

Buffalo Soldier Monument Planned

by Patricia Erickson

The New Mexico Arts Division is developing and funding a life-size sculpture to honor the Buffalo Soldiers of the 1860s. The sculpture will be dedicated at Fort Bayard, NM in June 1992. Designed by artist Gregory Whipple, the statue portrays Corporal Clinton Graves, the first man at the fort to be awarded the Congressional Medal of Honor.

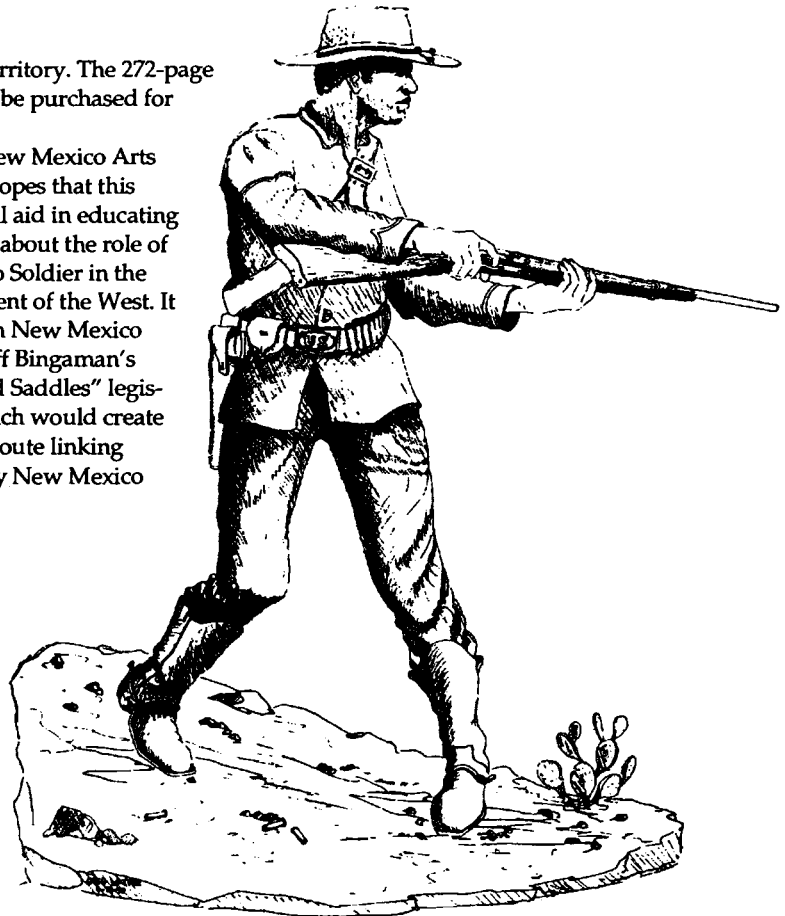
After the Civil War, Congress mandated the formation of two new cavalry regiments comprised of freed black men led by white officers. The primary responsibility of the regiments was to protect the interests of white settlers against Native Americans. Ironically, the Indians named these black men "Buffalo Soldiers" because of their fearless fighting spirit.

The Buffalo Soldiers made other significant contributions to the development of the West. They surveyed roads and found water sources. They put up telegraph lines, guarded mail and supply wagons, and built forts.

On the same topic, the University of Colorado Press recently released *New Mexico's Buffalo Soldiers 1866-1890* written by Monroe Lee Billington. The book examines military life for the nearly 4,000 black soldiers who served in the New

Mexico Territory. The 272-page book may be purchased for \$29.95.

The New Mexico Arts Division hopes that this project will aid in educating the public about the role of the Buffalo Soldier in the development of the West. It ties in with New Mexico Senator Jeff Bingaman's "Boots and Saddles" legislation, which would create a historic route linking seven early New Mexico forts.



Artist's Drawing: Greg Whipple

NEH Surveys National Achievement Tests

President George Bush and Secretary of Education Lamar Alexander have called for national testing as part of the education reform package. By the year 2000, the President envisions students competent in English, mathematics, science, history, and geography. Expressed in his goal is the need to define what students should know and how to assess how well they have learned it.

To facilitate national discussion, the

National Endowment for the Humanities (NEH) recently released "National Tests: What Other Countries Expect Their Students to Know." NEH provides examples (in English) of tests given in England/Wales, France, the Federal Republic of Germany, and Japan.

The NEH booklet notes the differences in scoring between U.S. achievement tests and those of other nations. Achievement tests administered in many U.S. schools do

See Nat'l test pg. 10

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Finding the Layers in Your Town

by Mary Joan Cook

Editor's note: This article was condensed and reprinted with permission from the American Historical Association's Perspectives, December 1990 issue. Mary Joan Cook has taught courses in writing and in oral communication at Saint Joseph College for twenty-four years.

Have you ever wondered how your hometown, or the elementary school you attended, or the street on which you lived got their names? The layers of a town's history are evident—that is if one reads the signs carefully—the past is present. The alert observer can detect evidence which suggests a town's political, economic, religious, social, and educational history and its founders, developers, educators, political leaders, and industrialists.

Each year I challenge students in my classes to peel back the layers of their town. One major premise of this "layers" process is that the signs of the past are readily visible. Throughout the semester, students are reminded that the layers they are looking for are not hidden away inside buildings. A few illustrative slides of significant local street names, monuments, cemetery headstones, and old buildings are shown in class to help the students see the kinds of evidence they will be seeking.

Having shown the students how slides

graphically present historic monuments and other evidence of the town's history, I strongly recommend that they use slides in their final oral presentation.

A class session is devoted to sharing orally students' notes on the "look around your town" assignment. Typically, in this sharing someone will mention observing that several cemetery headstones bear the same names as certain streets or that the local Congregational church has a sign which dates the church to the seventeenth century.

In their next assignment, students are asked to interview someone in the town who has lived there many years or who has studied its history. At least one interviewee must be cited in the final research paper.

My reasons for requiring such a citation are varied. To begin with, most students do not spontaneously turn to interviewing as a means of research; they rely, rather, on written materials. Moreover, the interview for this "layers of your town" project focuses on the knowledge of the elderly and on their lived experience. Thirdly, by listening the researcher is able to share the perspective of how one can personally remember the town as it was. The interviewee is one who bridges the past and the present.

High points of the interview are shared orally with the class. Almost always, students discuss interviews with a great deal of enthusiasm and appreciation of the experience. Interviewees also enjoy reminiscing about the town with an interested listener.

The students, equipped now with their own lived experience in the town, their recent observations, and the information gained from interviewing, turn next to books, journals, newspapers, and other written sources, seeking documentation and verification for their interviewees' comments and answers to their own questions concerning street names or old buildings or the dates for the coming of various ethnic or religious groups. They are advised to take notes carefully and from a variety of sources. In addition to using local and college libraries, I suggest they try state and local historical societies, the town hall, and the Chamber of Commerce.

About midway in the semester, I devote several class hours to three-minute talks by the students. It is important that the student narrow the subject of this talk,

lest it become identical with the scope of the entire paper. At the conclusion of these talks, all students are asked to write for about thirty minutes from their class notes. The principle of organization is up to the student. I do, however, suggest considering points of comparison and/or contrast in the material heard. Students must strive for an engaging opening and satisfying closing. As a set of graded in-class essays, I find them very successful.

When the research is complete, the students must decide on their focus for the final paper. We do this either formally in a scheduled conference or informally before or after class. I also ask them to develop a thesis statement and topic outline. Students submit their outline to me about four weeks before the research paper is due. I return the outline with comments, suggestions, and corrections. They develop the final paper from this outline. An important original aspect of the paper lies in the students' explicit linking of today's evidence of the town's history with their own research. In their essay they must refer to the still-visible evidence of the people, events, topographical features, buildings, and institutions that formed the town.

Near the end of the semester, students use their sets of fifteen to twenty slides or other illustrative material, to share their research with the class. During the presentations, I take notes and evaluate each student's work. Then I meet individually with each student for a fifteen-minute conference whereupon I review with them both the research paper and the oral presentation.

It is important to mention one of the outcomes of this "finding the layers of your town" assignment; that is, the application of historical imagination. Imagination, by which we picture that which is not present, frees us from the restrictions of the here and now and allows us to transcend our immediate environment.

Such imaginings bring the past to life. They enlarge one's perspective as our surface view is deepened with a knowledge of the layers which have formed the town and an appreciation of its human history.



The National Council on Public History promotes the application of historical

scholarship outside the university in government, business, historical societies, preservation organizations, archives, libraries, professional associations, and public interest groups.

For details contact NCPH President Brit Allan Storey, Bureau of Reclamation, Attn: D5530, P.O. Box 25007, Denver, CO 80225-0007; Vice-President Martin V. Melosi, Institute for Public History, Department of History, University of Houston, Houston, TX 77204-3875; or Elizabeth B. Monroe, 327 Cavanaugh Hall—IUPUI, 425 University Blvd., Indianapolis, IN 46202-5140; (317)274-2716.

For change of address, write UC Press, 2120 Berkeley Way, Berkeley, CA 94720.

Submissions to *Public History News* should be sent to Elizabeth Monroe, Editor, at the address above.

Augusta's Woodrow Wilson Boyhood Home Saved for Posterity

by Karin Calloway

Historic Augusta received the keys to the Woodrow Wilson House on May 27, and a committee has been formed to plan the future of the project, according to Historic Augusta Executive Director Erick Montgomery.

The House was purchased by Historic Augusta for \$200,000 at auction on March 27 with funds provided by the City of Augusta. "The home is structurally sound, but cosmetic changes are needed," Montgomery said.

Wilson, who served as the twenty-seventh United States President from 1913-1921, moved into the house in 1860 at the age of three when his father was pastor of the First Presbyterian Church. It served as the manse for the church from 1860 to 1930. The Wilsons lived there until 1870.

President Wilson lived in the residence at 419 Seventh Street until he was thirteen years old, according to Montgomery.

"Wilson recalled his first childhood memory from this house," Historic Augusta President Nancy Bowers said. "He recalled a man passing by the house and saying that Mr. Lincoln had been elected President, and that there was going to be a war. He went inside and asked his father what it meant."

Churches in Augusta were used as hospitals during the war, Bowers said. Living in Augusta during the Civil War left an indelible mark on President Wilson, whose idol is said to have been Robert E. Lee. "Wilson claimed in later life to be unable to recall that time (the Civil War) during his life," Bowers added. "I imagine that it was very stressful to see all that was going on in the South."

"Plans for the use of the house have not yet been finalized," Montgomery said. "We had very short notice that the house was going on auction. A committee is being recruited to guide the future of the project. A feasibility study and structural analysis are scheduled to determine the work that needs to be done and how much money is needed to complete the house. Fundraising preparations are also underway," he said.



Historic Augusta, Inc., is exploring its options in regard to the newly purchased Wilson home.

"One idea is to use the building as a house museum which would interpret the life of Woodrow Wilson as well as the Civil War period in Augusta," Montgomery said. "We'll need to secure consultant services to advise on what the house needs structurally. We want to do this project right, so we are proceeding very cautiously and carefully," he added. "The house has never been in the public domain." Most of the features of the house are original, although minor renovations were completed during the late Victorian period and the 1930s. "There have never been any major changes," he said.

There are other Wilson museum homes standing in Stanton, VA, Washington, DC, and Columbia, SC "But Wilson lived in the house longer than any other house in his life," Bowers said.

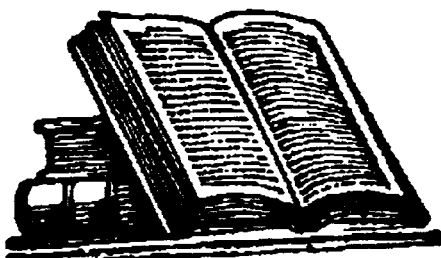


Photo ID Required at Library of Congress

All Library of Congress patrons are now required to show photo identification to use materials in any of the Library's reading rooms. The identification must include the researcher's name and address.

Patrons using the Library's collections will be issued a Library of Congress User Card, which will be accepted in all reading rooms.

Patrons who do not have a valid photo identification may be granted access to the Library's collections according to the policy of each reading room. A User Card will not be issued without a photo identification.

The purpose of the program is to enhance security of and facilitate use of the Library's collections.

President's Column: Role of Public History to be Explored

At the Toledo Board meeting, the National Council on Public History agreed to sponsor a research conference/symposium on the past, present, and future of public history. This conference, scheduled for the late fall of 1992, will explore what public history has done and where public history should be going.

Arnita Jones and I are chairing this effort. A first step toward the ultimate conference includes seven presentations at professional meetings. Each session will assess how research in public history has affected research in a field of history.

To date, a session on science and technology has been accepted for the annual meeting of the American Historical Association in December. Another session on administrative and political history has been proposed for the Organization of American Historians meeting in April 1992. Sessions on business, labor, women's, and local and urban history have been proposed for the National Council on Public History's annual meeting in March 1992. Also proposed for the March meeting is an interdisciplinary session on historical societies. We anticipate circulating the brief papers at the sessions (four papers of about eight to ten pages in length per session). This will provide one basis for the conference discussion.

Each participant has been asked to prepare his presentation with at least the following questions in mind: have new kinds of documents and other sources been created and/or used; have different questions or research methodologies been formulated; are different modes of analysis being considered; has the research agenda for scholars been affected; has interdisciplinary research been enhanced; is there new scholarship that has been incorporated into the more general body of historical knowledge? Of course, we expect participants will address other issues considered to be important within the general theme — "Public History and Research in (field): What Difference Has It Made?"

Arnita Jones and Anna Nelson are seeking grant support from the National Endowment for the Humanities for the ultimate conference. By early December a proposal will be submitted to the NEH.

What You Can Do to Assist the Effort.

Not every field is represented in the seven sessions nor were we able to include all the qualified public and academic historians in those sessions. For instance, I suspect that museum and historical society professionals, and historical archaeolo-

gists have contributed tremendously to our knowledge and understanding of colonial America.

We invite you to prepare opinion papers on how public history research has affected traditional research in any given field of historical study. We will circulate those papers with the papers received from the formal sessions at the AHA, OAH, and NCPH meetings. The broader the opinions and data available, the more comprehensive the conference's vision will be.

The format for the conference and its agenda have yet to be formulated. We need people to serve on the Conference Committee. We need ideas on how the conference should be organized and what its topics should be. If you are interested in assisting, please contact:

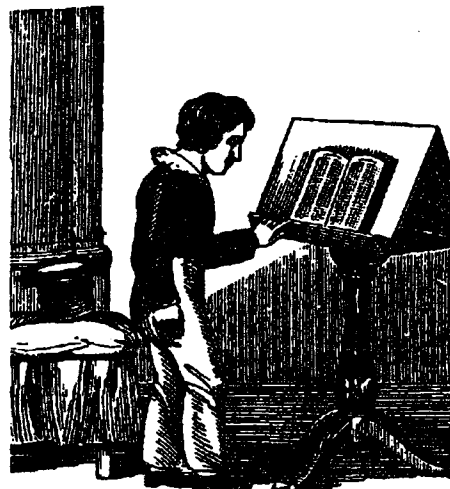
Brit Storey
Senior Historian, D-5530
Bureau of Reclamation
P.O. Box 25007
Denver, CO 80225-0007
phone: (o) (303) 236-8727;
(FTS) 776-8723

Arnita Jones
112 North Bryan Street
Bloomington, IN 47408
phone: (812) 855-7311

Appointments to the Editorial Board

Appointments to the Editorial Board must be made within the next few months. Brit Storey, NCPH president, solicits expressions of interest in or nominations for these appointments. Editorial Board members for the Public Historian work in the trenches — providing time and energy to help the NCPH maintain the quality of its journal. The Editorial Board needs members from a broad cross-section of the public history field who are willing to provide time, energy and input

by reviewing monthly reports and responding with suggestions for both reviewers and new directions for the journal. Editorial Board members are expected to actively watch for potential articles and ideas to submit to the normal peer review process. They are encouraged to attend one or both yearly meetings — one in the fall (generally Washington, DC) and the other at the NCPH's annual meeting.



Get Ready for Columbia and NCPH 1992

by Connie Schulz

The Program Committee and the Local Arrangement Committee have been hard at work designing what promises to be an exciting NCPH Annual Meeting in Columbia, South Carolina, March 12-14, 1992. Look for your conference program in early January. In the meantime, it is not too early to make travel and room arrangements.

TRAVEL: Delta Air Lines and USAir will be the official carriers for this year's NCPH meeting. Both airlines offer NCPH members a 5% discount of any published fare, or 40% off regular coach fare for those attending the meeting and who can not meet some of the published restrictions. Unfortunately, different discounts apply to travel from Canada.

Special fare are good from March 11-19 on USAir and March 9-17 for Delta and are valid for both Columbia and Charleston. The Charleston destination is important because after the conference ends on Saturday evening, a charter bus will be available early Sunday morning at a \$20 fee to take members to Charleston for a day of sightseeing. (Possible options: Drayton Hall, Fort Sumter, walking tours of historic Charleston.) The bus will leave for the Charleston airport for flights leaving from 5 pm onward. You might choose to fly into Columbia and out of Charleston.

Telephone Reservation numbers:

Delta: 1-800-221-1212, file reference number I-39059

USAir: 1-800-334-8644 (in Canada 1-800-428-4322 ext. 7702) file reference Gold file number 74230015

LODGING: In Columbia, the Town House Hotel, 1-800-277-8711. Identify yourself as an NCPH member. Rates of \$55/night for single or double occupancy are good from March 11-15, 1992. A complimentary breakfast buffet is included in the room rate.

In Charleston, a limited number of rooms are available at the sister hotels of the Meeting Street Inn (1-800-842-8022) and Planters Inn (1-800-845-7082) at the rate of \$80 per room, single or double occupancy. This rate also includes breakfast. Both of these hotels are in the historic downtown district and rates are for March 15-16 with stay-overs possible depending on availability.



Watchers atop the Empire State Building in New York look aloft during an anti-aircraft preparedness test. At first warning of the approach of "enemy" bombers, word is flashed to defending airfields by telephone.

Home Front: New Yorkers During World War II

by Beverly Dishon

An exhibit in the Courtyard Gallery of the World Financial Center will focus on the New York home front during World War II. In observation of the fiftieth anniversary of the U.S. entry into the war, the display highlights the changes in civilian life from 1941-1945.

Included in the depiction of life in New York are letters from the "boys" over there, posters of the labor movement's attempts to find workers, photographs of plane spotters in Manhattan, and the latest

fashions of the times. Also featured are photos of Times Square before and after an air raid drill.

The New York Stock Exchange, the New York Philharmonic, American Express, and the Daily News are just a few of the organizations donating memorabilia for display. The exhibition is part of the third annual New York Archives Week celebration, sponsored by the Archives Round Table of Metropolitan New York.

NHPRC Announces Staff Changes

The National Historical Publications and Records Commission (NHPRC) recently announced two staff changes. Dr. Mary A. Giunta became director and editor of Foreign Relations of the United States, 1781-1790.

Dr. Nancy Sahli accepted the position of Program Director of the NHPRC. In her new position, she supervises the com-

bined staff of the publications and records programs.

Established by Congress in 1934, the NHPRC is a fifteen-member body chaired by the Archivist of the United States. The Commission is authorized to encourage the preservation and publication of source materials of U. S. history.



"Free to Speak; Free to Write" the third panel in Pennsylvania's salute to the Bill of Rights.

LA County Archives Completed

The Los Angeles County Board of Supervisors has completed a project to safeguard the county's documentary heritage from deterioration and loss. The contractor for the project was History Associates Incorporated. They began the task by surveying 500,000 cubic feet of records. History Associates then prepared a database of historical records series and a report of each county department's

records. They also prepared materials on archives management issues for six training sessions.

The staff also published a Guide to the Historical Records of Los Angeles County. The Guide includes information on the history and function of each department, as well as a list of the historically significant records maintained by each department.

PHC Exhibit Focuses on Bill of Rights

by Judith Goldschmidt

The meaning of the Bill of Rights is the center of a new exhibit produced by the Pennsylvania Humanities Council (PHC). Entitled "To Preserve These Rights," it commemorates the 200th anniversary of the first ten amendments.

The exhibit consists of twelve panels mounted on three kiosks. Each panel explores a particular set of rights and illustrates them with the text of the relevant amendment(s), photographs, and quotations from key statesmen and jurists. While the images emphasize the contemporary applications of the Bill of Rights, the historical underpinnings are also examined.

According to PHC Executive Director Craig Eisendrath, Ph.D., "This document has contemporary, as well as historical significance, and we hope that this Bill of Rights exhibit will stimulate consideration for the values and freedoms preserved by it."

Corporate and foundation support has made it possible to distribute copies of the exhibit to schools locally, statewide, and nationally.

The PHC, founded in 1972, is a private, non-profit organization serving as the state's affiliate of the National Endowment for the Humanities.

Latino and Native American Museum Professionals to be Surveyed

The Mexican American Studies and Research Center of the University of Arizona is sponsoring a national survey of Latino and Native American professional museum personnel. The survey resulted from an American Association of Museums study which indicated a serious under-representation of non-Anglo American professionals in the nation's museums.

See Survey pg. 7

WASHINGTON UPDATE

by Page Putnam Miller



Update on Reagan Library: The Reagan Library, the ninth in the National Archives' presidential library system, will officially open this November, with dedica-

tion of the building on November 4 and research facilities opening November 12. The two-story building, which cost \$40 million, is located near Simi Valley overlooking the Pacific Ocean and the Santa Monica Mountains. The building includes a 300-seat auditorium, a 120-seat theater, a replica of Reagan's Oval Office, 20,000 square feet of displays, and storage and research facilities for 55 million pages of documents.

The Reagan Library is the first of the presidential libraries to come under the 1978 Presidential Records Act, which makes presidential papers the property of the federal government. The law specifies that the National Archives has five years after the President leaves office to process the records, but that the President may choose to keep sensitive records—regarding classified and confidential advice of presidential advisors—closed for twelve years.

The law also states that "the Archivist shall have an affirmative duty to make such records available to the public as rapidly and completely as possible consistent with the provisions of the Act." President Reagan has indicated his desire to have his records open as soon as possible. Thus, in addition to the public papers containing previously published material and news summaries, the Reagan Library expects to open papers this fall from at least ten collections in the subject fields. In 1994 the Reagan Library will begin accepting Freedom of Information requests.

Library of Congress: On August 14 the President signed into law the Legislative Branch Appropriations Bill, which includes \$322,228 million for the Library of Congress. This represents a 5.6% increase over the FY'91 budget, but is far short of the 18% increase sought by the Librarian of Congress. One of the major differences with has to be worked out in the House/Senate conference was the amount specified for the Library of Congress' deacidification project, which the Conference Committee opting for the Senate figure which was \$5 million less than the House allocation.

The House Appropriations Committee argued in its report (H.Rept. 102-82) for a larger sum because it noted that the deacidification process had been under development for eighteen years, that the Library of Congress had become a world leader in the protection of priceless books and records that were deteriorating from the acid content of nineteenth and twentieth century paper, and that successful negotiations with vendors may depend on multi-year commitments of funds. While the Senate Appropriations Committee in its report (S.Rept. 102-81) underscored its "unqualified commitment to the successful execution of this program," it stated that the project has unobligated funds from previous years available to fund the project in this fiscal year.

In the debate on the House floor on the Conference Committee's decision not to allow \$5 million in additional funding for large-scale book deacidification, Representative Vic Fazio (D-CA), chair of the House Legislative Appropriations Subcommittee, stated, "Funds are already available to the Library of Congress, but we are not yet convinced that they are ready to move into mass deacidification." In the House Appropriations Committee Report, there had also been a word of warning about the library's management. The report called for the Library of Congress to develop a rational long range plan that would assist in the overall organizational and budget planning. "The recent reorganization does not seem," the report contended, "to have produced budget savings, including the personnel savings or efficiencies that have been contemplated." The Senate report voiced similar concerns, stating that the Library of Congress "needed a more realistic and effective strategic planning process" and that the budget request "should distinguish more clearly between critical priorities and activities that may be desirable, but are in no way indispensable."

The Library of Congress received a significant increase in the 1991 budget to reduce the large volume of cataloging arrearage. In six and one-half months, the library hired 163 new employees to tackle the arrearage problem. During the past two quarters, the enhanced staff has made a major dent in the number of unprocessed items, previously unavailable to researchers.

In recent months the Library of Congress has had to deal with several cases of theft. In June, a government attorney for the General Accounting Office was ar-

rested. Authorities charged him with possession of stolen materials and theft of government property. The Library estimates the value of the stolen materials, presidential and Civil War letters and photographs some of which have been retrieved, to exceed \$40,000. The FBI and the library are continuing a joint investigation. This arrest preceded the arrest of a local physician charged in connection with pages allegedly cut from books in the Library of Congress collection.

National Historic Landmark Theme Studies: On May 7, the House passed H.R. 1143, the Labor History Landmark Theme Study Act, and H.R. 904, the African American History Landmark Theme Study Act. Both resolutions call for the studies to be carried out by the National Park Service in cooperation with one or more scholarly organizations. The Senate passed both bills on June 25 making only one change. The House provisions calling for completion of the study "Not later than 3 years after the date of enactment" were changed by the Senate to read "The theme study shall be completed no later than 3 years after the date the funds are made available for such study." The House accepted the Senate change and the bills were signed into law by the President on August 17. H.R.904 became PL 102-98 and H.R.1143 became PL 102-101.

However, there are no funds allocated in the FY'92 budget for these studies, and the National Park Service has shown no initiative in seeking the required allocation. Thus, constituent groups will need to go to Congress to seek earmarked funds in the FY'93 budget for the African American and labor history theme studies.

—Survey from pg. 6

Under the direction of Dr. Antonio Rios-Bustamante, one thousand of the nation's largest historical museums, as well as museums in states in which ten percent of the population is Latino or Native American, will receive the survey. Upon compilation, the survey results will provide an in-depth profile of Latino and Native American museum professionals and a directory of those individuals.

The Mexican American Studies and Research Center is an interdisciplinary unit within the College of Arts and Sciences at the University of Arizona.

BULLETIN

Awards and Fellowships

The Smithsonian Institute announces its research fellowships for 1992-93. Fellowships support independent research in residence at the Smithsonian using the institution's resources. Post-doctoral and pre-doctoral fellowships are for six to twelve months. Graduate student appointments last for ten weeks. Proposals are being sought in the following fields: History of Science and Technology, Social and Cultural History, History of Art, Anthropology, Material Analysis. Awards are based on merit. Stipends supporting the awards are \$26,000 per year plus allowances for senior postdoctoral fellows; \$21,000 per year plus allowances for postdoctoral fellows; \$13,000 per year plus allowances for predoctoral fellows; and \$3,000 for graduate students on a ten week tenure. Applications are due January 15, 1992. For more information: Smithsonian Institution, Office of Fellowships and Grants, Suite 7300, 955 L'Enfant Plaza, Washington, DC, 20560.

The Smithsonian Institute is offering a minority internship program for students interested in research or museum related activities. Internships last from nine to twelve weeks during the summer, fall, and spring. The appointment carries a stipend of \$250 a week for undergraduates and \$300 for graduate students, and may provide a travel allowance. For applications write: Smithsonian Institution, Office of Fellowships and Grants, Suite 7300, 955 L'Enfant Plaza, Washington, DC, 20560.

The National Institute for the Conservation of Cultural Property (NIC) announces the availability of grants for the Conservation Assessment Program (CAP), contingent on Congressional appropriations. Funded by the Institute of Museum Services (IMS), the program provides funds for an independent, professional, conservation assessment of a museum's collections and environmental conditions and, where appropriate, historic structure. Grants are available to museums whose collections and physical plants may be surveyed within two (2) days. For information write: National Institute for the Conservation of Cultural Property (NIC), 3299 K St., NW, Ste. 403, Washington, DC 20007.

The American Council of Learned Societies received a Pew Charitable Trust Award for a four-year fellowship. The project is to design K-12 curricular materi-

als and strategies in the humanities and social sciences. The Pew grant will provide funding for a planning and implementation process during 1991-1992.

The National Endowment for the Humanities awarded two post-doctoral research fellowships for research with the Winterthur Museum and/or Library Collection. George Miller, a collections research specialist in the department of archaeological research at Colonial Williamsburg, will be researching "English Ceramics and the American Market: Prices, Marketing, and Consumption from 1780 to 1880." Paul Staiti, associate professor of art at Mount Holyoke College, will research "John Singleton Copley and the Arts of Colonial Boston."

Winterthur Museum, Gardens, and Library granted a Charles F. Montgomery Fellowship to Ellen Garvey for dissertation research. Garvey, a doctoral candidate in the department of English at the University of Pennsylvania, is researching "Learning the Language of Advertising: Trade Card Scrapbooks of the 1880s and 1890s."

The National Endowment for the Humanities recently made awards for collaborative projects for Interpretive Research. The following individuals received awards: Stephen Graubard, American Academy of Arts and Sciences, for Studies of 20th-Century Nationalism; William Hanks, University of Chicago, for History and Discourse; John Hench, American Antiquarian Society, for A Collaborative History of the Book in American Culture.

The National Endowment for the Humanities seeks applications for the following grant programs:

Travel to Collections - Grants of \$750 enable scholars to travel and use both domestic and international research collections. Contact: Kathleen Mitchell (202)786-0463. Deadline is January 15.

Directors/Participants Summer Seminars for College Teachers - Summer seminars for college teachers enable the participant to work under the direction of distinguished scholars while pursuing advanced study in the humanities. Independent scholars are eligible. Contact: Joel Schwartz (202)786-0463. Deadline is March 1.

Faculty Graduate Study Program for Historically Black Colleges and Universities (HBCU) - Fellowships provide humanities faculty one year of support toward completion of a doctoral degree in the humanities. Contact: Catherine Brown Tkacz (202)786-0466. Deadline is March 15.

Fellowships for University and College teachers and Independent Scholars - Fellowships permit individuals to devote an extended period of uninterrupted time for investigation, reflection, and writing. University teachers contact: Maben Herring (202)786-0466. College teachers and independent scholars contact: Joseph B. Neville, Jr. (202)786-0466. Deadlines for both programs are June 1.

Calls for Papers, Meetings, and Symposia

The Public Historian invites public historians to submit federal and state publications and reports for possible review. Articles of special interest should focus on cultural resources management, historic preservation, Indian affairs, archives, and environmental studies. Please send material to: Review Editor, The Public Historian, Department of History, University of California — Santa Barbara, Santa Barbara, CA 93106-9410.

The Pennsylvania Historical and Museum Commission (PHMC) will sponsor the fifteenth annual Black History conference on May 8 and 9, 1992, at Lincoln University, Oxford, PA. The conference will concentrate on "Empowerment: Perspectives on African Americans in Pennsylvania." PHMC seeks papers and sessions regarding self-determination both within African American Communities and vis-a-vis the larger society. Proposals — no longer than two pages and accompanied by brief biographical information — should be mailed to: Robert Weible, Chief - Division of History, Pennsylvania Historical and Museum Commission, Box 1026, Harrisburg, PA 17108. Deadline is December 1, 1991.

Military History of the Southwest seeks articles on all aspects of military history in the southwestern United States. Contact: Editors, Military History of the Southwest, P.O. Box 13735, University of North Texas, Denton, TX 76203.

Sage Publications solicits theoretically-grounded, empirical research papers for the Race and Ethnic Relations Series. Papers should not exceed 25 pages. Contact: John Stanfield II, Sage Race and Ethnic Relations Series Editor, Department of Sociology, College of William and Mary, Williamsburg, VA 23185.

The National Association for Interpretation, Region 1 (New York/New England States) will hold its 1992 regional workshop on March 29-31 at Pinkham Notch in Gorham, New Hampshire. The

workshop, entitled "Collaborative Interpretation," seeks presentations on this theme. Contact: Dr. Gail Vander Stoep, Department LARP, Hills North, University of Massachusetts, Amherst, MA 01003.

A joint fall meeting between the **New England Archivists and the New England Archivists of Religious Institutions** will be held November 1 and 2 at the University of Vermont, Burlington. For more information contact: Jeff Marshall, Bailey/Howe Library, University of Vermont, Burlington, VT 05405: (802) 656-2596.

Publications

The **Department of State** announces the publication of Thinking About World Change, 1991. 168pp. The book examines the American ethos and how it has shaped American reality. GPO Stock 044-000-02304-1 at \$9.00, paperback. Prepayment purchases may be obtained from the Superintendent of Documents, Washington, DC 20402-9325.

The **Department of the Navy — U.S. Marine Corps** released Marines and Military Law in Vietnam: Trail by Fire, by Lt. Col. Gary D. Solis, 1989. 308pp. This book explores the function of the military justice system during the Vietnam War. GPO stock 008-055-00177-3 at \$17.00, paperback. Prepayment purchases may be obtained from the Superintendent of Documents, Washington, DC 20402-9325.

The **University of Oklahoma Press** published American Indians and World War II: Toward a New Era in Indian Affairs by Allison R. Bernstein. 262pp. This work considers the cultural, social, and political consequences of widespread Indian participation in the military and war-related industries. The book costs \$21.95.

The **Chicago Public Works Historical Society** has published Chicago: An Industrial Guide, 1991, 52pp, the first attempt to document the industrialized history of Chicago in an organized manner. The book contains both maps and illustrations and may be purchased from the society for \$5.00: 1313 East 60th Street, Chicago, IL 60637.

Texas Christian University Press announces the publication of Inside Texas, 1991, 416pp, which traces Texas homes over a forty-year period by moving beyond a chronological discussion of style to discover how householders expressed themselves in their homes. Illustrated with black and white photos, it may be purchased for \$60.00 from the press at Box 30783, Fort Worth, TX 76129.

Northeastern University Press released The Diary of Elizabeth Drinker by Elaine Forman Crane, 2398pp. Spanning nearly 50 years, this three-volume journal contains the observations of a Philadelphia Quaker woman. The cost is \$210.

The **University of Oklahoma Press** published Settlers' Children: Growing Up on the Great Plains by Elizabeth Hampsten, 264pp. The book explores the experiences of children in first generation frontier settlements. \$22.95.

The **Preservation Press** released Protecting the Past from Natural Disasters by Carl L. Nelson, 192pp, which summarizes what to do before, during, and after a natural disaster to protect historic properties. It costs \$14.95.

The **United States Department of the Interior** compiled a listing of educational institutes in archaeological programs entitled, LEAP Clearinghouse 1987-89 Summary Report. To order call (202)343-4119.

The **Pennsylvania Federation of Museums and Historical Organizations** released the 1991 edition of The Directory of Museums and Historical Organizations in Pennsylvania. Also listed in the text are National Park Service Sites. Copies may be purchased by sending \$10.95 (please include 6% sales tax and \$2.50 shipping and handling) to: PA Federation of Museums and Historical Organization, Box 1026 Dept S, Harrisburg, PA 17108-1026.

The **U.S. House of Representatives** released Women in Congress, 1917-1990, a 276-page illustrated look at the importance women have played in the struggle for the full participation of all citizens in the political process. Enclose payment for the 1991 paperback edition, GPO stock number 052-071-00918-3, costs \$16.00 (cloth editions, \$21.00; S/N 052-071-00919-1). Orders may be placed through the Superintendent of Documents, Washington DC 20402-9325.

The **Center for Military History (U.S. Army)** recently published An Unknown Future and A Doubtful Present: Writing the Victory Plan of 1941, by Charles Kirkpatrick. The 172-page text (S/N 008-029-00208-6) explores the 1941 Victory Plan which not only provided for the obilization of the army in World War II, but would also outline today's army. It may be ordered by sending \$4.75 to the Superintendent of Documents, Washington DC 20402-9325.

Position Announcements

The **College of William and Mary** seeks applications for two positions: Commonwealth Center Postdoctoral Fellow for the Study of American Culture (a two year position from 1992-1994) and Commonwealth Center Fellow for the Study of American Material Culture (one term position from 1992-1993, with possibility of renewal). Each fellow will hold a concurrent, non-tenurable, faculty appointment with appropriate faculty rank. Stipends are competitive and commensurate with experience. Application review begins December 1. For application forms contact: Fellowships, Commonwealth Center, College of William and Mary, Williamsburg, VA 23185. AA/EOE.

The **University of South Carolina** solicits applications for a tenure-track assistant professor and assistant director of applied history to start in August 1992. Ph.D. in History/American Studies and Public History experience required. Applicants should be active scholars whose applied research has resulted in publication, exhibits, contract research, public programs, or other appropriate outlets. Women and minorities encouraged to apply. Closing date November 15. Send application and supporting documents to Chair, Department of History, University of South Carolina, Columbia, SC 29208. AA/EOE



COMMITTEE REPORT

Curriculum and Training Committee

by Hal K. Rothman, committee chair

In the past twelve months, the Curriculum and Training Committee has been feeling its way toward a new mission. We inherited a blank slate, for previous projects were completed, and were asked to plan a direction for our future. With the able help of the committee, particularly Noel Stowe and Bill Bryans, CT has begun to address a wide-ranging agenda that focuses on the role of public history and its practitioners within an academic structure. The committee also sponsored a panel discussion at the Toledo meeting that offered some thought-provoking discussion. Included among the speakers were Ted Karamanski, Noel Stowe, Arnita Jones, Bill Bryans, G. Wesley Johnson, and Patricia Mooney Melvin.

The issues we began to address this year focus on the future of public history as a training tool in universities. Clearly in the 1990s, the view of public history from administrators' and chairpersons' offices will change. In the 1970s and 1980s, traditional academics saw public history as a way through lean times for their students. As the university community opens up to younger faculty again in the 1990s, it may be tempted to ignore the merits of public history to focus on what most still regard as the primary mission: training new university faculty in field specialties.

This change in history departments almost certainly poses a threat to the growth of public history as a discipline. While most of the places with successful programs will clearly continue them, places that might have started new ones may use their limited resources in other ways. This lack of growth may mean a number of things: 1) there will be little opportunity to expand public history in

the academic environment; 2) most one-person programs will remain that way, promoting a range of concerns for university-based professionals.

The most comprehensive of these is the issue of the role of the public history faculty member within the university history department. The demands made on public historians are different than those of their peers; we are constantly asked to do more than anyone else on the faculty, and most of what we do is not counted toward career advancement. The result is that many public history faculty—particularly those “one-pony shows”—experience a greater degree of stress than other faculty and have a strong potential for burnout. This is particularly true of those who have established a program and face the challenge of keeping it and history in long-range planning at the department, college, and university level.

Tenure and promotion offers another major category of inquiry for us. Again, we find that public historians are evaluated differently, with much of their work ignored, trivialized, or made to seem inconsequential. As a result, many find the road to tenure and promotion a more perilous journey than do their peers in field areas. As many of the second generation of public historians in universities approach tenure, this is an issue that cries out for Council leadership.

With these issues identified, the committee plans to spend 1991-92 in an information-gathering mode. In the upcoming years, we plan to research the concerns of public historians in the university environment. From the information we acquire, we hope to develop a set of guidelines for public historians and the history departments that recommend ways to reconcile the vast demands made on public historians with the reality of their position in a university setting. In addition, we plan to explore the issue of maintaining an ongoing program and integrating public history into the overall history curriculum.

—*Nat'l Testing from pg. 1*

not score the students against contemporaries, but against students who have previously taken the test. By contrast, national tests would rate student performance according to agreed-upon criteria.

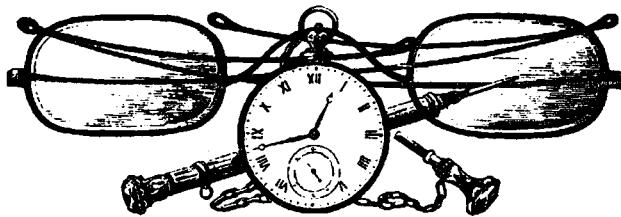
The NEH argues that the use of national tests need not imply the use of multiple choice questions. Of the tests surveyed, only those in Japan make extensive use of multiple choice questions. Japanese students are asked to read a series of four passages and answer corresponding questions. Students entering Japanese universities must pass essay exams along with the national achievement test.

Fundamental to all the surveyed exams are questions on the history of other countries. For example, French students are given one-half hour to write on one of the following history topics (one history and one geography): “The Evolution of Domestic Policy in the Soviet Union from 1953 to Today,” “Resistance to the Nazis in Europe,” and “The President and Presidential Power in the Constitution and Domestic and Foreign Policy of the United States since 1945.” In geography, students the same amount of time to write on any of the following topics: “Principal Industrial Areas of the United States,” “Debt of Developing Countries,” and “The Value of Space in the People’s Republic of China.”

Most tests assess mastery via written work, but tests require oral examinations or practical demonstrations. Indeed, the same test need not be given to everyone. In England, there are multiple examinations on the same subject. The key to national tests, according to the NEH, is an ongoing consultation and coordination in which the exams are held to a single standard.

National achievement tests are most effective in reporting results if the tests are clearly related to curricula, but a national curriculum need not be established. For example, the Federal Republic of Germany develops curricula at the local level.

The major difference between the surveyed exams and President Bush’s proposed exam is that the American exam is intended for all students. The evidence of competence will not only be valuable for students entering higher education, but also for those entering the workplace. Personnel managers and admissions counselors would be able to gauge student preparedness.



NCPH Publications on Public History:

<i>Full Back Issues of <u>Public History News</u></i>	Beginning with vol. 1 no. 1 (Summer 1980) <i>Members \$20.00; Non-members \$22.00</i>
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Tickets are now available for the NCPH luncheon at the American Historical Association's annual meeting in Chicago. The luncheon provides public historians the opportunity to get together and become acquainted in a convivial setting.

Please send me ____ tickets for the NCPH luncheon at the AHA annual meeting. I have enclosed my check for \$____ (\$20.00 per ticket).

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Deadline for ticket purchases is December 10.

Name: _____

Address: _____

Date: December 28, 1991

Time: 12:15 to 1:45

Place: Hilton Hotel, Astoria Room

Keynote: David Kyvig, "Digging in the Archives: Is Public History Different?"

Cost: \$20.00

Deadline For Tickets: December 10, 1991

We look forward to seeing you in Chicago.

Public History News

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