

## WHY HERITAGE IS NOT A BAD WORD: THE ROLE OF HISTORIANS IN THE HERITAGE INDUSTRY

by Michelle J. Dorgan

*[Editor's Note: We thank Professor Patricia Mooney-Melvin of Loyola University of Chicago for encouraging her student to submit this paper for PHN. We welcome and encourage any student in public history to submit articles and papers that may be of interest to NCPH readers. For more information, contact the NCPH Executive Offices.]*

People will continue to visit heritage sites with or without the participation of historians, possibly leaving interpretation to those less qualified. Consequently, professional historians must become involved in the heritage industry at the local, state, and federal levels. Their responsibilities include understanding the difference between history and heritage, commitment to interpreting heritage sites, learning about the travel industry, and participating in heritage organizations to ensure that these sites will provide a credible and high quality learning experience for the public.

When people visit a heritage area, they do not necessarily know what to expect. Experiences can include staying in a bed and breakfast, hiking, seeing "historical" reenactments, and buying souvenirs. In other words, economics, natural resources, history, and business can all play a part in the heritage industry. However, this industry has traditionally been dominated by hotels, franchise restaurants, and convention officials, not historians.<sup>1</sup> Some historians are involved in heritage, but many are uncomfortable with the popular and profit driven heritage industry.

Heritage sites appear at the federal, state, and local levels. National heritage sites were created due to strong community pressure. These sites did not fit the National Park Service guidelines for state park eligibility, yet they were recognized as "national symbols, representing the essence of the American experience."<sup>2</sup> Consequently, a new set of standards were developed to determine if a site was qualified for national heritage status. There are currently four National Heritage Areas: the Illinois and Michigan Canal, the Blackstone River Valley National Heritage Corridor, the Delaware and Lehigh Navigational Canal Heritage Corridor, and the South Western Pennsylvania Heritage Area. The benefits of being identified as a national heritage site include federal grants providing technical assistance for studying the feasibility of a proposed site, creating management plans, developing programs, and the protection of vulnerable resources. After twenty-five years federal support would conclude, but theoretically at that point a site should be financially self-sufficient due to the money generated from tourism. The federal program also "could assist the area in 'interpretation' to help communicate its story to visitors in an educational and engaging way" (my emphasis).<sup>3</sup> Thus, a site could be developed and preserved, but the reasons why are not necessarily explained to the general public.

Heritage sites also exist at the local and state level, but the standards are not as rigid

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## ABOUT OUR MEMBERS

• **David Neufeld and Frank Norris** have received the Certificates of Merit Awards in Regional History from the Canadian Historical Association, for their work, *Chilkoot Trail: Heritage Route to the Klondike*, (Lost Moose, 1996). The book is a carefully researched and lively presentation that is part of a collective, multi-disciplinary effort to bring Yukon history to a wide audience and to ensure the inclusion of Aboriginal perspectives on that history. The awards are given annually to meritorious publications, or for exceptional contributions by individuals or organizations to regional history.

• **Bruce W. Dearstyne** has joined the faculty at the College of Library and Information Services at the University of Maryland. He previously served as Director of External Programs for the State Archives and Records Administration of the State Education Department.

• **T. Lindsey Baker** has been selected to serve as director for the new Texas Heritage Museum at Hill College, Hillsboro, Texas. The mission of the Texas Heritage Museum is to examine the experiences of Texans in past wars and to explore how those experiences have shaped the lives of present-day Texans.

### New NCPH Members

Paul Ashton, Sydney, Australia  
Todd Bostwick, Chandler, AZ  
Sharon Brown, Tempe, AZ  
Joseph Cahoon, Austin, TX  
Paola Carini, Italy  
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as they are at the national level. For example, the National Cowboy Hall of Fame and Western Heritage Center exhibit cowboy and Indian artifacts with minimal interpretation or contextualization: a central galley with displays called "The West of Yesterday," a typical main street recreation with artifacts described as props from a Hollywood B-Western movie; and "Thundering Hooves," a temporary exhibit critically examining horses and horsemanship with specific attention to Mexican and Indian voices.<sup>4</sup> Even worse, many sites are preserved without any interpretation or context. Under these conditions, artifacts as well as sites become little more than historical souvenirs.<sup>5</sup> Even if these sites are interpreted, there is still the risk of presenting a "static" perspective, preventing the visitor from connecting the past to the present.<sup>6</sup> Due to the lack of consistent quality, heritage sites at all levels have been characterized as being dominated by entrepreneurs less interested in interpretation or education than marketing.<sup>7</sup>

Before historians participate in the heritage industry, they need to appreciate the differences between history and heritage. History is conceived by many as distant, while heritage "bears overtones of personal closeness, of identity, and of exclusive possession."<sup>8</sup> The two fields are

obviously linked because they deal with the past, but their mission and audience are not necessarily interchangeable.

Despite the separate goals of history and heritage, the opportunity to educate an audience remains. However, without the involvement of historians the quality of the learning experience could be minimal or, at worst, inaccurate. Some historians fear information at heritage sites will be foolish nostalgia, minimalizing the importance of historical interpretation because the visitor is perceived as a customer.<sup>9</sup> Customers will not buy what they do not like, therefore the amount and type of interpretation could be limited. This is a legitimate fear. An example of problematic interpretation is seen in numerous Shaker pre-industrial craft villages that leave out the social and religious radicalism of these dissenters. Instead, the sites are restored according to respectable middle-class ideals.<sup>10</sup> Another example was the controversy generated by the threat of Disney's America, and the type of interpretation that would have been provided or avoided.<sup>11</sup> To prevent audiences from learning inaccurate material at heritage sites historians must be involved.

Historians committed to interpreting a potential heritage site will have to work with community groups because heritage areas usually have strong local support. Working with the local community can be a challenge at several levels. Communities have strong ideas about their history, which can tend to be more mythical than factual. Historians will face obstacles when trying to bring a new perspective to community history, but they also have the benefit of making history apply to their audience's experiences.<sup>12</sup> Nevertheless, historians should be careful to acknowledge cultural myths associated with a site because they too shed light on the historical significance of an area. Ignoring these views could be disastrous. Valley Forge illustrates a site that contains numerous levels of interpretations, some more credible than others, but without looking at what Valley Forge meant to different people at different times, an important part of its history is lost.<sup>13</sup> Consequently, incorporating myth does not necessarily inaccurately present a site when the information is balanced with different voices helping residents and visitors "see what cannot ordinarily be seen."<sup>14</sup>

Related to myths surrounding sites are questions about preservation, rehabilitation, restoration, and reconstruction. This is a complicated debate for historians. Numerous errors can be made if insufficient evidence is used to document what buildings looked like, when they were

built, or who lived there.<sup>15</sup> There are not strict guidelines or standards describing when one choice should be made over another. The accepted procedure is to keep as much of the original structure as possible.<sup>16</sup> If changes are made, they should be documented before their removal for future reference.<sup>17</sup> Many people involved in the heritage industry may not be aware of these questions and the consequences of rash decisions. By distancing themselves from people who regularly make decisions about preservation or restoration, historians are equally as guilty of destroying historic resources as the heritage industry.

There are numerous associations where historians can provide their input into heritage projects. Once a historical perspective is introduced to these organizations, it can then be incorporated into goals of a heritage site. On the other hand, heritage is an interdisciplinary field, and historians also need to be conversant about non-historical concerns addressed by people in the heritage business. When historians are aware of problems faced by businesses, hotels, or volunteers they will have a better concept of the big picture and provide better insights. Conferences, such as the White House Conference on Travel and Tourism, provide a model to expand the dialogue between the tourism industry and cultural institutions. The magazine *Heritage Links* provides a format to examine important heritage issues. Information about local heritage areas can easily be found by calling the Chamber of Commerce, tourism marketing agencies, or arts councils.<sup>18</sup> Not only will historians involved in these organizations be knowledgeable about numerous issues in the heritage industry, they will also be in the position to prove effective tourism requires more than good public relations and attractive advertising.<sup>19</sup> Historians must recognize the broad base of factors involved in heritage, and make the commitment to encourage quality interpretations of heritage sites by working with the tourism industry.

Meanwhile, historians must also understand even with their participation, limitations exist. The heritage business is composed of a diverse group of individuals making compromises an essential component. Historians should realize that a heritage site is not a book; multiple perceptions attached to a place cannot be equally explored. However, historians should not be discouraged. The industry should be approached by historians "with their eyes wide open, aware of the constraints as well as the possibilities."<sup>20</sup> The best interpretation and increasingly educated audiences will not attract everyone to the



**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.

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educational aspects of a site.<sup>21</sup> Nevertheless, as one historian who argued for the potential of Disney's America explained, "the *Civil War* television series spurred academic book sales, so might Disney's Historyland generate interest in actual historical places and themes."<sup>22</sup> The possible good cannot be ignored, even if there are some problems. If any visitor is provided with a new insight or looks at an event or site in a new way, the visit can be considered successful.

Historians who have any opinion about heritage are obligated to be informed about what heritage is, help with interpretation, participate in associations involved in the heritage industry, and recognize heritage's limitations. The problems historians face with heritage should not outweigh the numerous opportunities to teach, to communicate the value of connecting the present to the past, and to demonstrate the vitality of history and historic places to contemporary life.<sup>23</sup> Historians who are not interested in participating in this industry do not have a legitimate complaint because the opportunity for their input exists. Even if historians do not make a commitment to heritage, the industry will continue to expand. Consequently, the industry will never learn all that history has to offer the heritage business.

## ENDNOTES

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2. United States Department of the Interior. National Park Service, "The Heritage Partnership Initiative: Questions and Answers," (April 1994): 2; Susan Kalick,

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4. John Mack Faragher, "Exhibit Reviews: National Cowboy Hall of Fame," *Journal of American History* 81 (June 1994), 218.

5. Thomas Schlereth, "History Museums and Material Culture," in Warren Leon and Roy Rosenweig *History Museums in the United States* (Urbana: University of Illinois Press, 1989), 298.

6. David Lowenthal. *The Past is a Foreign Country* (Cambridge: Cambridge University Press, 1988).

7. Michael Wallace, "Reflections on the History of Historic Preservation," in Susan Porter Benson, Stephan Brier, and Roy Rosenzweig, *Presenting the Past: Essays on History and the Public* (Philadelphia: Temple University Press, 1986), 177.

8. David Lowenthal. *Possessed by the Past: The Heritage Crusade and the Spoils of History* (New York: The Free Press, 1996), 126.

9. Kalick, 59; Sara Selwood, "Museums, Heritage and the Culture Industry," *Art History* 16 (June 1993): 356.

10. Schlereth, 307.

11. See "Symposium: Disney and the Historians-Where Do We Go From Here?" *The Public Historian* 17 (Fall 1995): 43-89.

12. Kalick, 57-59; T.H. Breen discusses the challenges of working to change a community's vision of itself in *Imaging the Past: East Hampton Histories* (Athens, Georgia: University Press, 1989).

13. See Lorette Treese, *Valley Forge: Making and Remaking a National Symbol*

(Pennsylvania: Pennsylvania State University Press, 1995).

14. David Glassberg, "Public History and the Study of Memory," *The Public Historian*, 18 (Spring 1996): 21.

15. Kay Weeks, "Are We Losing Authenticity to Recover Appearances?" *CRM* 17 (1994):28.

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18. Sandy M. Guettler and William P. Moskin, "Guide to Building Heritage, Arts and Tourism Partnerships," *Preservation Forum* 2 (Fall 1998): 8.

19. Roddewig, 5.

20. Michael Wallace, "Serious Fun," *The Public Historian* 17 (Fall 1995), 83.

21 For the increasing ability of audiences see, Barbara Franco, "Doing History in Public: Balancing Historical Fact with Public Meaning," *Perspectives* (May/June 1995), 5; Roddewig, 4; National Endowment for the Arts, et.al. "Cultural Tourism in the United States." 1995; Glassberg, 10; For problems with audiences see, William Alderson, "Standing Out in the Crowd," *History News* 48 (May/June 1993): 16.

22. Lowenthal, *Possessed by the Past*, 170.

23. T. Allen Comp, "Heritage Tourism Comes of Age," *History News* 48 (May/June 1993), 12.

*Michelle Dorgan completed her Masters in Public History at Loyola University of Chicago, May 1997.*

**ON THE INTERNET**

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# PRESIDENT'S COLUMN



by Jannelle Warren-Findley

Spring officially began here on September 1, but the wind is still blowing straight out of Antarctica. Despite appearances to the contrary, the winter term at the Victoria University history department is drawing to a close. In addition to completing the teaching of a “one-off” or one-time only undergraduate course in public history, I must plan the report that I want to leave with the department here as they contemplate establishing an MA-level public history program. The opportunity to think through what public historians do and how to translate that into public history training has been very useful. I hope to help promote some new ventures in curriculum shaping between public practitioners and university staff through NCPH as one of the results of my Fulbright fellowship.

The preparing of public historians for practice in New Zealand differs in several respects from the training most familiar in the United States. First, although there is a great deal of public history work done, particularly here in the capital city of Wellington, the notion of educating people to practice outside the university is brand new. There are, in fact, more professionally trained working public practitioners than there are university lecturers in history departments in this country. But until recently, the New Zealand university system did not offer classes, even to undergraduates, on the pattern of an American university system. The pattern was a British tutorial model where students read history and wrote essays and theses. Graduate training still reflects that latter model so that the idea of a “program” in public history or anything else is relatively new.

In addition, the population of professional historians in a country of about 3.5 million inhabitants is so small that some of the barriers that separate university-based historians and historians in public or private practice in the US do not exist. Many historians here trained together and have practiced side by side since their training ended. This situation often obtains on the local and sometimes on the state level in the US, but rarely on the national scene. Practice in such close proximity presents an enormous opportunity to historians inside and outside of the history department to help shape and then to participate in the program being developed at Victoria University.

For example, one area in which university teachers and public practitioners can work together is in discussions of curriculum. Joint approaches to curriculum development may be more immediately possible here partly because the New Zealand Historical Branch chief historian, Dr. Jock Phillips, threw down a gauntlet in 1993 in his article, “Universities and Public History: Why Are They Failing Us?”<sup>1</sup> In it, Phillips, a Harvard-trained Ph.D. in American history, notes that he moved from tenured lecturer at Victoria University to the chief historian’s job and describes the revised perspectives on the training of historians that the shift from university to government department demanded. He argues that the graduate training of historians inside universities in New Zealand still prepares them primarily to participate in academic debates and to work as classroom educators, either on the secondary or university level. Phillips maintains that students being trained to work outside the academy need, in addition to being good at the content of history, to be good at the **craft** of history. In addition to knowing their historiography, they need to write clearly and fluently; be able to meet deadlines; to know where sources are; to be able to access them efficiently; and to develop an eye for and understand-

ing of photographic and other visual resources, video, film, and computer applications. I would argue that all history students should have access to this sort of training.

In addition, Phillips outlines a set of skills needed specifically by public historians. They include the ability to estimate accurately the time a historical assignment will take, the amount that it will cost to do the work, and the ability to finish in the time allotted. Time- and project-management skills are not techniques that can be learned intuitively without a great deal of practice. They can be taught self-consciously in graduate programs through the writing of a major research paper or the thesis planning and writing process if that process is viewed as an exercise in time management and in project management, as well as an intellectual exercise. That has not been an element of scholarly production, however, that has been stressed by much university training, either in New Zealand or in the U.S.

Phillips is also concerned that students be familiar with the use of materials not traditionally taught in methods courses. The means of recording and interpreting oral histories is one area of concern, but using other sorts of information including photographs, maps, graphs and statistics and material culture are also critical to contemporary practice. In New Zealand, with its bicultural society, in addition, familiarity with the Maori language is needed by virtually all non-Maori who practice here.

In essence, Jock Phillips presented to the university community in New Zealand a job description and challenged them to prepare students to fill in. Some effort to meet market demand is expended within regular history classes on the undergraduate level. Lecturer Kate Hunter requires students to learn oral history techniques and use them in class projects in her women’s history course, HIST 309, Rural Culture, Rural Women. Professor David Hamer integrates historic preservation issues and approaches into his urban history course, HIST 320, The New Urban Frontier. Dr. Giselle Byrnes is a former claims researcher for the Waitangi Tribunal, a governmental body considering Maori claims against the Crown growing from the treaty signed in 1840. A faculty member now, Dr. Byrnes offered a seminar on the tribunal and its issues this term. Like many public history courses, this seminar was built around field trips to workplaces, professional guest lecturers from the field, and assignments that required a research plan, a timetable for completion and a final paper using original research of the sort utilized by Tribunal participants. These scholars have responded to the need for students to learn a range of skills and techniques for history-making and have incorporated those approaches into their courses.

What can US historians learn from their Kiwi counterparts? One lesson involves preparing students to practice by examining what they will need to know how to do. NCPH might implement this kind of exchange between practitioners and teachers by creating a setting — perhaps at the Annual Meeting where the Curriculum and Training Committee always sponsors a Program Directors’ breakfast — where those who hire public history students can talk directly to those who teach them about what students need to know when they enter the workplace. There is no reason why curriculum development should be left solely to one-half of the public history partnership between universities and public institutions. The current departmental rules under which public history programs are operated often are not flexible where skills and techniques other than historical ones need to be taught,

► See *President's Column* page 5

# FROM THE DIRECTOR'S DESK

by David G. Vanderstel



This past summer I had an opportunity usually not afforded me. Given a change in the NCPH staff, I was left without an assistant. That meant I had the chance to answer the phones and speak with all of the people who called NCPH - from those asking about membership information to individuals seeking details about the '98 Austin meeting; from those inquiring about the meaning of public history to students interested in finding a graduate program. It was a great experience to hear these individuals express their interest in and excitement about public history and for me to be able to share the accomplishments of NCPH over the years.

While I found all conversations to be useful and productive, those that stood out were with the half dozen or so individuals who inquired about available resources to assist in establishing a public history course or program at their institutions. What I discovered is that an increasing number of academics are learning about and acknowledging the value of public history training as part of the regular history curriculum. They view public history as yet another essential skill that all well-trained historians should possess, regardless of the field or career that they pursue.

Admittedly, many have been (and remain) skeptical about the value of public history training. Some have called it a fashionable passing fad. Others claim that public history simply provides students with new skills to get jobs in a rather depressed history market. While the latter may indeed be a by-product of the movement, I would rather believe that public history is like the "new social history" phenomenon of past decades - a scholarly and intellectual process that leads historians to look at the past through different lenses and to seek new ways of explaining that past to newer and broader audiences. Public history acknowledges the value and usefulness of history in everyday life, far beyond the

traditional classroom. It claims that history plays a role in public policy formulation, historic preservation, cultural resource management, consulting, and numerous other areas. It asserts that the analytical and interpretive skills of the historian are indeed valuable assets in the public sector. While providing historians with several new career niches, public history contributes to the overall education and professional training of a historian.

Last year, I received a phone call from a senior history major at my alma mater in Michigan. She said she contacted me because no one in the department was familiar with the field of museum studies or public history, areas in which she had great interest. This led me to wonder to what extent public history was being offered - or at least mentioned - at the undergraduate level, especially at small liberal arts colleges. Being a product of a small history department, I realize that faculty at such colleges are usually limited as to what they can offer. But, if institutions are offering a major in history, shouldn't they also be providing exposure to the field of public history as a way of showing the breadth of the discipline and as a way of expanding the education and professional training of future historians? History is not just for classroom teaching any more; rather, the wider public offers unique opportunities for the historian to relate his/her craft and skills.

As we move towards the new millennium and strive to complete the many ambitious goals identified in *Plan 2000*, I believe that NCPH should promote the teaching of public history at all colleges and universities. A segment on public history should be a requirement of all senior history seminars, just as are sections on historiography and research techniques. As we mentor students at our annual meetings, I would encourage NCPH members to mentor our colleagues in schools that are unfamiliar with public history. By being public history advocates and messengers, not only can we help the Council grow and meet the changing needs of the field, but we can also help to improve the training of future historians. And that would be a great accomplishment indeed.

► *President's Column from page 4*

but there may be ways to bend those rules if we all work together to achieve common curricular goals.

Longer range, however, is the need to integrate the skills outlined by Jock Phillips into history courses that are not segregated into public history tracks. One of the more interesting elements of public history practice in New Zealand is the possibility of moving from university to public practice and perhaps back again. One of the more interesting curricular developments is the honoring of the skills and approaches needed for public practice in university classrooms. I believe that the only way to allow the profession to get beyond the notion of second-class citizenship for public historians is to make it possible for students to be trained to practice in a variety of settings. Given upcoming changes in universities in the United States, where partnerships with the community and teaching at the expense of research appear to be the new professorial paradigm, such a shift may become a requirement of graduate history training. At that point, I hope that we, like the New Zealanders, can create a more integrated, less polarized historical profession.

<sup>1</sup> Jock Phillips, "Universities and Public History: Why are They failing Us?" *New Zealand Historical Association Newsletter*. No.2. Nov. 1993. Pp.4-14.

## Note From the Editor:

*We regret that the year-end financial statement was not ready to be included in this issue as originally intended.*

*Look for the 1996-1997 statement in the winter issue of PHN.*

# NCC WASHINGTON UPDATE



by Page Pugnam Miller,  
Director of the National Coordinating  
Committee for the  
Promotion of History  
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**•Jerry George Leaves NHPRC to Head Archives' Policy and Communications Staff**—On September 18, U.S. Archivist John Carlin announced that Jerry George will be leaving his position as Executive Director of the National Historical Publications and Records Commission to become Director of the National Archives' Policy and Communications Staff, a position that Deputy Archivist Lew Bellardo had been filling in an acting capacity. Carlin noted George's qualifications for this position and stated that George's move, which will occur on October 1, will free Deputy Archivist Bellardo to devote more time to deal with issues confronting NARA.

Carlin has asked Roger Bruns, currently on the communications staff, to serve as acting executive director of the NHPRC. For many years Bruns served as a deputy executive director of the NHPRC and is very familiar with NHPRC's operations. The commission of NHPRC will, according to statute, choose a successor to Jerry George. Their next meeting is in November.

**•Senate Defeats Amendments to Reduce Funding for the Wilson Center and Diminish NEA's National Program**—On September 19, the Senate voted 34 for and 64 against to defeat an amendment aimed at reducing funding for the Woodrow Wilson International Center for Scholars. The defeated amendment put forward by Senator Jon Kyl (R-AZ) would have increased funding for an American Indian program by reducing the budget of the Wilson Center from \$5.8 million to \$1 million. Senators Patrick Moynihan (D-NY) and Slade Gorton (R-WA) made a strong defense of the Wilson Center on the Senate floor. On September 18 the Senate defeated its fourth amendment on the National Endowment for the Arts (NEA). Senator Kay Bailey Hutchinson's (R-TX) amendment to have

75% of NEA's \$100 million budget go to the states lost in a vote of 39 for and 61 against. The Senate passed an Interior Appropriations bill that includes \$100.1 million for NEA with 35%, the current amount, earmarked for state programs.

**•Plaintiffs Seek to Amend Judgment of Court To Dismiss Case On IRS Record Keeping**—On August 12, Judge June Green of the United States District Court For the District of Columbia, ordered that the case of Tax Analyst, the American Historical Association, the Organization of American Historians, and the Society of American Archivists v. The Internal Revenue Service and the National Archives (CA No. 97-0260) be dismissed. This case challenges IRS's compliance with the Federal Records Act and the National Archives' oversight and enforcement of those laws. The plaintiffs charge that IRS has not adequately preserved and managed its policy files and historical records and has not transferred them to the National Archives. The IRS has placed almost none of its administrative and policy records for the 20th century in the National Archives and has not allowed the staff of the National Archives to see its records.

Judge Green's order to dismiss was based on the finding that the case was "not ripe for judicial review" because there is an ongoing interagency process to improve the IRS' record management program and the issues may be resolved without judicial intervention. Furthermore, she asserted that the case does not involve the destruction of any records.

On September 3, the plaintiffs filed a motion requesting the Court to alter or amend the decision to dismiss the case. The plaintiffs stress that the IRS should allow archivists from the National Archives to see IRS documents for purposes of advising on decisions about records that should be retained for their historical value. A key portion of the plaintiffs' motion cites a July 8, 1997 decision by the same court that concludes that the IRS has misused the law to shield information that IRS itself admitted was not protected by law.

**•Court Hears Case on National Archives' Plans to Dispose of Films from U.S. Occupation of Okinawa**—

On August 29, Judge Ellis of the United States District Court for the Eastern District of Virginia held a hearing to consider whether the case of Seiko M. Green v. The National Archives (CA No. 97-0146-A) should go to trial. In this case Seiko Green, a historical researcher, was researching films obtained through an FOIA request on the U.S. occupation of Okinawa when the National Archives informed her that the records were being packed to give to the Okinawa Prefectural Archives. The motion picture film collection being used by Green consists of approximately 2,185 16mm films contained in 55 boxes. Green claims that the National Archives' decision to dispose of these records was inadequate and misleading for it was based on an erroneous description of the records, stating that there were duplicate copies of the records and giving the wrong dates. The National Archives claimed that judicial review in this case was not appropriate and that the decision was "based on the considered judgment of the Archives' professional staff."

Judge Ellis dismissed researcher Green's complaints regarding inadequate notice in the Federal Register and claims of violation of the Freedom of Information Act and focused on the issue of the validity of the appraisal. The National Archives' decision to dispose of the records was based on an understanding that these films were for the period 1944-1961. Plaintiff Green contends that virtually all of the films are from the period 1960-1972. The National Archives claims that the films simply depict local life on Okinawa and its neighboring islands, but the plaintiff argues that many of the films chronicle United States military and diplomatic activities, including chemical weapons operations, trials of political activists, and the US Army's control of a civil government and economy in an occupied territory for two decades. The plaintiff stresses that there are no duplicate films and that the archivist conducting the appraisal was not an audio visual specialist, had no experience or training in records appraisal, no expertise in the relevant historical period, and had difficulty understanding the Japanese language used in the labels and soundtracks for many of the films.

# MISCELLANY

## Committee Update

NCPH is pleased to announce the 1998 Robert Kelley Memorial Award Committee. Members include: Rebecca Conard, Wichita State University, chair; James Oliver Horton, George Washington University; David Hamer, Victoria University, Wellington, New Zealand; and the 1997 Kelley Award winner, Page Putnam Miller of the National Coordinating Committee for the Promotion of History.

## Student Opportunities at '98 Austin Meeting

The National Council on Public History invites graduate students in public history to take advantage of three special opportunities at its annual meeting in Austin, April 16-19, 1998. First, the Coun-

cil will offer its always-popular *Student Career Workshop* on Thursday, April 16. The Workshop offers students the opportunity to hear from practicing professionals, the issues they face on a daily and career basis, as well as to learn of the opportunities they see. Second, the Council will sponsor a *Mentoring Program* for students attending the meeting. The program is designed to pair students, especially those attending their first major professional meeting, with NCPH members who serve as friendly contacts and informal guides to the ways of the professional conference. The third opportunity is an invitation to graduate students to present the results of their public history research to an audience of professionals in a *Poster Session*. As the name implies, the presenta-

tion centers around a poster that illustrates and explains the topic. But is typically involves more: usually presenters introduce and talk briefly about the work, then engage the moving audience in questions and dialogue. The purpose is to offer a flexible format for presenters' interaction with their audience. The session will run as part of the conference program.

If you would like to participate in any of these programs or know of students who would, please contact Randy Bergstrom by February 15, 1998 via any of the following paths:

History Department, University of California, Santa Barbara, Santa Barbara, CA 93106; e-mail: bergstro@humanitas.ucsb.edu; or phone, (805) 893-2644 or fax, (805) 893-8795.

# BULLETIN



## ANNOUNCEMENTS

• The **National Women's History Project (NWHP)** wishes to announce its upcoming celebration in 1998 marking the 150th anniversary of the organized Women's Rights Movement. The theme is "Living the Legacy: The Women's Rights Movement 1848-1998." Begun by a small group of women in Seneca Falls, New York in 1848, this movement has affected every aspect of American life. The NWHP, which is coordinating national publicity for the celebration, invites organizations to participate in the anniversary by sponsoring national and local programs, printing articles in newsletters, and collaborating in events sponsored by their members.

The NWHP has established a listserv called "Legacy98" for program planners and will soon launch a web site with information, resources and referrals, and a schedule of planned events as they are reported. For further information regarding the anniversary celebration or to subscribe to the listserv, contact: National Women's History Project, 7738 Bell Road, Windsor,

California 95492-8518; Ph: (707)838-6000; Fax: (707)838-0478; or e-mail: nwhp@aol.com.

• The **American Fighter Aces Association (AFAA)** welcomes historians who would like to research the AFAA archives for data pertaining to America's air aces of WWI, WWII, Korea, and Vietnam. The AFAA has a sizable collection of personal memorabilia, military aviation books, biographical information on the aces, and photographs, plus aviation art and several restored fighter aircraft. The AFAA is currently housed within the Champlin Fighter Museum at historic Falcon Field in Mesa, Arizona. The museum is a repository of fighter pilot memorabilia and photographs from fifteen nations and contains thirty perfectly restored U.S. and international fighter aircraft, a collection of two hundred vintage military automatic weapons from fourteen countries and a WASP display. The AFAA advises that those who are interested should call ahead, as hours change seasonally. For further information, contact executive director Col. Ward Boyce (USAF-Ret.), or office manager Mary Boyce at (602)854-7170 or fax requests to (602)830-9463.

• In response to a growing popularity, the **Susan B. Anthony House** in Rochester, New York, is offering volunteer opportunities for those interested in helping to tell her fascinating story. Needed are volunteers to serve as tour guide and mu-

seum shop attendants. No experience is necessary; training sessions begin **this fall**. For more information, call the Susan B. Anthony House as (716)235-6124.

• The **Historic Madison Foundation, Inc.** would like to announce that it has received a \$50,000 grant award from the **Paul Ogle Foundation** to assist in the restoration of the Ben Schroeder Saddletree Factory and Residence, America's last 19th century saddletree factory complex. Once restored, this Hoosier landmark will open to the public as a museum of industrial heritage illustrating the history of saddletree manufacture and its importance to transportation in the United States.

The goal of the Schroeder factory restoration is to illustrate the craft of the saddletree maker through exhibits, tours, and demonstrations. It will be one of only a handful of restorations in the United States to explore the everyday lives of working class people. The Ben Schroeder Saddletree Company was owned and operated by two generations of the Schroeder family from 1878 until it closed in 1972. The factory also produced stirrups, cart trees, pack saddle frames, hames, clothespins, lawn furniture, and work gloves during its 94 year history. For more information about the Restoration Project, contact Historic Madison Foundation, Inc., 500 West Street, Madison, Indiana 47250; or call (812)265-3426 or (812)265-2967; or e-mail hmihmf@seidata.com.



## AWARDS, FELLOWSHIPS, GRANTS, AND INTERNSHIPS

• The Executive Office of the President and the Council on Environmental Quality wishes to open the application period for the **American Heritage Rivers** initiative

to support communities' efforts to realize their goals of economic prosperity, a healthy environment, and historic and cultural preservation. In early 1998 the President will designate 10 rivers as American Heritage Rivers that reflect the economic, natural and cultural significance of the waterways to our nation's history and future. The application **deadline is early December**. For further information regarding the project or the application process, contact: 1-888-40RIVER.

• The **Organization of American Historians (OAH)** announces its call for nominations for the 1998 Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award. This annual award was established to memorialize the career of the late Mary K. Bonsteel Tachau, University of Louisville, for her path-breaking efforts to build bridges between university and pre-collegiate history teachers. The 1998 Tachau award recognizes the contributions made by pre-collegiate teachers for their activities which enhance the intellectual development of other history teachers and/or students. Any pre-collegiate teachers engaged at least half-time in history teaching, whether in history or social studies are eligible for nomination.

One copy of each nomination entry must be mailed directly to: Mr. Eric Rothschild, Scarsdale High School, 1057 Post Road, Scarsdale, NY 10583; Professor Kenneth T. Jackson, Department of History, 603 Fayerweather Hall, Columbia University, New York, NY 10027; and Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47408-4199. Deadline for the initial nomination is **November 1, 1997**, and the final deadline for submission of the application packet is **December 1, 1997**. Requests for application guidelines or further information should be directed to: Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47408-4199.

• To recognize outstanding work in the field of oral history, the **Oral History Association (OHA)** is inviting applica-

tions for three awards to be presented in 1998. Awards will be given for a published article or essay that uses oral history to advance an important historical interpretation or addresses significant theoretical or methodological issues; for a completed oral history project that addresses a significant historical subject or theme and exemplifies excellence in oral history methodology; and to a postsecondary educator involved in undergraduate, graduate, continuing, or professional education who has made outstanding use of oral history in the classroom. In all cases, awards will be given for work published or completed between April 1, 1996 and March 30, 1998. Awards are honorific and will be announced at the Association's annual meeting, to be held **October 15-18, 1998**, in Buffalo, New York. The Association welcomes entries and nominations from all who practice oral history. For guidelines and submission information, write Oral History Association, Baylor University, P.O. Box 97234, Waco, TX 76798-7234; e-mail, OHA\_Support@Baylor, or see the OHA home page: <http://www.baylor.edu/~OHA/>. **Deadline** for receipt of all nomination material is **April 1, 1998**.

• The Columbia University Oral History Research Office is seeking applications for two annual fellows, as well as two shorter term fellows of six months or less, for the **Rockefeller Foundation Program for the Humanities Award**. Priority will be given to international fellows for the shorter residences. The theme for exploration will be the uses of oral history methodology to document multiple and interrelated aspects of individual identity (race, ethnicity, class, gender, physical ability, sexuality, sexual preference and generation) in relation to substantive questions about how communities form and survive in a multicultural and multiethnic world. Priority will be given to applicants who have a demonstrated commitment to combining fieldwork with academic research in cross-cultural settings, and who are looking for the opportunity to continue that research in one of the diverse communities of New York City. Applications will be accepted from individuals working in fields related to oral history who have a sustained interest in questions of reflexivity, methodology and interpretation. Fellows will have access to the Oral History Research Office Collection, the resources of Columbia University's libraries, individual office space, and will participate in monthly seminars as made up of scholars, public and community historians as well as weekly seminars devoted to fieldwork

issues. Fellows will be expected to make formal presentations of their work in the monthly seminars. Application **deadline is February 15, 1998**. For more information, contact: Mary Marshall Clark and Ronald J. Grele, Oral History Research Office, Box 20, Butler Library, Columbia University, New York, New York 10027. Phone (212)854-2273; Fax (212)854-5378; or contact the web at: [www.columbia.edu/cu/libraries/indiv/oral/](http://www.columbia.edu/cu/libraries/indiv/oral/)

• The **Missouri Historical Society** announces its 1998 research fellowship. Fellows may participate in an oral historical study of African American neighborhood life in St. Louis, or conduct independent research on the region's African American history. The length of the fellowship is one to three months with a stipend of \$1,700 per month. The **deadline is February 28, 1998**. For further details and an application, write to: MHS Research Division, Box 11940, St. Louis, MO 63112.

• To support scholarly research and writing among qualified civilian graduate students preparing dissertations in the history of war on land, the **U.S. Army Center of Military History** is offering two Dissertation Fellowships, carrying an \$8,000 stipend and access to the Center's facilities and technical expertise. In the selection of proposals for funding, preference is given to topics on the history of the U.S. Army. Topics submitted should complement rather than duplicate the Center's existing projects. Applicants who wish to become Fellows must be civilian citizens of the United States. Applicants must have completed by September all requirements for the Ph.D. degree, except for the dissertation. Any student who has held or accepted an equivalent fellowship from any other Department of Defense agency is not eligible for these awards. Applications may be obtained from the Executive Secretary, Dissertation Fellowship Committee, U.S. Army Center of Military History, 1099 14th Street, N.W., Washington, D.C. 20005-3402, or telephone, (202)761-5402/5364. Applications and all supporting documents for the Dissertation Fellowships must be **postmarked** no later than **February 1, 1998**.

• The **Henry Luce Foundation, Inc.** has awarded a \$120,000 grant to the Archives Partnership Trust to aid in the understanding and use of information in the State Archives. The grant will be used to increase the number and amount of awards given under the Larry J. Hackman Research Residency Program over the next three years. Award amounts generally fall in the \$1,500 to \$2,000-a-month range. The Re-



search Residency Program supports advanced research using the vast resources of the New York State Archives in the areas of New York State history, government and public policy. Applications must be received by **January 30, 1998**. For more information, call Jill Rydberg at (518) 473-7091 or e-mail: jrydberg@mail.nysed.gov.

• **The National Center for Preservation Technology and Training** announces its 1998 Fall call for proposals. NCPTT is a group of experts within the National Park Service whose work focuses on technical issues in preservation and conservation. NCPTT's specialist team seeks to advance the art, craft and science of historic preservation in the fields of archeology, historic architecture, historic landscapes, objects and materials conservation and interpretation by developing and disseminating information and research results and providing training opportunities. NCPTT undertakes its work in partnership with the national preservation and conservation community. In the fiscal year 1998, proposals are requested in the following eight types—(1) Information management; (2) Training and education; (3) Applied/fundamental research; (4) Environmental effects of outdoor pollutants on cultural resources: Research and treatment development; (5) Technology transfer; (6) Analytical facility support; (7) Conference support; and (8) Publications support. Only proposals submitted via US Mail, commercial delivery service or hand delivery will be considered. Send proposals to: (US Mail)-NCPTT, NSU Box 5682, Natchitoches, LA 71497, Attention PTTGrants/ *Cite project type*; or (Delivery)-NCPTT, 200 South Hall, Northwestern State University, Natchitoches, LA 71457, Attention PTTGrants/*cite project type*. The deadline via US Mail is postmarked no later than **December 19, 1997**; and the deadline via commercial or hand delivery is receipt no later than **5:00 PM CST on December 22, 1997**. For further information phone, (318) 357-6464, or e-mail ncptt@alpha.nsula.edu.



## CALLS FOR PAPERS

• The **Oral History Association (OHA)** invites proposals for papers and presentations for its 1998 annual meeting, to be held October 15-18 in Buffalo, New York. The theme of the

meeting will be, "Crossing the Boundary, Crossing the Line: Oral History on the Border." Proposals that are especially encouraged are ones relating to mediations among diverse communities; class, ethnic, racial, and gender perspectives; interdisciplinary approaches; transnational issues; migration and immigration; transgressions; new frontiers in technology; lesbian and gay history; relationships in interviewing; marginality; oral history and received historical wisdom; shifting borders in oral history; and ethical and legal boundaries. Other topics are welcomed also.

The Program Committee invites proposals from oral history practitioners in a wide variety of disciplines and settings, from graduate students and those involved in both precollegiate and post-secondary teaching, as well as from other professional organizations, including state and regional oral history associations affiliated with the OHA. OHA policy prevents those who will present papers at the 1997 annual meeting from doing so in 1998; they may however, serve as session chairs and commentators. Proposal **deadlines are December 15, 1997**. For further information or to submit proposals, contact: Debra Bernhardt, Robert F. Wagner Labor Archives, 70 Washington Square South, New York, NY 10012; phone: (212)998-2640; fax: (212)995-4070, or e-mail (queries only) to: bernhrdt@elmer1.bobst.nyu.edu. Or contact: Cliff Kuhn, Department of History, P.O. Box #4117, Atlanta, GA 30302-4117; phone: (404)651-3255; fax: (404)651-1745; or e-mail (queries only): hiscmk@panther.gsu.edu.

• The **1998 Association for Living Historical Farms and Agricultural Museums Conference and Annual Meeting (ALHFAM)** announces its call for papers, sessions and presentations. The conference will be held in Waterloo, Ontario, Canada from June 21-25. The conference will address both the minutiae and rhythms of daily life that concern living history sites and agricultural museums, both in the past they portray and the day-to-day issues that they encounter in their jobs. The proposal **deadline is November 28, 1997**. For further information, contact the 1998 Conference Program Chair at: (519)742-7752, or Fax: (519)742-0089.

• The **Society for History in the Federal Government (SHFG)** invites proposals for complete sessions or individual papers for its 1998 annual meeting, to held on Thursday and Friday, 19-20

March 1998, at Archives II, National Archives and Records Administration, College Park, Maryland. The theme of the meeting will be "Interpreting Federal History: Documents, Artifacts, and Structures." Members may submit proposals for complete sessions or individual papers on topics of general interest to Society members. Non-members may submit proposals but must pay the non-members' registration fee to attend the meeting. Proposals should include a one-page abstract of the session or paper and brief resumes of proposed participants. In 1998 the Society will launch publication of a series of occasional papers. Speakers at the annual meeting will be encouraged to make their manuscripts available upon request for consideration by the editor of this series. The submission **deadline is November 15, 1997**. Proposals should be mailed to: SHFG 1998 Program Committee, Society for History in the Federal Government, Box 14139 Ben Franklin Station, Washington DC 20044-4139.



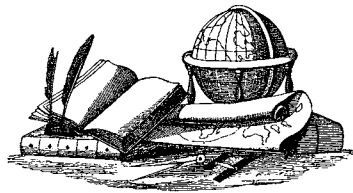
## CONFERENCES, INSTITUTES, SEMINARS AND WORKSHOPS

• Analytical science is an increasingly important tool for studying and authenticating museum objects. **Winterthur Museum, Garden and Library**, in Winterthur, Delaware is celebrating science's monumental contributions to the study of decorative art objects with a one-day conference, "**Scientific Analysis for Art's Sake**," which focuses on Winterthur's scientific research, as well as that of other museums. The **November 8** conference is being held in conjunction with "Deceit, Deception, and Discovery," an exhibition of the mysteries and science surrounding fakes and forgeries in the decorative arts, on view at Winterthur from September 27, 1997 - January 31, 1999. For further information, contact: Hillary K Holland, Manager of Media Relations, (302)888-4734.

• **The Center for History in the Media, The George Washington Uni-**

versity, offers the only institute in historical documentary production in the nation. The Center, inaugurated in 1990, teaches courses in historical filmmaking and produces historical programs for national audiences. The 1998 Institute, from January 13-June 30, will be dealing with Principles and Methods of Historical Filmmaking, Historiography, Scripting the Documentary, Visualization and Techniques, and Filmmakers Workshop. The Institute will also produce a short historical documentary. Some participants will have extensive experience in history, broadcasting, anthropology, museums, or education. Some individuals have no experience at all, but all participants come with a commitment to history presented on film. The cost for the six month program is \$6000. The tuition offers 6 graduate level hours of academic credit and all individuals completing the program will receive certification in historical documentary production. Loan assistance is available and The Institute offers some internship opportunities with independent producers and documentary broadcast entities. All participants are responsible for their own housing. For more information, contact GW's Off-Campus Housing Office at (202)994-7221. **Application deadline is November 15, 1997.** Decisions will be announced December 1, 1997. To apply, call (202)994-6787, e-mail seavey@gwis2.circ.gwu.edu, fax (202)994-6231, or write: Nina Gilden Seavey, Director, Center for History in the Media, The George Washington University, 305 Phillips Hall, Washington, D.C., 20052.

• **Visualizing History for the Public, 1998 Landmarks Conference in American History**, will be held on March 5-7, 1998 and is sponsored by the National Museum of American History, Smithsonian Institution, and the American University. Panels on museums, parks and monuments, the selling of history, film, and television explore the production, reception, and impact of visual representations of history. For further information, contact: Landmarks Conference, Department of History, American University, 4400 Massachusetts Avenue, N.W., Washington, D.C. 20016, Fax: (202)885-6166, or E-mail: visualhist@aol.com.



## INTERNET NEWS

• **The Rutherford B. Hayes Presidential Center** and Bowling Green State University has received a grant of \$80,865 from the United States Department of Education to make the Hayes Library catalog records accessible worldwide. The project will convert the card catalog to machine-readable format and load the records onto OhioLINK, the statewide online network of academic library catalogs. OhioLINK is accessible via the Internet, making available to researchers the approximately 55,000 records, 10 to 15 percent of which represent unique items not available in other U.S. libraries. The conversion project begins this fall.

• **The American Association for State and Local History (AASLH)** announces that it now has a new web site address - [www.aaslh.org](http://www.aaslh.org) - and a new e-mail address - [aaslh@aaslh.org](mailto:aaslh@aaslh.org).

• A new web site - [www.nonprofit.gov](http://www.nonprofit.gov) - provides information on grants, budgets, partnerships, and volunteer opportunities from 15 federal agencies. The search will provide access to other government sites.



## POSITIONS AVAILABLE

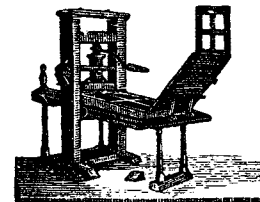
• **Indiana University-Purdue University Indianapolis** announces a position opening in Museum Studies. The IUPUI School of Liberal Arts, invites applications for a joint position in Museum Studies and Anthropology or History, beginning August 1998. We seek someone with a creative vision of museum studies in relationship to the university and broader community. Anthropology, with its integrated program in Applied Anthropology, and History, with a nationally recognized graduate program in Public History, share a commitment to public service. Half time dedicated to directing an

interdisciplinary museum studies program, including teaching core courses; half time teaching, research, and service in the department of appointment.

Ph.D. by June 1998. Academic credentials appropriate for a tenure-track appointment as an assistant professor. Teaching experience and a promising record of research and/or creative activities with exhibits and/or publications required.

Training and/or experience in a range of museum functions and evidence of effective administrative potential required. Start-up and ongoing support money available. Position pending budgetary approval. **Deadline is January 10, 1998;** history hopes to interview semi-finalists at MAHA, January 9-11. Send letter, vitae, and three reference letters to Barbara Jackson, Associate Dean, IUPUI, 425 University Blvd., Indianapolis, IN 46202. Indiana University is an Affirmative Action/Equal Opportunity Institution. Women and minorities are encouraged to apply.

• **University of North Carolina at Wilmington** invites applications for a tenure track assistant professorship in the fields of Public History/United States. Specialties in material culture/technology studies and/or community studies are preferred. All U.S. fields will be considered with some preference for 19th century. The successful candidate must have ability to teach U.S. surveys and introductory, upper-division, and graduate courses in public history. Practical public history experience is also preferred; Ph.D in hand by August 1998. Affirmative Action/Equal Opportunity Employer; women and minorities are encouraged to apply. Send letter of application, c.v. and three letters of recommendation to Dr. Marguerite S. Shaffer, Chair, Search Committee, Department Of History, University of North Carolina at Wilmington, Wilmington, NC, 28403. Applications should be received by **December 12, 1997.**



## PUBLICATIONS

• Intersecting environmental and policy history in his book, **Cleaning up the Great Lakes**, Terence Kehoe presents a unique case study of national water pollu-

tion control policy during the seminal decades of environmental activism. Kehoe uses events in the Great Lakes region to investigate broader changes in American public policy during the era of public interest that extended from the late 1960's through the early 1970's. Intended for a wide audience, the book will appeal to scholars of history, political science, public administration, and environmental studies, as well as general readers wishing to learn more about the Great Lakes ecosystem, environmental issues, and environmental regulation. This illustrated publication is available for \$32.00 plus \$4.25 postage and handling by contacting your local bookstore or Northern Illinois University Press, 320 A. Williston Hall, Dekalb, IL 60115.

• Secretary of State Ralph Munro, of Olympia, Washington would like to announce the publication of a third installment in the **oral history of Charles Hodde** of Olympia, who served in numerous elected and appointed government positions in Washington state for more than five decades. The newest Hodde oral history describes his service in the federal government and his term as state Revenue Director. The previous two oral histories dealt with Hodde's legislative career. The Secretary of State's Oral History Program records and transcribes the recollections of legislators, state officials and citizens who have been involved with the state's political history. These tapes and transcripts are available to the public, and institutions and individuals may receive the Hodde Oral History at no cost. To obtain a copy, please contact the Oral History Program, Legislative Building, PO Box 40243, Olympia, Washington 98504-0243; or telephone (360)902-4158.

## EXHIBITS

• **The Gentleman Warrior: General James B. McPherson** will be on display at the **Rutherford B. Hayes Presidential Center** in Fremont, Ohio through January 1998. The exhibit provides the opportunity to learn about this highest-ranking officer killed in the Civil War, at the age of 35.



Featured will be over one hundred artifacts, documents, maps, and photographs from more than twenty national institutions and private collections. *The Gentleman Warrior* is the first significant exhibit to bring these items together. The rare assembly includes McPherson's campaign chests, battle swords and service revolver, architectural drawings of Alcatraz Island, a battle map of the Atlanta Campaign carried by McPherson when he died, and the only existing portrait for which he posed. The exhibit reveals the influences of McPherson's early years that merge with his military education to produce this Civil War general. For more information, contact the Hayes Presidential Center at, (419)332-2081, or visit their web site: <http://www.rbhayes.org>, or email to: [hayeslib@nwohio.com](mailto:hayeslib@nwohio.com).

The **Strong Museum in Rochester, New York**, announces the following exhibits:

• **"Inspiration and Innovation: Helen Keller and the American Foundation for the Blind"** will be featured from November 4, 1997 through January 4, 1998. A borrowed exhibition presented by the Association for the Blind and Visually Impaired and hosted by the Strong Museum, Helen Keller's inspirational life is explored through photos, talking life-sized figures, and artifacts from her life. On view are Helen Keller's braille writer, a copy of her braille bible, bronze casts of her hands, and editions of her autobiography, *The Story of My Life*, in eight languages.

• **"UnEARTHing the Secret Life of Stuff: Americans and the Environment"** will be on view through early 1999. Exploring the changing relationship between Americans and their environment, the exhibit focuses on the familiar things we have created, used, and thrown away since 1850. A wealth of hands-on interactives help visitors explore serious environmental issues in fun ways. Visitors become "eco-detectives" as they examine towers of household trash from the 1850's, 1920's, and 1990's. A seven-screen video wall and giant "baby" books help visitors discover the "life cycles" of common things in our lives.

• **"Between 2 Worlds: African-American Identity and American Culture"** is a long term exhibit that will close to the public in January 1998, but then will re-open in an enhanced, condensed version in May 1998. Produced by the Strong Museum, the exhibit examines the

difficult balancing act many African Americans have had to maintain while trying to straddle two worlds—one black, the other white. The highly participatory exhibit focuses on three themes: identity, racism, and culture. Artifacts and images include portraits of African Americans—everyday people and heroes; leg irons and a bill of sale for slave purchases; photos and robes from the Ku Klux Klan; images of African Americans used in advertising; and paintings, poems, and memorabilia from the African-American protest tradition. Audio and video recordings feature African-American storytelling, dance, and music traditions that have influenced American society.



## INTRODUCTION TO THE NEW NCPH STAFF

Beginning this fall semester, our new graduate intern in the NCPH Executive Offices is Katherine Gould. Originally from west Michigan, she spent her time growing up on Army bases both in the United States and overseas. She received her undergraduate degree in history, with an emphasis in U.S. history, from Grand Valley State University in Allendale, MI. An internship working with city historian Gordon Olson at the Grand Rapids Public Library solidified her desire to practice history outside of the academic arena. Currently, she is a first year graduate student in the Public History program at Indiana University-Purdue University at Indianapolis. Her one foible is being a perpetually hopeful, die-hard Chicago Cubs and Bears fan (sympathy is welcome).

Also new to the staff is Assistant to the Executive Director, Tina Trettin. She is originally from northwest Ohio, where she received a B.A. in English from the University of Toledo. She is currently working as a freelance indexer for computer publishing companies, as well as here in the NCPH offices while completing course work for her M.L.S. here at IUPUI.

If you reach them when you contact the Executive Offices, please introduce yourself and extend a warm NCPH welcome.

# THE ROBERT KELLEY MEMORIAL AWARD

## Call for Nominations

The National Council on Public History is pleased to announce the call for nominations for the second "Robert Kelley Memorial Award." The award seeks to perpetuate the legacy and memory of a founder of the public history movement, Dr. Robert Kelley. It honors distinguished and outstanding achievements by individuals, institutions, non-profit or corporate entities for having made significant inroads in making history relevant to individual lives of ordinary people outside of academia.

## Eligibility:

Individuals or organizational entities may be considered for the award.

a) Individuals may be nominated based on their achievements and specific contributions to the public history movement, usually over a sustained period of time.

Evidence of scholarly excellence must be combined with two or more of the following: sustained service to the NCPH in an appointed and/or elected capacity; demonstrated innovation in teaching and/or development of institutional training programs; creativity as evidenced through the development of teaching and or educational "outreach" materials; a singular achievement (i.e. a motion picture, major exhibit or a well-recog-

nized book) that significantly contributes to the general public's understanding and appreciation of history; and/or a distinguished record of creating, administering, or managing an undergraduate or graduate public history program at an institution of learning.

b) Institutions, colleges and university departments of history, non-profit, corporate or other organizational entities may be nominated based on the institution's achievements and specific contributions in advancing the cause of public history, usually over a sustained period of time.

Evidence of program excellence must be combined with two or more of the following in evaluating the contribution of each nominated institution: innovative excellence in the training of public historians (either at an undergraduate or graduate level) as evidenced by a quality public history curriculum and/or success in placement and accomplishments of graduates in public history related jobs; sustained commitment to the development of scholarly or other educational or teaching materials relating to the field of public history; sponsorship and/or delivery of high quality training courses, conferences or educational outreach to the public or the public history community; an outstanding record of public outreach programs (i.e. mass media, exhibitry, lecture series) that advance the appreciation of public

history; demonstrated commitment to the value of expanding the public's knowledge and appreciation of history in the institutional or corporate setting.

## Procedures and Submission Requirements:

1. Nominations should be submitted in the form of a written narrative not to exceed 1,500 words (typed).
2. Nominations should include pertinent supporting documents, including a copy of the nominee's resume or curriculum vita if available.
3. Submit five (5) copies of the nomination to the committee chair.
4. Deadline for submission of nominations is **December 1, 1997**.
5. Any questions, contact committee chair Rebecca Conard by phone 316-978-3150; or by email: conard@twsumv.uc.twsu.edu
6. Send nominations to:  
Rebecca Conard  
Kelley Awards Committee Chair  
Department of History  
Wichita State University  
Wichita, Kansas 67260-0045

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## Public History News

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