conner, professor of history at Boston College, and Philip M.

Crane, a former history professor and current member of the House of Representatives. Both were among the four members of the Commission appointed by the Speaker of the House in consultation with the House Minority Leader.

Of the twenty-two members of the Christopher Columbus Quincentenary Jubilee Commission, there are two historians as well--William Hardy McNeill, professor of history at the University of Chicago and president of the American Historical Association, and Charles William Polzer, an ethnohistorian at the Arizona State Museum.

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

91% of FOIA Requests Granted in 1984

More than 91% of all requests processed by eight Cabinet Departments in 1984 under the federal Freedom of Information Act (FOIA) were granted in full and without the deletion of any information that was sought.

This information was released by Representative Glenn English (D-OK), Chair of the Government Information, Justice, and Agriculture Subcommittee of the House Committee on Government Operations. The data were derived from annual reports covering the calendar year 1984 submitted by agencies to the Subcommittee.

English said: "These statistics show that the Freedom of Information Act is successfully accomplishing its primary purpose: making government documents available to those who want them. The FOIA works and it works well. Few government programs have a success rate in excess of 91%."

The Department of Health and Human Services reported a success rate of 98.9%. Of 102,729 requests processed, 101,602 were granted in full. The Department of Defense reported a success rate of 92.4%, with over 70,000 requests processed.

Of the eight Cabinet Departments for which figures were available, the State Department had the lowest success rate, 29.1%. But even with this low rate, the State Department still released in full over 103,000 pages of documents. An additional 42,601 pages were released in part, and 39,311 were withheld.

English said: "The statistics show that the FOIA is successful in spite of general bureaucratic and political hostility to the principles of disclosure." English cautioned, however, against accepting these numbers as a complete assessment of agency compliance with the FOIA. The statistics do not show whether agencies are processing requests in a timely fashion, whether the fee waivers are being granted to

those entitled to them, or whether all disclosable documents are actually disclosed.

The problem of delays in the processing of FOIA requests is illustrated by the record of the State Department. During 1984, the backlog of FOIA requests increased from 2,236 to 3,444, or more than 50%.

"There is still plenty of room for improvement in the handling of FOIA requests," English said. "Many requests are not processed within the statutory ten-day time limit, and agencies need to work harder to meet that deadline."

English noted that there are no common definitions for what constitutes a request and that different agencies have different accounting practices. The overall statistics were derived from numbers reported by the agencies and were not independently verified by the Subcommittee.

Nevertheless, even if the numbers reported by agencies are only an approximation, the results still show that the overwhelming majority of requestors received all of the information that they wanted. Even those whose requests were not granted in full sometimes received some information that was sought. But for statistical purposes, the denial of any part of a request is treated as the denial of the entire request.

All agencies are required to submit annual reports on FOIA operations showing the number of requests denied and the reasons for the denials. Agencies are not required to report on the number of requests received. However, eight of the thirteen cabinet departments included figures on the number of requests received, and these figures were used to calculate the totals reported below.

Freedom of Information Act Statistics
Cabinet Departments
Calendar Year 1984

AGENCY	TOTAL REQUESTS	GRANTED IN FULL	STATUTORY DENIALS	PROCEDURAL DENIALS	ADJUSTED REQUESTS	SUCCESS RATE
Commerce	1,171	679	258	234	937	72.4%
Defense	81,179	66,786	5,439	8,954	72,225	92.4%
Education	2,054	1,777	221	56	1,998	88.9%
Energy	6,619	5,726	491	402	6,217	92.1%
HHS	103,110	101,602	1,127	381	102,729	98.9%
Justice	24,564	10,457	3,587	10,520	14,044	74.4%
State	3,617	946	1,092	371	3,246	29.1%
Treasury	25,654	20,005	4,792	857	24,797	80.6%
TOTALS	247,968	207,978	17,007	21,775	226,193	91.9%

Source: Agency annual FOIA reports for calendar year 1984.

Professional Opportunities

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

National Museum of American History

National Museum of American History, Smithsonian Institution, seeks historian in American Studies to direct a Native American (American Indian/Alaskan Native) Program for NMAH and to assist in reinstallation of major exhibits in science, technology, and culture. Salary \$26,381-\$37,599.

Responsibilities include development of cultural/historical programs and assistance to American Indian museums on history, educational programs, and cooperation with related institutions with interests in Native Americans. Will include organizing seminars, symposia, performance, research, and exhibitions. Inquiries to William L. Withuhn, Deputy Chair, Department of Science and Technology, National Museum of American History, Washington, D.C. 20560; (202) 357-2025. Equal Opportunity Employer.

Trinity College

Historian of the Afro-American experience. Tenure-track position in history, Ph.D. required. Expected to teach topical and period courses in Afro-American history. Other main field: United States, 20th century. Position beginning Sept. 1986. Salary and rank dependent on experience and qualifications. Application deadline: January 21, 1986. Send application, dossier, and letters of recommendation to H. McKim Steele, Chair, History Department, Trinity College, Hartford, Connecticut 06106. AA/EOE.

University of California-Irvine

Position in Afro-American culture. Ph.D. and interdisciplinary expertise in sociology, anthropology, or history, with substantive focus on black people in the United States essential. Position requires ability to teach an introductory under-

graduate course in Afro-American culture, a graduate seminar on Non-Dominant Classes and Cultures, and undergraduate and graduate courses in one's area of specialization. Applicants should have a record of successful teaching and innovative research. Tenured position at the Associate Professor level. An Affirmative Action/Equal Opportunity Employer. Contact the Director, Program in Comparative Culture, University of California, Irvine, California 92717. Deadline for application is January 15, 1986.

Austin Community College

History Instructor, Full-Time. Teach U.S. history, advise students, participate in curriculum development. Prefer background in teaching U.S. history with Hispanic or Black emphasis. Must be interested in innovative teaching, relate well to diverse student body, and support the community college philosophy. M.A. in History required with at least 18 graduate semester hours in teaching field. Prefer graduate hours beyond M.A. with emphasis in ethnic studies. One year or equivalent college teaching, preferably community college level. AA/EOE. ACC invites applications from women and minorities. Deadline: November 22, 1985. Contact: Personnel Office, Austin Community College, P.O. Box 2285, Austin, Texas 78768; (512) 495-7573.

Washington University

American History. The History Department of Washington University, St. Louis, welcomes applicants for two appointments in U.S. history beginning fall 1986 at assistant or associate professor (tenure track) or full professor level, one principally in the 19th century and the other, 20th century. For the higher ranks, candidates must have teaching experience and significant publications. Send dossier to Richard J. Walter, Chair, Department of History, Washington University, St. Louis, Missouri 63130. Application deadline is December 15, 1985. Washington University is an Affirmative Action/Equal Opportunity Employer.

U.S. Naval Academy

Western Cultural History Survey. Assistant Professor, tenure track, with primary responsibility to teach required, freshman, two-semester sequence emphasizing development of values in Western society since ancient Greece. Second semester includes American history in context of the Atlantic community. Applicants must have competence in U.S. South, Russian/Soviet, East Asian, or modern military/naval. Ph.D. in history required. Begin August 1986. Application deadline is January 10, 1986. Applicants wishing AHA interview should send vitae by December 10, 1985. Contact Jane Good, History Department, U.S. Naval Academy, Annapolis, Maryland 21402-5044. USNA is an Equal Opportunity Employer.

St. Lawrence University

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

Lehman College/CUNY

American Foreign Policy. Lehman College seeks to fill a full-time, tenurable position in American Foreign Policy beginning September 1, 1986. Specialization in twentieth-century and late nineteenth-century history is preferred. A Ph.D. and a commitment to research, publication, and teaching of undergraduates is required. Senior and junior scholars are invited to apply. The rank is assistant professor. Send resume and appropriate materials by December 12, 1985 to: Jacob Judd, Chair, Department of History, Herbert H. Lehman College, CUNY, Bronx, New York 10468. An Equal Opportunity/Affirmative Action Employer.

Survey Questionnaire for Women Historians and Women Holding History Degrees for an Update of Directory of Women's Historians

Name _____

Race (Optional): Caucasian Black Hispanic Asian-American

Home Address _____

City _____ State _____ Zip Code _____

Home Telephone _____

Work Address _____

City _____ State _____ Zip Code _____

Work Telephone _____

Job Title and Rank _____

Institutional Affiliation, if any _____

BA (year) _____ MA (year) _____ Ph.D. (year) _____

Research, Teaching, or Graduate School Fields _____

Have Published: Articles (number) _____

Books (number) _____

Are you (circle one): academic independent scholar public historian
non-history related position unemployed other

Are you a member of (circle): AHA OAH CCWHP

Return to: Noralee Frankel
American Historical Association
400 A Street, SE
Washington, D.C. 20003

Please Duplicate and Distribute this Questionnaire.

Meetings and Conferences

• December •

The National Archives will sponsor a one-day Preservation Conference on December 10, 1985 in Washington, D.C. This is the first annual conference of its kind to be held at the National Archives and it will bring together noted conservators and preservation experts. The conference is part of an effort by the newly independent National Archives and Records Administration to encourage the growing public interest in preservation of documents, photographs, and films. Pre-registration is required. The fee is \$25, payable to the "National Archives Trust Fund (NSZ)," Washington D.C. 20408. For further information contact Alan Calmes, Preservation Officer, (202) 523-1546 or Norvell Jones, Supervisory Conservator, (202) 523-5360.

The Association for the Bibliography of History will hold three sessions at the annual meeting of the American Historical Association,

December 27-28, 1985, in New York. The session titles are: Historical Bibliographies in Progress; Historians' and Librarians' Approaches to Research: Do They Differ?; A Subject Thesaurus for History?; and An Afternoon at the New York Public Library. For further information contact Charles D'Aniello, Social Sciences Bibliographer, Lockwood Memorial Library, SUNY/Buffalo, Amherst, New York 14260.

• February •

"The Old Order Ends: The New American Emerges" is a three-day conference in *Novus Ordo Seclorum*, the Bicentennial of the Constitution project of The Claremont Institute for the Study of Statesmanship and Political Philosophy. It will be held February 20-22, 1986 at Claremont, California. Thirty participants will discuss the Founders' views of the relationship between moral character and political life. Events in *Novus Ordo Seclorum* are free to the public. It is

supported by a grant from the Bicentennial Office of the National Endowment for the Humanities and by the administrative assistance of the Political Science Department of Claremont McKenna College. For more information contact Ken Masugi, Director Bicentennial Project, The Claremont Institute, 4650 Arrow Highway, D-6, Montclair, California 91763.

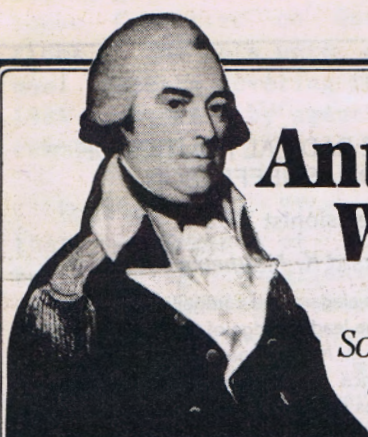
• March •

The Fourth Annual Eastern Kentucky University History Symposium will consider "The Depression Decade in Kentucky," March 1, 1986, in the Carl D. Perkins Building of the Eastern Kentucky University. Registration begins at 9:00 a.m. and the first session starts at 10:00 a.m. To register, send \$8.00 (which includes lunch) to William E. Ellis, Department of History, Eastern Kentucky University, Richmond, Kentucky 40475 before February 26.

• April •

The Eighth Charles Edmondson Historical Lectures will be delivered by Peter Gay, of Yale University, at Baylor University, April 2-3, 1986. For further information contact the History Department, Baylor University, Waco, Texas 76798.

An Advanced Seminar in North American History will be held April 14-18, 1986 at the Hotel Residence Miramare in Sestri Levante, near Genoa, Italy. The theme will be "North America in the 17th Century." The Seminar is sponsored by the Italian Committee for North American History in cooperation with the University of Pisa. Participants will be asked to attend three morning classes on: "The General Framework" (Kenneth G. Davies, Trinity College, Dublin, with Sergio Bertelli, University of Florence); "The Economy" (John McCusker, University of Maryland, with Luca Codignola, University of



Anthony Wayne

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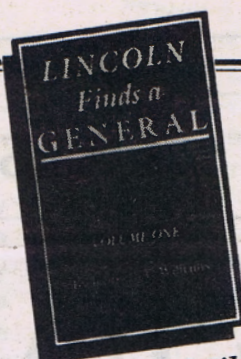
Belle Gunness

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An invaluable resource for persons wishing to research, read, or write history about any religious group in Indiana. This well-planned and carefully compiled bibliography is an indispensable aid for the church history specialist, and it enables the general reader to explore the breadth and depth of Indiana's religious heritage.

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Upcoming Meetings

Pisa); and "Religion and Society" (Michael McGiffert, The Institute of Early American History and Culture, with Tiziano Bonazzi, University of Bologna). The number of participants will not exceed 25-30. Applications of equal value will be processed on a first-come basis. Accepted participants may take advantage of the special registration fee of Lit. 200,000 (about \$100), covering all hotel and meal expenses from the banquet of April 13 to the banquet of April 18. Applications with a short curriculum vitae and the registration fee must be sent by February 1, 1986 to Paspartout srl, via Rabirio 1, 00196 Roma. Checks must be made to "Paspartout srl." For further information write to Luca Codignola, viale di valle Aurelia 73, 00167 Rome, Italy.



OAH Annual Meeting, April 10-13, 1986

- November -

The Long Island Studies Institute of Hofstra University will be sponsoring an interdisciplinary conference on Long Island, its art, music, history, folklore, architecture, literature, and the preservation of its material culture and natural resources, May 2-3, 1986. Selected papers may be published. Papers detailing the work of preservation groups, local historical societies, and nature conservancies are welcome. Papers should be submitted in duplicate by November 30, 1985 to Hofstra University Cultural Center, Hempstead, New York 11550.

The American Studies Association Section of the Western Social Science Association will hold its annual meeting April 23-26, 1986 at the MGM Grand Hotel in Reno, Nevada. Those wishing to present a paper are urged to contact the American Studies Coordinator, Hyland Packard, Department of

Calls for Papers

History, University of Houston, University Park, Houston, Texas 77004, before November 30, 1985. The following information should be included: title of the paper or panel; name, affiliation, and address of the author(s); and an abstract not exceeding one page. Those accepted will be notified by December 6.

- December -

The New River Gorge National River of the National Park Service and the Wytheville Community College are sponsoring the fifth annual New River Symposium, scheduled for April 10-12, 1986. The symposium will be held at the Wytheville Holiday Inn, Wytheville, Virginia. Papers for the Symposium are sought in natural history, folklore, geology, history, archeology, geography and other sciences, social sciences, and humanities. All papers should share the common theme of natural, physical, and/or human environments, or the interrelation of these. Proposals for sessions and

panel discussions are also sought. Proposals are due by December 1, 1985 and should include a 250-400 word abstract for a panel review. They should be sent to William E. (Gene) Cox, National Park Service, New River Gorge National River, P.O. Box 1189, Oak Hill, West Virginia 25901.

The Twelfth Biennial Conference of the Australian and New Zealand American Studies Association will be held May 12-15, 1986 at Auckland University, New Zealand. The keynote speakers will be Robert Wiebe, Northwestern University; David Antin, University of California at San Diego; and Richard Immerman, University of Hawaii. Papers are welcome on all aspects of American history, politics, literature, culture, and society. The deadline for papers or summaries is December 20, 1985. For more information, contact the conference coordinators: Joe Atkinson, Political Studies Department, Auckland University, Private Bag, Auckland,

NOVUS ORDO SECLORUM The Intellectual Origins of the Constitution

Forrest McDonald

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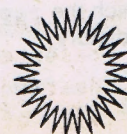
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New Zealand; or Michael S. Mayer, Department of History, Auckland University, Private Bag, Auckland, New Zealand.

The Conference on New York State History will be held at the State Museum in Albany, May 30-31, 1986. Paper proposals are requested that consider the theme of the people of New York State in historical perspective. Send inquiries and abstracts before December 31, 1985 to Stefan Bielski, Colonial Albany Social History Project, 3093 Cultural Education Center, Albany, New York 12230.

. January .

The Ohio Academy of History will hold its annual meeting April 19, 1986 at Capital University, Columbus, Ohio. Submit title and 100-word abstract of proposals to Erving E. Beauregard, Department of History, University of Dayton, Dayton, Ohio 45469. The deadline is January 3, 1986.

The Claremont Institute for the Study of Statesmanship and Political Philosophy announces a call for papers for its third annual conference in its Bicentennial of the Constitution Project *Novus Ordo Seclorum*, "What Constitution Have I? Freedmen and Immigrants Under the New Order." This conference is scheduled for February 12-14, 1987 in Claremont, California. Possible panel topics are "The Founders' Conception of Citizenship," "The Civil War Amendments Today," "Foreign Policy and Ethnic Divisions," and "From Immigrants to Citizens." The Institute is especially interested in papers that treat their subject matter with the themes of the American political tradition, constitutional law, and political thought in mind. The Institute will provide those giving papers with a substantial honorarium and room and board during the conference. A proposal of no more than two, typed double-spaced pages and a current vitae should be submitted by January 4, 1986. Program announcements will be made in early February. For more information contact Ken Masugi, Director, Bicentennial Project, The Claremont Institute, 4650 Arrow Highway, Suite D-6, Montclair, California 91763.

An international conference on "The American Constitution:

Its Birth, Growth, and Impact on the World," will be held June 25-28, 1986 in Hong Kong. The organizers are particularly interested in how the U.S. Constitution has been viewed by or transplanted into other societies, particularly, though not exclusively, those in Asia. Possible panel topics include: intellectual origins of the Constitution; the "living" Constitution and its development over the years; early observations from abroad; and influence on other nations. Papers should be written with publication in mind. Submit three copies of the one-page proposal by January 15, 1986 to Barton Starr, History Department, Hong Kong Baptist College, 224 Waterloo Road, Kowloon, Hong Kong. Travel grants may be available.

The Society for Historians of the Early American Republic will hold its eighth conference on the early republic July 24-26, 1986 at the University of Tennessee, Knoxville, Tennessee. Proposals for papers or entire sessions on any aspect of American history from about 1789 to 1850 should be sent to Barbara Oberg, Box 348-A, Baruch College, 17 Lexington Avenue, New York, New York 10010 before January 15, 1986.

The Eighteenth Annual Dakota History Conference will be held at Madison, South Dakota on the campus of Dakota State College, April 11-12, 1986. The Karl Mundt Distinguished Historical Writing Awards will be presented for the best papers. There are two categories: Professional (writer affiliated with an institution of higher education in the field of social science, English, or history, and professional writers), and Amateur (anyone else). There will be three prizes for the best papers presented in each category. Papers should relate to some aspect of South Dakota, Dakota Territory, or the history of the Upper Great Plains Region. In addition, there will be two awards by topic: The Richard Cropp award for the best paper in military history (\$100), and the Cedric Cummins award for the best paper in institutional history (\$100). All papers submitted for competition must be read by the author. Papers presented will be published if desired. Deadline for submission of papers is January 31, 1986. Send papers to H.W.

Blakely, History Department, Dakota State University, Madison, South Dakota 57042-1799.

The forty-sixth annual meeting of the Economic History Association will be held in Hartford, Connecticut, September 26-28, 1986. Scholars are invited to send two copies of a one-page precis of the proposed paper to Professor Judith Brown, Department of History, Stanford University, Palo Alto, California 94305, by January 31, 1986.

. February .

The Seventh Berkshire Conference on the History of Women will be held June 19-21, 1987, at Wellesley College, Wellesley, Massachusetts. While papers on all aspects of women's history are welcomed, the theme for this conference will be "Beyond the Public/Private Dichotomy: Reassessing Women's Place in History." The Program Committee welcomes proposals for sessions that explore how women's consciousness and political activities reflect

the links between the public and private realms. The Committee also encourages proposals for panels that compare the experience of women in different countries, and of different races, classes, ages, ethnicities, and sexual identities. The Committee strongly suggests submission of proposals for complete sessions involving no more than two papers, one commentator, and one moderator. The Program Committee reserves the right to reassign papers where necessary. Proposals should include: the titles of the papers; names, addresses, phone numbers, and one-page vitae of all participants (with their affiliation or place of residence); and one page abstracts of the papers. Each proposal will be reviewed by two members of the Program Committee. Three copies of the proposals on other than U.S. topics should be sent to Dorothy O. Helly, Women's Studies Program, Hunter College, 695 Park Avenue, New York, New York 10021. Papers on U.S. topics should be sent to Susan Reverby, Women's Studies Program, Wellesley College, Wellesley, Massachusetts 02181. Comparative proposals may be sent to

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Calls for Papers

either program chair. Enclose a stamped, self-addressed postcard, which will be returned upon receipt of the proposal. The deadline for submission is February 1, 1986.

The Fifth Annual Conference on the Holocaust will be sponsored by Millersville University, April 6-7, 1986. The theme of the conference is "Resistance to the Holocaust." Organizers invite proposals for individual papers as well as complete sessions addressing any aspect of the stated theme. Deadline for submissions is February 1, 1986. Selected papers presented at the conference are eligible for publication in Volume IV

of the Holocaust Studies Annual. Address inquiries to Reynold Koppel, History Department, Millersville University, Millersville, Pennsylvania 17551.

The 1986 annual meetings of the American Military Institute and the Air Force Historical Association will be held at the Uniformed Services University of the Health Sciences, Bethesda, Maryland, April 4-5, 1986. The theme will be Military, Naval, and Aviation medical history. Those interested in presenting a thirty-minute paper on these topics are asked to send an abstract of approximately 300 words to Robert J.T. Joy, M.D., Section of Medical History, 4301 Jones Bridge Road, Uniformed Services

University of the Health Sciences, Bethesda, Maryland 20814-4799. Proposal must be received by February 28, 1986. Please include a single page curriculum vitae with mailing address and telephone number.

March.

The Ohio Valley History Conference will be held October 3-4, 1986 at Murray State University. Proposals for papers and sessions are invited in all areas of historical studies for the second annual conference. Abstracts of proposed papers (approximately 200 words) and presenters' vitae should be sent by March 15, 1986 to James Hammack, Jr., Director, Department of History, Murray State University, Murray, Kentucky 42071.

A Symposium on the 50th Anniversary of the Spanish Civil War, 1936-1986 will be held June 12-13, 1986 at Siena College. The Symposium is to be a wide-ranging, multi-disciplinary conference using the Spanish Civil War as a focal point. Papers, presentations, and panels are invited. The organizers anticipate that participants will consider topics such as film, art, popular culture and opinion, fascism and communism, the international brigades, women, anarchism, Franco, and pacifism between the wars. Address proposals and inquiries to the Program Committee, World War II, Thomas Kelly, History Department, Siena College, Loudonville, New York 12211.

Grants, Fellowships, & Awards

December.

The American Council of Learned Societies is sponsoring a Grants-in-Aid program to provide funds in support of significant humanistic research. The grant will be available to the recipient immediately following acceptance of the award and should be spent within one year. Grants are to be used to advance specific programs of research in progress by contributing to the scholar's essential personal expenses for that purpose. These expenses may include personal travel and maintenance away from home necessary to gain access to materials, research or clerical assistance, and reproduction or purchase of materials. Awards for living expenses at home to relieve the applicant of the necessity of teaching beyond the conventional academic year will be made only in exceptional cases. Stipends will not exceed \$3,000. The deadline for receipt of applications is December 15, 1985. Inquiries and requests for applications should be addressed to the Office of Fellowships and Grants, ACLS, 228 East 45th Street, New York, New York 10017.

The 1986 William Robertson Coe Fellowship program for outstanding teachers of American history will be offered in the three-week summer term June 23-July 11 at Planting Fields, Oyster Bay, Long Island, by the State University of New York at Stony Brook. The purpose of this program is to

provide opportunity for teachers to increase their competence by means of stimulating contacts with area specialists in American Studies. Concentration on reading and discussion frees the fellowship recipient for discussion of the reading in the daily three-hour seminar and for weekly, short analytical papers. The fellowships are awarded to teachers in secondary schools throughout the United States, Europe, and the Middle East who have had experience in and expect to keep teaching American Studies. Intellectual maturity, personal accomplishment, and promise as teachers are the criteria upon which the awards are based. Each fellowship, worth \$1,700, consists of room, board, tuition, and a stipend of \$200. Fellows are notified on or before April 1 of their awards. Applications must be requested before December 16, 1985 from Martin B. Travis, Director, Coe Fellowship Program, Department of Political Science, SUNY-Stony Brook, New York 11794-4392.

Application for the Charlotte W. Newcombe Doctoral Dissertation Fellowships for 1986, administered by the Woodrow Wilson National Fellowship Foundation, are now being accepted. Applicants must be enrolled in a graduate school in the United States and have completed all the requirements for the doctorate except the dissertation by January 1986. Stipends of \$8,000 will be granted to approximately forty-five applicants whose dissertations concern some

aspect of ethical or religious values. The deadline for request of applications is December 20, 1985; deadline for mailing all materials is January 3, 1986. Notification of awards will be made by April 15, 1986. Write to: Newcombe Fellowships, Woodrow Wilson National Fellowship Foundation, Box 642, Princeton, New Jersey 08542.

The Rockefeller Archive Center of Rockefeller University awards grants up to \$1,500 to scholars, usually graduate students or post-doctoral scholars, who are engaged in projects that require the use of the holdings at the Center. The size of individual grants will be dependent upon travel, temporary lodging, and research expenses of the applicant. Applications for the 1986 grant year must be received by December 31, 1986. The names of the recipients will be announced in March. Inquiries about the program and requests for application forms should be addressed to Director, Rockefeller Archive Center, Pocantico Hills, North Tarrytown, New York 10591.

The National Historical Publications and Records Commission (NHPRC) is offering three fellowships in archival administration for the 1986-87 academic year. The fellowships support advanced administrative training for persons with both archival work experience and graduate training in a program containing an archival education component. Compensation consists of a stipend of \$15,000

and fringe benefits of up to \$3,000. The fellowship year begins in August or September 1986 and lasts nine to ten months. Archival institutions and organizational archives are encouraged to submit applications to act as hosts for fellows. The applications should outline a work schedule providing fellows with a broad range of archival administrative experience. Three institutions will be selected. Those wishing to participate as hosts should request guidelines and application forms from the Director, Records Program, NHPRC, National Archives Building, Washington, D.C. 20408. Deadline for submission of applications is December 31, 1985. Individuals wishing to apply for fellowships should have at least three years' archival work experience and have completed the equivalent of two semesters' full-time graduate work in a program containing an archival education component. Applications are available after March 1, 1986, and must be completed by May 1, 1986.

The David Woolley Evans and Beatrice Cannon Evans Biography Award, sponsored by Brigham Young University, will award a prize of \$10,000 for a distinguished biography of any person significant in the culture or history of what may be called Mormon country. (Mormon country is regarded as extending throughout the Intermountain West of the United States, but also includes Southern Canada and Northern Mexico. It is, moreover, an intellectual concept embracing

individuals in any geographic locale who may be significant to the rise or development of Mormonism.) If manuscripts are submitted, they should be book-length and ready for publication. If books are submitted, they should have been published during 1984. All authors, regardless of religious affiliation, are invited to submit entries. Entries are not limited to Mormon subjects. Manuscripts may be submitted to Ted J. Warner, Department of History, Brigham Young University, Provo, Utah 84602 before December 31, 1985.

Applications are being accepted for the T. Wistar Brown Fellowship at Haverford College for the academic year 1986-87. Fellows spend one or two semesters at Haverford College doing research in the Quaker collection of the library and in nearby scholarly collections. The Fellowship is usually awarded to mature scholars and the stipend is \$10,000. Letters of inquiry may be directed to the Office of the Provost, Haverford College, Haverford, Pennsylvania 19041. Deadline for application is December 31, 1985.

UCLA's Institute of American Cultures, in cooperation with the University's four ethnic centers, offers graduate and postdoctoral fellowships to support study of Afro-Americans, Asian Americans, Chicanos, or American Indians. The stipend for the graduate fellowships is \$5,000 per year plus registration fees and out-of-state tuition if applicable. Postdoctoral fellowships range from \$20,000 to \$25,000 per year. Postdoctoral fellowships can be awarded for less than a year, in which case the stipend is adjusted to the length of the award; postdoctoral fellowships can be used to supplement sabbatical salaries. The final date for submitting applications is December 31, 1985. For further information and applications, contact the Fellowship director of the appropriate ethnic center at UCLA: Center for Afro-American Studies, 3111 Campbell Hall; Asian American Studies Center, 3232 Campbell Hall; Chicano Studies Research Center, 3121 Campbell Hall; American Indian Studies Center, 3220 Campbell Hall; UCLA, Los Angeles, California 90024.

• January •

The Mississippi Historical

Society announces the McLemore Prize of \$700 to be awarded for a distinguished scholarly book on a topic in Mississippi history or biography, published during 1985. Published works only will be eligible; unpublished manuscripts will not be considered. Works should be well researched in a scholarly manner, in a form that includes footnotes and bibliography. Works of original scholarship will be given precedence over edited works. Four copies of submitted books should be sent by January 1, 1986 to the McLemore Prize, Box 571, Jackson, Mississippi 39205. Questions should be directed to William E. Parrish, Department of History, Mississippi State University, Mississippi State, Mississippi 39762.

The United States Army Military History Institute (USAMHI) will award approximately six Advanced Research Grants for 1986. Each grant carries a stipend of \$750 to cover travel and living costs while conducting research in the USAMHI library, archives, and special collections. Applicants must be scholars at the graduate or post-graduate level pursuing topics in the field of military history. Although the Institute supports significant research in all fields of military history, it is particularly interested in U.S. and foreign operational level doctrine, combat operations, training, logistical and organizational systems, as well as research into command and leadership. The application deadline for grants is January 1, 1986. For information and applications contact: Assistant Director for Historical Services, U.S. Army Military History Institute, Carlisle Barracks, Pennsylvania 17103-5008.

The National Air and Space Museum (NASM), through the support of a fund established by the Daniel and Florence Guggenheim Foundation, announces a one-year resident fellowship for pre- or postdoctoral research. Young scholars interested in historical and scientific research related to aviation and space are encouraged to apply. Minimum academic requirement for the predoctoral position is a bachelor's degree and current enrollment in a graduate program in an accredited college or university. Postdoctoral program applicants preferably should

have received their Ph.D. within the past seven years. The fellowship may begin between July 1 and October 1, 1986. A stipend of \$11,000 for predoctoral candidates and \$18,000 for postdoctoral candidates will be awarded, with limited additional funds for travel and miscellaneous expenses. Persons interested in applying for the fellowship should request an application package from The Office of the Deputy Director, Guggenheim Fellowship, National Air and Space Museum, Smithsonian Institution, Washington, D.C. 20560. The deadline for application is January 15, 1986.

The National Research Council will administer the Ford Foundation Doctoral Fellowships for Minorities program, which offers forty three-year predoctoral fellowships and ten one-year dissertation fellowships to American Indians or Alaskan natives (Eskimo or Aleut), Black Americans, Mexican Americans/Chicanos, and Puerto Ricans. Designed to increase the presence of underrepresented minorities on the nation's college and university faculties, these fellowships will provide higher education opportunities for members of these four

minority groups that are most severely underrepresented in the nation's Ph.D. population, the pool from which colleges and universities select their faculties. Fellowships will be tenable at any accredited nonprofit United States institution of higher education offering Ph.D.s or Sc.D.s in the fields eligible for support in this program. Each predoctoral fellowship will include an annual stipend of \$10,000 to the Fellow, and an annual institutional grant of \$6,000 to the fellowship institution in lieu of tuition and fees. Dissertation Fellows will receive a stipend of \$18,000 for the twelve-month tenure with no institutional grant. The deadline for entering the fellowship competition is January 15, 1985. All inquiries concerning application materials and program administration should be addressed to the Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418.

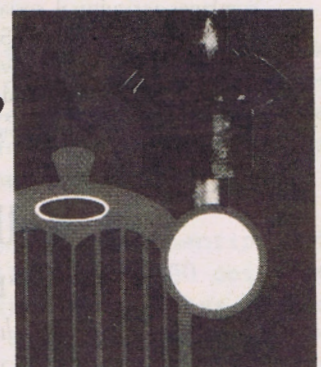
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Grants, Fellowships, & Awards

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- February -

The Department of History, University of Texas at Arlington, announces the 1986 Webb-Smith Essay Competition, a \$500 award for the best essay of 10,000 words or fewer on the topic "The History of North American Discovery." The winning essay will be submitted for publication as part of

volume twenty-one of the Walter Prescott Webb Memorial Lectures Series published by Texas A & M University Press. Manuscripts for 1986 judging must be submitted by February 1, 1986. For submission forms and additional information, write the Walter Prescott Webb Memorial Lectures Committee, Department of History, Box 19529, University of Texas at Arlington, Arlington, Texas 76019.

The John Carter Brown Library, an independently managed research institution at Brown University, offers about twelve short-term fellowships each year, extending from one to four months. These fellowships are open to foreign nationals as well as Americans and to scholars engaged in pre- or postdoctoral, or independent, research related to the resources of the Library. The monthly stipend for these short-term fellowships is \$800. In addition, the Library offers either two six-month or one twelve-month NEH fellowships each year, with an annual stipend of \$27,000 or a six-month stipend of \$13,750. The NEH fellowship(s) is restricted to United States

citizens engaged in postdoctoral research. Recipients of all fellowships are expected to be in regular residence at the Library and to participate in the intellectual life of Brown University. The Library is particularly strong in printed materials, both European and American, related to the discovery, exploration, settlement, and development of North and South America before 1830. The deadline for applications is February 1, 1986. For further information and application forms, write to the Director, John Carter Brown Library, Box 1894, Providence, Rhode Island 02912.

The American Historical Association is sponsoring three grants or fellowships for 1986-87. The Albert J. Beveridge Grants for Research in Western Hemisphere History will be awarded in the spring of 1986. These grants, not to exceed \$1,000, are intended to further research in progress. Applications are due by February 1, 1986, and applicants must be members of the AHA. The AHA also is helping to sponsor a postdoctoral fellowship in aerospace history. This fellowship, supported by the National Aeronautics and Space Administration (NASA), will extend from 1986 to 1991. The first fellow will be selected in the spring of 1986 and will begin work in the fall. The fellow will be engaged in advanced research in the area of NASA-related history of science, engineering, management, or policy. Research may be conducted at NASA headquarters or at various NASA centers. The AHA will administer the program with the cooperation of the Society for the History of Technology, the History of Science Society, and the Economic History Association, each of which will supply a member of the selection committee. The stipend is expected to be about \$23,000 for twelve months, with a generous moving and travel allowance. The deadline for the 1986-87 Fellowship is February 1, 1986. In addition, the AHA is accepting applications for the J. Franklin Jameson Fellowship for 1986-87, offered annually by the AHA and the Library of Congress to support significant scholarly research in American history in the collections of the Library by young scholars. The stipend is \$9,000 for one semester, or longer if the fellow desires. Application deadline is March

15, 1986. Further information and application forms may be obtained by writing to the office of the Executive Director, AHA, 400 A Street, S.E., Washington, D.C. 20003.

The Hagley Museum and Library in cooperation with the University of Delaware jointly sponsor The Hagley Program in the History of Industrial America, a two-year or four-year program leading either to an M.A. or a Ph.D. degree for students interested in careers as professionals in museums and historical agencies or as college teachers. The Hagley Program's academic focus is on the social history of American industrialization. Within a wide-ranging history program, Hagley Fellows study the context and consequences of economic and technological change wrought by industrialization, including its impact on the lives of American workers. Financial aid consisting of a stipend of \$5,900 per year for the first two years and \$6,300 for the second two years, full tuition, and a small travel fund is available. In addition, an allowance of \$1,200 is available to married students with dependent children. These awards are renewable for a maximum of three years. Deadline for application is February 1, 1986, for the academic year 1986-87. For further information write Brian Greenberg, Coordinator, The Hagley Program of Industrial America, The Hagley Museum and Library, P.O. Box 3630, Wilmington, Delaware 19807.

The Berkshire Conference of Women Historians will award its annual prize for the best book and the best article in any field of history written by an American woman and published during 1985. Submissions for the book award should be sent to Anne Russ, Wells College, Aurora, New York 13026; and for the article award to Margaret Darrow, Department of History, Dartmouth College, Hanover, New Hampshire 03755. Two copies of the book or article are required. Deadline for submission is February 15, 1986.

The University of Florida's Graduate School Monographs in the Social Sciences announces a publications award competition. The editorial committee is searching for unpublished works of the highest quality on any theoretical and/or empirical social science topic.

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The author of the winning manuscript will receive an offer of publication through the University Presses of Florida. Typescripts should be approximately 125-225 pages, double-spaced. The committee asks potential entrants to first submit a brief prospectus setting forth the analysis and conclusion of their work. If judged appropriate, the committee will request the completed manuscript and send additional information on the competition. Deadline for submission of finished manuscript is February 15, 1985. For further information, contact George E. Pozzetta, Department of History, University of Florida, Gainesville, Florida 32611.

typed, double-spaced, and should include documentation. Manuscripts will be judged on the basis of their contribution to the knowledge of women in Arkansas history; judicious use of primary and secondary materials; creative interpretation and originality; and stylistic excellence. Submissions (sent in triplicate) and requests for manuscript requirements should be sent to Betty Overton, Graduate School, University of Arkansas at Little Rock, Little Rock, Arkansas 72204. All entries must be postmarked no later than February 15, 1986.

• March •

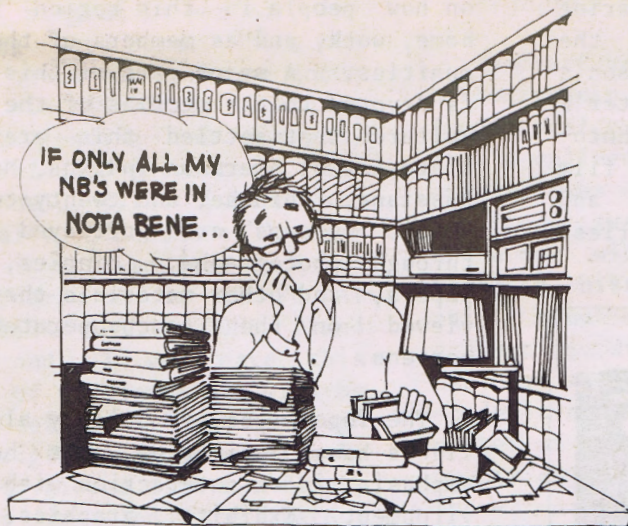
The Jamestown Society will award an annual fellowship in the amount of \$1,000 for support of the completion of a master's thesis or essay on the history and culture of Virginia before 1700. Applicants may be candidates for the master's degree in any relevant discipline as long as their research is devoted exclusively or, at the very least, substantially to colonial Virginia before 1700. Applicants should submit a brief resume, a proposal outlining the thesis topic and plans for bringing it to a

conclusion, and a brief writing sample to the Institute of Early American History and Culture, P.O. Box 220, Williamsburg, Virginia 23187 by March 1, 1986. They should also ask three persons, two of whom have taught them on the graduate level, to write letters of reference. For further information, write the Jamestown Society Fellowship Program, P.O. Box 14523, Richmond, Virginia 23221.

The National Endowment for the Humanities has announced that fifty-six seminars for teachers at undergraduate and two-year colleges will be offered during the summer of 1986 at twenty-eight different institutions across the United States, and two in Italy. These seminars deal with a rich variety of topics central to the humanities and will provide teachers the opportunities both to work with a distinguished scholar and colleagues in an area of mutual interest and to pursue individual study and research. Each of the twelve participants will receive a stipend of \$3,000 to help cover travel to and from the seminar location, books, and research and living expenses.

Copies of the brochure describing the content of each seminar are available from the Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, Washington, D.C. 20506. The application deadline is March 1, 1986.

The National Historical Publications and Records Commission (NHPRC) will offer from one to three history fellowships in 1986, depending on the level of funds available. Partial funding will be provided by the Andrew W. Mellon Foundation. Successful candidates will receive a stipend of \$15,000, plus \$3,000 toward fringe benefits and other expenses and will spend ten months at a documentary publication project. Participating projects are The Papers of Albert Gallatin (Baruch College of the City University of New York), The Papers of the Black Abolitionists (Florida State University, Tallahassee), and The Papers of William Thornton (The George Washington University, Washington, D.C.). Applicants should hold a Ph.D. or have completed all requirements for the doctorate except



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the dissertation. Further information and application forms are available from the NHPRC, Room 300, National Archives Building, Washington, D.C. 20408. Application deadline is March 15, 1986.

The fifteenth annual Institute for the Editing of Historical Documents is June 15-27, 1986, in Madison, Wisconsin. Jointly sponsored by the National Historical Publications and Records Commission (NHPRC), the State Historical Society of Wisconsin, and the University of Wisconsin, the institute will provide detailed

theoretical and practical instruction in documentary editing. Applicants should hold a master's degree in history of American civilization. A limited number of tuition and travel grants are available. Further information and application forms are available from NHPRC, Room 300, National Archives Building, Washington, D.C. 20408. Application deadline in March 15, 1986.

The Society for Historians of American Foreign Relations is

seeking nominations for the Norman and Laura Graebner Award for 1986. The award is to be made to a senior historian of United States foreign relations whose achievements in the fields of scholarship, teaching, and government or community service have contributed most significantly to the fuller understanding of American diplomatic history. Nominations should be submitted to Richard Dean Burns, Center for the Study of Armament and Disarmament, California State University-Los Angeles, 5151 State University Drive, Los Angeles, California 90032.

The Louis Pelzer Award will be given by the Organization of American Historians for the best essay in American history by a graduate student. The winning essay will appear in the Journal of American History, and the author will receive \$500, a medal, and a certificate. The author must be enrolled in a graduate program at any level, in any field. Entries should not exceed 7,500 words and should be mailed to the office of the Journal of American History, Ballantine Hall 702, Indiana University, Bloomington, Indiana 47405. The deadline is January 1, 1986.

Sacramento History Center: Present Meets the Past

A red brick reconstruction of the 1854 Sacramento City Hall and Waterworks Building houses a series of white and chrome and glass galleries. Visitors punch into computerized video monitors calling up photos of people who lived before the telephone was invented. This spectacular juxtaposition of old and new is the Sacramento History Center, a \$5.5 million, 20,000 square-foot museum that opened August 3 in Old Sacramento.

Photographs and plans of the 1854 building helped architects to re-create its dignified exterior on the original site by the banks of the Sacramento River. The building evokes the heady air of the mid-1800s; the great wealth and, sometimes, heartbreak of the Gold Rush; the newly planted shade trees and

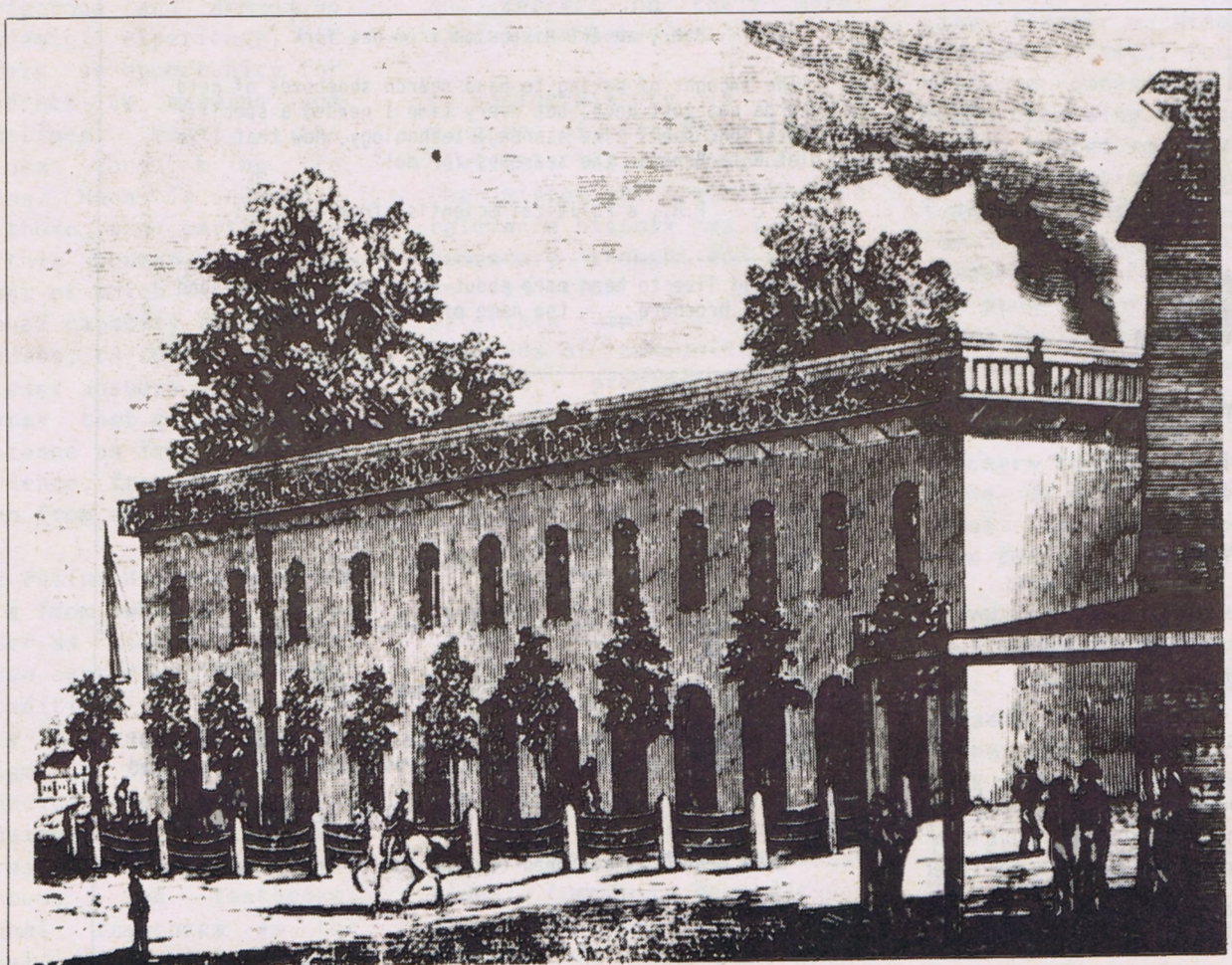
social life of a young town; the perils of flood and fire; and the politics of statehood, railways, commerce, and agriculture.

Yet the twentieth century is never far away. The flashing computer screens, films, and animated exhibits all serve to remind the visitor that the story of the "Great Valley" is an ongoing adventure. The exhibits are set up to encourage people to become involved with history instead of staring and walking by. In the lobby, the visitor is greeted by Frank Carson's huge mural, inspired by the Center's thousands of antique and modern photographs. Moving on, an orientation film explains the museum's set-up and provides a mini-tour of the galleries.

Once in the galleries, visitors are encouraged to follow up their own particular interests by calling up films and information at the easy-to-use video stations.

The collections, too, are a mix of the old and new, divided into four galleries. The Community Gallery includes examples of household appliances, fashions, furnishings, and other necessities of yesterday and today, focusing on how people in this region lived at home, work, and as members of their communities. A major part of this gallery is devoted to the stories of the diverse cultures that settled this area. The histories of American Indians, Mexicans, Russians, Chinese, and twenty-two other ethnic groups are portrayed vividly through photographs, diaries, newspapers, and other materials that can be viewed on the touch-operated video screens.

The Topomorphology Gallery also highlights human activities, but here the emphasis is on interaction with the environment. Exhibits, graphics, films, and computer video games illustrate and interpret humans' effect on the local flora and fauna as well as how we have changed the topography, geological resources, and other parts of the environment. For instance, the grizzly bear, beaver, and giant oak populations have shrunk significantly in this region because of human activities, while eucalyptus trees, domesticated animals, and many new agricultural plants have been introduced and flourished. Gold extraction, quarrying, agriculture, commerce, urbanization, and new forms of transportation have altered radically the shape of our land and rivers; artifacts such as the Bank of America's collection of gold specimens illustrate and explain the evolution of our activities on the land.



Courtesy of Sacramento Housing and Redevelopment Agency.

Sacramento City Water Works and City Hall, 1855.

Farming, ranching, and food processing have formed a major part of the Valley's economy in the nineteenth and twentieth centuries and have affected the land, waterways, and atmosphere equally. Photos, text, and video programs in the Agricultural Technology Gallery tell the story of agriculture in Sacramento: early crop experimentation, ambitious flood control, reclamation and irrigation projects, the growth and concerns of itinerant farm laboring populations, the new age of mechanization and chemical control and the development of farming's companion industries--food processing and transportation. Artifacts and exhibits include an operating canning line that snakes along the gallery ceiling and a re-creation of

a 1920s Delta kitchen, set up for home canning.

The fourth gallery is named for the donor of most of its contents, Eleanor McClatchy. The collections reflect McClatchy's diverse interests, including early California newspapers, antique printing presses, Gold Rush-era theater programs, sixteenth-century maps, and many other items relating to the history of printing and theater. The entrance to the gallery is a reconstruction of the original entrance to the Sacramento Bee building, using many reclaimed materials and decorations that graced the structure.

Only a portion of the Center's entire

collection of treasures can be displayed at one time, but permanent and rotating exhibits and computer technology give access to thousands of artifacts and archival materials. These diaries, baby carriages, maps, and machines are reminders of the human aspirations and energies that shaped the Sacramento Valley. When a visitor leaves the History Center, he or she will have a sense of the connections between yesterday's dreams and today's.

The Sacramento History Center is located at 101 I Street, Old Sacramento (next to the State Railroad Museum). Center hours are 10 a.m. to 5 p.m., seven days a week. There is an entrance fee, but organized school groups may arrange for free admission.

Activities of Members

David M. Ellis, P.V. Rogers Professor of History Emeritus at Hamilton College in Clinton, New York, has been awarded the 1985 Kerr History Prize by the New York Historical Association for his article, "Whitestown: From Yankee Outpost to Cradle of Reform." The \$1,000 prize is awarded annually for the best article appearing in the Association's quarterly journal, New York History.

Eugene Genovese, who has taught at the University of Rochester since 1969, has been appointed Distinguished Professor of Arts and Science in recognition of his outstanding record of teaching and scholarship. Genovese, author of the prize-winning Roll, Jordan, Roll: The World the Slaves Made and several other highly acclaimed works, was president of the Organization of American Historians in 1979.

Sally F. Griffith, assistant professor at Villanova University, was awarded the Allan Nevins Prize of the Society of American Historians for her dissertation, "Home Town News: William Allen White and the Emporia Gazette."

Linda K. Kerber, May Brodbeck Professor of Liberal Arts at the University of Iowa, delivered the Patten Foundation Lectures at Indiana University in October. The titles of her lectures were: "Can a Woman Be an Individual?: Women and Individualism in American History" and "'History Will Do It No Justice': Women and the Reinterpretation of the American Revolution."

Melvyn P. Leffler, associate professor of history at Vanderbilt University, Nash-

ville, Tennessee, has been named winner of the Harold L. Peterson Award for the best article on American military history published in 1984. Leffler's article, "The American Conception of National Security and the Beginnings of the Cold War, 1945-48," appeared in the American Historical Review in April 1984.

Bruce M. Stave, professor of history and director of The Center for Oral History at the University of Connecticut, has been appointed Chair of the history department at Connecticut, assuming these duties upon his return from a year as Fulbright Professor at Beijing University in the People's Republic of China.

Winifred D. Wandersee, associate professor of history at Hartwick College, has been awarded a grant from the Radcliffe Research Support Program. She will do research on the topic "Redefining American Women: The Decade of the Seventies" in the holdings of the Arthur and Elizabeth Schlesinger Library on the History of Women in America and the Henry A. Murray Research Center of Radcliffe College.

James C. Williams was hired as the new director of the California History Center and Foundation, located on the De Anza College campus in Cupertino, California. Williams holds a Ph.D. in Public History from the University of California, Santa Barbara and has been chair of the steering committee for the California Committee for the Promotion of History during the past year.

The Grant Committee of the Rockefeller Archive Center has awarded research grants to the

following members of the OAH: Alexa A. Hand, University of Chicago; Laura Smith Porter, Princeton University; Marcia C. Synnott, University of South Carolina; and Wayne J. Urban, Georgia State University.

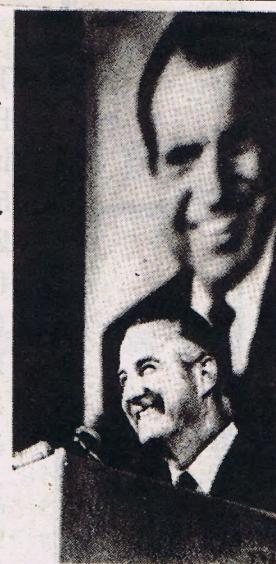
The Forest History Society, Inc. announced that William G. Robbins, Department of History at Oregon State University, has won the \$150 Weyerhaeuser Award for the best article in the Journal of Forest History

during 1984. Also, Thomas R. Dunlap, Department of History at Virginia Polytechnic Institute, has been named winner of the \$150 Blegen Award for the best article in the field of forest and conservation history published in a journal other than the Journal of Forest History.

The American Council of Learned Societies has awarded fellowships to the following OAH members: Catherine



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Clinton, associate professor of history, Harvard University: Southern women and the Civil War. John T. Cumbler, associate professor of history, University of Louisville: A social history of economic decline. Linda Gordon, professor of history, University of Wisconsin-Madison: Family violence and social control in Boston, 1880-1960. Akira Iriye, Distinguished Service Professor of American Diplomatic History, The University of Chicago: A comparative study of the changing ideas of war and peace in the 1930s. Carol F. Karlson, assistant professor of history, Bard College: Native American women and work—a study of Iroquois, Mahican, Susquehannock, and Delaware cultures. Wilbur R. Miller, associate professor of history, State University of New York at Stony Brook: Reconstruction and revenue—dilemmas of federal law enforcement in the South, 1870-1885. Donald M. Scott, associate dean and adjunct professor of history, Brown University: The democratization of knowledge in America, 1820-1880. Judith Sealander, associate professor of history, Wright State University: Business progressivism and social change in

the Ohio Miami Valley, 1890-1929. Jonathan Wiener, professor of history, University of California-Irvine: Equality, theory, and American historians, 1955-1975.

The American Council of Learned Societies has awarded these OAH members Grants-in-Aid for postdoctoral research in the humanities and related social sciences. Virginia Bernhard, professor of history, University of St. Thomas: A comparative study of slavery in Bermuda and Virginia. Sally A. McMurry, assistant professor of history, Penn State University: Culture and agriculture in nineteenth-century America: cheesemaking in Oneida County, New York, 1835-1875.

The National Archives recently established a new Legislative Archives Division to accession, preserve, and provide reference to the records of Congress. R. Michael McReynolds is the Director of the Division, and David R. Kepley is the Chief of the Legislative Reference Branch. Charles E. South is the Chief of the Legislative Projects Branch.

Junior Year at Douglass Program in Women's Studies

The Junior Year at Douglass Program in Women's Studies (Douglass College, New Brunswick, New Jersey) is now entering its third year. During this time, students from colleges around the country have come to Douglass for a year of intensive study about women's lives; they have found Douglass to be a supportive environment for women and were glad they chose Women's Studies at Douglass for their junior year.

The Program Director is now accepting applications for the 1986-87 academic year. Students can apply for financial aid, and some scholarship funds are available. Participants in the program can take course work in Women's Studies as well as courses they need to complete a major or minor requirement at their home institution. In addition, students can undertake either a research project or an internship placement.

Special career planning workshops for Women's Studies students are available during the fall semester. The workshops offer participants the opportunity to discuss employment options and to look at job survival skills for Women's Studies graduates. The workshop participants include junior year students as well as regularly enrolled Women's Studies students. As part of the project, career focus booklets were created: one for English and other communications fields, and another one for students in the social sciences. A career focus booklet for students in mathematics and the sciences is being developed. These booklets are used as texts for the workshops.

The students who come to Douglass also have the opportunity to meet with scholars in the field and to attend special lectures and conferences that are held at Douglass throughout the academic year. In addition to being the home of Women's Studies for Rutgers University-New Brunswick, Douglass also houses the Center for the American Woman and Politics. The holder of the state-endowed Chair in Women's Studies also has her/his office at Douglass. Allison Jaggar, a feminist philosopher from the University of Cincinnati, is the current Chair. In the spring of 1986, Carol Gilligan, a feminist developmental psychologist at Harvard University, will arrive on campus as the second Chair.

For a brochure about the program and an application packet, write to the Director, Ellen F. Mappen, Douglass College, Voorhees Chapel, New Brunswick, New Jersey 08903.

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This important two-volume work unlocks the contents of Bancroft's seven-volume *History of California*, published in San Francisco, 1884-1890. In addition to indexing the 5063 pages encompassed in this monumental work, *The Zamorano Index* also indexes the "Pioneer Register" found in installments at the end of volumes II through V. Compiled by members of the Zamorano Club, a long-time Los Angeles book collectors organization, and edited by Anna Marie and Everett Gordon Hager, *The Zamorano Index* runs to over 900 pages, conveniently split into two volumes. Designed to be a companion to the original publication, the two-volume set measures 6½ x 9¾. It is printed in readable Schoolbook type on quality paper and bound in a sturdy binding. Priced at \$125.00 per set, plus postage/handling and California sales tax (where applicable), this highly useful index to Bancroft's *History of California* may be ordered from

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Readers' Responses

Editor:

Lana Ruegamer's article on historical societies and professional historians (OAH Newsletter, August 1985) contains some egregious errors on the Massachusetts Historical Society.

The author writes that the Society "collects relatively little, basking in the rich glow of a substantial endowment and an incomparable collection of books and manuscripts relating to early American history and assembled for the most part in the eighteenth and nineteenth centuries."

The facts are these. The pre-1900 collection comprises only a small portion of our holdings. For decades, we have maintained an active collecting policy aimed at acquiring high quality manuscripts and rare books. Since February of 1984, for example, nearly 600 shelf feet of manuscripts have been acquired. Since 1965, the size of the collections has nearly doubled. A six-story wing added to the premises in 1970, chiefly devoted to stacks for books and manuscripts, is nearly filled to capacity, and plans are currently being drawn for still another structure that will accommodate anticipated growth in

the collections. "Basking"? Hardly!

As for our "substantial endowment," thirteen million dollars may be substantial by her standards, but it would be a petty cash fund at the J. Paul Getty Museum. "Modest" would be a more accurate description.

The author writes that we have 155 members. At this writing, we have 298 members (171 Resident and 127 Corresponding).

Finally, the author's stress on the exclusive character of the Society ("an exclusive club") gives the impression that it exists solely for its members. Nothing could be farther from the truth. Since the early twentieth century, this has been an "open" Society. Untold thousands of graduate students and scholars have conducted research here--and free of charge, I might add. Indeed, our main mission as an independent research library is servicing the needs of American historical scholarship. In fairness, your readers should be informed of this.

Louis Leonard Tucker
Director, Massachusetts
Historical Society

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Editors:

Two points worry me about Lana Ruegamer's article "Historical Societies and Professional Historians" in the OAH Newsletter of August 1985, delivered to me in mid-September. The first is the apparent lack of any editorial input. As a life member of OAH and a "constant reader" of your pages, I was pleased to see the grand old house of the Massachusetts Historical Society depicted on your cover and eagerly began to read the Ruegamer article. I quickly reached the conclusion that the author was out of touch with reality and I felt confirmed in this opinion when I read her inaccurate remarks about the Massachusetts Historical Society and noted her failure to consider as part of her analysis the presence of three or more major historical societies and several other historical collections in Boston proper, as

well as the profusion of excellent local societies, libraries, and museums throughout Greater Boston and the Commonwealth of Massachusetts. Others closer to the scene than I will be quick to point out obvious errors. I wish merely to record that one's faith in your editorial influence on authors dropped to a low point.

My second comment is that judging by her remarks about the Massachusetts Historical Society, Lana Ruegamer has not dug very deeply, and her article has left at least one reader with a strong impression of easygoing superficiality. But of course this reader is only a private scholar ("self-appointed guardian of the communal memory") and not a professional like your author.

William Bentinck-Smith
Groton, Massachusetts

Editor:

I fear that the way my article on historical societies was cut leaves an impression quite opposed to the message of the original text. Far from justifying the academic historians' traditional contempt for their historical society counterparts, the essay I submitted protests this attitude fairly strenuously.

Among the omitted sentences were these: [after acknowledging that historical societies have not produced the greatest names among historians] "Still, it seems unjust and mean that the part of the profession that produced Parkman, Beard, and Turner cannot muster a due respect for the part of the profession that produced Draper, Jameson, and Thwaites. It is time the historical society historians came in from the cold."

I regret too that Peter Harstad's name was omitted

from those whose assistance I acknowledged.

Having complained, it is now my turn to apologize. Mr. Tucker has caught me in a significant error about MHS's collections, based on five-year-old research and faulty inferences. Before Stephen T. Riley's summary in the 1980 *Proceedings of the Massachusetts Historical Society* (Boston, 1981), it had been more than twenty years since the society had offered a general description of the growth of its holdings (at least for the general public. Stephen Thomas Riley: *The Years of His Stewardship*,

published by the society in 1976 on the occasion of Riley's retirement, may offer a review of twentieth-century collections; in any event, however, since it was published in a limited edition, presumably for members and friends, and is not available in my region of the country, according to OCLC,

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one may assume it was not intended as a public statement.) Meanwhile the society's frequent emphasis on the fact that 90 percent of its acquisitions come in the form of gifts from members and friends, in combination with the admittedly small number of the former at least, suggested more modest growth than has occurred. One must congratulate the society on its ability to choose members and friends with such bounteous gifts at their disposal.

By the standards of private American historical societies thirteen million dollars is a handsome endowment, larger than that of all but a handful of such institutions. It is significant that Mr. Tucker does not choose to compare his institution with historical societies at all but with a museum founded by one of the wealthiest men in the world.

I regret that my remarks seem to have left open the construal that the Massachusetts society's collections were not available to qualified researchers. I confess that I assumed that everyone knew they were available and were in fact among the richest resources available to scholars of American history. It would have been more apt in fact to have described MHS as peerless rather than idiosyncratic.

With regard to MHS's other defender, its Recording Secretary William Bentinck-Smith, who is also a regular contributor to its collections, the point he wishes to make about the presence of other historical societies in Boston and in Massachusetts is not altogether clear to me. He seems to have taken my remarks about the society's exclusive membership and its exclusive interest in its scholarly mission as censure, whereas I intended them only to indicate that MHS is unique and inapplicable as a model for the present-day historical society. While MHS is a great research library (and, from the descriptions MHS offers us, would have been a great research library even if little had been collected in the present century), it is scarcely recognizable as an historical society in the usual American understanding of the term. Its membership is not open to all interested volunteers; it is limited to 175 residents of Massachusetts

and a smaller number of corresponding members from outside the state. It does not seek wide public support, except through governmental funds to support its scholarly projects. It does not undertake any sort of popular education. There is nothing censurable in any of this; but it represents a considerable divergence from the mainstream of the historical society movement. As a research library MHS is a great leader; as an historical society it is something of an oddity.

Walter Muir Whitehill, Mr. Bentinck-Smith's predecessor as recording secretary of MHS and author of the most authoritative study of the American historical society movement, clearly believed that historical societies ought to have followed MHS's scholarly example. He argued with eloquence and patrician irony against what he considered the folly of trying to "sell" history to the public. Nevertheless, the overwhelming majority of American historical societies, regardless of size or source of funding, make strenuous efforts to reach a popular audience for state and local history. My article attempted to describe the great variations in the forms of the historical society, the ways in which professional historians have affected the development of the movement, and some reasons for professional historians to concern themselves about these matters. For such a wide-ranging topic as this I was of course heavily dependent upon secondary sources. I regret that in the case of the Massachusetts Historical Society this reliance led me to make such an irritating error as underestimating the society's astonishing success as a collector. I understand the society intends a bicentennial history of itself to celebrate the occasion in 1991, and we shall all be on firmer ground after the appearance of that study.

Lana Ruegamer
Bloomington, Indiana

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Readers' responses should be no more than 300 words and submitted at least six weeks prior to publication. Because of space limitations, original authors are allowed only one reply following letters about their articles. All responses are printed verbatim.

Editor:

We were much interested in the article by Lana Ruegamer in the August 1985 Newsletter, on "Historical Societies and Professional Historians: Another Part of the Forest."

As the editors of the J. Franklin Jameson Papers at the Library of Congress, we were glad that Dr. Ruegamer gave Jameson due credit as a significant figure in the institutional development of historical scholars. It is worth noting, however, that in addition to his well-known The American Revolution Considered as a Social Movement, Jameson wrote essays on a wide variety of historical subjects, from the status of free blacks in colonial America to American religious and constitutional history. Many of these essays, largely unpublished, as

well as articles and addresses dealing with the institutional side of scholarship, we hope to publish in our edition of Jameson's papers and correspondence. Jameson provided a strikingly contemporary perspective on the ambivalent relations between historians and historical societies in an address he delivered to the American Historical Association in 1897, entitled "The Function of State and Local Historical Societies," published in the AHA Annual Report for 1898 (pp. 51-59).

We hope you continue to give extended coverage to the nonacademic side of historical scholarship.

Jacqueline Goggin
Morey Rothberg

• • • •

I read with considerable interest the article in the May 1985 issue of the OAH Newsletter entitled "Museum Exhibits: Breaking the Silence" by Barbara Melosh. I thoroughly agree with the sentiments of the author that museum exhibits deserve more serious critical attention.

It might interest your readers to know that Winterthur Portfolio: A Journal of American Material Culture, of which I am editor, commissioned a series of exhibition reviews last year. The first such review was published in the spring 1985 issue of the journal. Written by Charles Carpenter, it is a ten-page illustrated review of "Design Since 1945," an exhibition held at the Philadelphia Museum of Art from October 1983 to January 1984. The summer/autumn issue of the journal reviews a major exhibition at the Atlanta Historical Society entitled "Neat Pieces: The Plain-Style Furniture of Nineteenth-Century Georgia." Two examples of forthcoming exhibition reviews are "Where Two Worlds Meet: The Great Lakes Fur Trade" at the Minnesota Historical Society and "Made in Maine" at the Maine State Museum.

Cary Carson of Colonial Williamsburg has been especially helpful in obtaining reviewers of exhibitions in history museums. As a historian working in a history museum, he too feels the need for critical appraisals of exhibitions that purport to

teach history. Both of us feel that too much money and work goes into major exhibitions for the sponsoring institutions and staff not to have the benefit of informed criticism. As Ms. Melosh noted, the audience for many of these exhibitions is far larger than the limited number of historians who read the professional literature.

When we decided that it was important for this journal to provide detailed exhibition reviews, I prepared the following guidelines that may be of interest to your readers.

EXHIBITION REVIEWS

From time to time, this journal will publish thoughtful reviews of museum exhibitions that contribute to the study of material culture. Most of the same criteria for form and content as described in [our] "Notes for Book Reviewers" also apply to reviews of museum exhibits. The reviewer should assume that the reader has not seen the exhibit and may not have the opportunity to do so—even after reading the review. For this reason, it is essential that the reviewer provide a thorough explanation of the exhibition and as much background information as possible. Determine the objectives of the exhibit and evaluate how well—or poorly—those objectives have been achieved. Finally, is the exhibition a contribution to knowledge? If

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Black Studies Research Sources: Microfilms from Major Archival and Manuscript Collections
General Editors: August Meier and Elliott Rudwick

BLACK AMERICANS IN THE WORLD WAR I AND POSTWAR ERA

The First World War and the years that followed were a watershed in the history of black Americans. It was a period of rising black militancy and marked the beginning of the large-scale migration of blacks to the North that had vast implications for politics, economics, ghettoization, and civil rights. In addition, the wartime and immediate postwar era was a time of particularly intense interracial violence. The three archival collections described below—vast files on federal surveillance of black protest leaders and movements; the court records and Congressional hearings about the infamous 1917 East St. Louis race riot; and the wide-ranging selection of documents from the National Archives on black workers during the Great Migration—provide researchers with an impressive body of sources illuminating these developments in the history of black Americans.

**FEDERAL SURVEILLANCE OF AFRO-AMERICANS (1917-1925):
The First World War, the Red Scare, and the Garvey Movement**

Edited by Theodore Kornweibel, Jr., Professor of Afro-American Studies, San Diego State University

Historians and others are indebted to these intelligence records for revealing the true depth and scope of the Black Scare that swept America during the World War I era and after. They have the potential of changing the writing of twentieth-century Afro-American history.

—Dr. Robert A. Hill, Editor
The Marcus Garvey Papers
African Studies Center, UCLA

The entry of the United States into the First World War precipitated a dramatic increase in government surveillance of American citizens. The surveillance system included the military, the postal service, and above all the Justice Department's Bureau of Investigation, forerunner of the FBI. Among the chief subjects of the domestic spying operation were black Americans, whose collective aspirations and demands were on the rise. This confluence of wartime (and, later, Red Scare) surveillance with black assertiveness is

comprehensively demonstrated in this important new documentary collection.

During World War I and later, the manifold grievances of Afro-Americans were feared to offer a seedbed for enemy or radical subversion. Wholly apart from any foreign influence, however, vocal elements among the black intelligentsia, clergy, and press had begun to insist that their support for the war to preserve European democracy result in more democratic attitudes toward blacks at home. Stimulated by wartime rhetoric, black draftees were led to believe that their military service would earn them the full privileges of citizenship. Meanwhile, black immigrants to urban industrial centers began to abandon traditional roles and appeared receptive to the arguments of race radicals and nationalists.

At the center of this collection are the enormous surveillance files of the Department of Justice's Bureau of Investigation under Directors A. Bruce Bielaski, William J. Flynn, William J. Burns, and their young and able assistant, J. Edgar Hoover. After the Bureau of Investigation files, the

most significant black surveillance records are those of the Army's Military Intelligence Division, which was the principal competitor to Hoover's General Intelligence Division in the field of antiradicalism. Along with the records of the Bureau of Investigation and the Military Intelligence Division, eight other record groups have been utilized in an effort to present a comprehensive picture of federal surveillance. These include records of the Department of State, the U.S. Shipping Board, the Censor's Office of the U.S. Postal Service, the Department of Justice, the Panama Canal Commission, the Office of Naval Intelligence, and the U.S. District and Circuit Courts of Appeal.

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BLACK WORKERS IN THE ERA OF THE GREAT MIGRATION, 1916-1929

Edited by James Grossman, Assistant Professor of History, University of Chicago

Making formerly inaccessible resources available, and exhaustive in scope, this collection is an indispensable research aid for all students in American labor history, but especially for those concerned with the black experience. My work would have been immeasurably enriched had it been in existence when I carried out my research.

—Dr. St. Clair Drake
Professor Emeritus
Stanford University

The First World War, known as the Era of the Great Migration to students of the Afro-American experience, saw a dramatic black migration from the rural South to urban centers in the industrialized North. Although many factors

were involved, the acute labor shortage which plagued basic industries encouraged thousands of black families to make this transition "from plantation to ghetto." In doing so, they transformed the traditionally southern issue of race relations into a national issue.

The First World War was also an era of dramatically extended government control over the national economy. Several basic industries vital to the war effort fell under federal control, including coal mining, shipping, and railroads. Many others remained under the constant attention of the Department of War. A National War Labor Board was established to mediate labor disputes in industries having even a remote connection to the war effort. Since this coincided with the northward migration of black workers

and their families, the records compiled by these wartime agencies focus with panoramic scope both on the operations and labor conditions of several vital industries and on black workers. Now, *Black Workers in the Era of the Great Migration, 1916-1929* provides researchers with a wide compilation of these primary sources.

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THE EAST ST. LOUIS RACE RIOT OF 1917

Edited by Elliott Rudwick, Professor of History and Sociology, Kent State University

The importance to researchers of this collection is enormous. It is a very welcome addition to the corpus of early twentieth-century documents on Afro-American demography, economics, and society.

—Dr. David Levering Lewis
Martin Luther King, Jr., Chair
Rutgers University
Author of *King: A Biography*

The East St. Louis race riot of 1917 took more lives than any other interracial conflict in twentieth-century America. Thirty-nine blacks and nine whites are known to have died, and hundreds of others were maimed as blue collar whites vented racial prejudice and economic frustration on a section of the East St. Louis black community. Not only does this riot exhibit all of the major traits common to most race

riots before the 1960s, but it is the most extensively documented. Because of its shocking nature and its occurrence amid the deep racial tensions of the World War I era, public officials and private interests conducted several full-scale investigations into the disturbance, its causes, and the inability of public law enforcement to stem the destruction. The several panels of inquiry involved closed their records to public access until years after the war because the information they uncovered was so sensitive. All of the valuable documentation on the riot is now available for the first time in our new collection:

- Illinois State Council of Defense Labor Committee: Hearings and Report.
- Proceedings of the Board of Inquiry into the Conduct of Illinois National Guardsmen.
- Transcript of *People vs. Le Roy Bundy*, with decision of the Illinois Supreme Court overturning the conviction of

black community leader Le Roy Bundy in connection with conspiring to incite to riot.

- Enclosures to U.S. congressional hearings, including photographs, labor union bulletins, grand jury reports, and a petition from the people of East St. Louis demanding changes in the police department.
- Report upon the Conduct of Officers and Men; Illinois National Guard on Duty at East St. Louis, July 2, 1917.
- U.S. Congress: "Select Committee to Investigate Conditions in Illinois and Missouri Interfering with Interstate Commerce between these States" (23 unpublished volumes).

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so, why? If not, why not? What alternatives were available to the planners? What restrictions?

FOCUS

Although reviews should focus on the intellectual, thematic content of the exhibition, it is also appropriate to discuss the quality of the design and installation. Is the layout easy to follow, or is it confusing? Is the lighting good? Are graphics used effectively? Are objects displayed to advantage? Are the labels legible? Do people seem to enjoy the exhibition, or do they rush through without bothering to read labels?

In most cases, the

catalogue should be reviewed along with the exhibition, although some instances may arise when a separate review of the catalogue is desirable, especially if the catalogue is issued as a scholarly study in its own right.

ILLUSTRATIONS

A few photographs showing the installation of the exhibition may be used if, in the opinion of the editor, they will add substantially to the reader's understanding of the exhibition. Line drawings showing the layout of the exhibition may also be used if it is deemed appropriate.

CREDIT

It is essential that all reviews of exhibitions credit

the individuals and organizations involved. Since exhibitions usually represent the work of a number of people, special effort may be required to identify those most responsible. Where a catalogue is involved, the information is usually found there, but in the absence of a catalogue, it may be necessary to inquire. Individuals identified should include the curator in charge of the exhibition and, in the case of a large exhibition, individuals who were responsible for any major segment thereof. Major lenders of objects and the principal sources of funding should, of course, be included. In some instances, it is appropriate also to provide the names of designers and fabricators.

EXHIBITION DATES

If a temporary exhibition, be sure to specify opening and closing dates. If a travelling exhibition, specify where it will appear and when. If a permanent or long-term exhibition, say so.

LENGTH

Exhibition reviews should run between 4,000 and 6,000 words. Based on an average of 300 words per manuscript page, the manuscript for a 4,000 word review, for example, would consist of about fourteen 8 1/2 x 11 inch pages of double-spaced elite type.

Ian M. G. Quimby
Editor, Winterthur Portfolio

Editor:

I found my head nodding "yes" many times while reading Dimitri D. Lazo's article "On Being a Historian: Thoughts from a Small Liberal Arts College" (OAH Newsletter, August 1985). Since finishing my Ph.D. eight years ago, I too have been working in a small college where the opportunities for breadth of teaching and learning have greatly enriched my intellectual life and made me feel that I am using all of my education and intelligence every day. The price to be paid, of course, is lack of

intensive cultivation of my ostensible specialty (American cultural history, 1900-1950) and lack of time and energy to pursue recognition as a research scholar. On the whole, I have been willing to pay that price in order to be liberated from the grid of tight little boxes that has come to define the historical profession, while continuing to admire much of the fine tuned work that can only be achieved through specialization. The chance to become, as Lazo puts it, a humanist as well as a historian, is a rather rare privilege in today's academic world and one that I value greatly.

The poignancy of Professor Lazo's tale comes from his fear that he will be regarded by research historians as someone who hasn't "done anything" and has been "left behind" unless he manages to be "both the humanistic educator and the research scholar." Perhaps it would help him to be reminded that, while excellent and creative teaching has never been the road to individual glory in the historical profession, many of the most interesting and innovative colleges in our country have been primarily teaching institutions. There is a collective honor in helping to build or to

maintain the character of such places. Lazo and I have had the similar good fortune to work at colleges that have dedicated themselves to the exercise of imagination in dealing with problems of contemporary higher education. I wish Lazo had made more of Alverno's record in this regard, because it is in the continual reshaping of undergraduate education that the small colleges and their teaching historians have the greatest contribution to make to our society.

Wayne Willis
Chair, Culture and Policy
Studies Program
Empire State College/SUNY

Editor:

I write with reference to Professor O'Neill's response to my article on "The Hollywood Feature Film as Cold Warrior."

May I please point on the following with regard to Professor O'Neill's comments:

1. The purpose of my article was to point out on the basis of scholarly evidence that the Hollywood feature film was used for the purposes of propaganda. Such propaganda can be of good or bad quality, but the point is that it exists and is produced in the guise of entertainment.

2. Not all the films were of poor quality--an adventure film such as Universal's The World In His Arms, starring Gregory Peck, and dealing with 1850s Alaska is quite entertaining, but it also has

certain points that it makes about the Russians.

3. For those interested in individual films, may I refer readers to my article about "I Married A Communist," which is a late 1940s attempt to make use of the genre termed women's films as an anti-Communist effort (Journal of Contemporary History, [January 1984] :59-88.)

4. I think that there are those who would take issue with Professor O'Neill's characterization of Viva Zapata, but in any event no matter how the film is viewed today, at the time of its production it was viewed by its director especially as an anti-Communist effort.

5. As for Night People, whatever the quality of Gregory Peck's performance (and I agree that it was splendid) the film is an out

and out tract, and has been viewed by [sic] such ever since it was released. I must also add that obviously someone in the U.S. government considered such movies worthwhile as terms of propaganda efforts since it is a well known fact that the inferior version of 1984 filmed in the mid-1950s had covert U.S. government funding.

6. I also think that anyone who listens to the speeches of the characters representing the armed forces in Them in the context of the 1950s can not help but agree that whatever the other effects of the film, these speeches aped the words of those who loudly talked about the need to end internal subversion.

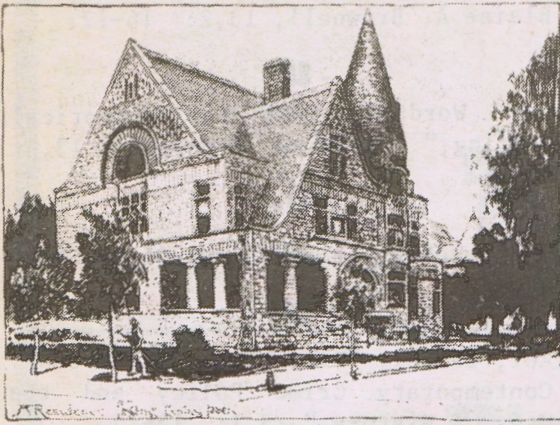
7. I found Nora Sayre's work to be useful, but as I have pointed out she makes use of secondary sources and therefore perpetuates certain

myths, such as Joseph Losey's comment about the film "I Married A Communist" serving as a litmus test for the Hollywood witch hunters. I had hoped that my article made clear the fact that there is a need to go beyond the selective memories and the hype and make use of studio records, which is what I have done.

The moving image is the lingua franca of our time, and we must recognize the fact that our students see more than they read, and that therefore we must be aware of what it is that they see, or what others have seen. I do not think that an approach to understanding that with regard to the anti-Communist films of the 1940s and 1950s is a belaboring of the obvious.

Daniel J. Leab
Professor of History
Seton Hall University

• • •



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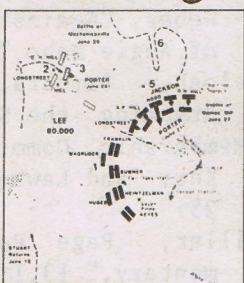
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