

ABOUT OUR MEMBERS

The Nevada Historical Society received the American Association for State and Local History's *Certificate of Commendation* for two exhibits, "Nevada" and "Water."

With the admission of NCPH into the American Council of Learned Societies, President Rebecca Conard has appointed **Michael J. Devine**, Executive Director of the Truman Presidential Library, to serve as the Council's official delegate to the organization. **David G. Vanderstel**, NCPH Executive Director, will represent NCPH on the ACLS Conference of Administrative Officers.

NEW MEMBERS

American Council of Learned Societies,
New York, NY

David Arends, *Manhattan, KS*

Teddie Barlow, *Wichita, KS*

Beijing Book Co. Inc., *Linden, NJ*

J. Bowers, *Dekalb, IL*

Janet Bucklew, *Glen Rock, PA*

Jacqueline Campbell, *Atlanta, GA*

Kelly Carter, *Vienna, VA*

Leah Cushman, *Seattle, WA*

Herman Eberhardt, *New York, NY*

Susan Ellis, *Pullman, WA*

Deanna Fischer, *Stillwater, OK*

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SMITHSONIAN'S NATIONAL MUSEUM OF AMERICAN HISTORY OPENS SEPTEMBER 11 EXHIBITION

On the one-year anniversary of the September 11 terrorist attacks, the Smithsonian's National Museum of American History, Behring Center, opened a commemorative exhibition, *September 11: Bearing Witness to History*. The 5,000-square-foot exhibition will be on view through January 12, 2003.

The exhibition contains artifacts, images and personal stories that bear witness to the events of September 11. The exhibition presents to the public some of the objects the museum has collected to document the events and give visitors a place to remember and reflect on the events of that day. The museum will continue collecting appropriate artifacts for its permanent collections.

"The Smithsonian is home to many of our nation's greatest historic treasures, artifacts that tell the remarkable story about what it means to be an American," said Smithsonian Secretary Lawrence M. Small. "This new exhibition affords all of us an opportunity to reflect on one day and its aftermath, a turning point in our history."

"The tragic events of last September have challenged the National Museum of American History and its staff to fulfill its responsibility to the American people in unprecedented ways to collect history literally as it happens," said Marc Pachter, acting director of the museum. Pachter added that the exhibition brings forth the premise that we are all witnesses to history. The exhibition differs from traditional Smithsonian shows in that it is a commemorative exhibition and is not intended to provide a full analysis and interpretation of the September 11 events. The National Museum of American History dedicates the exhibition to the victims, survivors and rescuers of September 11, 2001.

The exhibition has six primary sections. The entrance contains graphics that illustrate the theme of the exhibition. Interspersed with photos of the World Trade Center, the Pentagon and Shanksville, Pa. are images of people across the country witnessing the events of September 11. The images include President Bush's reaction to the news in Florida; onlookers in New York City and at the Pentagon; and college students in Iowa City, Iowa, watching the events on television.

The photo gallery contains photographs from professionals to amateurs who raced to the disaster sites and witnessed the horror and devastation through the camera lens. This gallery will feature the stories and images of photographers who documented the events of September 11. It includes video stills, a 30-second video clip and the digital camcorder of Jules and Gédéon Naudet, documentary filmmakers who accompanied New York firefighters that day; the cameras and final photographs of Bill Biggart, the only professional photographer to lose his life in the World Trade Center collapse; photographs by both Michael Garcia, a Department of Defense employee at the Pentagon, and Tim Shaffer, a Reuters contract photographer sent to Shanksville, Pa.

The museum exhibits approximately 50 objects representing the three sites as well as the nationwide response and recovery efforts. Among the objects representing the impact in New York are a piece of twisted steel from the South Tower, airplane fragments, and a door from a crushed fire truck. From the Pentagon, a piece of the building's limestone façade, damaged and charred;

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Rebecca Conard, President

James Gardner, Vice-President

Patrick O'Bannon, Past President

Sharon Babaian, Secretary-Treasurer

David G. Vanderstel., Executive Director

THE COMMUNITY HISTORY PROJECT

by William F. Munn
bmunn@indy.rr.com

Growing up in a family of big talkers, I grew to appreciate the stories told after holiday meals. My father and uncles told of the Second World War and Depression years and my grandparents shared tales of the farm at the turn of the century. Living in a small town with little other entertainment, this rich oral tradition provided me with an appreciation of the role of ordinary men and women in history. Later, as a teacher, I would recognize that many of my students did not have the benefit of this tradition. It seemed that our study of history was significantly lacking in the human qualities that I had been fortunate to experience. The question that needed to be addressed was, "How can students become involved in the gathering, replication, and dissemination of our community history?"

The first step in the process was to foster collaboration between the Marion Public Library and Marion High School. The Marion Public Library has, as part of its function, a museum and research room dedicated to local history. It was determined that not only could students avail themselves of this valuable resource, but could become contributors. With the assistance of a grant from the W.K. Kellogg Foundation, we established a small office area at the museum to house project materials and equipment. Grant monies were also used to complete the collection of county newspapers on microfilm and purchase industrial artifacts of significance to our locality in anticipation of student project work.

A major element of the project was the collection of oral histories of the Depression and World War II. Marion High School students in selected American History classes interviewed subjects on tape, prepared written transcripts, and wrote context papers discussing significant elements from the lives of the interviewees. Students also prepared PowerPoint programs to accompany oral presentations of their work. All of the interviews were

deposited at the Marion Public Library. In 1999, the project published selected interviews in a small volume, "Rough Times." The dates covered by the interviews have now been expanded to cover the period 1950-1960.

In the last two years, we have added research on older structures in the city of Marion as possible student projects. Titled "This Old House," students are asked to research an older home or public building, to interview past and present occupants, and to present this information to the class. Copies of this material are also placed in the collection at the Marion Public Library.

Students also have put together short video presentations dealing with local history topics. With the assistance of the studios of Indiana Wesleyan University, students produced studies of the Underground Railroad in Grant County; Weaver, a local pioneer African American community; the Mississinewa River and the Miami Indians; and Grant County in the Civil War. The videos have proven to be popular with younger students and have provided elementary teachers with valuable resources for the study of Indiana history. The Minnetrista Cultural Center in Muncie, Indiana, has used the film on Weaver as part of its recent exhibit on African American pioneers in East Central Indiana.

Another important aspect of the Community History Project has been the development of a website, www.marion.lib.in.us/history. With many students possessing the technical expertise, the project team decided that this would be an appropriate way to disseminate the students' work to the public. Entirely constructed by students, the site, which remains a work in progress, won the 1999 Compaq Computer National Models Award. Since the publication of local history materials is often quite expensive, the electronic medium allows the project

to reach a much broader audience than a printed volume.

The Community History Project has involved over 90 students in a wide range of local history projects. Equally as many, if not more, local citizens have participated in interviews. Librarians, local historians, and the public have supported the project with technical advice and constructive criticism. It should be noted that the project has been able to collect work that is representative of the diverse ethnic, racial, and gender population of the area. Spin-offs from this effort have been many. Students have presented to local service clubs, won scholarships based on their project work, and have been recognized nationally, most recently by the American Association for State and Local History.

William F. Munn is a history teacher at Marion (Indiana) High School and recipient of the 2000 Indiana Association of Historians' Governor's Award for the Teaching of History.



Visit the NCPH web site at:

www.ncph.org

View the latest news, job postings, calls for papers, and other announcements.

Join in conversations about public history on H-Public.

Contact the NCPH Executive Offices for more details.

C A L L F O R P A P E R S

2004 ASEH/NCPH ANNUAL MEETING

Victoria, British Columbia

31 March - 4 April 2004

The joint conference in 2004 between the American Society For Environmental History and the National Council on Public History will revolve around the theme “**Cultural Places and Natural Spaces: Memory, History, and Landscape.**” The conference theme reflects the interdisciplinary nature of the conference between the ASEH and the NCPH as members of these organizations discover common ground. The program committee seeks proposals for sessions that will explore the wide variety of cultural, environmental, social, and public histories that have transformed the places and spaces of our world. We also are interested in sessions that investigate the interplay of memory, history, and landscape. Since the 2004 conference will be held in Victoria, B.C., sessions that examine border issues, both physical as well as metaphorical, are welcome. Sessions that explore other issues in environmental and public history will also be considered. The 2004 program committee will accept proposals that are focused solely on environmental history, public history, or a combination of the two. In addition to sessions devoted to the presentation of papers, the committee also invites proposals for workshops, roundtables, panels, performances, and off-site tours and activities. Please consult the guidelines about conducting workshops at conferences on the NCPH website before you propose a workshop.

The program committee encourages proposals for entire sessions. We also will accept individual paper submissions. A call for poster session proposals will be released in September 2003.

All proposals must include the following information:

- A cover page, including complete mailing address, e-mail, phone number and affiliation of each participant;
- An abstract of no more than 500 words for the session as a whole;
- A prospectus of no more than 250 words for each paper or presentation;
- A two-page vita for each participant; and
- Any requests for audio-visual equipment for the session.

Individuals interested in acting as chairs or commentators are welcome to submit their names to the committee.

All proposals must be received no later than 5 April 2003.

All proposals must be submitted by e-mail to Jon Hunner, co-chair of 2004 Program Committee, at jhunner@nmsu.edu. Proposals should be attached as either a Word or Wordperfect file.

2004 Program Committee

Brian Black, Penn State University (ASEH)

Chris Conte, Utah State University (ASEH)

Jon Hunner, co-chair, New Mexico State University (NCPH)

Nancy Langston, co-chair, University of Wisconsin (ASEH)

Marla Miller, University of Massachusetts (NCPH)

David Neufeld, Parks Canada (NCPH)

Lise Sedrez, Stanford University (ASEH)

Dan Vivian, National Park Service (NCPH)

► *Exhibition ... continued.*

a soot-stained panel from an aircraft rescue and firefighting vehicle parked near the point of impact; and damaged items recovered from offices, including a tin of melted coins. On loan from Somerset County, Pa. are objects left at temporary memorials in honor of the victims of Flight 93. Representing the escape and rescue efforts at the World Trade Center are the squeegee used by window washer Jan Demczur to break out of an elevator; and the bunker coat, helmet and boots worn by Fire Department of New York Battalion Chief Joseph Pfeifer, the first fire chief to arrive at the site. The bullhorn used by President George W. Bush to speak to recovery crews on September 14 will be in the exhibit along with the FDNY cap worn by then New York City Mayor Rudolph W. Giuliani during his visits to Ground Zero. Photographs and stories will accompany the objects to give context and interpretation.

The media is represented as well. A 10-minute video presentation produced for the museum by ABC News is showcased in a theater located at the center of the exhibition. The video tells the story of the television news media as witnesses to the events of September 11 through the experiences of news anchor Peter Jennings. Outside the theater, a short visual presentation features newspaper headlines, magazine covers, Web pages and photographs of people receiving the news about September 11.

In the section called "My Witness," visitors encounter five touch-screen multimedia stations each with five different personal stories. They include accounts of eyewitnesses, survivors, rescue workers and victims' family members as well as stories from people across the nation moved to respond.

In the final section of the exhibition, the public is invited to reflect on that day and share their experiences. Two questions are posed: "How did you witness history on September 11?" and "Has your life changed since September 11?" Responses are posted in the exhibition as well as on the museum's Web site. The museum is working with the September 11 Digital Archive at George Mason

University to collect and preserve these stories permanently.

"The events of September 11 are still fresh in many people's minds. We realize that this exhibition will evoke strong emotions and memories for many of our visitors," said Marilyn Zoidis, lead curator for the exhibition. "The museum has given much thought to how best to approach this topic and is presenting all elements of the exhibition with the utmost care, sensitivity and respect." Concern for the visitor is evident in the exhibition design with clearly marked exits: open, quiet space for contemplation and reflection; and a place for visitors to leave their own stories and thoughts.

The elements used in the exhibition, aluminum, wood, limestone and glass, are meant to reference the buildings that were damaged or destroyed in the attacks. The object cases are edged with aluminum and balanced on maple wood frames anchored with the same limestone as that used to restore the Pentagon building. The banners that display photographic images are also anchored with aluminum and limestone bases. The exhibition uses a quiet palette in monochromatic hues of blues and grays.

ABC News provided in-kind production services to the Smithsonian for the video that documents the response of the media and its impact on the events of September 11. The museum is also working with the September 11 Digital Archive, Fairfax, Va., a joint project of the Center for History and New Media at George Mason University and the American Social History Project at the City University of New York Graduate Center, to preserve the stories and recollections from the public.

The exhibition has been made possible by generous financial support led by a gift from Susan and Elihu Rose of New York. Mr. Rose is a member of the National Museum of American History's board and chairman of its program committee. Generous support also has been provided by The History Channel, the Smithsonian Institution Special Exhibition Fund, the National Association of Realtors (creators of the Realtors Relief Fund), Ruth and Leonard Litwin, the Eugene and Agnes E. Meyer Foundation, the Crown Family, Long & Foster Real Estate Inc., Paul,

Hastings, Janofsky & Walker LLP, and C. Forbes Inc.

The Web site for *September 11: Bearing Witness to History* provides access to the museum's entire September 11 collection. It may be found at <http://americanhistory.si.edu/september11> After the exhibition closes, the database will remain online as a permanent Web feature, expanding as the September 11 collection grows and providing the public with virtual access to the entire collection.

Various public programs are planned for the duration of the exhibition. These programs, including workshops, panel discussions, films, and musical presentations, will expand on the theme of bearing witness to history and will also move beyond the scope of the exhibition to explore other September 11 related topics and issues. The complete schedule will be posted on the museum's Web site.

For more information, visit the museum's Web site at <http://americanhistory.si.edu> or call (202) 357-2700.

► *New Members ... continued.*

Leah Glaser, *Hamden, CT*
Donald Green, *Clinton Township, MI*
Bob Griffin, *Victoria, BC*
Kim Guinta, *Elmhurst, NY*
Deborah Harmon, *Wampsville, NY*
John Hays, *Anthony, KS*
Lee Jennings, *Dever, DE*
Edward Kirven, *Sewanee, TN*
Sue Lamie, *Interior, SD*
Marianne Leeper, *Arlington, TX*
France Lord, *Montreal, QC*
Longwood University, *Farmville, VA*
Catherine Maybrey, *Chicago, IL*
Emily Murray, *Vancouver, WA*
Martin Olliff, *Dothan, AL*
Sharon Owen, *Ontario, CA*
Jessica Ports, *Atlanta, GA*
Adrienne Sage, *Framingham, MA*
Elmer Schultz, *Stow, OH*
Gregory Smoak, *Fort Collins, CO*
Paul Thistle, *Dawson City, YK*
Cristina Thomsen, *Missoula, MT*
Deborah Welch, *Farmville, VA*
Felicia Wiley, *Durham, NC*
Lars Williams, *New York, NY*

PRESIDENT'S COMMENTS



by Rebecca Conard
rconard@mtsu.edu

Blue skies and crisp sunshine polished the board's late-September gathering in Portland, Oregon for the AASLH conference and fall meeting, which was both lively and long. Driving through rain to the airport for the return flight, however, reminded me that for every silver lining there is a cloud.

Several years ago, I had the privilege of serving on the Long Range Planning Committee that crafted Plan 2000 in the IUPUI History Department's conference room—the group that brought you those blue “NCPH 2000” lapel pins, spawned the term “neon identity,” and inaugurated the first successful effort to create an endowment fund. In the intervening years, NCPH has made significant strides forward. The endowment fund stands at \$120,000, more or less, depending on stock market fluctuations. We've invested members' money conservatively, so although the fund is not growing right now, it is stable. The interest generated by the endowment fund has been earmarked to support an expanded awards program and to encourage new initiatives that will make NCPH more visible in the community of historians and among our allied professional organizations. Two new awards have been implemented: the NCPH Travel Award for New Professionals and the Student Public History Project Award. The Awards Committee, chaired by Dick Miller, is hard at work to develop guidelines for two more awards, one to recognize excellence in interpretation through exhibitions and another to recognize outstanding books. The History and National Parks Collaboration Committee, co-chaired by Larry Gall and Charlene Mires, also is hard at work to plan and

develop a format that will bring historians and journalists together. Phil Scarpino has agreed to chair an *ad hoc* committee to develop a new video that will supersede *Public History Today*, which is aging gracefully but now twelve years old.

At the committee level, NCPH is on the move. The Curriculum and Training Committee, chaired by Pat Mooney-Melvin, is surveying the status of public history education nationwide and working toward developing curriculum guidelines for graduate degree programs. As past president, Mike Devine led the successful effort to obtain NCPH membership in the prestigious American Council of Learned Societies, status all of us can be proud of. The Membership Committee, co-chaired by Amy Wilson and Dee Harris, has developed a new campaign to increase our student membership—the next generation—and I hope every program director will help the committee by encouraging his or her students to join. *The Public Historian* remains one of the strongest journals published by the University of California Press. Thanks to a succession of strong editors, *TPH* is the established voice of public history, and some very stimulating issues are in the planning and development stages. The Publications Committee, chaired by Betty Koed, has been working to develop electronic access to past journal issues, and this effort is close to fruition. Bob Weyeneth, chair of the 2003 Program Committee, and Tom Kelly, chair of Local Arrangements, are finalizing preparations for our Houston meeting next April 24-27—thanks to all of you who proposed sessions and individual presentations for what promises to be a terrific program. Jon Hunner, NCPH co-chair of the Joint Program Committee for our 2004 meeting with the American Society of Environmental History in Victoria, B.C., has issued the Call for Papers, and I anticipate an equally enthusiastic response to the theme for this conference: “Cultural Places and Natural Spaces: Memory, History, and Landscape.”

I could go on, but I need to get to my point: it is at the individual member level where clouds begin to obscure my vision of NCPH's future. The number of members who responded to the recent survey was truly heartening—a forty percent response rate—and the board has asked that a similar survey be conducted on an annual basis. Some of the things we learned, however, are sobering. First, you told us loud and clear that you do not want NCPH to switch to an electronic newsletter format, proposed as a substantial cost-saving measure, so the quarterly print version will continue. Second, precious few told us they were willing to participate in an automatic deduction plan to grow the endowment fund.

Folks, the endowment fund is a big part of NCPH's future. Subsidies from UC Santa Barbara and IUPUI total over \$150,000 per year, double our annual operating budget, which is generated primarily from member dues and annual conference revenue. These generous subsidies enable NCPH to operate at a higher level and to offer greater member benefits than otherwise would be possible. The prodigious work of our committees is the lifeblood of NCPH, and I was delighted with the number of people who responded to our call for committee volunteers last spring. The NCPH directors constitute a working board, with every member participating in at least one committee. The NCPH staff is small but working harder every year to keep up with committee and board demands, and the outreach efforts of Executive Director David Vanderstel have been effective in strengthening our ties with other professional organizations. What we still need is member buy-in to the endowment fund—not lots of money from a few people, but modest support from across the membership. The “NCPH 2000” lapel pins are history, but the endowment fund is the future. The next time you receive an appeal for the endowment fund, please invest something—any amount—in NCPH's future.

FROM THE DIRECTOR'S DESK



by David G. Vanderstel
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collaborate – (v.) *to work jointly with others, especially in an intellectual endeavor; to cooperate with an agency or instrumentality in which one is not immediately connected.*

Those of us in the public history profession fully understand that collaboration plays an essential role in what we do. Many individuals work to connect the university with the needs of the community through student internships or to bring the specialized resources of the academy to work with businesses, government, educational institutions, and non-profit agencies. Museums and historical institutions cooperate by sharing information, collections, and staff in the development of exhibitions and public programs. Consultants bring different parties to the table to seek resolutions to particular problems and to assist in developing public policy. Likewise, professional organizations work together to pursue common goals of professional and public outreach, education, and service to members, the profession, and the larger public.

NCPH, itself a product of collaboration in the late 1970s, has a long history of collaborative relationships. These efforts have advanced graduate history education, promoted professional development, strengthened interpretation at historic sites and museums, and advocated for history-related issues. Here's just a sample of what NCPH has done over the years:

- In 1989, NCPH joined with the American Historical Association to produce *Careers for Students of History*. The booklet, written by Barbara J. Howe, introduced students to the many career

opportunities within the historical profession. Given the importance and popularity of this publication over the years, NCPH collaborated with the AHA and the Public History Program at the University of South Carolina to produce an updated version of *Careers* in 2002.

- In 2000, NCPH concluded a cooperative agreement with the National Park Service, which has allowed the two organizations to exchange knowledge, skills, and resources to promote the varied facets of public history. For example, NCPH joined with NPS and Parks Canada to host a workshop on the interpretation of fur trade sites.

- As a member of the National Coordinating Committee for the Promotion of History, NCPH has been active with other historical organizations in monitoring history-related issues within the federal government. Last spring, NCPH joined other professional associations as a petitioner in a court case regarding copyright issues. In the summer of 2001, NCPH voiced its concern to the Smithsonian's Secretary and Board of Governors about the controversy over donor involvement in exhibition development at the National Museum of American History.

- Since the mid 1980s, NCPH has collaborated with the Organization of American Historians, holding five joint annual meetings. Through this venue, historians have been able to exchange ideas and scholarship across fields of specialization and to address ways of making history more relevant, accessible, and usable by broader publics.

These meetings also allow NCPH to promote the importance of public history to students who may be exploring their career options.

- In recent years, NCPH has developed a strong working relationship with the American Association for State and Local History. Realizing its close ties to the "applied history" sector of the profession (i.e., museums, state and local historical

societies, etc.), NCPH is collaborating with AASLH to address issues of diversity, graduate history education, and professional development. NCPH has offered sponsored sessions at recent AASLH annual meetings in New Orleans and Portland, and will co-sponsor a roundtable on a recent publication or a "hot" historical topic at next year's AASLH meeting in Providence.

I wager that if we gathered a list of organizational affiliations, partnerships, projects, and collaborations of our members, we would find – apart from the multiple steps of separation from some famous individual – that NCPH's influence would be evident in sectors of our local communities and states, throughout Canada, and even on the international scene. We often grumble that NCPH does not have the influence or the membership that it should have, but we are doing quite well, given the young age of the organization. In order to improve our position, however, I ask you to take a moment to consider your own personal contacts, assess the outreach capabilities that you have, and encourage friends, colleagues, and students to join NCPH. Similarly, I ask you to consider ways in which NCPH may make its resources available for the diverse publics that we as public historians serve.

As you go about your work, keep NCPH and its mission in mind. Seek ways of bringing NCPH to the table. Explore potential relationships at local, state, regional, national, and even international levels. In doing so, NCPH will be utilizing its greatest resource—its members—to extend and enhance the Council's long history of successful collaborations.

For the latest news from the public history profession . . .

Join **H-PUBLIC** by sending your name and institutional affiliation to ncph@iupui.edu.



by Bruce Craig, Executive Director
National Coordinating Committee
for the Promotion of History
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AEI Forum on Teaching American History — On October 1, 2002 the American Enterprise Institute for Public Policy Research (AEI) conducted a forum, “Why Is US History Still a Mystery to Our Children? And What Should They Know About America’s Past?” AEI senior fellow Lynne V. Cheney moderated a panel discussion that included Wilfred McClay (University of Tennessee at Chattanooga), Jesus Garcia (University of Kentucky and incoming President of the National Council for the Social Studies), Peter Gibbon (Harvard University), and David Warren Saxe (Pennsylvania State University).

Cheney noted that the most recent National Assessment of Educational Progress (NAEP) for U.S. history (see “NAEP Issues The Nation’s Report Card: U.S. History 2001” in *NCC WASHINGTON UPDATE*, Vol 8, #16, May 9, 2002) suggests that large numbers of secondary school students are “below basic” in their knowledge of history. She posed the question to the panelists: Why is student understanding of American history so low and what can be done to improve the situation?

Professor McClay delivered the keynote presentation. In his thoughtful comments, McClay discussed the relationship of history to memory and stated that recent standardized test results suggest that students not only lack a knowledge of basic facts but also harbor an antipathy toward historical consciousness. To improve the situation he suggested less reliance on standardized textbooks, and greater use of history books written by

superb narrative chroniclers. Secondary students “yawn,” he said, when scholarly conflicts are raised in the classroom, and, consequently, he believed there was a need for greater selectivity on what teachers should emphasize when in the classroom.

The other members of the panel commented on McClay’s paper and then added their own views on the roots of the problems with teaching history. David Warren Saxe focused his thoughts on state teaching standards and the need to better ground teachers in the basic story of American history. He viewed teaching young people as “a national security issue” and suggested stronger certification standards for teachers and standardized testing for students.

Professor Garcia defended the need to better integrate the teaching of history into social studies curricula and suggested a need to look more holistically at the nature of the problem and the challenges teachers face in today’s classrooms. He questioned the “quick fix solutions” often proffered by states to address the economic realities of state budgets. He also noted that workplaces do not value teacher effectiveness, but rather offer low teacher wages and over crowded classrooms that collectively fail to promote teacher excellence. Garcia questioned the effectiveness of standardized testing, which all too often emphasize, “factual recall rather than conceptual learning.”

Professor Gibbon, author of *A Call to Heroism: Renewing America’s Vision of Greatness* (2002), noted that while researching his book he made hundreds of visits to classrooms, and found that “teaching of history is uneven” in both public and private schools. Because students are growing up in a “visual, celebrity culture” it is difficult to hold their attention. He observed that more often than not, teachers present a “sour view of American history” and that it “permeates our past” and thus gives students “a pessimistic view of history, the present, and the future.” He suggested there ought to be

less emphasis on the teaching of “social movements” and the “dark side of history” and more emphasis on individual achievements of and what he terms “American heroes.”

After the formal presentations, Cheney kicked off the general discussion by asking each panelist to identify the one thing they would do to change how history is taught in the schools. McClay would get rid of standardized textbooks; Saxe would improve teacher education; Garcia would focus on enhancing teaching skills; and Gibbon would cut the size of classes and raise society’s admiration for the teaching profession in terms of status, pay, and respect. Cheney stated that she would like to see greater emphasis on teacher “pre-service preparation.”

Discussion questions and comments from the audience focused on perceptions of “textbook ineffectuality,” effects of “teaching to the test,” “teaching the dark side of history,” and how best to approach controversy in the classroom.

C-Span was on hand and taped the forum. Audio tapes are available from AEI [(202) 862-5800] and a transcript is expected to be posted on the AEI webpage in about a week; for a copy refer to the web site at: <http://www.aei.org>

Robert V. Remini to Write History of the House of Representatives — The Library of Congress announced the selection of historian Robert V. Remini to research and write a US House of Representatives narrative history authorized by Congress in 1999 under the House Awareness and Preservation Act (P.L. 106-99). Remini will serve as a Distinguished Visiting Scholar of American History in the recently-created John W. Kluge Center at the Library. According to Librarian of Congress James H. Billington, “In addition to being a first-rate writer and historian, Remini understands the history of the workings of Congress, which is invaluable

CONSULTANT'S CORNER

The NCPH Consultants' Committee is dedicated to promoting the interests of NCPH members who provide historical services as consultants or contractors. The committee wishes to highlight

professional accomplishments among contract historians, contract firms, and other independent researchers. Forward news of finished projects, contract awards, contract report publications, ongoing oral

history projects, or anything else that might be of interest to practicing historians. E-mail items to Amy Dase, Consultants' Committee, at adase@paiarch.com. Be sure to include your full name and address.

BULLETIN

AWARDS, FELLOWSHIPS, GRANTS, AND INTERNSHIPS

The Colonial Society of Massachusetts announces the 2002 Walter Muir Whitehill Prize in Early American History. This prize of \$2,500 is awarded annually to a distinguished essay on early American history, not previously published. The term "Early American" will be extended through 1826; it is hoped that 19th century topics will concern themselves with subjects that have their roots in the past, that look backward, rather than forward. Preference will be given to New England subjects. As a general rule, essays should not exceed 60 double-spaced pages. The winning essay will be published in an appropriate issue of *The New England Quarterly*. **The deadline is December 31, 2002.** For more information, contact: Whitehill Prize Committee, c/o The New England Quarterly, Meserve Hall, 2nd Floor, Northeastern University, Boston, MA 02115; email: neq@lynx.neu.edu; web: <http://newenglandquarterly.org>

The Council on Library and Information Resources is offering dissertation fellowships funded by The Andrew W. Mellon Foundation to support dissertation research in the humanities in original sources. **Applications postmarked by December 1, 2002 (November 15, 2002, if mailed from outside the United States)** will be considered for approximately 10 awards to be announced by April 1, 2003, for use beginning between June 1 and September 1, 2003. The purposes of the program are: to help junior scholars in the humanities and related social-science fields gain skill and creativity in developing

knowledge from original sources; to enable dissertation writers to do research wherever relevant sources may be rather than just where financial support is available; to encourage more extensive and innovative uses of original sources in libraries, archives, museums, historical societies, and related repositories in the US and abroad, and to provide insight from the viewpoint of doctoral candidates into how scholarly resources can be developed for access most helpfully in the future.

Application information and forms are available under Fellowships at <http://www.clir.org/fellowships/mellon/mellon.html> or may be requested from CLIR by e-mail at info@clir.org, by phone at (202) 939-4750, or by mail at CLIR, 1755 Massachusetts Ave., NW, Suite 500, Washington, DC, 20036.

The John Nicholas Brown Center is accepting applications for its Research Fellowship Program. We support scholarship (research and writing) in American topics. Areas of specialization include but are not restricted to history, the history of art and architecture, literature, religion, material culture studies, music, historic preservation and urban planning. Preference is given to scholars working with Rhode Island materials or requiring access to New England resources. Open to advanced graduate students, junior or senior faculty, independent scholars, and humanities professionals. We offer office space in the historic Nightingale-Brown House, access to Brown University resources, and a stipend of up to \$2500 for a term of residence between one and six months during one of our two award cycles each year: January through June; July through

December. Housing may be available for visiting scholars. Application deadlines are: **November 1 for residence between January and June, April 15 for residence between July and December.** To request an application, contact: Joyce M. Botelho, Director, The John Nicholas Brown Center, Box 1880, Brown University, Providence, RI 02912, Phone: (401) 272-0357 or Fax: (401) 272-1930 or email: Joyce_Botelho@Brown.edu

The Pennsylvania Historical and Museum Commission invites applications for its 2003-2004 Scholars in Residence Program, including applications for collaborative residencies. The Scholars Residence Program provides support for full-time research and study in the manuscript and artifact collections maintained by any Commission facility, including the Pennsylvania State Archives, the State Museum of Pennsylvania, and 26 historic sites and museums around the state. The interested scholar and the host program/ facility must file a collaborative residency proposal jointly. Residency programs are open to all who are conducting research on Pennsylvania history. This includes academic scholars, public sector history professionals, independent scholars, graduate students, educators, writers, filmmakers and others. Residencies are available for four to twelve weeks between May 1, 2002 and April 30, 2003, at the rate of \$1,500 per month. **Deadline for application is January 10, 2003.** Complete information and application materials are available at the PHMC web site: www.phmc.state.pa.us, or call (717) 787-3034, or e-mail lshopes@state.pa.us

Museum practitioners and scholars are invited to submit proposals to the **11th annual Smithsonian Fellowships in Museum Practice** awards competition for grants to research and write about museological topics. Program guidelines and application information are available on web site <http://museumstudies.si.edu/fmp.htm>
Deadline: February 17, 2003 for fellowships beginning after October 15, 2003. For more information contact: Bruce C. Craig, Director for Research and Planning, Smithsonian Center for Education and Museum Studies, Smithsonian Institution, PO Box 37012, A&I 2235 MRC 427, Washington, DC 20013-7012, or call: (202)-357-3148; or fax (202)-357-3346.

The United States Holocaust Memorial Museum's Center for Advanced Holocaust Studies announces its fellowship opportunities for 2003-2004. The Center awards fellowships to support research and writing about the Holocaust and genocide studies. Awards are granted on a competitive basis to Ph.D. candidates, postdoctoral researchers, senior scholars, and professionals holding degrees from accredited academic and research institutions worldwide. The Center welcomes approaches by scholars in history, political science, literature, philosophy, sociology, anthropology, and other disciplines. Visiting Scholars spend anywhere from two months to an academic year in residence at the Museum. During this time, fellows have access to more than 18 million pages of Holocaust-related documentation from archives across Europe. The Center encourages research proposals that are based on the Museum's recent acquisitions from regional and state archives of the former Soviet Union, from Belgium, and France as well as records of Jewish provenance from the Ringelblum Archive, the World Jewish Congress and other international, state and local Jewish rescue and relief organizations. Scholars may also utilize the Museum's library; oral history collection; music, film, and photo archives; as well as the vast resources available at other repositories in the Washington, DC area. **The postmark deadline for all fellowship applications is November 30, 2002.** Decisions will be announced in April 2003. Fellowships may

begin as early as June 2003 and must be completed by September 2004. For information on the Center, a partial description of the Museum's archival and other holdings, and to obtain a fellowship application online, refer to the Museum's website: www.ushmm.org/research/center/. Direct any inquiries to: Visiting Scholars Division, Center for Advanced Holocaust Studies, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2126; or call: (202) 314-0378; or fax (202) 479-9726; or email: wlower@ushmm.org

The White House Historical Association and the Organization of American Historians seek proposals for projects shedding light on the roles of the White House as home, workplace, museum, structure, and symbol. Teachers and scholars whose work enhances understanding of how the White House functions are encouraged to apply (Studies that deal primarily with political or governmental policy issues would not be appropriate for this program, but proposals concerning the operation of the White House as a political institution would be considered). In an effort to reach a number of learning communities, the cosponsors offer three fellowships; The White House History Fellowship in Pre-collegiate Education for initiatives that reach the K-12 classroom; The White House History Research Fellowship for forwarding or completing dissertation, postdoctoral, or advanced academic work; The White House History Fellowship in Public History for public presentation in the form of exhibits, multimedia projects, films, etc., or for other projects that make historical collections available to broad audiences. Awards are \$2000/month and a travel stipend is available. We will consider proposals for fellowships lasting one to six months. To apply, send c.v. or resume, a two-page summary of your project including the proposed final product of the research and timetable, and three professional references to: White House History Fellowships, Organization of American Historians, 112 North Bryan Avenue, Bloomington, IN 47408-4199. **Documents must be received by 1 December 2002. Application materials may be sent in the body of an electronic mail message before midnight**

1 December 2002, to awards@oah.org
Awards are announced prior to the OAH annual meeting in spring 2003.

The Winterthur Museum, Garden and Library invites applications for its 2003-2004 Research Fellowship Program. Approximately twenty-five residential fellowships will be awarded to scholars pursuing topics in American history, art, architecture, decorative arts, material culture, and design. Stipends \$1500 to \$2500 per month. NEH grants, Lois F. McNeil dissertation grants, and short-term fellowships are available for academic and independent scholars, graduate students, and museum and public history professionals. For more information, visit www.winterthur.org or contact: academicprograms@winterthur.org, call (302) 888-4640, or write to Gretchen Buggeln, Director, Research Fellowship Program, Winterthur Museum, Winterthur, DE 19735. **Application deadline is January 15, 2003.**

The National Park Service's American Battlefield Protection Program (ABPP) has released its guidelines and application forms for 2003 battlefield project grants. The ABPP invites federal agencies, tribal, state, and local governments, as well as private-sector organizations to submit applications for the protection of battlefields, and their associated sites, that are located on American soil. The purpose of this grant program is to provide seed money for projects that lead directly to the preservation of battlefield land and/or their associated sites. Visit the ABPP website at www2.cr.nps.gov/abpp/2003grants.htm for details and downloads, or contact the ABPP by telephone at (202) 354-2036 to obtain a paper copy. Applications must be postmarked by January 2, 2003. Applications sent by commercial express delivery service or hand-delivered by the applicant must be received in the ABPP office by 4:30 p.m., Thursday, January 9, 2003. The ABPP encourages potential applicants to contact the ABPP staff and discuss proposed projects before preparing an application. Contact the ABPP Grants Manager at glenn_williams@nps.gov or (202) 354-2036 for more information: Glenn F. Williams, Historian (Planner)/

Grants Manager, American Battlefield Protection Program, National Park Service, Department of the Interior, 1849 C Street, NW (2255) Washington, DC 20240-0001; phone: 202-354-2036 or fax: 202-371-1616.

BOOKNOTES

Sento at Sixth and Main: Preserving Landmarks of Japanese American Heritage, by Gail Dubrow with Donna Graves, (Seattle: Seattle Arts Commission, 2002). Combining in-depth research on historic places, personal memories drawn from oral histories of Japanese Americans, and striking vintage photographs, *Sento at Sixth and Main: Preserving Landmarks of Japanese American Heritage* explores the previously undocumented environmental and cultural landscape associated with once familiar aspects of Japanese American life. By calling attention to ten places significant in Japanese American heritage on the West Coast and presenting evidence of the vast array of resources that await further study *Sento at Sixth and Main: Preserving Landmarks of Japanese American Heritage* makes a convincing case for protecting the remaining landmarks. Gail Dubrow is an Associate Professor in the College of Architecture and Urban Planning at the University of Washington and serves as Director of the Preservation Planning and Design Program. She is co-editor of *Restoring Women's History through Historic Preservation*, forthcoming from Johns Hopkins University Press. Donna Graves is a writer and cultural planner in Berkeley, California. She directed the Rosie the Riveter Memorial Project in Richmond, California, and is currently working on a book about women on the West Coast during World War II.

CALL FOR PAPERS/PROPOSALS

Greenwood Press is inviting the submission of essays to be compiled into a monograph. Entitled, *The Uniting States: The Story of Statehood for the 50 United States of America*. The *Uniting States* brings together the unique stories of each of the fifty states' journey into statehood in a

single monograph. No such single source is currently available in the marketplace. Based on primary federal and state sources, each essay tells the real story of the people and the issues behind the debate for statehood. The text will consist of fifty-one, 12,000-word (app.) essays. The first introductory essay will discuss the national and international environment as well as important local themes in which the United States expanded to 50 states. The essays on each state, in chronological order of statehood, based largely on primary federal and state sources, footnoted, and with a bibliography, will adhere to a standard template. Contact the editor for further details. Deadline for submission of manuscripts is **no later than June 1, 2003**. Interested authors should send a copy of their curriculum vitae and expression of interest in which state they intend to write about to: Benjamin F. Shearer, Ph.D., Executive Editor, 3909 Reserve Drive #1021, Tallahassee, FL 32311, Email: shearerben@hotmail.com, (877) 850-3409.

The Florida Conference of Historians solicits proposals for individual papers and entire panels on all subjects of historical interest, broadly conceived. Presentations on pedagogical issues are also welcomed. We welcome colleagues from disciplines other than history who approach their work with historical perspectives. The keynote speaker will be Teddy J. Uldricks, University of North Carolina at Asheville. The topic will be "Ice Breaker: Stalin, Hitler and the origins of war on the Eastern Front." There will be a special section for undergraduate papers. Please submit a brief abstract of your paper and/or panel proposal including name(s), title(s), affiliation(s), e-mail address(s) telephone number(s), and short curriculum vitae for all presenters. Indicate if you are willing to act as a chair or discussant for a panel. Registration for participation deadline is February 1, 2003. Send this information, preferably via e-mail, to: Jay Clarke, History Department, Jacksonville University, 2800 University Blvd., Jacksonville, FL 32211, (904) 745-7211, jjclarke@ju.edu

The 2004 **Organization of American Historians** convention program will be

organized around the theme of *American Revolutions*. That choice is informed both by the location of the meeting in Boston, the epicenter of the movement for American independence; and by its occurrence on the fiftieth anniversary of the Supreme Court's decision in *Brown v. Board of Education of Topeka*. The use of the plural "Revolutions" in the conference theme is intentional. The incoming president, Jacquelyn Dowd Hall, and the program co-chairs expect the program to explore a wide variety of political, social, cultural, intellectual, economic, diplomatic, military, technological, and environmental transformations in American history, as well as movements that sought and failed to bring about such transformations. We also expect the program to examine counterrevolutions and anti-radical backlash and to include sessions and papers that emphasize continuity, challenging the "revolutionary" character of particular moments, movements, or trends in American history. Finally, we welcome sessions that explore the relationship of the United States to various sorts of revolutions in the rest of the world, as well as those that examine revolutions in the interpretation of American history. In this spirit, the committee invites proposals for panels, workshops, roundtables, and performances, on-site and off-site. In addition to proposals that explore the conference theme, we welcome submissions that explore other issues and themes in American history. Although we encourage proposals for entire sessions, the program committee will accept proposals for individual papers and make every effort to place those papers on the program.

By OAH policy, the program committee actively seeks to avoid gender-segregated sessions; the committee urges proposers of sessions to include members of both sexes whenever possible. The committee likewise will work to follow the OAH policy and guidelines of having the program as a whole, and individual sessions to the extent possible, represent the full diversity of OAH membership. We urge proposers of sessions to include as presenters, wherever possible, members of ethnic and racial minorities, independent scholars, public historians, and American historians from outside the U.S. We also encourage panels that include a mix

of junior scholars, senior academics, and graduate students; as well as a mix of teachers at four-year institutions, community college instructors, K-12 teachers, and independent scholars. The OAH executive board has set aside a small sum of money to subsidize travel to the annual meeting for minority graduate students appearing on the program. Complete session proposals must include a chair, participants, and, if applicable, one or two commentators.

All proposals must include five collated copies of the following information: a cover sheet, including complete mailing address, email, phone number, and affiliation for each participant; an abstract of no more than 500 words for the session as a whole; a prospectus of no more than 250 words for each paper or presentation; and a single-page vita for each participant. Proposals sent with fewer than five collated copies will be returned. No email or faxed proposals will be accepted. We also welcome volunteers to act as chairs or commentators to be assigned by the program committee. **Proposals must be postmarked no later than 15 January 2003** and sent to: 2004 Program Committee, Organization of American Historians, 112 North Bryan Avenue, Bloomington, IN 47408-4199.

The Center for Western Studies of Augustana College is seeking paper proposals for the 35th Annual Dakota Conference on Northern Plains History, Literature, Art, and Archaeology, scheduled for April 25-26, 2003, in Sioux Falls, SD. The conference theme is "The Prairie in Transformation," the first of three programs that will examine the major geographical and cultural identities of the Northern Plains region. **Deadline for proposals is January 17, 2003.** For more information, contact: Dr. Harry F. Thompson, Box 727, Augustana College, Sioux Falls, SD 57197; phone 605-274-4006; fax: 605-274-4999; email: harry_thompson@augie.edu

The **Society for History in the Federal Government** will hold its 2003 annual meeting on 14-15 March 2003, at the Robert C. Byrd Center for Legislative Studies on the campus of Shepherd College in Shepherdstown, West Virginia. The theme for this conference will be "Federal Records

and the Cause of History," and we especially invite paper and panel proposals on a broad range of events (Watergate, newspapers), institutions (National Archives, Library of Congress), individuals (Senator Moynihan, J. Edgar Hoover), technology (air power, nuclear weapons), and issues that have affected our ability and right to information in a democratic context. The conference seeks to examine not only the current rules and laws governing the use of government documents but also how they came about with a view toward assessing where we stand today and the implications for the future. In addition we also invite proposals on all aspects of historical activities in the Federal government, historic preservation, and public history. Complete panel proposals are preferred. Send a 100-200 word abstract and brief C.V. by December 1, 2002 to the program chair, Dr. Roger D. Launius, Division of Space History, Smithsonian Institution, P.O. Box 37012, NASM Room 3560, MRC 311, Washington, DC 20013-7102; voice: 202-633-2428; fax: 202-784-2947; email: launiusr@nasm.si.edu. For more information, visit the organization's website at <http://www.shfg.org/index.htm>

EXHIBITIONS

The Daughters of the American Revolution Museum presents an exhibition, *Forgotten Patriots: African American and American Indian Service in the Revolutionary War, 1775-1783*. This exhibition focuses on the contributions made by African Americans and American Indians during the fight for independence in the American Revolution. The exhibit will run through August 2, 2003 at the DAR museum's main gallery, 1776 D St., NW, Washington, DC 20006. For details, call (202) 879-3241 or check the web at www.dar.org/museum.

INTERNET

Ed Gallagher of Lehigh University has created a web site on the "Enola Gay Controversy," <http://www.lehigh.edu/EnolaGay>. The site addresses the troubled 1995 Smithsonian Institution exhibit that was to mark the 50th anniversary of the end of World War II. The web site serves as the

basis for courses at Lehigh University on the presentation and interpretation of history. Some list members might find this site of use in their own research or teaching. Gallagher considers the Enola Gay project as the first chapter in an umbrella web site tentatively called "History on Trial. He encourages anyone working on similar projects that would like to discuss contributing a project to the History on Trial web site to contact him off-list at: ejg1@lehigh.edu

In August 2002, floods of unprecedented extent hit the **Czech Republic**. Several people died and many houses, roads and bridges were destroyed or damaged. Besides many important historical and cultural sites, floods seriously affected the Czech Republic's two most important Holocaust memorials. By visiting the web addresses below, you can find details about damage done to the Terezin Memorial and the Pinkas Synagogue in Prague and information how to help: Memorial Terezin (Theresienstadt) <http://www.holocaust.cz/eng/news/2002/floods/terezin1> and the Pinkas Synagogue in Prague: <http://www.holocaust.cz/eng/news/2002/floods/pinkas1>

"Reflections on Freedom" essays are now on display at the **National Museum of Health and Medicine** in Washington, D.C. from personnel who were called upon to provide medical care to the injured and identify those who were killed in the terrorist attacks on September 11, 2001. These essays explain how the responders helped to reaffirm and protect the freedoms of Americans, including freedom to assemble, to create, to worship, to inquire, to express ideas, and from fear. They may be accessed at: <http://natmedmuse.afip.org/essays/index.html> The essays are displayed in conjunction with the ongoing exhibit, *Research Matters: 9/11, The Armed Forces Institute of Pathology Responds*. The exhibit highlights efforts used by the museum's parent organization, the Armed Forces Institute of Pathology (AFIP), to identify the victims of the September 11 terrorist attacks at the Pentagon and the crash of United Airlines Flight 93 in Somerset County, Pa. It features photographs never before seen by the public that were taken by AFIP staff during commission of

their duties. The exhibit can be found at: <http://natmedmuse.afip.org/exhibits/911/index.html> For more information, call 202-782-2200 or visit the web site: www.natmedmuse.afip.org

The National Park Service has announced its Action Agenda for the National Park Service 225th Anniversary of the American Revolution Commemorative Initiative. The anniversary of the American Revolution is an eight-year initiative, honoring events associated with the 1775-1783 War for Independence. The initiative seeks to: reinvigorate the narratives of the American Revolution and make them relevant to the public; identify, collect and share information, research and resources for mutual benefit; create a network of Revolutionary War sites, people and institutions that preserve, research and interpret the American Revolution; enable the NPS to become an educational resource about the American Revolution. For more information, visit the NPS Revolutionary War website: www.nps.gov/revwar

The Sonic Memorial Project is an online sound capsule and audio documentary of the "life and times" of the World Trade Center and its neighborhood, before, during, and after September 11. Thousands have contributed voicemails, audio memories, home videos, interviews, and more to this historic archive initiated by NPR and the public broadcasting community. Beginning September 4, visitors to <http://www.SonicMemorial.org> can: contribute sounds, stories and images to the *Sonic Memorial*; search a database of World Trade Center-related sounds by name, by keyword, or by date; hear the stories of the people who worked in and around the World Trade Center; and immerse themselves in the sounds of the World Trade Center by entering through the site's Sonic Browser interface (one of the ways in which a visitor can interact with the SonicMemorial.org site, sounds, and stories). At the site, educators can find curriculum materials to assist their students in understanding the events of September 11 and their own role in gathering and preserving history. Lessons include: Finding Ourselves in History, Civic Ideals,

Communication, Memorials and Places, and Stories of Our Time. Many of the *Sonic Memorial* stories are now familiar to listeners of NPR's "All Things Considered," which has aired *Sonic Memorial* segments, (richly layered radio documentaries mixed with found-sound fragments), throughout the year. Partners include Lost and Found Sound, The Smithsonian Institution, Picture Projects, WNYC, and The September 11 Digital Archive at George Mason University. For more information contact: Suzanne Stenson O'Brien, National Outreach Coordinator, 651-291-8891, suzanne@sonicmemorial.org or Sue Johnson, Co-Founder, Picture Projects <http://www.picture-projects.com/>, 212-226-3099, suej@picture-projects.com.

The United States Holocaust Memorial Museum offers animated maps integrating geography and historical photographs as part of its *Mapping the Holocaust* website. Animations currently available include "The Holocaust," "World War II," "Warsaw Ghetto," "Lodz," "Auschwitz," and "Rescue." Additional topics will be added over the next few months. *Mapping the Holocaust* can be found at: <http://www.ushmm.org/museum/exhibit/focus/maps/> For more information contact: Edna S. Friedberg, Historian, Outreach Technology, US Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW Washington, DC 20024-2126.

POSITIONS AVAILABLE

Grand Valley State University is accepting applications for the position of Director of the Hauenstein Center for Presidential Studies. Grand Valley is a four-year comprehensive university located near Grand Rapids, Michigan. The mission of the Hauenstein Center for Presidential Studies is to add to the understanding of the US Presidency among scholars, governmental leaders, and the general educated citizenry by sponsoring seminars, conferences & relevant events. Qualifications: Knowledge of modern American political history and understanding of the modern Presidency in this history; conference organizing skills; strong networks/relationships skills. Master's

degree preferred. Salary is nationally competitive. For a full description, see our website at www.gvsu.edu/hro Send letter of application, resume, and three references (name, address, phone number, e-mail address) to: Dr. Patricia Oldt, Interim Director of the Hauenstein Center for Presidential Studies, Grand Valley State University, 14 Zamberge, Allendale, Michigan 49401, Fax: (616) 895-3503, E-mail: oldtp@gvsu.edu. **Review of applications will begin immediately and will continue until the position is filled.** GVSU is an affirmative action, equal opportunity institution.

Gunston Hall Plantation, 18th-century home of George Mason, author of America's first Bill of Rights, seeks a Director with the experience, vision, and management skills to lead the historic site into a new era of visibility and importance in the community, state, and nation. Responsibilities include oversight for the 550-acre plantation, 1759 mansion, reconstructed outbuildings, and visitor center. The Director heads a staff of 50 full- and part-time employees. The successful candidate should be experienced in fund raising, human resource management, non-profit administration, budget preparation, and museum management. The individual must have a Master's degree in American history, museum studies, or a related field. The position requires the Director to live on the property in a four bedroom, three and a half bath home. Gunston Hall seeks a leader with imagination, the ability to inspire, a facility for working with others, and marketing skills. This National Historic Landmark, situated on the Potomac River 20 miles south of Washington, DC, is owned by the Commonwealth of Virginia and is administered by a 52 member Board of Regents drawn from 44 state societies of The National Society of The Colonial Dames of America. Full job description available at www.gunstonhall.org. Submit letter and resume to: searchcommittee@gunstonhall.org (preferred) or Search Committee, Gunston Hall Plantation, 10709 Gunston Rd., Mason Neck, VA 22079. **Deadline for applications is November 27, 2002.**

Washington State University is seeking to fill an entry-level tenure-track position in Public History. The successful candidate must have expertise in one or more of the following fields: Historical Editing; Historic Preservation; Museums; Film and Media; and Business/Corporate. Candidates will be expected to teach undergraduate and graduate courses in Public History that relate to their area(s) of expertise. The History Department is particularly interested in hiring someone with a chronological sub-specialty in the rise of modern America (1877-1914). The successful candidate will participate in the World Civilizations program. Applicants are required to have a Ph.D. at the time of appointment; publications and teaching experience are preferred. Send detailed letter of application, C.V., writing samples, and three letters of recommendation to Orlan Svingen, History Department, Washington State University, P.O. Box 644030, Pullman, WA 99164-4030. **Deadline for applications is December 15, 2002.** WSU is an EOE/AA Employer. Protected group members are encouraged to apply. Questions only, e-mail history@wsu.edu or fax (509) 335-4171.

The Department of History at the University of Wisconsin – Eau Claire invites applicants for a two-year visiting assistant or associate professorship in Public History/U.S. History. Appointment will begin August 2003. Responsibilities include directing an innovative graduate certificate program in Public History and teaching introductory courses in public history (one course per semester). PhD in public history or U.S. history with substantial educational or professional experience in public history

NEW NCPH PUBLICATIONS AVAILABLE

Careers for Students of History (new edition)

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Ethics and Public History: An Anthology — edited by Ted Karamanski
(a special publisher's closeout)

Contact the NCPH Executive Offices or visit the NCPH website www.ncph.org for ordering information

strongly preferred, although excellent ABD candidates in above fields will be considered. Research specialty in U.S. western or environmental history desirable. Good potential for appointment renewal. Salary very competitive, with excellent benefits. Send a letter of application, a current vita, and three letters of recommendations to: History Department, Public History Search Committee, University of Wisconsin – Eau Claire, P.O. Box 4004, 105 Garfield Ave., Eau Claire, WI 54702-4004. For priority consideration, completed applications must be received by **December 10, 2002**, but screening will continue until the position is filled.

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NCPH MEMBER EMAIL ADDRESSES NEEDED

We are in the process of updating our membership records and would appreciate your help! We are collecting email addresses so that we can communicate more efficiently with you. Please email the University of California Press at jchad@ucpress.edu with your email updates or changes. In the subject line please reference the National Council on Public History and supply them with your full name and current address for member verification.

Please be assured your email address will not be distributed or sold. Should you have any questions or concerns you may contact the Executive Offices at ncph@iupui.edu.

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NCPH AWARDS GUIDELINES

NCPH Travel Award for New Professionals

The National Council on Public History offers two \$400 travel grants to encourage new professionals to attend the annual NCPH meeting in Houston, TX, April 23-27, 2003. Each award recipient will attend the meeting, and write a short article for the newsletter describing his or her conference experience.

Eligibility: Applicants must be members of NCPH; must have been practicing public historians for no more than three (3) years; and must have no institutional travel support to attend the Houston meeting.

To apply: Please submit four (4) copies each of a current CV and a letter explaining how attendance at the annual meeting would be professionally beneficial. Applications will be judged on the strength of the CV and the persuasiveness of the letter.

The deadline for the receipt of applications is January 15, 2003. Winners will be notified by mid-February. Please submit application materials to: National Council on Public History, Travel Award for New Professionals, 425 University Boulevard, Cavanaugh 327, Indianapolis, IN 46202-5140; fax: 317-278-52303; or email the submission to ncph@iupui.edu as a Word attachment only. Do not include application within the text of the email.

NCPH Student Project Award

The National Council on Public History invites nominations for the annual NCPH Student Project Award. The award recognizes the contributions of student work to the field of public history, and encourages student involvement in the NCPH. The student author(s) of the winning entry will receive a \$500 travel grant to help underwrite attendance at the NCPH annual meeting in Houston, TX, April 23-27, 2003. Public History News will invite winners to submit an article summarizing their project, and reporting on their conference experience.

Eligibility: 1. The project must be the work of one or more students in a public history program, and have been completed within the two academic years preceding the date of submission.

2. The project must have been initiated as academic coursework, and subsequently been recognized beyond the classroom as a contribution to public history. (Examples: a class assignment exhibit design later installed as a public display; an oral history project accessioned into an established oral history collection; historic preservation research accepted as a working document by a preservation agency).

3. The sponsoring faculty member or academic institution must be a member of NCPH.

To Apply: Please submit four (4) copies each of the following materials:

A two-page written description of the project that explains its

methods, conclusions, and significance for public history and no more than four (4) examples of supporting materials (photos, printed materials, video/audio tapes, and the like).

Endorsements: 1. A letter from the faculty member who initially directed the project. The letter should explain the faculty member's role in the project, the project's relevance to the student(s) course work, any classroom guidelines for the project, his/her evaluation of the project, and its contribution as a piece of public history. The faculty member must also verify the applicant's status as a full-time student at the time the project was undertaken.

2. A letter from the agency, historical society, archive, or other organization that accepted the project. This letter should identify the relationship between the organization and the student(s) responsible for the project and be sent directly to the committee chair. The letter should include an evaluation of the project's usefulness and the qualities that make it a work of professional public history.

Endorsement letters should be sent directly to NCPH Executive Offices.

The deadline for the receipt of submissions is January 15, 2003. Winners will be notified by mid-February. Send submissions to: National Council on Public History Student Project Award, 425 University Boulevard, Cavanaugh 327, Indianapolis, IN 46202-5140; phone: 317-274-2716; email: ncph@iupui.edu.

NCPH Michael C. Robinson Prize for Historical Analysis

The Michael C. Robinson Prize for Historical Analysis rewards historical studies that contribute directly to the formation of public policy. Dr. Robinson was a pioneering public works historian who promoted historical research as a component of policy formation. Robinson served as research coordinator for the Public Works Historical Society, as the first historian of the Corps of Engineers Mississippi River Commission/ Lower Mississippi Valley Division, and until his death in 1998 was the Division's Chief of Public Affairs. The Robinson Prize includes a \$500 cash award and a framed certificate.

Eligibility: To be eligible for consideration, an applicant or nominee must meet the following criteria:

1. The applicant/nominee must be a historian employed in a public agency or a contractor for a public agency at the time the study was prepared.

2. The study must have been prepared for use at some level of government, from municipal to national, and must have been completed within two years preceding the year in which the prize is awarded.

3. The applicant must show that the study directly contributed to public policy formation.

Award Criteria: Applications will be judged on the basis of professionalism, clarity, and impact on policy. Evidence of the latter might include 1) that the study was requested as an integral part of a policy-making process or 2) that the study was completed during the period of policy formation and demonstrably influenced its content. The Selection Committee strongly recommends that the application include a letter from the head of the applicant/nominee's office attesting to the study's impact on policy.

To Apply:

1. The applicant must submit four (4) copies of an application letter and supporting documents (including copies of the study) to: National Council on Public History, Michael C. Robinson Prize for Historical Analysis, 425 University Boulevard, Cavanaugh 327, Indianapolis, IN 46202-5140; phone: 317-274-2716; email: ncph@iupui.edu

2. **Deadline for submissions is January 15, 2003.** The winner will be notified in mid February and will receive the award at the NCPH annual meeting in Houston.

NCPH YEAR-END FINANCIAL STATEMENT

1 JULY 2001 - 30 JUNE 2002

INCOME	Year-End	Budget
I. Membership		
General	\$ 343.00	\$ 0.00
UCPress Revenue	\$ 30,770.01	\$ 32,339.00
Sponsors	\$ 7,645.00	\$ 9,500.00
Patrons	\$ 2,000.00	\$ 2,000.00
Super Sponsors	\$ 10,000.00	\$ 10,000.00
Total:	\$50,758.01	\$53,839.00
II. Publications	\$ 1,042.50	\$ 2,500.00
III. Annual Meetings*	\$21,645.25	\$ 7,500.00
IV. Royalties	\$ 104.28	\$ 782.00
V. Video	\$ 294.50	\$ 150.00
VI. Miscellaneous		
Money-Market Checking	\$ 54.65	\$ 100.00
Money Market Savings	\$ 1,314.90	\$ 1,000.00
Miscellaneous Income	\$ 6,561.76	\$ 750.00
TOTAL	\$81,775.85	\$66,621.00

* Includes 2001 Ottawa Meeting (\$15,545.25) and partial 2002 Washington Meeting (\$6,100.00)

EXPENDITURES	Year-End	Budget
I. Administrative	\$ 25,816.99	\$ 25,800.00
II. Board Meetings	\$ 5,462.74	\$ 6,100.00
III. Publications	\$ 4,187.50	\$ 2,250.00
IV. Public History News	\$ 12,180.17	\$ 11,700.00
V. Membership	\$ 6,499.34	\$ 6,590.00
VI. Committees	\$ 11,377.34	\$ 3,500.00
VII. Dues	\$ 4,550.00	\$ 4,125.00
VIII. Awards	\$ 1,383.85	\$ 950.00
IX. Contingency	\$ 0.00	\$ 3,331.05
TOTAL	\$71,457.93	\$64,346.05

NCPH Endowment Fund

Balance as of 30 June 2002

Investments

Prime Money Market Fund	\$36,040.78
Wellesley Income Fund	\$64,843.99
500 Index Fund	\$21,900.58
Total	\$122,785.35

Money Market Savings \$2,703.20

TOTAL \$125,488.55

63% towards goal of \$200,000

► Update ... continued.

for this effort." According to Rep. John Larson (D-Conn.), who successfully sponsored the authorizing legislation in his first term in Congress, "Professor Remini has shown, through his impressive body of work, that he will be able to convey the richness of the history of this institution."

When reached for comment, Remini stated, that in its 200-year history, the House of Representatives has had, "many distinguished, diligent, colorful, and larger-than-life personalities" who "debated, quarreled and helped hammer out the nation's laws. I fully intend to write a narrative history of this extraordinary institution with its vivid and sometime outrageous personalities, one that will capture all the excitement and drama that took place during the past 200 years so that the record of its triumphs, achievements, mistakes, and failures can be better known and appreciated by the American people."

Remini, professor emeritus of history and the humanities at the University of Illinois at Chicago, has been teaching history for more than 50 years and writing books about American history for nearly as long. In addition to his three-volume biography of Andrew Jackson, he is the author of biographies of Henry Clay, Daniel Webster, and John Quincy Adams, as well as a dozen other books on Jacksonian America.



NCPH CALL FOR PROPOSALS FOR THE 2003 ANNUAL MEETING POSTER SESSION

Beyond Boundaries: Diversity, Identity, and Public History

The National Council on Public History invites proposals for a Poster Session at its 2003 Annual Meeting, April 23-27 in Houston, Texas. The Poster Session is an informal format for presentations on research and programming projects that use visual evidence. Presenters may demonstrate and discuss Web sites or other computer applications for public history projects; mount table-sized exhibits of research and interpretation; or share images, audiovisual materials and handouts from successful public programs.

The Poster Session will be held at a central location in the conference hotel and will be scheduled for one hour between conference sessions. Participants will set up their "posters" before the session and discuss their projects informally with conference attendees. NCPH will provide tables, mounting boards, and electrical connections. Some audio visual equipment will be available, but participants must provide their own computers.

Please submit a one-page proposal that summarizes the project and explains why it is appropriate for this format. Briefly describe the method of presentation. Please include a title for the presentation and a short CV for all participants. Send two copies before January 15, 2003 to:

Kathy Corbett
263 North Gorham Rd.
Gorham, ME. 04038
Send questions by e-mail to ktcorbett@aol.com.

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