

## The Town and City Gallery: Partnerships in Community History

by Bill Gates, Curator, Ohio Historical Society  
Ray Schuck, Director, Allen County Museum

The Ohio Historical Society completed a three year renovation of its history exhibits at the historical center in Columbus in November 1989. These changes provided an opportunity to incorporate local city and county history in a comprehensive and meaningful way. The renovation features a town and city gallery, which exhibits the history of mid-sized Ohio communities on a rotating, annual basis.

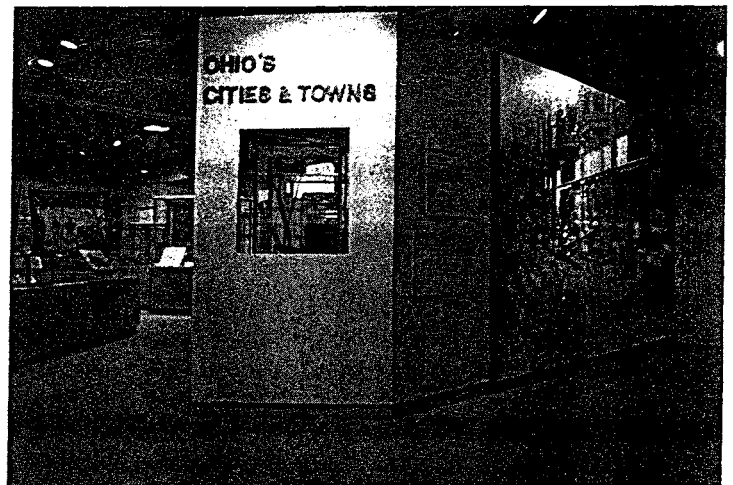
The exhibition renovation incorporated a comprehensive, chronological history of Ohio and interpreted a number of major themes including immigration and population, urban and economic development, and the social and political history of the state. These themes, and a number of others, as well as important collections, receive closer scrutiny in a series of adjacent galleries. The exhibits in these galleries change annually and are intended to supplement and enhance the permanent chronological history of the state.

The city of Lima was chosen to initiate the town and city gallery by the Ohio Historical Society for a number of reasons. The history of the city contained all of the major ingredients of small city industrial, urban, and social development. The com-

munity has an active professional historical society with a diverse and important collection of objects and documentation for a thorough interpretation of its past. In addition, the staff at the local museum possessed knowledge of local history and a willingness to assist with the project.

In turn, the Allen County Museum saw an opportunity to have an exhibition produced on the history of its county seat by the experienced curatorial and talented design staff of the state historical agency. This included the interpretation of objects and photographs, the restoration of selected objects by Ohio Historical Society conservators, exhibit

cases built by society cabinetmakers, and a completed exhibit which included a photo mural, interpretive labels, and exhibit mounts and props. With accreditation of its facility by the American Association of Museums pending, the museum and county



*Ohio's Town and City Gallery is designed to be displayed both at the state historical society (top) and in the featured town (bottom).*

officials wholeheartedly embraced the offer to collaborate on the endeavor.

The Ohio Historical Society and the Allen County Museum formed a partnership to share information, research materials and collections. The county group appointed a

*See Gallery pg. 14*

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# Desert Storm Reflections on the "Information Age"

By Rev. Jack Dixon

*A Lutheran pastor, Rev. Dixon is a captain in the U.S. Army Reserves and served in Operation Desert Storm. He prepared this article for PHN shortly after his return from the war.*

I am told that every day, ordinary life in America came to a screeching halt on the 17th of January 1991. On that day, so they say, nearly every man, woman and child ceased routine life and glued themselves to the television. The descriptions of that event, which I've heard, range from the absurd to the comical. I'm told that people planned their daily activities with one question on their minds and their lips, "Are you watching THE WAR on CNN?" I say, "So I'm told," because I was not around to see that history unfold. I was sitting, quite literally, in the middle of the history you watched in your homes, at the office, and even while shopping at the local mall.

I was the Battalion Chaplain of the petroleum unit that supported General Schwarzkopf's "Hail Mary Pass". We were located some 250 miles west of the main push into Kuwait. Sitting just six miles south of the Iraqi border, from the day that the air war began we awaited our orders to move into Iraq and then pivot to the east to mount the flanking assault into Kuwait. For the month prior to the ground war and nearly three months following the cease fire, the desert was our home. Over 30 miles from the nearest town, we

were located in one of the most dangerous of all places during the war. With open, barren desert before us and behind us, there was no place to hide. It was a six to eight hour drive on a mediocre two-lane blacktop road to any large concentration of troops, protection, and any semblance of civilization and accompanying amenities.

And yet, unlike those soldiers involved in any major military action of the past, we were not isolated by our remote location. Twenty-four hours a day my wife's voice was just fifty feet and thirteen "touch-tone" digits away. Unlike past wars, this one included all the high tech, "gee-whizz" gadgets of a James Bond movie. There were Satellite Telephones (International Marine Satellite Telephone-INMARSAT) and Satellite Navigation Systems (LORANS) that could pinpoint your exact location on the face of the earth to within ten feet horizontally and 10 feet vertically. Because of these connections to anywhere in the world, I knew of my youngest son's upcoming eye surgery before it happened, not after. I knew the successful outcome of the operation three days before the Riyadh, Saudi Arabia headquarters of the American Red Cross received official notification.

The U. S. Mail bags that arrived every two or three days contained as many video tapes and cassette tapes as they did letters. Long before I arrived home in June, I had not just heard about, but had also seen (via video tape), my daughter's new self-inflicted haircut, my six-year old's starring role in his school Christmas program (which I would never have seen otherwise), and my two-year old's expanded vocabulary, including the words "sow-dee waay-bee-a," and all the accompanying comical gestures. But this was not a one way flow of information and images. My family saw the place where I lived, the people upon whom my life depended, and every little detail of daily life in the desert.

Video cameras, tape recorders, satellite telephones, Land Navigation Satellites, and all the miracles of the computer chip contributed and conspired to record a picture of reality that will take a lifetime to decipher, analyze, and interpret. Some would suggest that the heyday of the historian, laboriously chronicling the events of human history, has failed victim to the 6 o'clock TV news and the CamCorder.

But, what does the "On The Spot" news reporter really tell of history? Sure, there are great historical facts and details captured on video tape as "proof positive"; exactly who was standing where,

who said what, what they wore, etc. But is that all that the historian tells us? Revisionist historians will have a harder time of it when the re-write of this history becomes vogue. But the who, what, and where are only the superficial beginnings of a historian's perspective on the events from which we are removed in both time and place. A historian must understand the who, what, when, where and how of an event that has occurred in time. In short, the most elusive and puzzling question, the very reason that anyone cares at all, remains: WHY? Every school child who has ever gazed upon a statue of Lincoln or Stalin, Edison or Bach, Earhart or Columbus, Luther or Mother Theresa, wonders WHY? Why this person? Why this time? Why this place? Why did this happen? Why is it important? It is always the "WHY" questions that leave us wanting more. These are the real questions that the philosophers and historians examine.

So, how does the "information age" affect the WHY questions? I don't believe that it does in any positive sense. Our "gee-whizz" technology has deluded us into believing that the mere presence of volumes of information can replace, and therefore, render obsolete, the WHY questions. In fact, all this makes the job of the historian even harder and an ever more subjective exercise, and therein lies the double-edged sword: telling the "WHY" without telling a lie.

Unlike many of my fellow soldiers, I wrote home regardless of frequency of my tele-contacts with the real world. But every letter I wrote was self-consciously aware of the last telephone conversation. Details of everyday life had already been revealed, so why re-hash old news? Instead, my letters dealt with feelings, view points, attitudes, hope, dreams, and fears. The problem for historians is: I am the exception, not the rule. Too many letters were never written because they could be spoken in real time. I know this because I spent countless hours trying to convince soldiers of all ranks that the telephone was their enemy, not their friend. That real life concerns, doubts and problems could not be adequately expressed or explained in a fifteen minute or even a two-hour (that was not unusual) telephone call; they had to write what they felt. Almost without exception, these words of warning were seldom heard.

There is something about knowing and believing in your guts that you are going to die that makes you want to deal immediately with life-changing issues, even when the other party to those deci-

See *Desert Storm* pg. 5



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—JUPUI, 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.

# Teaching Students to Be Historians: The Truman Library's Student Research Program

by Raymond H. Geselbracht, Supervisory Archivist, Harry S. Truman Library

The Truman Library's Student Research Program, which was rather cautiously begun in February '91, is nearing a point of at least some maturity. About 100 students have now used the Student Research Files that have been created for the program, and this number includes a very successful encounter with a class of 35 students from the University of Missouri-Kansas City.

The Student Research Program was developed to allow the Truman Library better to deal with the student groups that have been coming to the research room in increasing numbers during the last 10 to 15 years. Researchers who come to the library typically get a high level of custom service—something very difficult to sustain when 15 or 20 or more students come together. In addition, the archivists often looked on with fear and trembling as young people accustomed to handling worn textbooks, paperbacks, and throw-away periodicals have pored over the priceless original documents.

The archivists decided to approach this problematic experience as a great opportunity to do what President Truman never tired of asking his library staff to do—to teach the country's young people about history. The students who had come to the library's research room had clearly learned something very important about their history—and more than that, about the peculiar work of searching, analyzing,

and generalizing that constitutes the historian's craft. But some way had to be found to make it easier for the archivists to work with these students, and to ensure the preservation of the library's documents. If this could be done, then the library could look forward to reaching out to the high schools and colleges in the Kansas City area, and perhaps even beyond, to bring many more students to the research room to learn to be historians.

The archivists decided to pretend a researcher was coming to the library to work on a given topic, and to pull the documents from the library's holdings that they would normally pull. They then photocopied the 500 to 1000 pages from those documents that were in their judgment the most important on the topic. These were then assembled, along with information necessary to proper footnoting and some other introductory information about the topic, into a file and placed in the research room where they could be taken down from the shelf just like a book.

The library's goal is to prepare fifty of these Student Research Files. Twenty-four are now completed. The archivists have been careful to create topics that are well focused, but which do not contain implicit conclusions. The topics now available include *Planning for the Postwar World: President Truman at the Potsdam Conference, July-August 1945; The Development of an Atomic Weapons Program Following World War II; Establishing the Marshall Plan, 1947-48; The Central Intelligence Agency: Its Founding and the Dispute Over Its Mission;*

*The Fair Deal: President Truman's Vision of the American Future; and Cold War Confrontation: Truman, Stalin and the Berlin Airlift, June 1948-May 1949.*

The Student Research File enables the archivists to work with the students individually or in groups with virtually no preparation, and with no worry about preservation of the original documents. It also provides both students and teachers with a list of good topics to explore. Teachers, in particular, have expressed gratitude for being freed from having to invent topics for their students; and students are spared the confusion and frustration of embarking on a term paper entitled something like *The History of Harry S. Truman.*

We believe in our Student Research Program and will continue to work to complete the topic files and to bring more students to the library. We are just now beginning the work of advertising the program to high schools and colleges in our area. We also plan to explore the possibility of publishing parts of the topic files so that the Truman Library's holding can reach as many people as possible. President Truman, who studied history all his life, believed with passion that every man and every woman should become their own historians. The staff of the Truman Library believes this too.

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## Renewal Reminder

The University of California Press Journals Department will mail you all issues of the *Journal of American Studies* and *Public History* in October, 1991. Since that time most of our faithful members have renewed for calendar year 1992. A reminder notice will be sent to those members in the next few weeks. However, the spring issue of the *Journal* can only be mailed to current 1992 members. If you have had any problems with receiving *Public History*, please contact Sandra Wheeler of the University of California Press Journals Department at 2255 California Way, Berkeley, CA 94720. If you have had problems receiving *Public History*, please contact

Elizabeth Munroe  
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## Issues Confronting Public History

The Symposium idea of which I wrote in the last issue of *Public History News* is evolving rapidly. As a result, the Symposium Committee is interested in learning what the membership considers the major issues facing public history. Some committee members believe the meeting should be a working symposium aimed at developing a 5-year to 10-year plan for the public history community, including action items, to improve the strength and vitality of public history.

While I do not want to prejudice your thinking as a member of NCPH, I am going to suggest some areas which might trigger thoughts on your part. However, we need to know what you are thinking: whether it is that our (public historians') thinking is hidebound; or that our categorization of issues is outmoded; or whatever else you think. It is all fair game, and I ask that you please write to me and let us know.

Currently, major areas of concern in public history include: the training of public historians (the vitally important other side of that coin is the teaching of public history); untapped markets for public

history and public historians; and the needs of public historians. Each of these can be broken down into many different issues.

As examples: More historians need to be involved in the Federal historic preservation program to assure a broad perspective in the program. Resulting action might be to encourage preparation of a booklet on the importance of using historians in historic preservation programs and distribute to each federal manager who supervises a historic preservation program; review and critique environmental statements for accuracy and depth of consideration of history matters in both historic preservation matters and general concerns; initiate contact with federal agencies responsible for development of guidelines and regulations to strengthen expertise required for work in the historic preservation program.

Texts and supplemental reading materials for both general and specialized courses in public history are lacking. Resulting action items might be to contact publishers and point out the need for materials and point out the potential market for such; encourage

public historians or groups of public historians to develop the necessary materials; encourage dissemination of bibliographic information about existing sources which may not be widely known.

Public historians are unable to easily identify and locate professional colleagues to assist them in solving problems in the workplace. A resulting action item might be that the NCPH should prepare and publish a directory of public historians, including cross-referencing to fields of expertise. The directory should include name, address, telephone number, and FAX number.

Once identified, some issues are simple to deal with while others will be complex and require considerable effort to resolve. Some issues may not be resolvable.

Please provide the committee with issue statements relevant to your concerns and we will be most appreciative. If you wish to proceed further and provide suggested action items that might be undertaken by individuals, NCPH, or others, that material is also most welcome. Please keep in mind that your material may be reproduced as received and distributed widely.



*Valley Forge was the first winter encampment for the colonial army. A particularly rough winter, nearly 3,000 soldiers died for lack of adequate food, clothing, and shelter.*

NCPH 1993 Annual Meeting

Valley Forge, Pennsylvania

April 29-May 2

# DOD Reviews Its Cultural Resource Programs

The U.S. Congress established the Legacy Resource Management Program to provide the Department of Defense (DOD) with a long range program to identify and manage significant biological, geophysical, cultural, and historical resources on DOD lands.

As part of the Legacy Program, DOD will examine and define its stewardship responsibilities for historic properties and cultural resources. Joining in the review effort is the Advisory Council on Historic Preservation, National Park Service, and National Conference of State Historic Preservation Officers.

Three working groups are being formed to explore issues relating to specific types of cultural resources. Thomas King will direct the group focusing on traditional places and archaeological sites. Jannelle Warren-Findley will direct the

group concerned with historic objects and archival materials. Loretta Neumann will coordinate the group working on historic structures and landscapes. Each group will also explore issues of research and development, integration with natural resources, computer information management, education and training, and technology transfer.

The working group directors welcome information and suggestions of issues and concerns. They can be reached at CEHP Incorporated, 1333 Connecticut Avenue, N.W., Suite 400, Washington, DC 20036. ph: (202)293-9197; fax: (202)293-1782. NHPRC releases electronic records report The National Historical Publications and Records Commission (NHPRC), the grant-making arm of the National Archives, announced the release of "Research Issues in Electronic Records." The report is based on a January, 1991, meeting, held in Wash-

ington, DC, to determine a national agenda for research in the archival management of electronic records. The meeting, sponsored by the Minnesota Historical Society, was underwritten by a grant from the NHPRC.

The report calls on the NHPRC and others to support research addressing the following issues:

- \* How can electronic records be managed to meet archival requirements?
- \* Can affordable, feasible guidelines be developed for saving a range of kinds of information produced electronically?
- \* How can information accessible on particular computer systems be saved and used as such systems are replaced?

To obtain a copy of the report, write:

Lisa Weber, NHPRC

National Archives Building, Rm 607  
Washington, DC 20408.

## National Archives Responds to Congress on Electronic Records Issues

The National Archives responded to a report issued by the House Committee on Government Operations, entitled "Taking Byte Out of History: The Archival Preservation of Federal Computer Records." The Committee's report and recommendations reflect a growing concern about the future of the federal government's electronic records.

The Committee recommended that the National Archives undertake a thorough review of its role in the long-term preservation of electronic records. In response, the National Archives noted that over the past six years it has taken a number of initiatives that reflect a continuing concern in this area. In January of 1988, the National Archives commissioned a study by the National Academy of Public Administration (NAPA) on the impact of electronic record keeping on government records. The establishment of a Center for Electronic Records later that year was a direct response to the findings of the NAPA study.

The Committee expressed concern about records that depend on specific

hardware or software, including those that are part of "relational databases." The National Archives pointed out that most of the electronic records now being accessioned are not dependent on specific hardware or software. In cases where hardware or software dependencies exist, the National Archives will preserve and accession these records using standardized tools.

Lastly, the Committee requested that the National Archives make recommendations to Congress for amendments to the present law that would help ensure the proper preservation of electronic records. The National Archives responded that, although new legislation does not appear to be needed at this time, the agency would be more effective in advancing its mission if the Archivist had additional authority in two areas: the authority to issue binding regulation to assisting agency heads in determining what constitutes a record and the authority to inspect agency records for purposes of evaluating records management practices and determining proper disposition schedules.

—Desert Storm from pg. 2

sions is half a world away. Time and again, soldiers used the heat of battle as the time to tell spouses and loved ones that their relationships were broken. Unfortunately, they chose the telephone as the means of communicating. It came to the point that I dreaded the days the troops went to the phones; my counseling business would be brisk for days to follow. I constantly begged soldiers not to call home, but they did. I offered to help them write what they were feeling; only one soldier out of over 1,200 accepted this offer.

Suddenly, freed from the pressure of face to face communication, soldiers found it easy to say things that never would have been spoken otherwise. Most of the time the issues had a negative affect on relationships. Historians, sociologists, and psychologists will need to carefully consider the impact of this non-communication communication. Again, the WHY will be more obscure. I believe that this remote, but "Instant Communication" made it possible to change personal histories and entire lives in ways that would never happen otherwise.

How will Operation Desert Storm be chronicled without the paper trail of a WWII, Korea, or even Nam? How do we detail the intimate thoughts, feelings and reflections of the men and women who never wrote what they felt, saw, feared, and thought about a life-changing event? How can we ascertain the WHY without the accompanying concrete documents? How can you explain the WHY and not create a subjective lie?

# On Writing a "Multicultural" History Textbook

by Jane Landers

After long years of graduate research in the history of Africans in Latin America, college teaching, consultation on museum and film projects, and several more years directing collaborative history education programs and working with public school teachers across the country, I am embarking on a real challenge—writing a multicultural elementary history text.

Despite the sometimes acrimonious debates about particular perspectives and curriculums, and even "political correctness," most educators will agree that there is a need to present a more inclusive view of the American past in public school texts. Issues of race, class, ethnicity, and gender have too long been absent from the consensus histories currently in use, and there is now a call to embrace readers who may not share a sense of ownership in mainstream American history.

The text I am now writing is a history of Florida. Florida was home to some of the most powerful prehistoric aboriginal nations in the Southeast. Juan Ponce de Leon reached Florida's coasts in 1513 and initiated centuries of Spanish exploration and settlement which forever changed the native cultures, the environment, and the history of Florida. Other Europeans and Anglos of different nationalities, Africans, and immigrating Creeks (become Seminoles) in turn added their own distinctive cultural elements to Florida's history. More recent waves of immigrants from Cuba, Haiti, Central and South America, and even more northerly states are only continuing a long and dynamic process whereby Florida has been repeatedly enriched.

The dynamism and heterogeneity of Florida's past, however, is sorely lacking from many current texts. Some are better than others. Still, in the less successful efforts, Native Americans are often treated as exotics in breechcloths and tattoos, and are studied largely in terms of their military and political significance for Europeans. Although the Southeastern nations were organized along matrilineal lines, women are rarely found in any of these treatments—with the possible exception of an Indian chieftain or two. Moving forward—Spaniards are conquistadores or priests. And before too many pages (in which several hundred years of settlement are condensed), the industrious Anglo Saxons arrive to rouse Florida out of its lethargy. As one classic example explains

about the early nineteenth century competition for Florida, "Andrew Jackson was a bold and daring general. He believed the United States should take over Florida. So he continued his raids." Jackson's contemporary "the brave and determined warrior," Osceola, usually is described sympathetically although the Seminole attack against Major Dade's force of 110 men in 1835 is inevitably described as a massacre. On the other hand, Jackson's earlier devastating raids on the Suwannee River villages of the Seminoles and their black allies, in which many civilians died and which caused famine and misery for many more, are rarely mentioned. Africans and African Americans usually do not even appear until the text begins discussing antebellum slavery, and then a few "credits to their race" are given an inserted box and caption as compensation for their previous exclusion. I could go on, but I think the point is more than made.

Florida's teachers struggle with familiar problems such as overcrowded classrooms, inadequate pay, and declining status and community support, but they also face additional challenges due to Florida's unique cultural diversity. They must address the needs of growing populations of students who speak little or no English, have sometimes had very little education and have been culturally deprived even in their native countries, and who share no common understanding of an "American" past, much less of Florida's state history. A teacher who faces such daily demands has little time to research for him or herself the history which has not yet been included in the texts. Many take graduate classes, or attend summer institutes and in-service training workshops in admirable efforts to try to fill the deficits they clearly recognize.

Well, how *can* traditional texts be rewritten to include current scholarship on ethnicity, race and gender without turning history into an inspirational exercise or what one critic has called "ethnic cheerleading?" First one needs to reapportion the textual coverage so that it will not gloss over earlier peoples and periods and so that it will be less Euro, or in the case of Florida, Anglocentric. I have drawn on the extensive and exciting pre-historic and historic archeology being done in Florida to try to appreciate and interpret Native American cultures more fully and on their own terms. New primary research in

Spanish, Cuban, and Florida archives, which draws on a wide range of sources rather than just the official correspondence of officials, also provides a more multidimensional view of life in Spanish Florida over the centuries. It is a view which includes people of all races and ethnicities and classes—and women. By introducing early the long tradition of African resistance to slavery and a free black heritage in Spanish Florida, the later black leadership (and even majorities) in many Reconstruction governments in Florida become less anomalous.

I have used as many primary materials as possible and tried to get children to think about how history is done and why it is that it was written differently in the past. I have also tried, when possible, to introduce real children from the documents to draw my young readers into a remote, complex, and unfamiliar era. Literary descriptions of Florida and art with Florida themes are also an effective way to make students think about the past, as are interviews with Florida students who have some link to the historical discussion at hand. Special editorial features on Florida traditions incorporate non-elite groups while discussing agriculture, varieties of fishing, architecture, foods, myths, and folklore, to name a few examples. Other features teach students to debate issues that are presented from opposite points of view while they relate the past to the present, making it more relevant. The input and editorial comments of a wide range of teacher-consultants and educational specialists have been extremely important to this text. They know what grabs the students and what will not work. Ultimately choices of art work, design, and the layout of maps, appendices, and reference aids will also enhance the text and encourage children to read it. I consider that this has been an interdisciplinary and collaborative effort which has made me think about my state's history in brand new ways and which I hope will do the same for the future readers. If it will also encourage an appreciation for our state's multicultural diversity, so much the better.

*Currently, Jane Landers has an NEH Fellowship for University Teachers. Her next major project will be a comparative study of free black towns in the colonial circum-Caribbean. Macmillan-McGraw Hill will publish her forthcoming Florida history text.*

# Fort Clatsop Develops its Education Program

by Scott Eckberg

In 1803, President Thomas Jefferson dispatched a military expedition led by Captains Meriwether Lewis and William Clark, to explore the flora, fauna, geography, and native people of the West. During its nearly three-year odyssey, Lewis and Clark compiled over a million words of description, including plant and animal species new to science, and native tribes that have since disappeared.

The Lewis and Clark Expedition is more than just a precedent for subsequent government exploration. Historian Bernard DeVoto, an expedition authority, observed: "The increase of our cultural heritage, the beginning of knowledge of the American West, must be accounted the most important result of the Lewis and Clark Expedition."

In 1958 Congress authorized Fort Clatsop National Memorial to commemorate the 1805-06 winter encampment of the Lewis and Clark Expedition. The 125-acre site, on a tributary of the Columbia River near Astoria, Oregon, includes a visitor center, a log replica of Fort Clatsop, and a satellite unit in nearby Seaside.

Education at Fort Clatsop evolved along the lines of other small historical areas in the National Park System. It developed in reaction to demand by visiting area schools and to trends and special emphases within the service. Thus began a standard format for field trips, and in the 1970s, a popular living history program and on-site "environmental education." While the funding lasted, it accomplished its purposes. But being top down in focus, it failed to recognize the curricular and other special needs of its varied audiences.

As funding for education declined, the value of the Fort Clatsop Historical Association (FCHA) increased. Established in 1963 as a non-profit cooperating association, FCHA exists to advance public understanding of the Lewis and Clark Expedition through the sale of books, maps, and theme-related items. Proceeds support the site's interpretive and on- and off-site educational needs.

Since 1980, FCHA contributions have led to the commissioning of a Lewis and Clark bronze, "Arrival," and to improvement of the costumed interpretive program. Then followed a series of occasional

monographs focusing on expedition subjects, a filmstrip on Fort Clatsop for elementary schools, and an educator's resource book geared to fourth through sixth-grade teachers. Over the past four years, the association sponsored a costumed Fort Clatsop ranger visiting fourth and fifth grade classes in Oregon and Washington. Since 1987, "Ranger on the Road" has reached over 20,000 youngsters mainly in disadvantaged areas, who were otherwise unable to visit the site.

But the association's most important contribution culminated August 28, 1991, with the dedication of an expanded visitor center. FCHA raised \$600,000 toward replacing the Mission 66 facility and its outdated exhibits. The new facility triples the size of the cramped 4,000-square-foot building it replaces, and launches a new era for education. A multipurpose room seating 90 will be the setting for the seminars, educator workshops, and Elderhostel courses previously impossible to convene on-site. Recognizing the resource's potential, a park ranger who is also a certified educator is revamping the park's elementary school program consistent with state curriculum guidelines. A traveling trunk for off-site use will follow.

The Memorial holds more promise for the educational community than new displays and extra activity space. With the 1992 bicentennial of Robert Gray's discovery of the Columbia River, followed by that of the Lewis and Clark Expedition ten years beyond, Fort Clatsop National Memorial is establishing itself as a major Northwest historical resource. Planning is underway for the temporary exhibition of expedition-related items on loan from public and private institutions. It begins in

August with a three-month loan by the Library of Congress of Thomas Jefferson's 1803 letter of instruction to Meriwether Lewis. Complementing this will be a loan from the Peabody Museum of three Native-American pieces collected by Lewis and Clark on the lower Columbia River. Eventually, other expedition-gathered specimens and even the captains' journals themselves are anticipated in a revolving display, making the timeless presence of the past almost palpable.

Within the decade, it is the goal of the superintendent to transform the memorial into a learning resource center for the Lewis and Clark Expedition. A portion of funds raised by the Fort Clatsop Historical Association was specifically dedicated toward a research library. Primary and secondary source materials pertinent to expedition and Pacific Northwest history will be acquired for scholarly pursuit. This research capability should be the ultimate goal of every cultural resource, regardless of size, deemed significant by inclusion in the National Park System.

Anticipating a renaissance of public interest in the Lewis and Clark Expedition, Fort Clatsop National Memorial will better serve the educational spectrum, from the casual visitor to the college instructor, from the elementary pupil to the doctoral candidate.

The "increase of our cultural heritage" DeVoto ascribed to the Lewis & Clark Expedition aptly summarizes the mission of education at Fort Clatsop.

*This article was originally published in CRM, no. 4, 1991. Scott Eckberg was interpretive specialist at Fort Clatsop prior to transferring as the historian to Fort Union Trading Post National Historic Site in Williston, ND.*

## American History in Eastern Germany

On March 31, 1992, Professor Hans-Jurgen Grabbe of Martin-Luther University at Halle in eastern Germany will speak about "Teaching American History in Eastern Germany after the Cold War". His presentation will be jointly sponsored by the National Council on Public History and the Council's host institution, the Department of History at

Indiana University-Purdue University at Indianapolis. A condensed version of Dr. Grabbe's talk will appear in the spring issue of *Public History News*. For more information contact Elizabeth B. Monroe, Executive Secretary, NCPH, 327 Cavanaugh Hall, 425 University Blvd, Indianapolis, IN 46202 or (317)274-2716.

# WASHINGTON UPDATE

by Page Putnam Miller



## HR 1415 PASSED

In early October, the U.S. Congress passed Public Law 102-138, the State Department Authorization Act of 1992 and 1993. The measure includes a section on the Foreign Relations of the United States historical documentary series and the State Department policy for declassifying historical documents over 30 years old.

The act states that a study on declassification would be completed within 180 days and that within one year the State Department will establish a systematic declassification program.

## The National Coordinating Committee for the Promotion of History (NCC) Policy Board

On internal NCC matters, the Policy Board adopted a 1992 budget of \$79,800, and discussed the implications of the decision to establish \$250 as the minimum contribution level (with some possible exceptions) for member organizations and \$2,500 for permanent seats on the NCC Policy Board. The Board decided to invite the American Council of Learned Societies and the Institute for Historical Study to serve two year terms as rotating members of the NCC Policy Board. The American Society for Legal History and the Immigration History Society are beginning their second year of rotating terms. The Society for the History of Technology and the Mid-Atlantic Regional Archives Conference just completed two year terms.

## Amendments to the Copyright Act

Although the Senate passed S.1035, a bill to clarify the "fair use" of unpublished copyrighted material, the House failed to consider this legislation. Representative William J. Hughes (D-NJ), who chairs the House Subcommittee on Intellectual Property and Judicial Administration and has jurisdiction over copyright issues, has indicated that he will take up the measure in February.

## National Archives and Records Administration

The NCC continues to participate in planning for Archives II, the new National Archives building in Maryland. Obtaining

adequate funding for the National Archives to fulfill its basic mission remains high on the NCC agenda.

## Reauthorization of the National Historical Publications and Records Commission's Grants Programs

In 1992 legislation will be introduced to reauthorize, probably for five years, the grants program of the NHPRC. The legislation is expected to include few changes from current law except for the establishment of budget ceilings for FY'94 to FY'98. Although the authorization level for FY'92 was \$10 million, the appropriation for NHPRC grants was \$5.25 million.

## National Endowment for the Humanities

In 1990 Congress passed reauthorization legislation for NEA and NEH. The new legislation includes a provision that requires NEH to disseminate information about trends in the study of the humanities and the employment of humanists. NCC will continue to monitor NEH's activities in this area.

## Freedom of Information Act

On November 7 Senator Patrick Leahy (D-VT) and Senator Hank Brown (R-CO) introduced S. 1940, the Electronic Freedom of Information Improvement Act of 1991, which would facilitate FOIA requests for information held in an electronic format. Additionally, this bill offers financial incentives to agencies to comply with the statutory time limits of FOIA requests. Leahy has also introduced S. 1939 which would apply the FOIA to the legislative branch and the President. It would tighten the exemptions for national security and law enforcement.

## National Research and Education Network (NREN)

In December the President signed into law a National High Performance Computing bill that establishes a National Research and Education Network.

## Library of Congress

The Library of Congress is seeking authority through the passage of S.1416 to provide fee-based library research and

information products and services. S.1416 would provide more specific statutory authorization for the Library's revolving funds for such services as catalog card sales. Some people expressed concern about the possible long-term implications of giving open-ended authority to recover costs (direct and indirect) and charge fees for new specialized services and enhanced current services.

## Bush Administration Expected to Revise Classification/Declassification Executive Order

The Information Security Oversight Office, which has responsibility for implementing Executive Order 12356 on classification and declassification policies (issued in 1982 by President Reagan), is currently undertaking an internal review of this Executive Order. Revisions will be available for public comment during 1992.

## Office of Management and Budget's Circular A-130 management of Federal Information Resources

Indications are that OMB will publish in February a proposed revision to OMB Circular A-130. NCC has commented on earlier drafts of this revision and will continue to monitor these OMB regulations that deal with agency dissemination of information.

## Funding for Historic Preservation

For most of the last decade the administration recommended zero funding for the state historic preservation offices which coordinate the work of state and federal historic preservation programs. Although the Bush administration has recommended some funding, additional resources are needed for this work.

## National Park Service

In October 1990, Congress passed legislation requiring the NPS to undertake a complete revision of its historical "Thematic Framework" to reflect current scholarship and research. Although the revision is to be completed by this April, NPS states that without a special appropriation it will be unable to proceed with this project. Also during 1991, Congress

*See Washington Update pg. 18*



# Digging in the Archives: Is Public History Different?

by David E. Kyvig

*Dr. Kyvig presented this speech on December 28, 1991, at the NCPH luncheon during the American Historical Association's annual conference.*

It is an article of faith among public historians that we are different from other historians. We distinguish ourselves from academics in our concern for an audience beyond other scholars. We differentiate ourselves from avocational historians by our claim of commitment to professional standards. Those are legitimate distinctions. But when it comes to the essential question of how we do historical work, how we go about investigating the past, the distinction between public historians and mere mortals, that is other historians, is less clear. If we are adequately to comprehend the nature of public history, we need to consider how its practitioners carry out their research. As a consequence of a just-concluded study, it is now possible to do precisely that in a more comprehensive fashion. The results of such a narcissistic endeavor not only tell us something about the practice of public history but also may guide us toward improvements in the education of public historians. Even more importantly, we can learn ways in which public historians can serve the larger audience.

The National Historical Publications and Records Commission (NHPRC), the unit of the National Archives charged with publishing significant historical records and assisting state and local records programs, decided in 1989 to examine how documentary editions and other sorts of historical materials are being used by academics, public historians, and others. NHPRC needed to know how well it was discharging its mandate to make the nation's historical records accessible to the public and how it could better fulfill its responsibilities. NHPRC enlisted the cooperation of the American Council of Learned Societies (ACLS) to conduct what became known as the Historical Documents Study (HDS). Each of the six historical organizations with a seat on the Commission—the American Association for State and Local History, the American Historical Association, the Association for Documentary Editing, the National Association of Government Archives and Records Administrators, the Organization of American Historians, and the Society of American Archivists—was asked to appoint a representative to an advisory group.

Of the six, Jeff Crow for the American Association for State and Local History (AASLH) and I for the American Historical Association (AHA) were also members of the National Council on Public History. Together, NHPRC, ACLS, and the advisory group selected Ann Gordon, editor of the Elizabeth Cady Stanton-Susan B. Anthony Papers, to direct the project. The Historical Documents Study proceeded to address important questions of how and by whom historical research is being carried out in the United States as well as what could be done to improve the environment for documentary research.

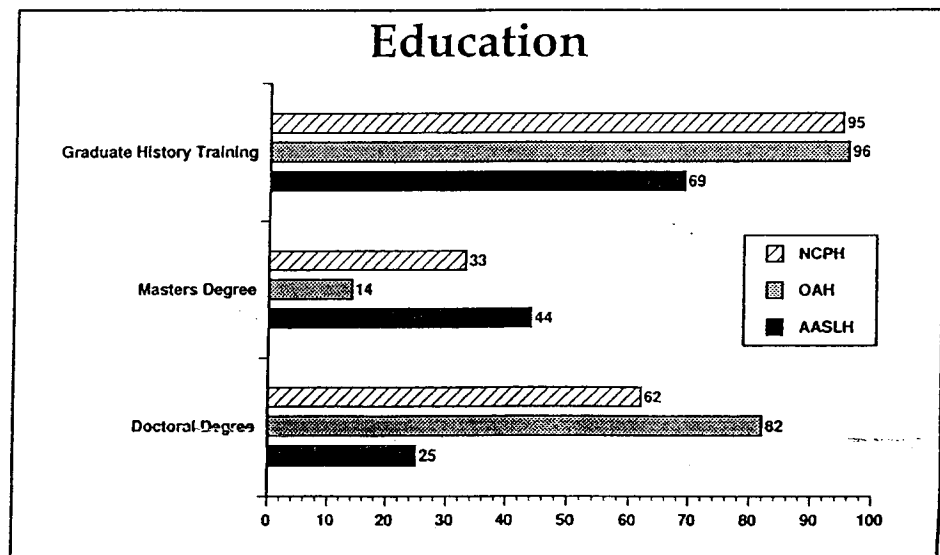
The primary instrument for addressing these issues was a survey of sizeable samples of the memberships of the AASLH, the American Society for Legal History, the National Genealogical Society, the Organization of American Historians (OAH) and, most important to us, the National Council on Public History. These groups were selected to provide a cross-section of academic, public, and avocational historians. The Historical Documents Study was not like library or archive user studies of people who walk through their doors. Instead, it tried to get at the universe of those who pursue historical research seriously, whether professionally and avocationally, regardless of where and how they go about it.

A professional survey organization, Response Analysis, Inc., of Princeton, New Jersey, helped design the survey, gather data, and analyze more than 1,300 responses. Had funds been unlimited and other considerations nonexistent, the survey could have

been more extensive, but under the circumstances, I believe it generated a great deal of valuable information about the broad range of users of historical sources. The data collected provides insight into research training and practice far beyond Walter Rundell's important but impressionistic study of twenty-five years ago or anything else since.

It is not possible here to go into every detail of the extensive HDS report that Ann Gordon has just completed, much less all the data collected. The report is to be published in January 1992 and will be available through NHPRC. It will be the subject of sessions at this AHA meeting and the NCPH meeting in Columbia, South Carolina, in March. But I can say that through the Historical Documents Study much has been learned about the great diversity of people doing historical research, the wide range of their training and practices, and their most pressing needs. Researchers begin their historical investigations in libraries of widely varying size and character and proceed to use a great variety of historical sources. The report clearly establishes the need for more attention to training in research methods, outside as well as inside universities, at the undergraduate as well as graduate levels. It calls attention to the need for broader distribution of documentary editions and archival finding aids. And it makes a strong case for greater funding for the travel needed to carry out the historical research required for the public good.

I believe public historians will be well served by the findings of the Historical search, or whether they do smaller projects. But in any case, they take a



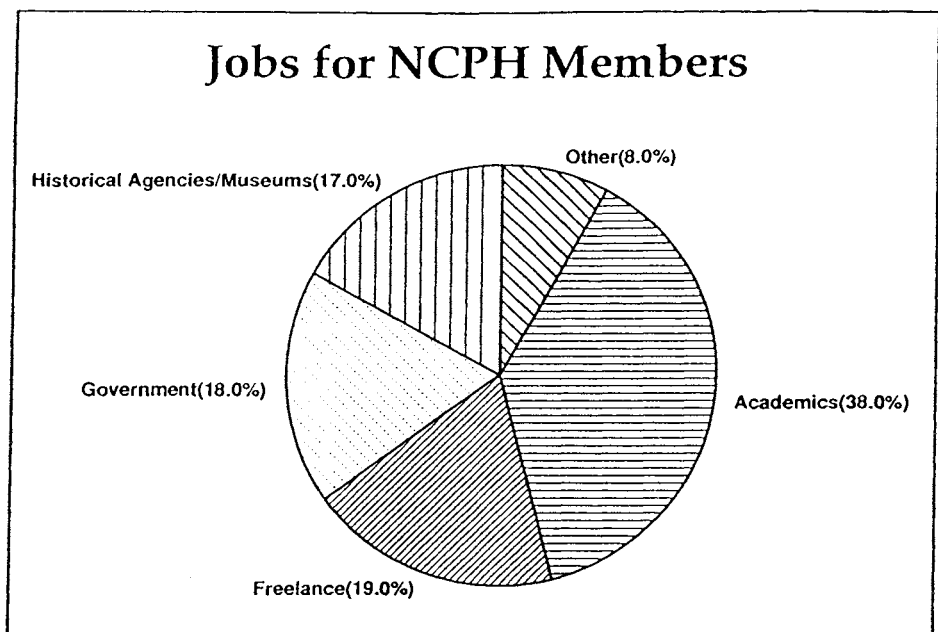
Documents Study. The HDS report ought to stimulate thought among educators, researchers, public policy makers, and dispensers of funds for public purposes; indeed, everyone interested in one way or another with the historical enterprise. That should lead to a variety of opportunities for public historians to train the public in research, create new and better guides and finding aids to archival and other research sources, and to assist people with research at distant sites. But in addition to these important outcomes, the HDS reveals some interesting things about how public historians currently practice their craft.

First, it is important to say that the conclusions of the HDS seem highly credible in general and for the public historians in particular. The overall 69.5% response rate by people who received the questionnaire allows a high degree of confidence in generalizing the findings to other members of associations in the sample. The response rate of NCPH members was the highest of all.

Two hundred and sixteen Council members were sampled, 160 or 74.1% responded. That speaks very well of this organization's sense of professional responsibility.

Of the NCPH respondents to the HDS questionnaire, 38% identified themselves as academics, 19% as free lancers, 18% as government historians, and 17% as employees of historical museums or agencies. Ninety-five percent had graduate history training (33% masters, 62% doctoral). That compares to 96% (14% masters and 82% doctoral) for OAH and 69% (44% masters and 25% doctoral) in AASLH. Twice as many NCPH members stop at the MA level as OAH members, but half as many as in the AASLH. These figures confirm our own membership survey a year earlier. Furthermore, 16% of NCPH respondents have been doing research for five years or less, 34% ten years or less, 34% eleven to twenty, 32% more than twenty years. In other words, public history appears to have a very even balance among newer practitioners, mid-career historians, and senior people. The profile is remarkably similar to that of the academics represented by the OAH.

What kinds of historical questions do public historians investigate? Even a necessarily crude measuring device reveals the great variety of inquiries being pursued by historians. Of the groups surveyed, only the members of the National Genealogical Society are narrowly focused, and their entire research pattern, from their training to their choice of sources to their use of results, sets them apart. Otherwise, historical researchers seem interested in both groups and individuals, public officials and private citi-



zens, public affairs and private lives. Public historians are less interested than academics in international (11% as opposed to 16%) and national affairs (28% as opposed to 45%), but are much more involved in local history (50% as opposed to 28%). That no doubt reflects the specific client-related focus of much public history research and speaks of the close-at-hand interests of the public being served.

The impact of the new social history seems somewhat greater on public historians than on academics, but what is more striking is its apparently limited impact on either group. Among public historians, 58% say they are interested in both majority and minority cultures, but only 7% focus on minorities. In the OAH sample, the focus on minorities is twice as high but still only 14%, while the preoccupation with the majority culture characterizes 30% (compared to 25% among NCPH). Only 51% indicate interest in both majority and minority cultures.

A very interesting pattern emerges on the issue of gender. Eleven percent of OAH respondents focus exclusively on women as compared to 6% of NCPH respondents. At the same time, 46% in the OAH focus exclusively on men as compared to 31% in the NCPH. Forty-nine percent of the NCPH sample looked at both sexes while only 40% of the OAH did so. The fact that 4 or 5 times as many historians focus on all-male topics as on all-female ones suggests that the claims (particularly by academics) of dramatic shifts of historical attention away from Great White Men has been exaggerated.

Finally, a striking difference can be seen in the temporal focus of different groups of historical investigators. Gene-

alogists seek early American sources: 71% sought pre-1816 sources and 90% pre-1866 materials. Conversely two-thirds of genealogists consult no sources more recent than 1920. The greatest interest of AASLH and the American Society for Legal History (ASLH) respondents lay in nineteenth-century sources, but in the NCPH and OAH samples only 25% required pre-1816 sources, fewer than half any pre-1866 ones. They were, however, the heaviest users of twentieth-century sources. And when it came to the post-1945 era, public historians were the most frequent users by a wide margin: 59% pursued post-World War II research as compared to 44% of the AASLH sample, 43% of ASLH, and only 40% of OAH. Public historians clearly lead the historical research community in their degree of interest in the recent past. And since public historians by definition are sensitive to the public's interests in the past, there is much to contemplate in these statistics about how well the historical research community as a whole is meeting its obligations to the public.

How do public historians do their work? While there is great diversity in individual practice, patterns do emerge. They show points of similarity with, as well as differences from, patterns of both academic and avocational historians. In the Historical Documents Study questionnaire, respondents were asked to describe their most recent research project in some detail.

According to the HDS, 44% of NCPH respondents began their research in a major research library, 17% in a school library, 12% in a local historical society or museum library, 9% in a government agency library, 8% in a local public library,

and 2% in a corporate library. In the course of their project they used an average of 4.2 repositories. Along the way 80% used a college or university library, 62% a local or state historical society, 40% a museum, 40% a state archives, 37% the National Archives, 33% a branch of local or state government, and 30% the Library of Congress. Interlibrary loan was a tool employed by 86% of public historians, while 66% wrote to archives and libraries to obtain copies of documents.

In the course of their work, 73% of public historians travelled more than 100 miles from home to do research and 68% stayed overnight on research trips. Their travel costs were paid in part or full by public historians themselves in 66% of cases (compared to 87% of OAH respondents), by employers in 45% (23% for OAH), by faculty or student grants in 22% (37% for OAH), and foundation or government awards in 9% (24% for OAH). Public historians get research funding from employers twice as often as academics but do less than half as well with grants. Yet the overwhelming reality is that both groups of historians end up paying research expenses out of their own pockets.

Public historians regularly employ an impressively wide range of sources in their research, but consult some more often than others. Newspapers were employed in 82% of the projects described, photographs in 62%, published writings in 59%, maps and personal correspondence in 58%, magazines in 53%, other personal papers in 52%, personal interviews in 49%, oral histories in 41%, legislative proceedings in 40%, census records in 39%, pamphlets and broadsides in 36%, and diaries in 35%. When asked to describe the types of materials of which they make the heaviest use, public historians most often mentioned published documents (including newspapers, magazines, and pamphlets), visual documents (photos, maps, drawings, plans and artifacts), and private papers. Thirty-six percent are heavy users of oral sources.

With few exceptions these percentages parallel those of the academic historians responding through OAH. The academics made significantly greater use of private papers, with 76% using personal correspondence, 75% published writings, 62% other personal papers, and 52% diaries. Overall, 75% of academics described themselves as heavy users of personal papers, compared to 56% of public historians. Forty-seven percent of OAH respondents sought sources in the words of their subjects, while only 29% of public historians did so. The latter relied more on records about their subjects. Academics

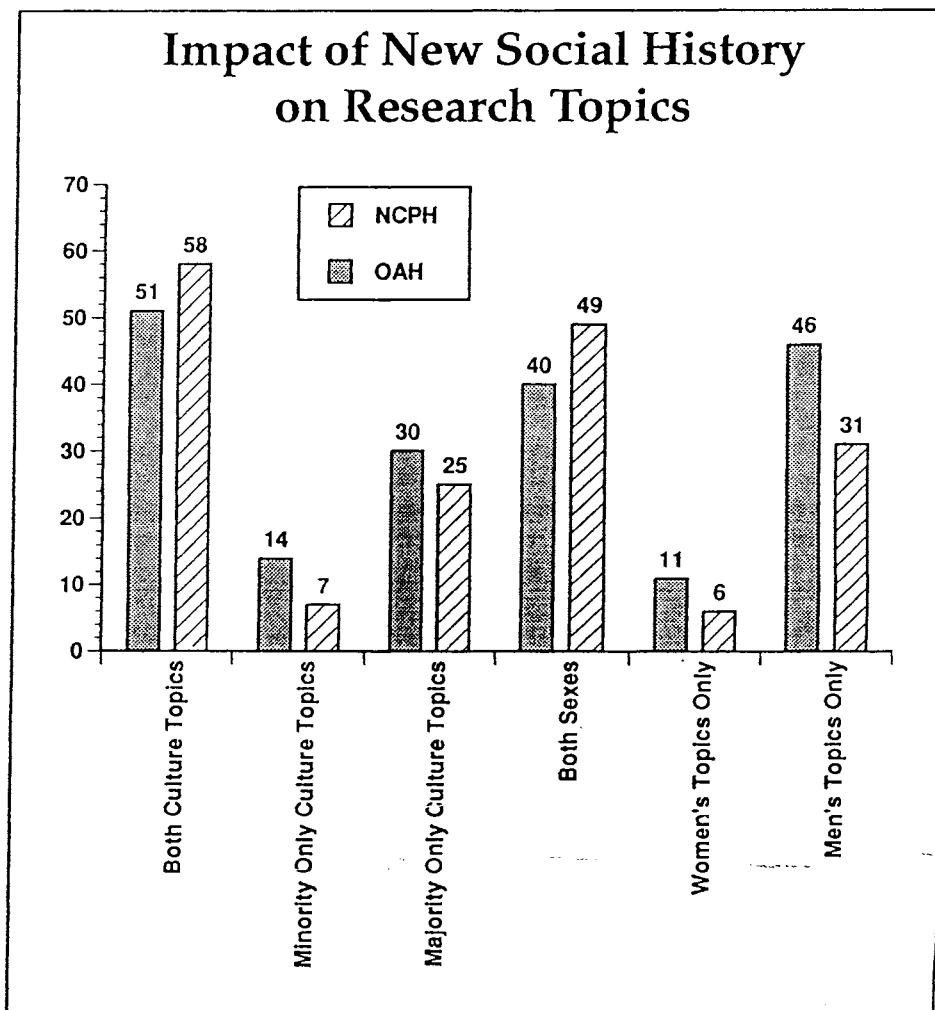
were twice as likely as public historians to use presidential papers, the Foreign Relations of the United States, and other diplomatic sources — further indication of their greater interest in Great White Men. On the other side of the ledger, academics made notably less use than public historians of visual documents, especially maps (47% to 58%) and artifacts (14% to 27%).

Public historians and academics alike use archives. Among public historians, 40% state archives; 39% school, museum, or religious archives; 37% the National Archives, 25% other archives, including labor, business, reform association, and welfare agency archives. Fifty-eight percent use personal correspondence, whether located in an archives, manuscript repository, or elsewhere, and 52% other personal papers. The degree of overlap in the use of these various repositories within a single research project is unclear. It is uncertain whether virtually every investigator uses some archives or three-fifths employ a wide variety. The truth no doubt lies somewhere in between, but in any case public historians' use of archives is heavy.

The most frequent obstacles to research mentioned by public historians mirrored those of academics. Inability to travel to a research site was the most common problem, the only one mentioned by a majority (53%). Most other problems involved lack of access to documents: 41% confronted problems of documents lacking proper arrangement or description, 39% documents remaining in private hands, 23% documents in poor physical condition, 16% sources in a foreign language, and another 16% documents in a closed library or archive. Twelve percent were stymied by security classification and 8% state and local restrictions on access. As serious as each of these obstacles may be, they all pale in the frequency with which they obstruct research when compared to financial barriers to travel to use open materials.

Despite or perhaps because of financial considerations, public historians get their work done. It is unclear whether public historians work faster and more efficiently than academics, whether they are able to devote more full-time attention to re-

—See *Digging* pg. 18



# Preparing Adequate Site Histories

by Craig E. Colten and Shelly Bookspan

The literature on property transfer site assessments is both voluminous and diverse. Bankers, lawyers, real estate developers, manufacturers, government regulators, and environmental scientists have all contributed to the extensive catalog of papers, reports, and books on the subject. Despite vigorous public debate, the field has yet to establish a consensus on what constitutes an adequate site assessment. One area of agreement, however, is that a "site history" or review of past land uses and activities that occurred on a site and in its immediate vicinity is essential. This article will argue that only those professionally trained in the retrieval and interpretation of historical documentation are qualified to prepare a site history.

Site assessment work is interdisciplinary. Certain components must be prepared by those with appropriate training in environmental sciences, toxicology, or engineering. These scholarly disciplines rely on laboratory and field methods that permit replication of data through standardized procedures. Historical research, however, is fundamentally different from the experimental sciences, and this must be taken into account when developing methods and outlining qualifications. The site history requires a specialization not found on the staff of every consulting firm—namely a research historian. Historical facts are non-replicable, unlike laboratory or field data, and historians rely on a fragmentary set of clues to guide their interpretations. Conclusions are based on the preponderance of reliable evidence and this requires critical analysis of historical sources. Logically, researchers schooled in historical methods and analysis will provide the most skillful interpretation of historical data.

The foremost qualification of a site history preparer is a working knowledge and experience with historical records. Expertise with the source material can provide a researcher with several fundamental advantages. In preparing historical reports, it is essential to distinguish between reliable and contested sources. Is a city directory a better source than a state-wide directory of industries? To answer this question, the researcher needs to be familiar with the steps followed when assembling the two directories and to recognize their strengths and weaknesses. Just as a chemist expects to know the laboratory protocol used to develop certain results,

the historian must know the procedure followed to assemble basic records. Those familiar with the process of creating historical documents will be less likely to place undue confidence in questionable sources. When seeking corroboration or verification, experienced practitioners will be familiar with supporting evidence. The historical researcher will have a working knowledge of bibliographic aids and other research tools that make the discovery of vital information possible and will know where basic sources are housed and how to use them.

It is timely to consider this expertise, since efforts are afoot to establish certification procedures for site assessment professionals, although historical training as a qualification has been overlooked. Draft federal legislation specifies "environmental professionals (such as engineers, environmental consultants, and attorneys)," and the National Registry of Environmental Professionals (NREP) recommends a bachelor's degree in an "environmentally-related discipline" and two years of experience in property transfer assessment-related work. The NREP code of ethical practice asks members to pledge to practice only in the areas "in which professional competence has been attained." Both Representative Curt Weldon (R-PA) and the NREP spell out qualifications to establish a minimum level of competency with the intent of instituting relatively uniform standards for site assessments. In a process that seeks to establish industry-wide consistency based on appropriate qualifications, the omission of historical research methods is a glaring inconsistency. If the specialists are utilized in one component, does it not follow that they should be used in all phases?

Despite professed interest in professionalism, the ASFE (an engineering trade organization) recently reported that engineering and geology were the leading educational backgrounds of those compiling site histories. The report on an internal survey did not show any historians working on site histories, although they could have been lumped into an "other" category. Yet, lawyers and toxicologists appeared as separate categories.

Increasingly, we predict, environmental engineering firms will be held liable for compiling faulty site histories. In a current case, an engineering firm sent a professional not specifically trained in historical research to look at local land records. The

firm's site assessment report concluded in its history section that there was no reason to think the site had ever had, among other things, a gasoline service station on it. Relying on the firm's representation of expertise in conducting its work, the client then purchased the property. Later, during development, the client found gasoline contamination underlying the site. Subsequently the same client hired a firm of professional historians who, by looking through records at the identical repositories and by recognizing the significance of a few key pieces of information, easily followed the documentary trail to reconstruct the gas station's existence and history. The first firm has been sued to help cover the cost of site cleanup.

A curriculum for students wishing to become site history preparers should include a review of developments in (1) industrial and waste management technology, (2) environmental policy, (3) aerial photograph and map interpretation, (4) physical geography, and (5) historical/investigative research methods. Industrial and waste management technology history is essential to grasp the range of potential contaminants and procedures used to handle by-products and how they have changed over time. Familiarity with environmental policy history provides a foundation for investigating the choices available to those handling hazardous substances and wastes. Society has always allowed a range of choices and knowing the options allows a researcher to frame the proper questions and provide critical information. The final three areas of training relate to technical skills that will enable a researcher to work with specialized documents and complement coworkers skills.

There are several reasons why specialized personnel should be assigned to site history research. Efficiency, competency, professionalism, and across-the-board consistency in site assessment preparation are perhaps the most obvious.

*Craig Colten serves as Associate Curator of the Illinois State Museum and a Research Scientist with the Hazardous Waste Research and Information Center and Shelley Bookspan is president of PHR Environmental Consultants in Santa Barbara, California.*

*Previous versions of this essay appeared in the Environmental Liability Report and the Proceedings of the National Water Well Association Environmental Site Assessment Conference.*

# National Forum on Water Management Policy

Public historians interested in the past, present, and future of water management policy should plan on attending the National Forum on Water Management Policy. To be held in Washington, DC, from June 28 to July 1, 1992, the Forum will emphasize a multidisciplinary approach toward analyzing and resolving the nation's water problems. American Water Resources Association (AWRA) will sponsor the meeting. Other supporters include the Soil Conservation Service, Geological Survey, Army Corps of Engineers, Tennessee Valley Authority, Fish and Wildlife Service, Bureau of Reclamation, and the Environmental Protection Agency. Forum headquarters will be the Washington Court Hotel, just off Capitol Hill. The Forum will be held in memory of Abel Wolman, one of the most influential twentieth-century planners.

Professor Robert Kelley of the University of California, Santa Barbara, an authority on California water history, will present an important address focusing on the actual and potential contributions of historical analysis to water resources planning. Martin Reuss of the Office of History, Headquarters,

U.S. Army Corps of Engineers, is the forum's general chair. Howard Rosen, Executive Director of the Public Works Historical Society, will also participate.

The Society is organizing a one-day "Abel Wolman Centennial Conference" immediately preceding the forum that will address a number of historical themes. Special arrangements will allow attendees to register for both events simultaneously.

The forum brings together outstanding practitioners, academicians, and decision-makers in water management from around the country. Representing both the private and public sectors, they include senior officials from all levels of government. With its strong multidisciplinary bias, the forum aims to provide guidance into the twenty-first century on significant water issues.

To insure high-quality papers, presentations are by invitation only. However, working group sessions, including all registrants, will utilize these papers and commentaries to prepare recommendations on specific issues. In the working group sessions, historians will have the opportunity to ensure that historical perspective and analysis inform

the recommendations. Papers, commentaries, and recommendations will be published and distributed by Michigan State University Press.

Among the sessions of special interest to public historians are ones on multi-disciplinary perspectives on water management issues, challenges in integrated water management, regional water management, changing institutional relationships, and public involvement in water management. Because of the multidisciplinary nature of the forum, AWRA strongly encourages representation from the social science disciplines, environmental organizations, government, and all those interested in assessing water management policy. Historians of American rivers, urban infrastructure development, and natural resources policy will find the forum a unique opportunity to meet professionals from a wide variety of disciplines and governmental positions.

For further information, contact: Michael C. Fink, Director of Meetings, American Water Resources Association, 5410 Grosvenor Lane, Suite 220, Bethesda, MD 20814-2192; (303)493-8600; Fax: 493-5844.

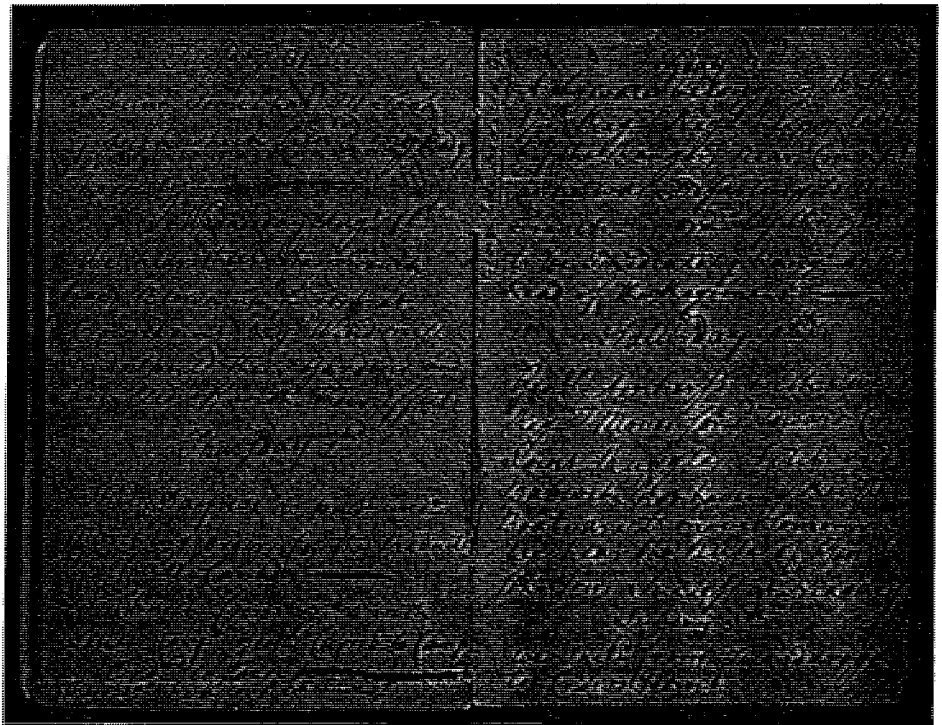
## Diary Returns To Fort Ticonderoga After 233 Years

Fort Ticonderoga announced the acquisition of Captain Salah Barnard's French and Indian War diary, missing for more than a century and previously known only in transcription. The 33-year-old Captain Barnard led a company of Massachusetts provincials in the disastrous attack on the French fort at Carillon (Ticonderoga) on July 8, 1758. The journal contains daily entries describing the campaign and payroll records for his soldiers.

This tiny volume will be displayed in the inaugural exhibit of the Thompson-Pell Research Center during its grand opening on July 25, 1992. The diary will be available to scholars in the library thereafter. Fort Ticonderoga will also publish the diary.

Describing the value of this journal, Director Nicholas Westbrook said: "Diaries of provincial officers from this war are rare, indeed. No more vivid historical account exists than a soldier's diary of service on the front lines against overwhelming odds."

Fort Ticonderoga, a restoration of the 1755 French Fort Carillon, opened to the public in 1909. It is a not-for-profit educational institution that maintains a museum and library of the French and Indian War (Seven Years War) and the American Revolution. For more information contact Delight Gartlein (518)585-2821.



*The 1758-60 journal of Major Salah Barnard was recently returned to Fort Ticonderoga (photo courtesy of Christie's, Inc.).*

# \$35.5 Million Enforcement Settlement Signed With Transco

The Federal Energy Regulatory Commission (FERC) approved a comprehensive settlement of enforcement investigations of the Transcontinental Gas Pipe Line Corporation (Transco). The settlement terms include Transco's payment of \$35.5 million, plus appropriate interest.

A Notice of Proposed Civil Penalty and a Show Cause Order, issued on July 26 and 28, 1989, alleged that Transco failed to observe the National Historic Preservation Act, the Natural Gas Policy Act, and the Natural Gas Act in constructing its Mobile Bay pipeline and mainline loop in southwestern Alabama. A Show Cause

Order issued on July 19, 1989, alleged that Transco transferred its merchant functions to its marketing affiliate, Transco Energy Marketing Company (TEMCO), in violation of the Natural Gas Act and the Natural Gas Policy Act.

Transco, without admitting or denying that any violation occurred, agreed to pay a total of \$25.5 million, plus appropriate interest, as follows:

- \$11 million (over two years) in civil penalties to the United States Treasury;
- \$1 million to the United States Treasury for the Commission's expenses

- in the investigation; and
- \$13.5 million (over two years) to the State of Alabama to be used for remediation and future environmental and cultural resource research and protection.

Also, Transco agreed to protect archeological sites along the pipeline route.

Commission Chairman, Martin L. Allday, stated that "The Commission has ensured, and will continue to ensure, that the operation and expansion of the natural gas pipeline system to meet the nation's energy needs will be achieved with full respect for all environmental standards".

—Gallery from pg. 1

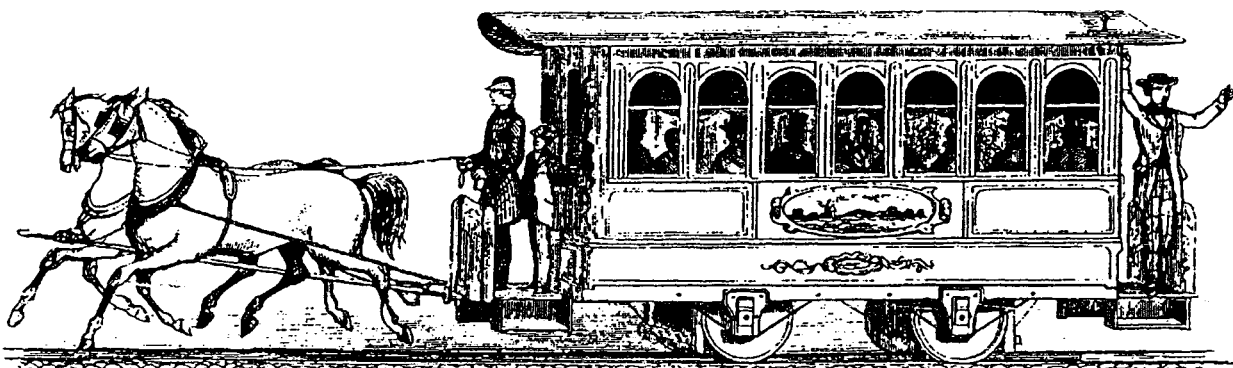
committee to assist with content review and to offer suggestions. Fortunately, the local museum has a considerable number of quality collections that lend themselves to the themes and topics covered in the exhibition. The general areas of consideration were urban history, the political history of Lima and Allen County, manufacturing in the area, the history of transportation, and social and leisure activities pursued by residents.

On November 29, 1989, phase two of the history exhibitions, including the Lima gallery, opened to the public in Columbus. In May of the following year, a special dedication of the Town and City Gallery was held. This successful dedication was attended by trustees of both organizations, Allen County Commissioners, state senators, donors, and the general public. The exhibition closed in Columbus in August, 1991, and was transferred to Lima and permanently installed by Allen County

Museum staff. It now serves as a nucleus for the interpretation of its local history.

Both organizations have benefited from this partnership. The Ohio Historical Society was able to effectively incorporate familiar aspects of local history into a more expansive understanding of state history. The society also gained a unique collection and a fresh exhibit for its visitors. The Allen County Museum and its visitors enjoyed the opportunity to have its local history featured in the context of state history. It also benefited from the strengthening of its interpretation through more intensive research, the restoration of collections items, and a professionally produced exhibition. In addition, the year and a half promotion of Lima and this project helped reawaken the public's interest in local history. Finally, this exhibition and the collaborative effort to produce it had a positive effect on renewed accreditation by the American Association of Museums.

On Saturday, August 24, 1991, a panel discussion entitled "The Town and City Gallery: A Successful Collaborative Effort to Present the Past" was presented at the annual meeting of the American Association for State and Local History. This critical review detailed the project from its inception to its completion. A discussion of the partnership, focusing on the role of each institution, revealed that such an endeavor is possible not only among state historical societies and county historical agencies, but also among local historical societies and other smaller groups and organizations within their communities. By working in partnership, both the Ohio Historical Society and the Allen County Museum demonstrated that such a public history project can be successful. In the final analysis, both participating institutions benefited from this project, and to a greater extent, so did the people they serve.



## Awards and Fellowships

**Old Sturbridge Village**, an outdoor living history museum in Sturbridge, Massachusetts, announces its second annual Research Fellowship to be awarded to a scholar working in social history and material culture of rural New England from 1790 to 1850. The fellowship is for a 6- to 12-week period (prefer spring and fall semester) with a stipend of \$2,500. For application information contact Dr. John Worrell, Director of Research and Collections, Old Sturbridge Village, 1 Old Sturbridge Village Road, Sturbridge, MA 01566. Tel: (508)347-3362, ext. 302. Application deadline: July 1, 1992.

**Graduate Program in Historic Preservation, University of Pennsylvania.** As a part of our two-year graduate program leading to a Master of Science in Historic Preservation, we require all students to serve as summer interns with a preservation-related organization for at least six weeks. Our students have varied backgrounds that include architecture, conservation, planning, interior design, history, and art history. They are generally available from early May until late August and anticipate a stipend or hourly wages. If you plan to offer internship positions this summer, please send relevant details as soon as they are available to David G. De Long, Chairman, Graduate Program in Historic Preservation, University of Pennsylvania, 115 Meyerson Hall, Philadelphia, PA 19104-6311.

**The James Madison Memorial Fellowship Program** offers fellowships for graduate study of the framing and history of the U.S. Constitution to outstanding in-service high school teachers of American history and social studies, and to college seniors and recent college graduates who intend to become teachers of these subjects. Fellowships carry a maximum stipend of \$24,000 over the period of study (up to five years part-time for in-service teachers). Detailed information about the annual competition may be obtained from the James Madison Memorial Fellowship Program, PO Box 6304, Princeton, New Jersey 08541-6304.

**The History Department and the Public History Program at Indiana University-Purdue University at Indianapolis** will offer the O'Brien/Gibson Internship in Historic Preservation for academic year 1992-93. The internship, which is jointly funded by the Cornelius and Anna Cook O'Brien Foundation and IUPUI, will help a graduate student prepare for a career in historic preservation and public history. This internship will be held while pursuing an M.A. in public

history at IUPUI. The successful candidate will divide time between the Indiana Division of Historic Preservation and Archaeology, and Historic Landmarks Foundation of Indiana, with additional time spent working on Indiana University's annual Conference on Historic Preservation. The appointment will be for 10 months at half-time and carry a stipend of \$7,500, plus a fee scholarship. Depending on funding, satisfactory performance, and additional considerations, the internship may be extended for a second academic year. All candidates must make application for the M.A. program in public history at IUPUI. Included in the application materials, candidates must submit a writing sample and a separate statement explaining why they want to be considered for this internship. In order to receive consideration, application materials must be received no later than April 1, 1992. More information or an application packet may be obtained from: Director of Graduate Studies, Department of History, Indiana University-Purdue University at Indianapolis, 425 University Boulevard, Indianapolis, IN 46202-5140.

## Calls for Papers

*The Public Historian* invites public historians to submit federal and state publications and reports for possible review. Of special interest are studies in 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, CA 93106-9410.

The University of Virginia Architectural History symposium welcomes proposals for papers dealing with any aspect of Virginia's architecture for a conference to be held November 13-14, 1992 in conjunction with the exhibition "The Making of Virginia Architecture" at the Virginia Museum of Fine Arts. For further information and to submit abstracts of proposals contact: Virginia Architecture Symposium, Department of Architectural History, University of Virginia, Charlottesville, VA 22903; or call (804)924-3976. Deadline for proposals is April 15, 1992. Notification will be made by May 15, 1992.

The Pennsylvania Historical and Museum Commission announces a call for papers for a conference, "The Legacy of Thaddeus Stevens," in honor of Stevens on the 200th anniversary of his birth. The conference seeks papers addressing contemporary and historical issues associated with Stevens' life, including civil rights, education, technology, congressional and

Pennsylvania politics, and more. The conference will be held in Lancaster, Pennsylvania in the fall of 1992. Contact John Patterson, American Studies Program, Penn State University, Middletown, PA 17057; (717)948-6189; or Robert Weible, Chief, Division of History, Pennsylvania Historical and Museum Commission, Box 1026, Harrisburg, PA 17108; (717)787-3034. Deadline June 1, 1992.

## Queries

A cultural history, *Once a Home, now a Tea Room: The History of Tea Rooms in America*, will consider the interior decoration of tea rooms, their association with women, and their relationship to the home. Issues of gender, material culture, and foodways will be addressed. The author seeks photographs, recollections, recipes, written accounts, and other pertinent information regarding these popular establishments. Please send information to: Cynthia A. Brandimarte, 1010 Winsted Lane, Austin, TX 78703.

A second edition of *The Encyclopedia of Cleveland History* will appear in 1996. Two texts, an article volume and a biographical dictionary, will comprise the new edition. Scholars familiar with Cleveland history are asked to submit names and articles suggestions for both volumes. Supporting data and sources should accompany all information. Send correspondence to David D. Van Tassel, History Department, Case Western Reserve University, Cleveland, OH 44106; (216)368-2380; FAX 368-4681.

## Exhibits

The Strong Museum announces "The Real McCoy: African-American Invention and Innovation" which celebrates famous as well as unheralded black scientific trailblazers. The exhibit will run March 21 to July 5, 1992 at the museum, One Manhattan Square, Rochester, NY 14607. For more information contact (716)263-2700 ext. 273.

Old Sturbridge Village announces "Meet Your Neighbors: New England Portraits, Painters, and Society, 1790-1850," the largest and most comprehensive exhibition featuring nineteenth-century portraits and related artifacts from around New England. Over eighty portraits, special dramatic presentations, and unique hands-on participatory programs are also included. The exhibit will run May 2, 1992 to January 4, 1993. For more information call (508)347-3362 or write Special Events, Old Sturbridge Village, 1 Old Sturbridge Village Road, Sturbridge, MA 01566.

## Conferences

The Pennsylvania Historical and Museum Commission announces "Empowerment: Perspectives on African American History in Pennsylvania," the theme of the fifteenth annual Conference on Black History in Pennsylvania. The conference will be held at Lincoln University, the oldest historically black college in the nation, on May 8-9, 1992. The program will include a keynote address by civil rights activist Julian Bond and a number of presentations examining the diverse ways in which African Americans have asserted control over their own lives. For further information contact Robert Weible, Chief, Division of History, Pennsylvania Historical and Museum Commission, Box 1026, Harrisburg, PA 17108; (717)787-3034.

The Afro-American Historical and Genealogical Society announces its Fifteenth Annual Conference, "Dispelling the Myths: Discovering New Worlds" at the Sheraton North, 903 Dulaney Valley Road, Towson, Maryland on April 2-4, 1992. Sessions will include papers by historians and laypersons focusing on local histories, research techniques, and topics of special interest to educators and families who wish to strengthen family ties. For additional information write AAHFGS, P.O. Box 73086, Washington, DC 20056-3086 or call (202)234-5350.

The Smithsonian Institution Libraries and the National Museum of American History announce a symposium, "World's Fairs and Modern Life," March 20, 1992 in Washington, DC. For more information contact: World's Fair Symposium, Smithsonian Institution Libraries, NHB24, MRC154, Smithsonian Institution, Washington, DC 20560.

The New England Museum Association and Old Sturbridge Village announce the Museum Archives Institute to be held at Old Sturbridge Village on April 10-11, 1992. The sessions are designed for the beginner and include such topics as records management, appraisal, arrangement and description, reference and access, legal issues, preservation, management, oral history, automation, fundraising, exhibits, photographs and outreach. For more information call Theresa Rini Percy, Director of Research Library, Old Sturbridge Village, 1 Old Sturbridge Road, Sturbridge, MA 01566; (508)347-3362.

The World History Association announces "The Global Impact of 1492," an international conference on June 24-27, 1992 at Philadelphia. The program will include presentations by Alfred W. Crosby, Philip D. Curtin and William D.

Philips. For more information contact Dick Rosen, Drexel University, Philadelphia, PA (215)895-2471.

## Summer Institutes

The National Historical Publications and Records Commission (NHPRC), the State Historical Society of Wisconsin and the University of Wisconsin announce the twenty-first annual Institute for the Editing of Historical Documents, June 15-26, 1992 in Madison, Wisconsin. The institute will provide detailed theoretical and practical instruction in documentary editing. Further information and application forms are available from the NHPRC, Suite 300, National Archives Building, Washington, DC 20408. Phone (202)501-5605. Application deadline is March 15, 1992.

The University of the Witwatersrand in Johannesburg announces a "Public History in South Africa" workshop on July 17-18, 1992 to explore the possibilities for intervening in the reconstruction of public history in post-apartheid South Africa. For more information contact: The History Workshop, University of the Witwatersrand, P.O. Wits, Johannesburg 2050, South Africa.

The Society of California Archivists and the California State Archives announce the Sixth Annual Western Archives Institute to be held June 7-19, 1992 at the Clark Kerr Center on the campus of the University of California-Berkeley. The institute is designed to offer an introduction to modern archival theory and practice as well as to update and renew archival knowledge. For additional information and an application form, contact Nancy Zimmelman, Administrator, Western Archives Institute, 1020 "O" Street, Room 130, Sacramento, CA 95814; (916)653-0126. Deadline is April 1, 1992.

The World History Association announces an Aspen Summer Institute for teachers and professors entitled "Survey World History" on July 13-24, 1992. For more information contact Heidi Roupp, Box 816, Aspen, CO 81612; ph:(303)923-3661.

## Position Announcements

The History Department of Middle Tennessee State University invites applications for a position in public history/historic preservation/cultural resources. This position is tenure track at the rank of assistant or associate professor. The position is also contingent upon funding. Teaching duties include graduate courses in the department's Public History Program as well as undergraduate survey courses in American history. The department has 23 full-time faculty, 175 undergraduate majors, and 75 graduate

students. Women and minority candidates are strongly urged to apply. The review process begins February 17, 1992. Please send letter of application, c.v., and unofficial graduate transcripts to Ronald Messier, Chair of the Search Committee, History Department, Box 262, Middle Tennessee State University, Murfreesboro, TN 37132.

The American Studies Program of the Humanities Division at Penn State Harrisburg announces a tenure-track American Studies position beginning August 1, 1992. The program currently offers an undergraduate major and graduate degree (M.A.) in American Studies. Candidate's teaching, research, and scholarly interests should emphasize eighteenth-century American civilization and public history. Teaching responsibilities will include undergraduate American Civilization survey and various courses in pre-nineteenth century American culture, specialized graduate courses and seminars, and supervision of graduate productions. Service will include involvement in the on-going public history activities of the Center for Pennsylvania Culture Studies. Ph.D. in American Studies, history, or closely related field and experience in public history required. Submit letter of application, curriculum vitae, names and telephone numbers of at least four references to Dr. John S. Patterson, c/o Sandra Jackson, Penn State Harrisburg, 777 West Harrisburg Pike, Middletown, PA 17057-4898.

## Publications

*Archives and You: The Benefits of Historical Records*, a booklet from the New York State Archives and Records Administration, is directed to a general audience to help explain the fundamentals of historical records: what they are, why they are valuable, and where they can be found. Copies of the 12-page booklet are available from the New York State Archives' Public and Educational Programs Unit, 10A46 CEC, Albany, NY 12230.

*An Inventory and Folder Listing of the Records of the New York City Housing Authority at the LaGuardia and Wagner Archives* (3rd ed.) has been published by the Archives at LaGuardia Community College. The bulk of the records included in this inventory cover the period from 1934 to 1977. They consist of correspondence, memos, surveys, and official reports relating to construction, design policy, management, slum clearance, and tenants. Cost of the volume including postage is \$7.25. Checks should be made out to the LaGuardia Education Fund and sent to Dr. Richard K. Lieberman, Director, LaGuardia and



Wagner Archives, LaGuardia Community College/CUNY, 31-10 Thomson Avenue, Long Island City, NY 11101; (718)482-5065.

CRM has recently published a 60-page directory of training workshops and other classes available across the United States from October, 1991 to December, 1992. The directory is organized into two parts: descriptive information on course listings by course vendor; and indexes which summarize information by location, time, and topics. The training directory will be updated and issued in September, 1992 to include courses planned from October, 1992-December, 1993. Copies of the 1991-1992 publication are available from Emogene Bevitt, NPS-413/424, P.O. Box 37127, Washington, DC 20013-7127; phone (202)343-9561; FAX 343-3803.

"Caring for your Microform Collection: The Next Step in Preservation" is the new, 13-minute video available free to librarians and archivists from UMI's Preservation Division. The video demonstrates proper storage and handling techniques, such as those recommended by the American National Standard Institute. UMI's Preservation Division was established in 1989 to address the brittle book problem through high-quality preservation micro-filming. Videos are available by calling 1-800-521-0600, ext. 3801 or from Canada 1-800-343-5299, ext. 3801.

*Land in Her Own Name* is the story of many women who homesteaded across North Dakota. Author Elaine Lindgren, a sociologist at North Dakota State University, Fargo, searched land records statewide for the names of women who homesteaded. Some were still alive and able to be interviewed, others had relatives and friends who contributed information. The book is available in hardcover from the North Dakota Institute for Regional Studies, Box 5075, North Dakota State University, Fargo, ND 58105-5075 for \$25.00 plus \$2.00 postage.

*Building American Submarines, 1914-1940* from the Naval Historical Center is the first step to fill the void in knowledge of the formative period of the U.S. Navy's association with the submarine industry. Covering the period 1914-1940, this study places issues of submarine technology, design, and construction in the wider context of the naval-industrial relationship that governed production. The perspectives and prejudices brought to this partnership by naval officers and industrial leaders alike fashioned the environment within which American submarines have evolved since World War I. Send prepayment of \$8.50 (for stock number 008-046-00141-3) to the Superintendent of

Documents, Washington DC 20403-9325.

*Information Technology and Public Records: Emerging Issues* is available free of charge from the Bureau of Archives and Records Management, Division of Library and Information Services, The Capitol, Mail Station 9A, Tallahassee, FL 32399-0250 or call (904)487-2073.

*Preserving Yesterday While Planning for Tomorrow: A View from the States, 1991*, the biennial report of the Council of State Historical Records Coordinators, is available free of charge from Sharon Womack, Director, Department of Library, Archives and Public Records, 1700 West Washington, Room 200, Phoenix, AZ 85007.

*A New Age: Electronic Information Systems, State Governments, and the Preservation of the Archival Record*, a publication of the National Association of Government Archives and Records Administrators, is available free of charge by writing the Council of State Governments, P.O. Box 11910, Iron Works Pike, Lexington, KY 40578.

*Site Stabilization Information Sources*, technical brief number 12, is the latest in a series of technical information reports published by the NPS Archeological Assistance Division. This brief highlights the process of a stabilization project, which is a multi-discipline effort between the archeologist or cultural resources manager in charge of the project and the stabilization specialists whose techniques may be needed. Maximum protection to the site, with sensitivity to the area within which the site is located, is the ultimate goal. Sources of technical information from various government agencies and private organizations are also described and contact addresses and telephone numbers are listed. Technical Brief 12 is available free of charge from: Publication Specialist, U.S. Department of the Interior, National Park Service, Archeological Assistance Division, P.O. Box 37127, Washington, DC 20013-7127.

*Archeology and Education: The Classroom and Beyond* includes six essays by educators and archeologists who discuss programs that successfully impart the awareness, the teaching of, participation in, and evaluation and training of teaching archeology. The publication is free and is available from Publication Specialist, Departmental Consulting Archeologist, Archeological Assistance Division, P.O. Box 37127 (436), Washington, DC 20013-7127.

*Table Rock Sentinel* is the new full-color history magazine of the Southern Oregon Historical Society. For more information contact Stacey Williams, The History Center, 106 N. Central Avenue,

Medford, OR 97501-5926; (503)773-6536.

*Inside Texas: Cultural, Identity and Houses, 1878-1920* by Cindy Brandimarte is available for \$45 from Texas Christian University Press, Box 30783, Fort Worth, TX 76129.

## Announcements

The National Association of Government Archives and Records Administrators (NAGARA) named Stephen E. Haller as Program Officer for Local Government Records. Haller will plan, lead, and coordinate all of the association's activities relating to local government records management.

A certified records manager, Haller previously headed the Montgomery County, Ohio program since 1979. The program won national awards for excellence and is regarded as one of the best of its kind in the country.

In making the appointment, President Roy H. Tryon said that "Steve Haller has built a reputation for excellence and strong leadership. His program is a model for other local records programs, and his dedication to his profession is exemplary. NAGARA is pleased that he has chosen to accept this assignment."

NAGARA is a national professional association of state, local, and federal government archivists and records administrators. Its general aim is to improve the care and management of government records throughout the nation. Local government records are one of its top priorities. It is an affiliate of the Council of State Governments.

The National Archives' Center for Legislative Archives appointed Dr. Michael L. Gillette as its new director. The Center is responsible for accessioning, arranging, describing, and performing basic reference services for legislative records and federal printed documents.

He is currently the director of the presidential election study at the LBJ School of Public Affairs, University of Texas at Austin.

Dr. Ralph C. Bledsoe, Director of the Reagan Presidential Library, announced the appointment of Dr. Dennis A. Daellenbach as Assistant Director of the Reagan Library. Dr. Daellenbach served as the Assistant Director for the Gerald R. Ford Library since March, 1989. Prior to his current position, he worked as an archivist at the Ford Library from 1977 until 1989, receiving several awards for his special work with the library's automation systems. He was an archivist at the Dwight D. Eisenhower Library from 1972 to 1977.

—Digging from pg. 11

shorter span of time to complete their projects, averaging 2.4 years compared to 4.1 years for OAH responding members. The median time spent on a project may be a better measure than the average since a few long-drawn-out projects can skew an average. Yet the pattern holds. The median NCPH project lasted one year while the median OAH project lasted two.

Examining the way in which historians do their work leads logically to the question of how they learn their craft. Here, perhaps, the Historical Documents Study is most enlightening. When asked where they acquired the skills they actually employ for finding and using historical sources, over 79% said they were at least in part self-taught. The HDS makes very clear that historical research training has been overwhelmingly regarded by its providers as specialized professional training. Although half of the people actually pursuing historical research do so avocationally or after professional training in another field, formal instruction centers in graduate departments of history, particularly in narrow topical seminars and courses. Most training is provided at the doctoral level, less at the master's level, and less still is offered to undergraduates.

Sixty-eight percent of public historians said that they were at least in part self-taught. Sixty-three percent had been instructed by librarians and archivists, 56% reported learning from colleagues and friends, 45% attributed their education to undergraduate courses, 39% indicated graduate courses, and 21% workshops or institutes. The pattern was similar with academics, while avocational historians learned even more outside college and university classrooms. In fact 39% of genealogists make use of workshops and institutes to acquire the research skills they have not otherwise received compared to 21% of public historians and 13% of academics.

The HDS survey inquired in some detail about the nature of graduate research training. Of respondents with some graduate education experience, only 34% classified their instruction as seeking to generalize and anticipate needs as well as introduce skills that could, in theory, be applied to any subject the student pursued and any type of evidence they employed. On the other hand, 52% said they learned how to do research by embarking on a particular topic and gaining the specific skills required under faculty guidance. Little change in the percentages of those trained each way has occurred in over 20 years.

Fully 90% of public historians received formal instruction in methods within the framework of courses that had research as a component, 55% had a specific quantitative methods course, and a mere 6%

benefitted from a general historical research methods course. Academics reported the same distribution, although a slightly smaller percentage had methods training of each variety. One NCPH member wrote, "I received in my graduate training invaluable guidance towards the formation of critical thinking skills but almost no useful training in research skills outside my area of specialization." Those on the other side assert that few historical skills have general application, saying, "Diverse interests can't be brought together in a methods course without wasting a lot of time or having students come unprepared for archival research and thus underuse the resources of archives.

Since one third of public historians end their training at the master's level, research training in that curriculum is of particular interest. The HDS reports that "the master of arts program in departments of history has often served the purpose of offering advanced course work without the burden of research, either because it siphoned off people deemed unsuitable for careers as academics or because it satisfied the needs of teachers to gain graduate training...If candidates for the master of arts degree are "spared" all the burdens of research as they traditionally were, the...programs perform a disservice to the students whose work will require them to locate and use historical evidence in ways often more varied than jobs in academia require."

Undergraduate education in historical research is even more deficient. The HDS report says that "undergraduate teachers of history rarely assume that in their courses students have their one academic opportunity to learn lifelong skills. Research and inquiry are not standard fare. Yet, there are a substantial number of researchers in this study who took at least one undergraduate course in history but neither majored in the subject nor continued into graduate school. Of the group who lack advanced training in history, 76% took an undergraduate history course. Only 31% of them identified undergraduate instruction as a way they had learned their research skills."

The report continues that too many undergraduate courses never even send a student into the library, let alone require that they find some evidence and draw conclusions from it. The report concludes that "precisely because history has so much appeal for the curious and intellectually active citizen and so much potency for understanding the world we live in, its instruction should empower students to pursue historical questions. Like reading critically, tracking down evidence from the past and evaluating it should be part and parcel of an education."

Academics, archivists and public historians all need to think very seriously about their roles as educators. Librarians and archi-

vists currently provide much of the research training, but it is questionable whether they should bear that responsibility. Public historians need to consider, not only their own professional training, but whether as a logical extension of their commitment to providing good history for the public, they ought to be more active in providing research training for out-of-school audiences.

There is much more in the Historical Documents Study than can be addressed here. It elaborates in additional ways the distinctions between public historians and other historical investigators. But while it shows that public historians are a bit different from others in why and how they explore the past, it shows common bonds and concerns as well. Public historians are different, but hardly unique. They share needs for better training, access, and funding to carry out their research successfully. Every historian concerned about our enterprise and how we prepare others to follow in our steps should read the History Documents Study's report, discuss it with a colleague, and use it as a tool for improving the way we pursue our craft.

—Washington Update from pg. 8

passed legislation requiring the NPS to undertake American Labor and African American National Historic Landmark theme studies. But these projects lack appropriations and little is being done.

### Improvement of Information Access Act

In October Representative Major Owens (D-NY) introduced H.R. 3459, the Improvement of Information Access Act, designed to encourage the use of modern information technologies and to prevent agencies from using high prices to limit access to public information. Representative Owens has also introduced H.R. 3458 to improve education in the United States by promoting excellence in research, development, and the dissemination of information.

### Government Printing Office Wide Information Network Data Online Act (GPO-WINDO) Bill

On June 26, 1991, Representative Charlie Rose (D-NC) introduced GPO-WINDO, H.R. 2772, which would establish a program to provide access to public government information in electronic format through the Government Printing Office. Through a single account with GPO, researchers could gain access to such databases as the Economic Bulletin Board, the Department of State Dispatch, U.S. Supreme Court opinions, and CENDATA.

# NCPH Publications on Public History:

Full Back Issues of <i>Public History News</i>	Beginning with vol. 1 no. 1 (Summer 1980) through vol. 10 no 4 <i>Members \$20.00; Non-members \$22.00</i>
<i>A Guide to Graduate Programs in Public History.</i>	Contains detailed information on more than fifty programs in the U.S. and Canada. <i>Members \$8.00; Non-members \$10.00</i>
<i>Guide to Continuing Education for Public Historians</i>	A directory of courses, seminars, workshops, and other training programs for working public historians offered by 59 institutions and organizations. <i>Members \$6.50; Non-members \$8.00</i>
<i>Directory of Historical Consultants</i>	A detailed guide to the specialties, qualifications, and past experience of 43 historical consulting firms and independent consultants. <i>Members \$9.00; Non-members \$10.00</i>
<i>Careers for Students of History</i>	A comprehensive guide to the diverse career options open to historians in the academic, public and private sectors. <i>Members \$5.00; Non-members \$6.00</i>

## NCPH Order Form

### "Public History Today" Video

Indicate choice	Qty	Cost
<input type="checkbox"/> One-half inch VHS cassette, \$49.95	_____	_____
<input type="checkbox"/> Three-quarter inch U-Matic video cassette, \$79.95	_____	_____
<input type="checkbox"/> Rental, \$35.00	_____	_____

### NCPH Publications

<i>Public History Newsletter, Back Issues</i>	_____	_____
<i>A Guide to Graduate Programs in Public History.</i>	_____	_____
<i>Guide to Continuing Education for Public Historians</i>	_____	_____
<i>Directory of Historical Consultants</i>	_____	_____
<i>Careers for Students of History</i>	_____	_____
<b>Total</b>	_____	_____

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Organization \_\_\_\_\_

Department \_\_\_\_\_

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NCPH member: Yes  No

Make check or money order payable to the National Council on Public History.

Mail to: National Council on Public History  
327 Cavanaugh Hall  
425 University Boulevard  
Indianapolis, IN 46202-5140

# EVENTS

## RECEPTION

*Please come to cash bar reception for NCPH members during the 1992 Annual OAH meeting.*

**time:** 5:30-7:00 pm

**date:** Saturday, April 4, 1992

**place:** Palmer House Hilton, Parlor H  
Chicago, IL

Please take some time to become better acquainted with your fellow public historians.

## ANNUAL MEETING

### 1994 Annual Meeting: Site Proposals Sought

The NCPH Site Selections Committee solicits proposals for hosting the 1994 Annual Meeting. Site proposals should include a list of sponsoring organizations and a statement on the meeting facilities, and accommodations, including an estimate of room costs.

The 1994 meeting will be the thirteenth national conference on public history. Proposals should be sent to:

**Dr. Martin V. Melosi**  
Director, Institute for Public History  
Department of History  
University of Houston  
Houston, TX 77204-3785

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## *Public History News*

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