

## QUALITATIVE PERCEPTIONS OF PUBLIC HISTORY DEGREE PROGRAMS

by Rebecca Conard, Wichita State University

*[Ed. Note: This article is based upon the NCPH Career Assessment and Professional Needs Survey of public history graduates conducted in 1995-1996 by Rebecca Conard of Wichita State University and Patricia Mooney-Melvin of Loyola University of Chicago. Preliminary results were discussed at the NCPH Annual Meeting in Albany, New York, May 1997. Additional results will be featured in an upcoming issue of PHN.]*

The last two questions on the Career Assessment and Professional Needs Survey, numbers 18 and 19, were written as open-ended questions to elicit perceptual comments from respondents. Question 18 asked, "What do you consider to have been the most useful aspect of your public history training?" Question 19 asked for the opposite: "the least useful aspect of your public history training?" Very few respondents interpreted these questions literally to mean only the most or least useful aspect (singular). Rather, the majority of respondents listed a range of positives and negatives about their public history training. Several respondents left these questions blank, and a few used the questionnaire as a platform for making indictments; however, most people wrote thoughtful, and sometimes lengthy, comments.

Given the nature and purpose of these questions, it was, of course, not possible to sort the responses into well-defined categories and then rank them in importance based on frequency of occurrence. Additionally, because many people listed multiple positives and negatives, it was necessary to read through the comments carefully in order to get a sense of meaning. Some terms, such as "internship" and "research methods," occurred routinely and were used consistently in context. However, respondents communicated less specific concepts in a variety of ways. For example, in a positive-aspect subcategory that I labeled "good general history background or strong academic emphasis in training," I grouped the following statements (partial list):

- (1) "encouragement to 'think big' and not to be simply a technician; to seek context, and work always within larger themes of history;" (2) "people (other professionals as well as the general public) expect me to know American history;" and (3) "having to take courses in another field, like historic preservation or museums, and combining field with history." As the last response indicates, it was additionally necessary to parse responses into their constituent elements. In this case, and others like it, a positive response would be additionally tallied in another subcategory, such as "courses applicable to current career position: historic preservation/cultural resources management."

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## NEW NCPH MEMBERS

Adavasio, Jim, *Erie, PA*  
Allegheny Portage Railroad NHS,  
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Allen, Annalee, *Oakland, CA*  
Alliance for Historic Hillsborough,  
*Hillsborough, NC*  
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Badlands National Park, *Interior, SD*  
Baldwin, William, *Washington, DC*  
Bashore, Betsy, *Maumee, OH*  
Bethke, Michael, *Aptos, CA*  
Bingmann, Melissa, *Tempe, AZ*  
Birchcrest, Inc., *Green Lake, WI*  
Birmingham Civil Rights Institute,  
*Birmingham, AL*  
Bridge, Jennifer, *Chicago, IL*  
Brown, Jennifer, *State University, AK*  
Brown, Rick, *LaCrosse, WI*  
Bustamente, Antonio, *Tempe, AZ*  
Byrne, Karen, *Falls Church, VA*  
Callender, Dana, *Ridgefield Park, NJ*  
Campbell, Marc, *Mesa, AZ*  
Cantrell, Claudia, *Denton, TX*  
Carriker, Robert, *Lafayette, LA*  
Charles, Helen, *Gold Run, CA*  
Chemung County Historical Society,  
*Elmira, NY*  
Clemens, Janet, *Anchorage, AK*  
Compton III, Joseph,  
*Stone Mountain, GA*  
Conley, Tishe, *Fairbanks, AK*  
Contiguglia, Georgianne, *Denver, CO*  
Corpuz, Paula, *Indianapolis, IN*  
Cox, Amy, *West Palm Beach, FL*  
Curtis, Mary, *Callicoon, NY*  
Dekalands, Carol, *Flint, MI*  
Derousie, Anne M, *Lodi, NY*  
Dineen, Susan Carroll,  
*Blue Mountain Lake, NY*  
Duncan, Francis, *Bethesda, MA*  
Emby, Jessie, *Provo, UT*  
Fearnbach, Heather, *Winston-Salem, NC*  
Fellin, Darcy, *Seattle, WA*  
First Church of Christ Scientist Church,  
*Boston, MA*  
Fisher, Abby Sue, *St. Paul, MN*  
Ford, Jennifer, *Pittsburgh, PA*  
Fort Vancouver, NHS, *Vancouver, WA*  
Foust, Jerry, *Chicago, IL*  
Frame, Tasslyn, *Cleveland Heights, OH*  
Gaines, Billie, *Atlanta, GA*

> See Qualitative page 2

> See New Members pg. 3

Because the term “aspect” is broad, answers were equally diverse. Nevertheless, in both cases, “most useful aspect” and “least useful aspect” the responses could be grouped under general headings that might be labeled: 1) degree requirements and overall curriculum design; 2) career-related skill development, or lack thereof; and, 3) related professional concerns.

### **Degree Requirements and Overall Curriculum Design**

In the first category, “degree requirements and overall curriculum design,” there were few surprises. By far and away, alumni of public history programs consider an internship to have been the most useful requirement of their training, regardless of whether the work experience was paid or unpaid. Sixty-seven respondents listed “internship” or “practicum” in answer to question 18. Another twenty-three listed “hands-on class projects” or “team research.” Although three people responded, in answer to question 19, that team research was among the least useful aspects of their graduate training, so there is not unanimous agreement about the benefit of team research projects. In any case, a total of ninety people confirmed the value of work experience as part of degree or course requirements, even though such requirements sometimes mean that students in public or applied history degree programs must meet degree requirements in excess of those required for non-applied degree programs. Two respondents articulated clearly what many people briefly noted. One wrote, “My graduate internship opened professional doors for me...” Another observed that “Most good ideas come from seeing them applied in other museums, or hearing the experiences of other staff people at institutions...”

Research methods courses also ranked high on the list of most useful aspects. A total of forty-nine alumni listed research methods or research and writing courses as positive aspects of their training. Conversely, at least a dozen people gave responses indicating

that they found little value in historiography or public history theory courses, and no one listed historiography as a “most useful aspect.” What this suggests is that public history educators, in general, have not found a way to integrate the applied side of the discipline into historiography, which, of course, contributes to the misperception that public and academic historians are somehow different species.

Many respondents also felt that a useful aspect of their training was the strong emphasis placed on writing skills. Thirty alumni mentioned writing skills, and in particular the ability to write for audience, write for deadline, write concisely, and write clearly. Another twenty-four alumni felt they had benefited from a good general history background or training that placed strong emphasis on history content courses. This perception was buttressed by four alumni who felt they had not had enough course work in “real” history. As one respondent phrased it, “The de-emphasis of content in favor of ‘process’...tended to turn out efficient, productive workers with little real love or appreciation for the larger field of history. This leads to a certain self-defeating efficiency.” Conversely, one respondent emphatically stated that there was “too much scholarly history included in the curriculum.” Somewhere in the middle were those who explained the public-academic dissonance in terms more balanced. One person noted the “difficulty of transforming an academic training program to the considerations of private non-academic institutions.” Another observed that “in the real world the ideal doesn’t exist and we sometimes don’t know how to work in this world because we only know the ideal.”

Finally, under “most useful aspects,” at least fifty and perhaps as many as sixty respondents listed courses that were directly related to their current career positions. That is, alumni working in museums typically listed courses such as museum curation, museum education, or

community history; those working for government agencies or consulting firms involved in historic preservation or cultural resources management listed courses such as architectural history, material culture, or historic preservation; and those working in archives similarly listed specific career-related courses. On the other side of the aisle, about ten respondents listed specific courses that were not useful in their current position, and there was no telling pattern to the courses listed.

### **Career-related Skill Development, or Lack Thereof**

The second category of response, “career-related skill development, or lack thereof,” contains considerable food for thought, especially the “lack thereof” or “not enough of” listings. At the top of the list, twenty-two alumni in administrative positions responded that their graduate training did not prepare them to deal with fiscal planning, including budget development, fundraising, grant or proposal writing, and marketing. Another fifteen felt they had entered their positions unprepared to handle personnel management or a broad range of administrative responsibilities.

A total of seven alumni felt they lacked skill in computer applications for collections management, desktop publishing, GIS database manipulation, or interactive media. Other skills mentioned in the “lack of” or “not enough of” category included, more or less in descending order, the technical aspects of historic preservation and architectural history, archives and records management, group facilitation and community organizing, public speaking, project management, photography, and various museum skills, such as curation or education. A few respondents signaled a word of caution regarding technical skills, however, noting that training in obsolete technologies or out-dated techniques was a waste of time.

Positive responses in this category were fewer in number, but topping the list of useful skills developed as part of

graduate training were historical editing and/or publishing (seven), proposal or grant writing (five), and oral history interview techniques (five). Other skills mentioned at least once include exhibit production, museum administration, museum registration, archival conservation/preservation techniques, quantitative methods, and Section 106 evaluation procedures.

Graduate programs cannot be all things for all people, of course, and many professional organizations have realized the need to assist their members with the development of particular career-related skills. NCPH has offered a variety of workshops as part of the annual meeting for several years, with mixed success. The survey results suggest some areas that NCPH might target as part of an expanded program of annual meeting workshops, short courses, or summer institutes.

## Related Professional Concerns

The third category of response produced a range of comments that might be termed "related professional concerns," both positive and negative. On the negative side of the equation, several respondents expressed continuing concern about the status of public history and public historians, both inside and outside the academy. Some respondents noted the persistence of attitudes that give primacy to academic history, and another noted that "outside of academe, most employers, even many in history-related fields, seem to have some difficulty in evaluating the worth of a public history degree or background." A second concern that surfaced often enough to mention was the lack of good-paying jobs in public history, which one respondent helpfully defined as somewhere in the \$40,000-\$60,000 salary range.

On the positive side of "related professional concerns," twenty-seven alumni responded that a very useful aspect of their training had been the opportunity to network at professional meetings or through alumni contacts. Another twenty-four closely related

responses come from those who felt they had benefited greatly from the exposure to, or gained a thorough understanding of, the wide variety of public history-related careers from their graduate training. As one person phrased it, "the exposure to a wide variety of career options... provides me with the confidence that I could change careers at some point and be successful." A variety of miscellaneous comments written in response

to the "most useful aspect" question underscore these two perceptions. Several people expressed their appreciation for the practical nature of their training. Others felt that one of the most useful aspects of their training was the ability to bridge academic and public history; other specifically mentioned the benefits of mentoring; and a few felt that their training had given them professional credibility.

➤ See Qualitative page 4

➤ *New Members continued from pg. 1*

Goldstein, Susan, *Berkeley, CA*  
 Goodlett, Chris, *Dexter, KY*  
 Grassham, John, *Albuquerque, NM*  
 Grimm, Jeane, *Morgantown, WV*  
 Hanifan, Donovan, *Buckhannon, WV*  
 Hanson, Jill, *Atlanta, GA*  
 Harmon, Mella Rothwell, *Reno, NV*  
 Herlihy, Mark, *Winchester, MA*  
 Herrold, Sue, *Ames, IA*  
 Historic Lexington Fund,  
*Lexington, VA*  
 Holmes, Holly, *Waco, TX*  
 Howard, Ned, *McMinnville, OR*  
 Hulston, Nancy, *Kansas City, KS*  
 Ishizuka, Karen, *Los Angeles, CA*  
 Iverson, Steven, *Westminister, CA*  
 Jackson, Eloise, *Raleigh, NC*  
 Jones, Ida, *Washington, DC*  
 Katz, Philip, *New York, NY*  
 Kellar, William, *Houston, TX*  
 Keller, Jean, *Temecula, CA*  
 Kelso, Craig, *Morgantown, WV*  
 Krim, Robert, *Boston, MA*  
 Lalande, Hannah, *Ashland, OR*  
 Leach, Sara, *Tupelo, MS*  
 Leshner, Pete, Chesapeake Bay Maritime  
 Museum, *St. Michael's, MD*  
 Levy, Jane, *Berkeley, CA*  
 Lewin, Jackie, *Saint Joseph, MN*  
 Lofland, John, *Davis, CA*  
 Lveg, Kirk, *Tuscaloosa, AL*  
 Lyons, Christine, *Davenport, IA*  
 Mackay, Jim, *Falls Church, VA*  
 MacLachlan, Marie, *East Millinocket, ME*  
 MacLachlan, Robin, *Bathurst, Australia*  
 MacLean, Terry, *Sydney, Nova Scotia*  
 Mallory, Joanna Baldwin/WNET,  
*New York, NY*  
 Malmberg Jr., Peter, Garfield Farm  
 Museum, *Lafox, IL*  
 Mayer, Barbara, *Pound, Ridge, NY*  
 Merritt, John, *Atlanta, GA*  
 Mielnik, Tara, *Murfreesboro, TN*  
 Milam, Melanie, *Nathrop, CO*  
 Miller, Richard, *Altamonte Springs, FL*  
 Mlloy, Kelly, *Fort Worth, TX*  
 Moore, Danny, *Murfreesboro, NC*  
 Moore, Patrick,, *Tempe, AZ*

Myers, Terri, *Austin, TX*  
 Naef, Barbara, *Reston, VA*  
 Neely, Lisa, *Kingsville, TX*  
 Neilan, Emily, *Tempe, AZ*  
 Nielander, Mae, *Tallahassee, FL*  
 Norris, Linda, *Treadwell, NY*  
 North Carolina Museum of History  
 Library, *Raleigh, NC*  
 Pamperin, David, *Madison, WI*  
 Parker, Margaret Bishop,  
*Mechenicsburg, PA*  
 Partlow, Lian, *Altadena, CA*  
 Phillips, Anne, *Philadelphia, PA*  
 Piatkowski, Nancy, *Kenmore, NY*  
 Piehler, G. Kurt, *Metuchen, NJ*  
 Pizio, Maria, *Brigantine, NJ*  
 Powell, Allan Kent, *Salt Lake City, UT*  
 Purcell, Laura, *Tempe, AZ*  
 Ronnander, Carrie, *St. Paul, MN*  
 Rowe, Linda, *Williamsburg, VA*  
 Savage, Cynthia, *Pocasset, OK*  
 Schnepf, Molly, *Tempe, AZ*  
 Scott, Beth Ann, *Kalamazoo, MI*  
 Sheridan, Mimi, *Seattle, WA*  
 Siegel, Heidi, *Atlanta, GA*  
 Smith, Barbara Clark, *Charlottesville, VA*  
 Smith, Carol, *Norfolk, VA*  
 Solliday, Scott, *Phoenix, AZ*  
 Spude, Bob, *Santa Fe, NM*  
 Stewart, Elizabeth, *Washington, D.C.*  
 Sutton, Paula, Loveland Land Records  
 Management, *Loveland, CO*  
 Toff, Nancy, *New York, NY*  
 Ulysses S. Grant NHS, *St. Louis, MO*  
 USS Arizona Memorial, NPS,  
*Honolulu, HI*  
 Villanueva-Ezel, Yvette, *St. Cloud, MN*  
 Wallace, R. Stuart, *Plymouth, NH*  
 Weaver, Jan, *Corpus Christi, TX*  
 Webb, Toni, *San Francisco, CA*  
 Weinberg, Steven, *Columbia, MO*  
 Weyqandt, Virginia, *Springfield, OH*  
 Williams, Diane, *Austin, TX*  
 Wright, Conrad, *Medford, MA*  
 Yorktown Victory Center,  
*Williamsburg, VA*  
 Young, Richard Lloyd, Fort Casper  
 Museum, *Casper, WY*

► *Qualitative continued from pg.3*

The nature of both the positive and negative responses in the category of "related professional concerns" indicates that NCPH is on the right track with some initiatives that were recommended in *Plan 2000*, adopted in 1995. For instance, the electronic bulletin board, PUBLHIST, enables members to learn about job openings quickly, to discuss political issues that affect the historical profession, and to share scholarly information. There is also the student initiative, which so far includes the annual careers in public history workshop and the conference mentoring program.

The responses also suggest, however, that the organization can do more in both the "mentoring" and the "advocacy" departments. NCPH probably cannot do much about raising the level of pay in the "real world," but the organization can raise an endowment fund in order to implement programs that will assist members with professional development and that will recognize outstanding achievements in public history. NCPH can also strive harder to raise consciousness about the value of history in society. A range of advocacy initiatives outlined in *Plan 2000* have yet to be implemented or maintained with consistency, so there is plenty of work to be done.

The Career Development and Professional Needs Survey was conceived in large part to help NCPH leaders shape the implementation strategies of *Plan 2000* during the next few years. It is important to keep in mind, however, that board members, officers, and committee chairs can only do so much. Committees are only as effective as the teamwork that goes into them, and moving NCPH toward greater potency as a professional organization requires widespread commitment on the part of the entire membership.

## **Public History Career Assessment and Professional Needs Survey, 1995-1996**

### **Analysis of Questions #18 and #19:**

#### **Question # 18:**

#### **Most Useful Aspect of Public History Training**

##### **A. DEGREE REQUIREMENTS AND OVERALL CURRICULUM DESIGN**

1. Internship/practicum/work experience with professionals [paid, unpaid, or unspecified] **67**
2. Research Methods/Research and Writing Courses **49**
3. Team Research/Hands-On Class Projects **23**
4. Strong emphasis on writing skills **30**
5. Degree Requirements/Courses Related to Career:
  - archives/archival management **14**
  - museum administration/education/curation/site interpretation **17**
  - cultural resources management/historic preservation **17**
  - local history/community history/regional history **8**
  - editing/publishing **2**
  - oral history **1**
6. Program provided good general history background or had strong academic emphasis **24**

##### **B. DEVELOPMENT OF PROFESSIONAL SKILLS:**

- historical editing/publishing **7**
- proposal/grand writing **5**
- oral history interview techniques **5**

- exhibit production **3**
- administration **2**
- museum registration **1**
- Section 106 procedures **1**
- archival conservation/reservation techniques **1**
- quantitative methods **1**

##### **C. RELATED PROFESSIONAL CONCERNS:**

1. Networking at professional meetings/through alumni contacts **27**
2. Understanding of/exposure to wide variety of public history-related careers **16**
3. Field trips/tours **4**
4. Mentoring **4**

#### **Question #19:**

#### **Least Useful Aspect of Public History Training**

##### **A. DEGREE REQUIREMENTS AND OVERALL CURRICULUM DESIGN**

1. Courses perceived as unrelated to/not useful for
  - professional career historiography **7**
  - public history theory/historical methods (as opposed to research methods) **7**
  - quantitative methods **3**
  - public policy **3**
  - team research **3**
  - theory of site management **1**
  - educational grading techniques **1**
  - academic history courses **1**
2. Courses not useful for current position
  - historical editing **3**
  - museum courses [unspecified] **2**
  - oral history **1**
  - historic site interpretation **1**
  - archives management **1**
  - surveying, measured drawing **1**
  - decorative arts **1**
3. Other degree requirements
  - foreign language **3**
  - thesis **1**
  - no thesis **1**

##### **B. DEVELOPMENT OF PROFESSIONAL SKILLS**

1. Not enough courses in/lack of training in:
  - fiscal planning/budget development/fundraising/proposal or grant writing/marketing **23**
  - personnel management **9**
  - administration **8**
  - computer applications for collections management, desktop publishing, GIS, AutoCAD, interactive media **8**
  - historic preservation/architectural history **6**
  - history "content" courses **4**
  - archival/records management **3**
  - historiography **2**
  - public speaking **2**
  - group facilitation/community organizing **2**
  - research methods **1**
  - exhibit construction/curatorial methods **1**
  - photography **1**
  - project management **1**
2. Professional training out of date/inadequate **8**

##### **C. RELATED PROFESSIONAL CONCERNS**

1. Status of public history/historians inside and outside the academy **6**
2. Few good paying positions **4**
3. Lack of assistance with job placement/career planning **4**
4. Lack of opportunities to network with professionals in public history **2**

## PRIMARYLY TEACHING: A UNIQUE PROFESSIONAL EXPERIENCE

by Wynell Schamel

Since 1977, "Primarily Teaching: Original Documents and Classroom Strategies," the National Archives summer workshop for educators, has offered teachers the unique experience of researching the records of the National Archives, resulting in a long list of outstanding contributions to better teaching of history and other humanities. Teachers from across the country and the educational spectrum use archival research skills taught and practiced during the workshop to produce acclaimed publications and professional development activities. Whether the workshop *attracts* award-winning teachers or the experience *inspires* its participants to produce award-winning educational projects is unknown, but the impact these individuals have on teaching is extraordinary.

Each summer the education staff of the National Archives and Records Administration presents this two-week workshop on using documents in the classroom. The program includes lectures, demonstrations, document analysis, independent research, and group activity to introduce teachers to the holdings and organization of the National Archives and Records Administration. Participants learn how to research historical records and create classroom materials from records to sharpen students' skills and enthusiasm for history, social studies, and the humanities. Each participant selects and researches a specific topic, searches the holdings of the National Archives for relevant documents, and develops a teaching unit that can be presented in a classroom.

Teachers of history and the humanities from upper elementary through college levels take Primarily Teaching. Librarians, media specialists, archivists, and museum educators also find it useful to their work. Educators enroll in Primarily Teaching to learn techniques to make history more exciting for their students; but before the workshop is over, many of them have found a new commitment to their profession. They return to their schools charged with motivation to teach with archival sources and establish award-winning educational programs in their schools, their districts and states, and across the nation. During the most recent annual conference of the National Council for the Social Studies (NCSS) in Cincinnati, OH, three of the five awards presented for excellence in teaching were given to Primarily Teaching participants for outstanding contributions to teaching, based on their work with primary sources. In addition, two Primarily Teaching participants are winners of the Disney-McDonald's American Teacher Awards. Each demonstrated how they used document-based material developed by the National Archives education staff for the nationally-televised awards programs in 1993 and 1995.

Working with primary source documents brings out a dimension of historical knowledge that can be gained no other way. By putting primary sources in the hands of students, a skilled teacher can introduce them to the historian's craft as

they analyze and interpret these sources. In the process, students learn to recognize how a point of view and a bias affect evidence, what contradictions and other limitations exist within a given source, and to what extent sources are reliable. These skills are important not only to historical research but also to good citizenship.

Primary sources fascinate students because they are real and personal; they humanize history. Using original sources as learning tools allows students to touch the lives of people who lived in a different era. They experienced firsthand the human emotions, values, and attitudes of the past. By reading an appeal from a black American in 1899, for example, students confront the language of someone who witnessed lynching and other cruel treatment; in a related document, they see how the President of the United States responded.

Information about Primarily Teaching and other opportunities for professional development, document-based publications, research tools, and curriculum ideas is found on the National Archives web site ([www.nara.gov](http://www.nara.gov)). The homepage designed specifically for educators and students is located at [www.nara.gov/education](http://www.nara.gov/education). To contact the education staff, write or call them at NWE, National Archives and Records Administration, Washington, DC 20408; (202)501-6172 or 6729; or [education@arch1.nara.gov](mailto:education@arch1.nara.gov).

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## MY HISTORY DAY EXPERIENCES AS A TEACHER AND AS A JUDGE

by Rita G. Koman

A lively presentation made by two middle school teachers detailing their experiences as joint sponsors of History Day in their building piqued my interest over a dozen years ago. As a Manassas, Virginia high school teacher with average and high ability grouped classes of American history, this activity seemed like something I could use with both levels. Since honors and advanced placement students were required to write one research paper during the school year, I began by including the History Day topic in their list of topic choices. If a student chose that topic and received an "A" on it, I then submitted the paper for consideration in the Northern Virginia regional contest held at George Mason University in Fairfax. If it was not that great, I asked the student about considering the regional contest to see if they wanted to improve their work to be submitted. Some did and some did not.

When it came to the average classes, I had to put forth much more effort to work History Day into their curriculum. Based upon the topic, I determined when to fit it into a particular grading period for a final grade and when to schedule local school judging. This generally occurred in March due to the fact that the regional contest was in April. Every grading period up to the fifth, students had assignments preparing them for their History Day activity.

► See *My History* page 6

# PRESIDENT'S COLUMN



by Jannelle Warren-Findley

This is my last column as President of NCPH. I hand it off to Dwight Pitcaithley with enthusiasm because the column is a very useful way to promote the issues that each of us cares about, and to get feedback from the membership on those issues. I appreciate the comments of those of you who have written, and would like to see the President's Column idea expanded, perhaps to a discussion list format.

I would also like to thank the people who have made my term so enjoyable. First, thanks goes to the 1998 Program Committee members and their intrepid chairs, Kris Mitchell and Carl Phagan of Pantex Corporation in Amarillo. The pro-

gram looks rich and wonderfully varied and I am grateful to all of you for your hard work. Martha Norkunas and the Local Arrangements Committee produced a good-looking program book, worked with the hotel to arrange rooms and events, and planned all the other activities that those who attend will enjoy in Austin. You have set a standard for others to meet in your efforts, and I thank you all.

Committee chairs worked hard and productively this year. I have been grateful to all for the amount of work turned out by people who have real lives and full-time jobs: it's quite extraordinary. Membership and endowment raising continue apace and the need to consider making both a centralized activity of the organization's Executive Offices is clear as more members and more endowment money rolls in. New publications, prizes and partnerships with other organizations and agencies, like the National Park Service, are being explored and those activities should widen the range of services that NCPH offers to

its various constituencies.

Suggestions have come from various sources that it is time to consider holding what one person describes as a "town meeting" to examine the state of public history, its practice and training in order to give NCPH a better sense of how to serve the profession. Such a meeting could be held in conjunction with an annual meeting or as a separate conference. I hope that the NCPH Board can discuss such an effort at the Board meeting in Austin and have plans ready for such a meeting in the next year. The sense of many is that NCPH is now twenty years old and needs to reexamine its role as a professional organization. Building on the original meeting in Montecito in 1979, such a meeting could give the various constituencies of NCPH a chance to help shape a general vision of how the organization should move into the 21st century. Your suggestions for such an agenda are welcome.

► *My History continued from pg. 5*

Most students chose to create an exhibit. Everyone had to do something and could choose from anything appropriate to the topic in American history. At the same time I prepped my students, I also worked on colleagues in my department to get them involved. Over the six years I did this activity, I was only able to get one or two others to try it. This was in spite of the fact that I gave them all the information, organized the local contest and provided all the outside judges. Thus, sadly, when I left teaching, no one else took up History Day activities.

To me, once I had organized the first year, it was easy to duplicate the activity annually. Although I always took my winners to the regional contest, I only had one student win there and go to the state final. That in my mind, however, was beside the point. More importantly, I saw students, especially boys, who never got too excited about anything in history before, really getting into History Day projects (Henry Ford and cars seemed to be most popular!). So, for those students who did not win locally, I could appraise and grade their efforts based on my familiarity with them as individuals. I knew what effort had gone

into their projects and rewarded them accordingly. That was why I did History Day as a teacher—to find something even the poorest student could get into because they really did get excited about their own individual projects.

Since I was an officer holding several positions including President on the Executive Board of the Virginia Council for the Social Studies and later served as President of the Virginia Society for History Teachers, I was asked to be a state judge. My service as a state judge spanned about nine years during which time I became a consultant and was no longer in the classroom. Meanwhile, involvement with the Northern Virginia Association for History as a Board member and Past President pulled me into serving as a regional judge in recent years. My proximity to the Washington, D.C. area and membership in the Society for History in the Federal Government led me to volunteer in 1994 to serve as a judge in the national contest held at the University of Maryland at College Park in late June. In 1998, I am chairing SHFG's committee to obtain volunteers to judge the national contest.

At each level, local regional, state and national, I have had the unique experience

to be involved in National History Day. I know the efforts that teachers put into cultivating their students. It takes time and lots of caring encouragement. The rewards are multiple, however, when you see the pride on the faces of students who explain their projects or perform their interpretation of one facet of history. They have learned far more than just that topic and probably had a lot of fun along with their production frustrations. Service as a judge is comparable to always getting extra icing on your piece of cake. It takes no advance effort or training. You simply show up at the appointed time and place. Once you are a participant, you will be hooked! You will go back again and again to interact with students and renew your love of history. If you have never been involved with History Day, I urge you to get involved. It is a marvelous experience that truly warms a historian's heart.

*Rita G. Koman is a former teacher of American History and government for 18 years and a member of the NCPH Pre-Collegiate Education Committee. Currently, she is a consultant and researcher living in Manassas, Virginia.*

## FROM THE DIRECTOR'S DESK



by David G. Vanderstel

As historians, we encounter many opportunities to exchange ideas and to influence others. Within the academy, professors develop new courses, direct the work of majors and/or graduate students, and disseminate their research findings in published form and professional forums. Likewise, public historians reach broad and diverse audiences through their work—supporting museum exhibits, providing materials for the development of public policy, editing publications, among other innumerable outlets. While historians have undoubtedly had an impact on many areas, there is still one area that requires, I believe, more attention on our part to ensure the future of our specialty and the discipline as a whole. That is the area of pre-collegiate history education.

Admittedly, students in kindergarten through twelfth grade may be less of a concern for many historians because those children seem far removed from the university classroom or the realms of the public historian. But, if we view these students as potential historians of the next generations and as customers of our public history business, we would then see that we historians have a responsibility today to share the excitement and usefulness of studying history with students and teachers alike.

When I teach my American history survey at the university, I traditionally ask the students in the first class what they think about history. The most common responses are that history is boring and dry, that history requires the memorization of names and dates, and that history has no usefulness to present generations. By the end of the course, many students have changed their opinions about history and consider it to be a useful subject and tool.

Negative perceptions about history and the students' lack of interest in the subject may be attributed in good part to the quality of history teaching in general. The responsibility for poor teaching in the field can be attributed to several things—state certification standards that do not require sufficient education in a given subject; schools of education that produce teachers with degrees in education rather than in a specialized field such as history; the lack of ongoing training opportunities for teachers; and the failure of teachers themselves to take the time to become more familiar with their field—all matters that elicit heated debates.

Given the growing awareness of the crisis in education in recent years, many opportunities have emerged to improve the teaching of history in the schools. Assorted institutions, organizations, and even government agencies now offer workshops and teachers institutes, study grants, and collaborative opportunities intended to strengthen teachers' understanding of history and to provide ways of making classroom presentations of the past more interesting. Professional organizations like the Organization of American Historians, American Historical Association, and NCPH reach out to teachers to provide special forums at their annual meetings on the teaching of history. Similarly, many states have established branches of the National Council on History Education (NCHE), which have focused on making history in the classroom a better experience for both teachers and students alike.

Two other organizations, however, have played important roles in bringing history alive in the schools and providing professional training for teachers. National History Day (NHD) is the nationwide program that encourages students to study the past and to create exhibits, performances, papers, and media presentations that interpret a given theme annually. By inviting the students into the realm of history, the program teaches them how to do research, to analyze and

interpret the past, and to present their findings in creative ways. The organization also provides curriculum materials, workshops, and training institutes for teachers.

The National History Education Network (NHEN) is a collaboration of individuals and over twenty history organizations that serves as a clearinghouse for information related to teaching history and promoting professional development of teachers. Of special note are NHEN's efforts to encourage collaborations among primary and secondary schools, colleges and universities, museums, and other historical organizations. It also monitors issues pertaining to history and social studies teaching at the local, state, and national levels, and works to increase services to pre-collegiate history teachers in order to improve classroom teaching.

NCPH, as an institutional member and supporter of both NHD and NHEN, provides many resources to enhance the teaching of history at all levels. But, I believe both the Council and its members can and should do more. I hope that, as NCPH seeks to build its membership, fulfill the goals of its long-range plan, and promote the value of history to a larger public, members of NCPH will explore ways in which the organization can work to improve history teaching in our schools and communities. There are many ways in which each of us can affect the teaching of history. We must be willing to reach out and demonstrate to others that there is excitement and value to the study of history. Our participation in and service to history education is critical because the youths of today may become the historians of tomorrow.

*For more information on National History Day, visit the web site at [www.thehistorynet.com/NationalHistoryDay](http://www.thehistorynet.com/NationalHistoryDay).*

*For more information on the National History Education Network, visit the web site at <http://hss.cmu.edu/nhen>.*

# NCC WASHINGTON UPDATE



by Page Putnam Miller, Director of the National Coordinating Committee for the Promotion of History  
<pagem@capaccess.org>

## • National Archives Decides to Keep Contested Okinawa Film

The National Archives has decided to retain the full collection of approximately 2,185 16mm films contained in 55 boxes, which researcher Seiko Green contends chronicle US 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 National Archives had claimed that the films simply depicted local life on Okinawa and had arranged to give the collection to the Okinawa Prefectural Archives. Green had brought suit against the National Archives seeking to prevent the Archives from giving the film away. In the case of Seiko Green v. The National Archives, the Court ruled that the National Archives' decision to dispose of the Okinawa films "was based on erroneous factual premise." US Archivist John Carlin responded by stating the Archives would give the collection a "fresh evaluation" and agreed to make available to the Okinawa Prefectural Archives copies of the film.

## • House Passes Copyright Term Extension Legislation

On March 25 the House passed H.R. 2589, a bill to extend the length of copyright protection by 20 years both for new and currently published and copyrighted works. The Society of American Archivists had opposed this legislation last fall. On March 23 the five major library organizations wrote to all members of the House opposing the legislation, pointing out that the section which includes an exemption for libraries and archives for legitimate use would not, as it is currently worded, have the

intended practical benefit. The House did not include in this bill a provision that would extend for 10 years beyond 2002 the copyright of material created but not published before 1978, a provision that had been opposed by historians that was in the bill introduced in the last Congress. There has been enormous pressure on the Congress by the powerful movie and recording industries to extend US copyright by 20 years to conform to that of European countries. Indications are that the Senate does not intend to take up copyright extension legislation until after it has dealt with on-line provider liability legislation and legislation to implement the treaties passed in 1996 by the World Intellectual Property Organization

## • Appeals Court Rules that Nixon Tapes Should Be Spliced and Personal Portions Returned to the Nixon Estate

On March 31 Chief Judge T. Harry Edwards, speaking for the three judge Appeals Court, ruled that the National Archives will have to return to the Nixon Estate the 819 hours of personal discussions that are intermingled on the 3,700 hours of Nixon tapes. The National Archives has contended that cutting the original tapes in order to separate the personal conversations will cause irreversible damage to the historic tape. The National Archives also noted that in the future there could be developments of new technology that could distinguish between noise and speech and could shed light on a significant portion of the tape that is now unintelligible. The panel of judges, however, clearly felt that the 1974 law which established the taking of the Nixon tapes and materials and called for the private portions to be returned to Nixon required that the tapes be spliced. A further concern, particularly among historians, is that some of the material that will be returned as "personal" includes conversations that Nixon had about Republican Party politics. Some historians contend that these conversations should have been designated as being of historic value and retained by the National Archives.

## IN MEMORIAM

NCPH extends its sympathy and condolences to the family of Frederic M. Miller who died 27 March 1998. Miller, a member of NCPH, had been employed at the National Endowment for the Humanities for many years, serving as a program officer in the Research Division, the Division of Public Programs, and most recently in the Division of Preservation and Access. He held a Ph.D. in history and a M.S. in Library Science from the University of Wisconsin. From 1973 to 1989, Miller directed the Urban Archives Center at Temple University and its graduate archival education program in the Department of History. He published extensively on archival theory and practice, the history of Philadelphia, and most recently, the history of Washington, D.C.



**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, Janelle Warren-Findley, Department of History, Arizona State University, Tempe, AZ 85287; Vice President, Dwight Pitcaithley, National Park Service, P.O. 37127, Washington, D.C. 20013; or David G. Vanderstel, 327 Cavanaugh Hall-IUPUI, 425 University Blvd., Indianapolis, IN 46202-5140; (317) 274-2716; E-mail: ncph@iupui.edu.

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

**Submissions to Public History News** should be sent to David G. Vanderstel, Editor, at the address above.



## ELECTION RESULTS

NCPH members have elected Michael J. Devine to serve as the next vice-president/president elect for 1998-1999. Since completing doctoral work at Ohio State University in 1974, he has held executive positions with public and private institutions in Ohio, Maryland, Illinois, and Wyoming and lectured and consulted on the management of historical programs and public history issues in more than twenty states. In Illinois, he directed the State Historical Society and served as State Historic Preservation Officer (SHPO). Currently, he directs the University of Wyoming's American Heritage Center and serves on the Wyoming Commission for Parks and Cultural Affairs and the Wyoming Council for Humanities. Two Fulbright awards have afforded him the opportunity to branch out

into the international arena with teaching and consulting assignments in Argentina, the Republic of China, and South Korea.

Noting the centrality of NCPH to the public history profession and community, Devine comments, "We must strengthen and enhance the role of NCPH as an advocate by bringing about a greater public awareness of the presence and agenda of the National Council on Public History and by building strong alliances with other professional organizations to influence decisions made with other professional organizations to influence decisions made in the federal, state, and local arenas." His past involvement with NCPH includes a term on the Board of Directors and chair of the Public Relations and Promotions Committee.



## NEW NCPH OFFICERS AND BOARD MEMBERS ELECTED

At the start of the new year, NCPH members elected new officers and board members to serve the 1998-1999 term. Michael J. Devine will be serving as the new vice-president/president elect. New members of the board include Laura Feller, Christopher Clarke-Hazlett, and Barbara Franco.

Previously an interpreter and curator in the National Park Service, Laura Feller now serves on the staff of the NPS Chief Historian. Her past involvement with NCPH includes working with the program committee to organize sessions for the 1996 annual meeting and chairing the NCPH ad hoc committee on collaboration with the National Park Service.

Christopher Clarke-Hazlett has been an NCPH member since 1986, having joined shortly after taking a full-time public history job as the director of a local history museum in the Finger Lakes region of New York State. Currently an independent consultant, he joined the Strong Museum in 1991 and was part of researching and developing major exhibitions on the material culture of class in America, African-American cultural history, and environmental history.

As a graduate of the Cooperstown Graduate Program in History Museum Studies, Barbara Franco has served as curator for Fountain Elms, a 19th century house museum; curator and assistant director of the Museum of Our National Heritage in Lexington, MA; and Assistant Director for Museums at the Minnesota Historical Society. Since 1995 she has been the executive director of The Historical Society of Washington, D.C., the local historical society for the city of Washington.

The new members of the nominating committee are Martha Norkunas and Lindsey Reed. Currently, Martha Norkunas is the Head of the Oral and Public History Programs at the Center for American History at the University of Texas at Austin, and is serving as co-chair of local arrangements for the 1998 NCPH meeting in Austin. From 1988-89 she was the scholar-in-residence for the public humanities project, *Shifting Gears: The Changing Meaning of Work in Massachusetts, 1920-1980*. Then, from 1989-1994 she served as the Cultural Affairs Director at the Lowell Historic Preservation Commission in Massachusetts. A re-

cent recipient of a fellowship from the American Council of Learned Societies, her current project includes documenting and interpreting monuments, memory, and commemoration.

As managing editor of *The Public Historian* since 1980, Lindsey Reed has worked closely with the journal's editors and editorial board and the NCPH board and officers. In the process, she has built an extensive database which the journal staff uses to track the work of the key players in the field. Previously, she has served on the NCPH membership committee and has worked with NCPH officers and the University of California Press to develop promotions aimed at increasing NCPH membership. Also, she has served on the Ad Hoc Pioneers of Public History Committee and the Robert Kelley Memorial Award Committee.

NCPH extends its congratulations to these new officers and board members and welcomes them into the service of the organization.

# BOOK NOTES

Compiled by Douglas W. Dodd,  
Assistant Book Review Editor,  
*The Public Historian*.

• **Guide to New York City Landmarks**, 2d ed., by Andrew S. Solkart and the New York City Landmarks Preservation Commission, foreword by Mayor Rudolph Giuliani. (New York: Preservation Press/John Wiley and Sons, Inc., 1998; xii + 340 pp., photographs, maps, appendices, index; paperbound, \$19.95). A comprehensive listing of all individual landmarks, interior landmarks, scenic landmarks, and historic districts in New York City. Brief texts explain the historical and architectural significance of each landmark. Appendices provide an architectural style guide to row houses, an explanation of the functions of the New York City Landmarks Preservation Commission, and a list of landmarks designated after the book went into production.

• **Heritage Preservation: Tradition and Diversity. An Annotated Bibliography**, by Jiri Zuzanek, Brenda Luscott, and Jo Nordley Beglo. (Waterloo, Ont.: Otium Publications, 1996; bibliography, index; paperbound, \$27.00). An annotated bibliography of sources on historic preservation in Canada and the United States, spanning from the 1960s to the 1990s. Chapters include bibliographies on preservation theory, advocacy, legislation, preservation planning, economics, ethnic diversity in preservation, site documentation and research, and architectural history.

• **Saving Historic Roads: Design and Policy Guidelines**, by Paul Daniel Marriott. (New York: Preservation Press/John Wiley and Sons, Inc., 1998; photographs, appendices, references, index; clothbound, \$44.95). Intended for transportation engineers, planners, public resource managers, and policymakers who manage historic roads, the book is also useful to preservation advocates who seek to preserve historic roadways. The book covers criteria for identifying, defining, and evaluating a road's historic significance; identifying effective preservation strategies; and implementing highway preservation programs. The book also includes several case studies of successful historic road preservation projects. The author is a landscape architect and city planner for the National Trust for Historic Preservation.

• **Roadside History of Nebraska**, by Candy Noulton. (Missoula, Mont.: Mountain Press Publishing Company, 1997; xxiv + 392pp., photographs, maps, bibliography, index; paperbound \$18.00). **Roadside History of Florida**, by Douglas Waitley. (Missoula, Mont.: Mountain Press Publishing Company, 1997; xvi + 384 pp., photographs, maps, selected bibliography, index; paperbound, \$18.00). Both books are guides to roadside history, organized by highway routes. They include chronologies of state history, ample photographs, and maps. Each volume is intended to serve as a guide for travelers, both actual and armchair. Roadside history includes local history, state history, place-name origins, and historic sites and museums. These books represent two new additions to the Mountain Press' ambitious "Roadside History" series.

• **Engineer Memoirs: Lieutenant General Ernest Graves**, by Frank N. Schubert. (Alexandria, Va.: U.S. Army Corps of Engineers, 1997; xiv + 298 pp., index; paperbound). An oral history interview with Lt. Gen. Ernest Graves, who held many posts within the U.S. Army Corps of Engineers in a career which spanned from world War II to 1981. Graves served as a combat engineer, an engineer on the Manhattan Project, and had considerable involvement in the engineering aspects of the U.S. nuclear weapons program. The book is a product of the U.S. Army Corps of Engineers Office of History.

• **The Museum in America: Innovators and Pioneers**, by Edward P. Alexander. (Walnut Creek, Calif.: AltaMira Press, in cooperation with the American Association for State and Local History, 1997; 224 pp., notes, select bibliography, index; clothbound, \$42.00; paperbound, \$19.95). Thirteen biographical essays of pioneers in the museum field. Each person profiled in the book played a critical role in the development and professionalization of museums in the late nineteenth and early twentieth centuries. Biographies include Henry Fairfield Osborne, Reuben Gold Thwaites, William Sumner Appleton, Anna Billings Gallup, Charles Sprague Sargent. The pioneers profiles in the book developed several museum types: historical, art, science, natural history, and children's museums, as well as zoos and botanic gardens.

• **Registration Methods for the Small Museum**, 3d ed., by Daniel B. Reibel. (Walnut Creek, Calif.: AltaMira Press, in cooperation with the American Association for State and Local History, 1997; 192 pp., illustrations, notes, appendices, bibliography, index; clothbound, \$36.00). An introductory reference guide to museum registration issues and practices. The book covers acquisitions, accessioning, documenting, cataloguing, and loaning of museum objects and collections. One chapter discusses systems for assigning accession numbers, and another describes how to incorporate computers into museum registration programs. Appendices provide sample registration-related forms, a sample registration manual, and a sample collections policy.

• **Introduction to Museum Work**, 3d. ed., by G. Ellis Burcaw. (Walnut Creek, Calif.: AltaMira Press, in cooperation with the American Association for State and Local History, 1997; 240 pp., illustrations, photographs, notes, recommended resources, index; clothbound, \$46.00; paperbound, \$22.95). A revised and updated edition of Burcaw's text on museology. Burcaw provides an introduction to all major museum issues, as well as definitions of important museum terminology. Chapters cover collections, registration, interpretation, historic preservation, education, and organization and support. The book includes a substantial bibliography of suggested readings.

• **Editing Historical Documents: A Handbook of Practice**, by Michael E. Stevens and Steven B. Burg. (Walnut Creek, Calif.: AltaMira Press, in cooperation with the American Association for State and Local History, 1997; 264 pp., illustrations, notes, bibliography, index; clothbound, \$49.00; paperbound, \$24.95). A guide to the practice of editing historical documents, this book addresses issues of selecting and arranging documents, transcription, proofreading, annotation, and indexing. The book is filled with illustrative examples drawn from edited historical documents. The handbook focuses on the options facing editors and how the editorial policies they choose will affect the documents they edit.



## ANNOUNCEMENTS

• Representatives of the US Army's Seventh Cavalry will fight Sioux, Northern Cheyenne, and Arapaho warriors in Montana Territory this summer as the most controversial battle in American history is fought again for audiences from around the world. **Custer's Last Stand Reenactment of the Battle of the Little Big Horn** comes to life with portrayals of George A. Custer, Sitting Bull, Crazy Horse, Ball and other legends in a sweeping historical pageant near Hardin Montana. The reenactment script is based on Crow Tribal Elder Joseph Medicine Crow's translation of oral and written Native American history beginning before Lewis and Clark's epic journey almost 200 years ago. Over 200 actors participate, including descendants of the troops, Indian warriors, and scouts involved in 1876. This years dates are Friday, Saturday, and Sunday, **June 26 through June 28, 1998**. For more information and tickets contact the Hardin Area Chamber of Commerce and Agriculture at (406) 665-1672 and at (406) 256-2422 in Billings.

• The National Institute for the Conservation of Cultural Property, Inc. has changed its name to **Heritage Preservation**. For further information contact, Heritage Preservation, 3299 K Street, NW, Suite 602, Washington, D.C. 20007-4415. Telephone: (202) 625-1495. Fax: (202) 625-1485.

• The National Historical Publications and Records Commission has awarded \$397,332, one of its largest records grants ever, to an innovative partnership of the **New York State Archives and Records Administration (SARA)** and the **Center for Technology in Government (CTG)**. The grants will fund a two-year project, *Gateways to the Past, Present*

*and Future: Practical Guidelines to Secondary Uses of Records*. "Secondary uses of records" refers to the multitude of ways records are used, other than the reason for which they were created. SARA and CTG will investigate innovative and emerging technologies to ensure that electronic records continue to be accessible for secondary use. They will develop records management processes and models for government agencies to employ so that these records are available and useable for the widest variety of contemporary and future public needs. SARA and CTG will also seek to reduce the cost of preserving, accessing and using electronic records by exploring resource-sharing approaches.

• The **George Bush Presidential Library and Museum** has opened as the tenth library in the system administered by NARA's Office of Presidential Libraries. It sits on a 90-acre meadow in the southwest corner of the Texas A&M University campus in College Station, Texas. The Bush Library's research room officially opened on January 20, 1998, in accordance with Presidential Records Act guidelines. Researchers will be allowed to peruse items from the more than 12,000 boxes of documents on the career of George Bush. The Bush Museum contains both a permanent exhibit on the former President's career and space for changing exhibits.

## AWARDS, FELLOWSHIPS, GRANTS, AND INTERNSHIPS

• The **James J. Hill Reference Library** will award a number of grants of up to \$2,000 to support research in the James J. Hill and Louis W. Hill papers. The Hill papers are a rich source for the study of the railroad industry, tourism and Glacier National Park, political developments in the nation and the Northwest, national and regional economic development, agronomy, and many other topics concerned with the Upper Midwest, Pacific Northwest, and Western Canada. Principal correspondents include J.P. Morgan, Mark Hanna, Edward Tuck,

E.H. Harriman, American presidents from Grover Cleveland to Woodrow Wilson, Charles Pillsbury, Marcus Daly, George Stephen, Donald Smith, and many others. The deadline for applications is **November 1, 1998**, and the awards will be announced in early 1999. For more information, contact W. Thomas White, Curator, James J. Hill Reference Library, 80 West Fourth Street, Saint Paul, Minnesota 55102. Telephone (612) 265-5441. Fax (612) 222-4139. E-mail: [twhite@jjhill.org](mailto:twhite@jjhill.org).

## CONFERENCES, INSTITUTES, SEMINARS AND WORKSHOPS

• The **12th Annual Western Archives Institute** will be held at The Stanford Terrace Inn in Palo Alto, California **July 26-August 7, 1998**. The intensive, two-week program is designed to offer an introduction to modern archival theory and practice for a variety of participants including those whose jobs require a fundamental understanding of archival skills, but have little or no previous archives education, those already in the profession who want to update and renew their archival knowledge, and if space is available, those who wish to explore the possibility of an archival career.

The two-week, intensive program will feature site visits of major repositories, and a diverse curriculum including the topics: history and development of the profession, theory and terminology, records management, appraisal, arrangement, description, manuscripts acquisition, archives and the law, photographs, preservation administration, reference and access, automation, outreach programs, and managing archival programs and institutions. Tuition for the program is \$500 and includes a selection of archival publications. Housing and meal plans are available at additional cost. Enrollment is limited. The application deadline is **May 15, 1998**. For additional information and an application form, contact Administrator, Western Archives Institute, 1020 O Street, Sacramento, CA 95814; phone (916)653-7715; Fax: (916)653-7134.

• The **Western History Association (WHA)** invites paper and panel proposals for the organization's 39th annual conference to be held **October 13-16, 1999** in Portland, Oregon. The theme of the conference will be "The American West, Promise and Prospect." Submissions are welcome for individual proposals and entire sessions, whether customary scholarly papers or the more informal panels, devoted to examining the many people whose stories enrich all that is the history of the American West. Panel and paper sessions that focus attention on Portland and environs are also invited. WHA wishes to continue the tradition of inclusion, whether in the exploration of innovative subjects or in encouraging the participation of Westerners, academics, and the interested public.

Submit paper, panel, or other proposals in a one- or two-page abstract. Include a one-page C.V., containing address, phone number, and e-mail address, for each participant. One member of each panel or paper session should be designated as the coordinator or contact person. Submissions should be sent by **August 31, 1998**, to Professor L.G. Moses, Cochair, 1999 WHA Program Committee, Department of History, LSW 501, Oklahoma State University, Stillwater, Oklahoma, 77078-3054. Phone (405) 744-8180; fax (405) 744-5400; e-mail Mos7538@Okway.okstate.edu.

• The **National Archives and Records Administration** and the **University Of Maryland** announce a jointly sponsored conference that will examine issues relating to Cold War documentation. The conference, with the working title, "The Power of Free Inquiry and Cold War International History," will take place on **September 25-26, 1998**, at the National Archives at College Park, adjacent to the University Of Maryland campus. Conference participants, including government historians and archivists, members of the academic community, and staff of non-governmental research institutes will explore opportunities and challenges presented by the Cold War documentary record. A spe-

cific focus of the conference will be on how newly declassified U.S. materials have affected research and interpretation of Cold War history. The conference is open to all with an interest in Cold War international history, including former and current government officials or diplomats as well as academic and public historians and political scientists. Graduate student are especially encouraged to participate. For information on conference sessions, participants, and registration, please contact Tim Wehrkamp by e-mail at [timothy.wehrkamp@arch2.nara.gov](mailto:timothy.wehrkamp@arch2.nara.gov) or by phone at (301) 713-6655 ext. 229.

• The Texas Historical Commission announces the **Winedale Museum Seminar on Administration & Interpretation, November 8-19, 1998**. The ten day residential training program is designed to improve the quality and promote the continuing development of museums, historical organizations and cultural institutions. The seminar is open to staff members and experienced volunteers of museums, historic sites, and cultural organizations of all sizes. Participants are selected through an application process. Topics include: administrative issues, grant writing, trustee relations, volunteer management, interpreter training, object research, historical photos, educational programming, living history, marketing, program evaluation, design and fabrication of exhibits, conservation of collections, security, and special events. Twenty participants live dormitory style at the Winedale Historical Center, a property administered by the Center for American History, University of Texas. The peaceful environment creates an ambiance noted for enhancing concentration on seminar issues and enabling participants to relax and escape the stressful pressures of the workplace. Homecooking, large porches with rocking chairs, and beautiful sunsets over the small lake offset the intense pace of seminar activities. A registration fee of \$550 covers room and board and all materials including a seminar manual. **Deadline for applications is Sept. 22, 1998**. For details, informa-

tion or an application contact: Kit Neumann, Seminar Coordinator, Texas Historical Commission, P.O. Box 12276, Austin, TX 78711; (512) 463-5756, fax (512) 475-4872; or e-mail: [kneumann@access.texas.gov](mailto:kneumann@access.texas.gov).

• The Great Lakes Center for Maritime Studies, a partnership between Western Michigan University and the Michigan Maritime Museum, will sponsor a **Public History Field School** from July 6 to July 31, 1998. "**Great Lakes Maritime Community History**" will examine the lakeshore towns of Southwest Michigan and their larger maritime networks. The Field School will focus on South Haven, Michigan, a community whose maritime trade, commerce, and tourism fostered a community identity fused to broad regional, national, and international connections. Field exercises, discussions, guest lectures, and field trips will focus on research and analytical methodologies appropriate for understanding: Lake Michigan-related built environment and cultural landscapes; Lake Michigan-related artifacts including sail and steam vessels; still and motion picture photography; and oral history testimony. Methods of public history presentation including museum exhibitions, wayside interpretive markers, and the World Wide Web, will be examined in concluding sessions of the Field School. Field School participants can earn six undergraduate or graduate credits. On-campus housing and dining will be available. For more information contact: Professor Kristin M. Szylyan at (616) 387-4639.

• The **Dwight D. Eisenhower Summer Institute** will be held at Gettysburg College, Gettysburg, Pennsylvania **August 2-7, 1998**. The objective is to investigate in depth and in new ways the Eisenhower Presidential era, and develop lesson plans about the man and his time that will stimulate student thinking about the era. The target audience is middle and high school American history teachers, Problems of Democracy teachers, middle school civics teachers, World Affairs teachers, and teachers with an interest in the 1950s. At the end of the

institute, four different lesson plans will be developed, participants will learn first hand how to use and find primary source material about the era, and The Eisenhower National Historic Site will be seen and used as a classroom illustrating many aspects of Eisenhower as leader/politician/statesman/farmer.

Cost for the institute, tuition, lodging and meals is \$375.00. Not included are students' expenses for transportation to and from Gettysburg, incidental expenses or any fees for in-service or graduate credit. Pennsylvania In-Service Credit or three hours graduate credit through Mount Saint Mary's College available at additional cost. For further information and for registration contact, Eisenhower National Historic Site, 97 Taneytown Road, Gettysburg, PA, 17325. Telephone: (717) 338-9114, or e-mail: Site\_Manager\_Eise@nps.gov.

## INTERNET NEWS

• **The Society for History Education**, publisher of the journal *The History Teacher*, has launched a new web site for the benefit of history educators. Located at [www.csulb.edu/~histeach/](http://www.csulb.edu/~histeach/), the site features SHE membership information, a guide to contents of *The History Teacher*, announcements on history teaching and the profession, links to related organizations, and addresses, phone numbers and e-mail links for key personnel. The site is regularly updated. For further information, contact Society for History Education, P.O. Box 1105, Julian,

CA 92036; phone and fax (760) 765-2205; or e-mail: [cgeorge@julian-ca.com](mailto:cgeorge@julian-ca.com).

## POSITIONS AVAILABLE

• **The History Department, American University**, seeks to fill a one-year temporary position at the assistant professor level with a specialist in public history to begin in fall semester 1998. Area of geographic and substantive specialization are open, but pre-twentieth century chronological coverage is preferred. The candidate should have substantial practical experience in a field of public history and familiarity with technological advances in media used by public historians is a plus. **Consideration of files will begin immediately.** Ph.D. required. Applicants should submit a dossier including CV, three letters of recommendation, and a letter describing their interest in the position to: Alan Kraut, Search Committee Chair, Department of History, American University, Washington, DC 20016-8038.

## EXHIBITS

• Beginning July 5, 1998 visitors to the **Museum of the Mountain Man**, Pinedale, WY, can expect to see Indians, trappers, traders, settlers, pony express riders and railroad construction illustrated in hand-colored lithographs and wood engravings that comprise the exhibition **Artists of the American West**. These works are by world class artists such as Karl Bodmer, George Catlin, Albert Bierstadt, Frederic Remington, John J.

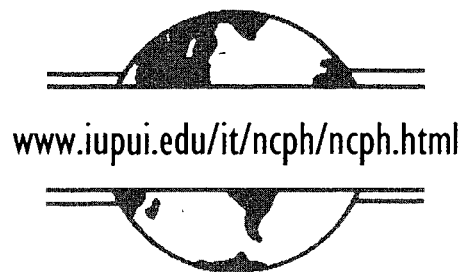
Audubon, John Mix Stanley and others. This exhibition will run through August 6, 1998. The collection of prints provides a vivid picture of the American West at a time when the native cultures were beginning to feel the impact of the advance of white settlers. Additionally, it presents the artistry of many of the first artists to work west of the Mississippi. It is an impressive demonstration of the role of the graphic artist in establishing an image of the American West. The Museum of the Mountain Man is open daily from May 1 to October 1, 1998. Artists of the American West is toured under the auspices of ExhibitsUSA, a national division of Mid-America Arts Alliance. For further information contact the Museum of the Mountain Man, Sublette County Historical Society, Inc. A Foundation, P.O. Box 909, Pinedale, Wyoming 82941; or telephone (307)367-4101.

• To fuel young appetites for learning, the **Strong Museum** and Nortel presents *What's Hot in History*, a long-term, futuristic, multimedia computer station newly installed in Strong Museum's first-floor gallery. Designed by Strong Museum senior exhibit designer Kevin Murphy, primarily with teens and pre-teens in mind, *What's Hot in History* features computer games that are challenging enough to engage computer clackers of all ages. The CD-ROMs invite kids to match wits with the machines; interact with films, animations, and simulations; witness historic moments; and wander through lost civilizations.

## ON THE INTERNET

Stay in touch with the latest issues, job opportunities, and news from the field of public history by joining PUBLHIST, the public history listserv. To subscribe, send your request to: [listserv@iupui.edu](mailto:listserv@iupui.edu) with a message SUBSCRIBE PUBLHIST

For the latest information from NCPH, check out the NCPH website at



# THE LEWIS AND CLARK EXPEDITION, 1803-1806

## Bicentennial Commemoration

by Michelle D. Bussard

The Lewis and Clark Expedition of 1803-1806 was a major event that shaped the boundaries and the very future of the United States. Its legacy has also influenced who we are as Americans today, and the ideals we hold high. It is the mission of The National Lewis & Clark Bicentennial Council to honor President Jefferson's compelling vision that inspired the journey, commemorate that journey, re-ignite its spirit of discovery, and acclaim the contributions and goodwill of the native peoples so influential to the success of Meriwether Lewis and William Clark.



**We will  
Proceed  
On**

The National Lewis and Clark Bicentennial Council was established to serve as the national center for promotion of bicentennial programs, publications, and other events commemorating the 200th anniversary of

the Lewis and Clark expedition. The Council's charge is to assist federal, state, regional and city agencies, community and civic organizations, museums, educational institutions and historical societies in their planning and promotions of the events that will honor and tell the incredible story of the expedition in a manner that reflects historical accuracy and the multi-cultural perspectives of the many Native American tribes that were so key to the success of the expedition. Working with partners across the United States, historians, Native Americans, elected and civic leaders, and countless others, the Council's goal is to create a lasting legacy that will celebrate and honor the expedition of Lewis and Clark.

The administrative, management and marketing challenges of this enterprise are significant and so in April 1997, the Bicentennial Council joined with its founding organization, the Lewis & Clark Trail Heritage Foundation, to retain its first full-time executive director and to put in place the sound structure required of such an ambitious undertaking.

The organizations bring to the table vast volunteer resources inspired by the incredible story of Lewis and Clark, recently re-told by Stephen Ambrose in his book *Undaunted Cour-*

*age*, and as the subject of a Ken Burns documentary on PBS, *The Journey of the Corps of Discovery*.

As the interest in the Lewis and Clark Expedition builds, we find ourselves still guided by the explorers who manage to inspire us to refresh our interest and stewardship of our land—its geology, botany, animal life, and history—and to renew our respect for the cultures of Native Americans. At the same time, we are awed by the patience, persistence, courage and goodwill of Lewis and Clark and the Corps of Discovery. But most of all, we are reminded that this is a story for all Americans to share and celebrate as part of our heritage, as a lesson and a legacy as The National Lewis & Clark Bicentennial Council launches our ambitious commemorative endeavors.

It is our hope that you will feel compelled to join us as partners in commemorating the Bicentennial of the Lewis and Clark Expedition and help to bring to all Americans this incredible story and thereby create a truly incredible lasting legacy of which we can all continue to be proud.

*Michelle D. Bussard is the Executive Director of The National Lewis & Clark Bicentennial Council.*

### Membership Application - 15% Introductory Offer for New Members

I would like to become a member of the National Council on Public History and receive a 1998 calendar year subscription to *The Public Historian* and *Public History News* as a part of my new membership.

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### Special memberships are also available

- Sponsor ..... \$200.00                       Patron ..... \$400.00

Please direct inquiries and payments for these memberships to The Executive Offices

Payments to NCPH are not deductible as charitable contributions for federal income tax purposes. However, they may be deductible under other provisions of the Internal Revenue Code.  
 NCPH tax number: 52-1210-174.

PHN 183

# 1999 CALL FOR PROPOSALS – DETAILS

## FORMAT:

Typical NCPH conference formats include: workshops, sessions, panels, or posters. The Program Committee encourages proposals that expand the traditional formats of Annual Meetings, such as performance-oriented proposals, multimedia presentations, and formats that focus on audience participation. Where possible, sessions should be balanced in terms of gender, race, and geography.

## Submission Requirements:

Proposals may be submitted as (1) individual papers, in which case the Program Committee will organize such papers appropriately, or (2) proposals may be submitted for complete sessions or panels. The following are proposal requirements by format type:

- 1) Individual Papers are typically 20 minutes in length and may be co-authored. Paper proposals must include a title, 150-word abstract, and the author's short vita (2 pages maximum).
- 2) Sessions are typically 1 1/2 hours in length and include the presentation of 2 or 3 papers logically organized around a theme. Paper presentations may then be followed by comments by the chair or commentator. Session proposals must include a session title, 150-word abstract that describes the issues and questions the session will address, and contact information for the session organizer. A short vita (2 pages maximum) must be included for all presenters, chairs, and commentators. A title and 150-word abstract must be included for each session paper. Participants show their commitment to participate in the session through the inclusion of their vita; therefore, proposals will not be considered until all vitae are submitted.
- 3) Panels are typically 1 1/2 hours in length and organized around a theme. Paper presentations are kept to a minimum to promote open discussions and the audience. Panel proposals must include contact information for the panel organizer, a panel title, and a 150-word ab-

stract that describes the format of discussion and the issues and questions that will be addressed. A short vita must be included for all presenters and the chair/moderator. A title and 150-word abstract must be included for each panel paper. A synopsis of this information must be provided in the format described at the end of the paper. Participants show their commitment to participate in the panel through the inclusion of their vita; therefore, proposals will not be considered until all vitae are submitted.

- 4) Workshops are typically from 3 to 8 hours in length and provide an intensive learning experience in a format that addresses a specific set of public history skills or ideas. Past workshops have included such topics as oral history, contract consulting, public history careers, and electronic communications. Workshops are typically scheduled on the day before the conference, and may require an additional fee. Workshop fees typically cover expenses of that event including duplication of materials, lunch (if offered), and limited travel for presenters, with excess revenue going to NCPH. Workshop proposals must include a title, 500-word abstract that addresses format and content, and contact information for the workshop organizer. A short vita must be included for all workshop presenters.
- 5) Posters are typically free standing 3 foot by 5 foot displays focused on a particular public history theme or project; tables are provided. Posters should be presented in a logical sequence, and lettering, pictures, and graphics should be easily viewable from a distance of 3 feet. Poster proposals must include a title, a 150-word abstract describing the poster content and what the viewer is expected to gain, a short vita, and contact information for the presenter. Posters are typically displayed for a 4 hour period. The poster presenter should be present to discuss the poster's content with viewers during that period. Poster participants in-

clude secondary students, undergraduate and graduate students, and professional practitioners.

- 6) The Program Committee must approve all other formats. Proposals based on other formats must include a 500-word abstract that describes the format, content, issues, and questions to be addressed, and what the audience is expected to gain. These proposals should also include a title, organizer contact information, and short vita for all participants involved.

## Format for Submitting Proposals:

FORMAT (symposium or panel)

TITLE: session title in italics

CHAIR: person's name, professional affiliation

PAPERS: title of each paper in italics followed by name and affiliation of presenter.

COMMENTS: commentator's name and affiliation

Proposals should be mailed to:

Robert L. Spude  
Program Committee Chair  
Intermountain Support Office  
National Park Service  
P.O. Box 728  
Sante Fe, New Mexico 87504-0728

## Deadline for proposal submission is August 31, 1998.

The Program Committee will evaluate, select, and arrange all proposals and notify all submitters of the status of their proposals. Session/panel participants should contact their session/panel organizers for notification of proposal acceptance.

Current membership in the National Council on Public History is strongly recommended for all participants. Conference registration fees will NOT be waived for participants.

For additional information, contact the NCPH Executive Offices, 425 University Boulevard, Cavanaugh 327, Indianapolis, Indiana 46202-5140; phone 317.274.2716;

Email: [ncph@iupui.edu](mailto:ncph@iupui.edu)

# CALL FOR PROPOSALS



**The National Council on Public History  
1999 Annual Meeting  
Lowell, Massachusetts  
April 29 – May 1, 1999**

**History in the Public Sense:  
Historians and Their Publics**

The Program Committee of the NCPH invites submission of papers, sessions, workshops, media presentations, and other informational formats for the 1999 meeting in Lowell, Massachusetts, April 29 through May 1. Although the committee welcomes proposals on any subject, the theme of the meeting encourages presentations that deal with the various ways in which historians interact with the public, the multicultural and multidisciplinary aspects of public history, and the role historians play in the public education process. Individual proposals and fully organized sessions are both welcome; the Program Committee reserves the right, however, to organize proposals to fit the program.

The committee also invites offers to serve as session chairs/commentators. Send letter of intent and one-page vita to program committee chair.

For details on call for proposals, see previous page.

Detailed instructions will be posted on the NCPH web page:

**[www.iupui.edu/it/ncph/ncph.html](http://www.iupui.edu/it/ncph/ncph.html)**

**The deadline for proposal submissions is August 31, 1998.**

Proposals and inquiries should be sent to:

Robert L. Spude,  
Program Committee Chair  
Intermountain Support Office  
National Park Service  
P.O. Box 728  
Sante Fe, New Mexico  
87504-0728

Phone: (505) 988-6770  
E-mail: [bob\\_spude@nps.gov](mailto:bob_spude@nps.gov)

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