



# Public History News

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## The Risks of Professionalizing Local History: The Campaign to Suppress My Book

by Robert R. Weyenth, [weyenet@vm.sc.edu](mailto:weyenet@vm.sc.edu)

Finding a Virtual Needle in a Digital Haystack

When colleagues heard about efforts to suppress publication of my most recent book, they were surprised and sympathetic, but they were incredulous when I told them that the subject was Honolulu’s “Central Park.” How, they wondered, could a history of an urban park in Hawaii be controversial? It was hard to imagine

found myself pondering whether I was willing to defend my work in a very different adversarial setting, the courtroom. I stood firm about my research and the conclusions to which it had led me, and to the credit of the leadership of the society *Kapi’olani Park: A History* reached bookstores in December 2002.

a more innocuous topic.

**Because history matters to communities and families, the desire to control the meaning of the past can lead to the doors of law firms, especially when descendants enjoy access to influence and attorneys.**

The campaign to suppress the book illustrates some of the obstacles and risks that professional historians encounter when we write community history. As part of a standard review process prior

In its barest outlines, the story of the manuscript and its critics is simple. Two years ago I was contacted by a non-profit preservation society about expanding the consultant’s report I had written in 1991 into a book that it would publish. I was asked to write a final chapter to bring the history of Kapi’olani Park to the present and to revise the original report as appropriate, while the society would contract with a graphic designer to add historical and contemporary images. I had long believed I had discovered unknown stories in the history of the park, so the project seemed ideal for getting my scholarly text to a broad audience in an attractive format. The book, all hoped, would encourage appreciation of this historic green space that stretched from Waikiki Beach to Diamond Head.

to publication, I had received a number of suggestions from local people kind enough to read the manuscript with a critical eye, and I carefully evaluated every comment. Most useful were comments on recent events from reviewers who were participants with first-hand knowledge. Less reliable were reviewer observations about the distant past. I trusted my own assessment of the historical record when readers offered dubious evidence.

Last summer, as I finished incorporating readers’ comments into the manuscript, my life took a detour into the world of legal intimidation, when phone calls brought news about threats of libel suits. While scholars routinely put their research on the line when they deliver papers at conferences, I suddenly

### The Power of Local Myth

Although interest in local history runs deep, the quality of this history is highly variable because community history is often rooted in lore and legend. The critical apparatus, contextual knowledge, and outsider perspective of professional historians commonly lead us to conclusions that challenge local assumptions.

In my case, local lore maintained that the King of Hawaii established Kapi’olani Park in the

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The NCPH Bulletin

A quarterly publication of the National Council on Public History in cooperation with the Department of History, Indiana University at Indianapolis.

James Gardner, President

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# The Risks of Professionalizing Local History

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1870s as a public park for his subjects. I discovered the story was more complex and not so democratically inclusive: members of the king's court had developed the site as a fashionable seaside suburb. For its first twenty years it was a private preserve for the homes of the few, the rich, and the well-born, set amid carriage roads and a horse racing track. Critics, including some Native Hawaiians, were unhappy with my analysis of the self-interested origins of the park.

## The Allure of Ancestor Worship

Local history is frequently the story of founding families and, as a consequence, descendants play influential roles in writing and defending the master narrative of community history. My research caused me to reevaluate not only the origins of the park but also the legacy of an Englishman regarded locally as a park benefactor. This well-connected businessman had orchestrated a complex real estate deal that had actually diminished the size of the park in the 1890s by converting leases on prime oceanfront lots to fee simple ownership for some of the leading men in Hawaii. Although the effort to recover these "lost lots" became a familiar theme of the park's twentieth-century history, descendants were not pleased to hear the explanation for how they were lost.

## Local Intimidation

Because history matters to communities and families, the desire to control the meaning of the past can lead to the doors of law firms, especially when descendants enjoy access to influence and attorneys. Descendants may mobilize legal talent on behalf of local legend and ancestral reputation, as happened when portions of my manuscript were attacked as "libelous." Even the most dedicated historian convinced that his research is solid and his interpretation reasonable will contemplate with discomfort the prospect of taking the time—and spending the money—to enter the legal fray.

## History Is Inconvenient

Much of this is fairly familiar terrain for historians working in the trenches of public history. One unusual circumstance in my situation was the legal status of the non-profit preservation society. In the 1980s the Hawaii Supreme Court had resurrected a century-old trust and ruled that its terms should henceforth govern the management and use of Kapi'olani Park. This ruling had been a significant victory for the society because the court had given it legal standing to play a watchdog role in park affairs. Inconveniently, though, my research raised questions about how the park had been used in the past, seemingly in violation of trust restrictions.

Some members of the society argued that my book should not be published because it revealed a past at odds with what they wanted to believe had been the park's history. They worried that publication of my research would compromise future legal positions that the society might take on behalf of protecting the modern park. Although the book begins with a preface and an introduction that distance the society from my conclusions, this format did not mollify critics.

## Historians in the Headlines

As the intimidation continued, one academic colleague suggested there might be a wider context. Over the last few years the public has learned about the ethical transgressions of a small but disturbing number of high-profile historians.

Although my Honolulu critics believed they had plenty of specific complaints about my work without needing to diagnose a universal problem, one wonders if some of the objections were nourished by suspicions about our profession in general.

**In the long run, one hopes that the genuine passion that inspires local history can be joined with the honest spirit of inquiry that animates the historical profession.**

## Basic Assumptions Aren't So Basic

In the course of responding to correspondence and legal briefs that characterized my manuscript as full of "opinions," I realized that attorneys, as well as the general public, have little understanding of the interpretive nature of history or how professional historians actually work: how we ask questions about sources and points of view, how we analyze texts and try to think critically about them, how we rely on contextual knowledge of a period or place, how we seek to draw reasonable inferences from the evidence at hand, and how an interpretation is eventually crafted. We know that there can be multiple and conflicting interpretations of events and that no historical interpretation is final.

Perhaps the biggest challenge confronting professional historians is explaining to public audiences how we know what we think we know about the past. In the long run, one hopes that the genuine passion that inspires local history can be joined with the honest spirit of inquiry that animates the historical profession.

*Robert R. Weyeneth is Professor of History and Co-Director of the Public History Program at the University of South Carolina. Before coming to USC he was on the faculty at the University of Hawaii. The book is distributed by Native Books, 1244 North School Street, Honolulu, HI 96734; 800-887-7751; [nativebk@lava.net](mailto:nativebk@lava.net)*

# Finding a Virtual Needle in the Digital Haystack

by Debra DeRuyver & Jennifer Evans, Managing Editors, Public History Resource Center, [www.publichistory.org](http://www.publichistory.org)

April 22, 2003, marked the tenth anniversary of what many consider to be the birth of the Web as we know it. Ten years earlier, Mosai, a precursor to Netscape, was released, becoming the first widely used graphical interface Web browser. Already engaged in multimedia presentations, institutions involved in public history were quick to realize the potential of mounting virtual exhibits or creating vast digital archives online. Within three years, national initiatives like the Library of Congress's National Digital Library Competition (1996-1999) and the National Endowment for the Humanities new grant category for "Teaching with Technology" (1996) aided the rapid emergence of substantive history-oriented Web sites.

Almost simultaneous to this "Gee Whiz!" period of experimentation and expansion on the Web, standards, best practices, categorization, and evaluation criteria began to appear. Among the first to recognize the need to evaluate all of this newly created information were librarians who quickly realized that search engine algorithms were not a replacement for their expertise at assessing a publication's scope, currency, and accuracy. Librarians Jan Alexander and Marsha Anne Tate, for example, first published their "Evaluating Web Resources" guide in 1996, the same year that "WebWatch," a monthly column of Web site reviews, debuted in the *Library Journal*.<sup>1</sup>

Unfortunately, many professional history journals have been slow to publish reviews of Web sites. *The Journal of American History*, for example, did not begin to regularly publish Web site reviews until June 2001. When *The Public Historian* began publishing reviews of brick and mortar exhibits, they argued that, "The American public increasingly receives its history from images. Thus it is incumbent upon public historians to understand the strategies by which images and artifacts convey history..." Images still play a substantial role in how Americans learn their history lessons, but today these images are digital and they are on the Web.

Oft times, K-12 and undergraduate students use web sites as their sole source of historical information when researching a subject. Since critical analyses of history Web sites are of the utmost importance, we as public historians have a responsibility to lend our expertise in subjects, in the theories, methods, and practices of public history in order to offer peer reviews of these online resources. As Matthew Eidson, an archivist at the National Archives and Records Administration puts it, "As with any projects, grants, and strategic plans, a review is a built-in measure. Public History Web sites should be no different."

At the Public History Resource Center, [www.publichistory.org](http://www.publichistory.org), we offer the public and public historians 1,200 to 2,400-word reviews of Web sites that present historical narratives, and/or digital collections of historical documents and artifacts. Reviews cover Web sites of libraries, museums, archives, hobbyists, individual academics, associations, historical societies, the National Park Service, and mixtures of some of the above.

Like publishers of traditional book reviews, the Public History Resource Center seeks out reviewers who have experience

evaluating reference material, subject-expertise, or professional experience in the field of public history. Our reviews are written primarily by history Ph.D. candidates; professionals working in archives, historical societies, libraries, and museums; assistant professors of history; and M.L.S. students.

Evaluation experience helps the reviewer determine if the information is accurate and stable. As Danna Bell-Russel, a digital reference specialist at the Library of Congress, told us, "I don't want to refer a patron to a Web site that they use in a paper that is here one day and gone by the time they turn their paper in next week.... I find it very important to have good reviews of websites done by qualified individuals or organizations. Not only does it provide me with examples [for the workshops I do on web evaluation, it also provides] a place where I can point people who are looking for websites to use in classes or... students who are doing projects."

Experience in the field of public history is of particular interest to us. We have developed a system of both general and public history specific criteria that our reviewers use to evaluate history Web sites. The public history specific criteria include four broad categories: Interpretation of Materials, Primary Source Documents, Education/Curriculum, and Promotion of a Community of Interest/Public Involvement.

Although the reviews published on our site are from individuals with expertise and experience, our rating system provides an excellent tool for professors who want to assign Web site reviews as a classroom exercise or who want to teach students to think more critically about online resources. Our rating system can also be used as a checklist for the creation of new history sites. Web site reviews provide benefits to several different groups. First, the reader gains an idea of the strengths and weaknesses of a site and the validity and reliability of the information contained therein. The reviewed site benefits from a constructive outside appraisal, and un-reviewed sites also benefit from having models of best practices and common pitfalls. Critical site analyses encourage better scholarship and more engaging and interactive presentations of public history. Finally, and perhaps most importantly, the historical record is served; site reviews and accompanying screen shots provide traces of presentations of public history on the ever-changing and ephemeral Web during its first years of existence.

We welcome queries from those interested in writing a review or suggesting a site for review. You can contact us at [editors@publichistory.org](mailto:editors@publichistory.org).

## Notes

1. Kenney, Brian, Senior Editor, *The Library Journal*. "Re: WebWatch." (September 29, 2003).

*Jennifer Evans* is currently a project archivist at the University of Maryland Libraries. She graduated from the University of Maryland in 2001 with Master's degrees in history and library science and is a founding editor of the Public History Resource Center.

*Debra DeRuyver* is a Ph.D. candidate in American Studies at the University of Maryland, an online communications consultant, and a founding editor of the Public History Resource Center. She has designed and taught courses on Web publication and worked as a reference archivist at the National Archives.



# ASEH

AMERICAN SOCIETY FOR ENVIRONMENTAL HISTORY

2004 ASEH Annual Conference  
Joint meeting with  
National Council on Public History  
Victoria, British Columbia  
March 31- April 4, 2004  
"Cultural Spaces and Natural Places:  
Memory, History and Landscape"

## The American Society for Environmental History

Founded in 1977 to promote research, teaching, and publication in the field of environmental history, with special attention to fostering dialogue between the humanities and sciences, ASEH welcomes members from all disciplines, professions and walks of life who share an interest in past environments and the roles human beings have played in them.

### What is environmental history?

- The study of human interactions with the natural world over time.
- It seeks to understand how nature enables and sets limits for human actions; how people modify the ecosystems they inhabit; and how different cultural conceptions of the non-human world profoundly shape beliefs, values, economies, politics and cultures.
- It is interdisciplinary, drawing insights from history, geography, anthropology, the natural sciences, and many other disciplines.

### Who are environmental historians?

Environmental history has been the creation of scholars from many different disciplines. It welcomes contributions from humanists, scientists, and practitioners, no matter what their training, who share the belief that careful study of past environments is our best guide to understanding the environmental present and envisioning the environmental future. It is open discipline that encourages divergent points of view, new methods, and spirited debate.

### What are the benefits of membership?

- Involvement in one of the most exciting new fields of environmental and historical scholarship
- A subscription to the quarterly journal, *Environmental History*
- A subscription to *ASEH News*, the society's newsletter
- Special rates at the society's conferences
- Optional participation in the ASEH Internet discussion group
- A special rate for joint membership in the Forest History Society (FHS), with additional benefits, including use of the FHS library and archives at Durham headquarters, and bibliographic and archival reference and referral services



A membership in ASEH connects you to the community of scholars and scientists working in the field of environmental history.

#### Membership Options:

- Individual membership, \$50
- Students (with photocopy of current I.D.), \$20
- Joint membership in both FHS and ASEH, \$70
- Joint student membership (with photocopy of current I.D.), \$27.50
- Library Membership, \$100

Send your request for a membership application to the address shown below or join online at [www.aseh.net](http://www.aseh.net).

For more information on becoming a member, see our website at [www.aseh.net](http://www.aseh.net)  
or contact: American Society for Environmental History  
701 William Vickers Avenue, Durham, NC 27701 • Phone 919.682.9319

# The 2004 Organization of American Historians Annual Meeting, Boston Marriott Copley Place, 25-28 March 2004

by Marla R. Miller

This past year I've had the pleasure and privilege of serving on the program committee for the 2004 OAH meeting in Boston. What an invigorating experience it has been, seeing what our colleagues across the profession are thinking about these days.

As a public historian, I was particularly excited to see such strong proposals from college and university-based historians as well as museum professionals, filmmakers, preservationists, and others who "do history in public." The program will prove an exciting one for those of you concerned with how historical insight and knowledge plays out on the ground among the widest variety of audiences and constituencies.

Those of you interested in Public History will be pleased to know that the conference will dedicate a "State of the Field" session to this topic this year, where session chair **Edward T. Linenthal** will guide presenters **Patricia West**, curator of the Martin Van Buren house; **Dwight Pitcaithley**, chief historian of the National Park Service; **Rebecca Conard**, Professor of History at Middle Tennessee State University and past president of the National Council on Public History, and **Ann Marie Plane**, editor of *The Public Historian*, in a discussion that will bring attendees up to date on current questions and issues facing this field.

A highlight of the conference will certainly be the workshop sponsored by the CCWH, "Making History Pay: A Workshop on Succeeding As An Independent Consultant," intended to help both budding and veteran consultants improve their professional practice. **Ruth Abrams**, founder of the innovative Lower East Side Tenement Museum, will also lead an exciting workshop on "Building Sites of Conscience: Making Historic Sites Centers for Civic Engagement."

Just a few session titles will capture the flavor of other sessions that will be of interest to folks who "do history in public." Conferees may choose to attend

- Public History on Public Radio
- When Disability History Goes Public
- Nat Turner
- Murder at Harvard: Revolutions in Documentary Filmmaking

This year's meeting also will have an exciting new feature that will surely interest historians working in a number of areas.

When considering the submissions this year, we found that there were a notable number of sessions proposed on

some aspect of American Historical Memory. Six included in the final program tackle a range of issues pertaining to history and memory. They include:

- Representing Sacco and Vanzetti: Culture, Politics and Memory
- Ordinary Southerners and Historical Memory in the Twentieth Century
- Memory, History and Performance
- The Politics of Writing Memories of Race
- Conserving a Revolution: The Politics of Memory in the New Republic
- Monuments to Yankee Valor and Violence: Bunker Hill and Mount Benedict

In thinking about what this level of activity and interest might mean about current trends in the field, and anxious to make good use of the number of participants in the conference with a shared interest in issues of history and

memory, the committee decided to develop a "conference within a conference" around this subject, linking the six sessions, and then adding a seventh, on Sunday morning, at which participants who have

attended a number of these sessions, as well as presenters, can talk about larger issues that have unfolded over the course of the weekend. This closing conversation, hosted by **David Glassberg**, **Fitzhugh Brundage**, and **Lydia Otero**, will provide an opportunity for both presenters and conference participants to think and talk about the larger themes that emerged over the course of the weekend. In order to make this "capstone conversation" even more appealing, the National Council on Public History will provide a continental breakfast for those attending this session.

If this menu of choices isn't enough to draw you to the meeting, check out the special section on Public History in the host city, Boston, Massachusetts, in the current issue of *The Public Historian*.

Given the rich historical resources of Boston itself, this meeting will provide an exceptional opportunity for historians of all stripes to talk about the many ways historical insight is communicated to broad audiences.

*Marla R. Miller chairs the Committee on Public History for the Coordinating Council for Women in History. The above appeared as "Public History News" in the CCWH Fall 2003 newsletter.*

*For more information on the CCWH and the Committee on Public History, see <http://www.theccwh.org/>.*

**The program will prove an exciting one for those of  
you concerned with how historical insight and knowledge  
plays out on the ground among the widest variety  
of audiences and constituencies.**

## NCPH Welcomes New Staff Member

**Doria Durkin** has joined NCPH as the graduate intern for the 2003-2004 academic year. Doria is a first-year graduate student pursuing her Masters Degree in Public History with a focus on European History. She is a 2003 graduate of Kalamazoo College (Kalamazoo, MI) where she received her Bachelor of Arts in History.

Her main tasks with NCPH include working on the quarterly issues of *Public History News*, assisting with the annual meeting, and helping with various administrative functions in the Executive Offices. Doria's career goals include working as an historical consultant or researcher in the media

## WELCOME TO OUR NEW MEMBERS

University of South Alabama,  
Mobile, AL

J. Alley, Brentwood, TN

Susan Asbury-Newsome,  
Geneseo, NY

Marylou Bernasek, Scottsdale, AZ

Laura Blandford, Mesa, AZ

Marcy Bowman, Loveland, CO

James Bradley, Louisville, KY

Joyce Broussard, Granada Hills, CA

Bethany Brown, Gilbert, AZ

Dustan Campbell,

Murfreesboro, TN

Lynda Carter, Seattle, WA

David Cline, Williamsburg, MA

Emily Conrad,

Winston Salem, NC

Rebekah Dobrasko, Columbia, SC

Alexander Dunn, Anacortes, WA

Dominic Franzella,

Sacramento, CA

Jody Graichen, Columbia, SC

Alan Gross, Roseville, MN

Rosalinda Haddon, Flagstaff, AZ

Jennifer Hansen, Las Vegas, NV

James Tyre Havron, Antioch, TN

Debra Heuett, Glendale, AZ

Mayra Hoffman, Orlando, FL

Tim Hoheisel, Manhattan, KS

Jill Horohoe, Chandler, AZ

Jane Armstrong Hudiburg,

Merritt Island, FL

Jeffrey Johnson, Pullman, WA

Sandra Jowers, Washington, DC

Julie Kerksen, Seattle, WA

Tim Keyt, Pensacola, FL

Marta Knight, Davis, CA

Diane Laffin, Lombard, IL

Eric Lana, Murfreesboro, TN

Stacey Lathrop, Arlington, VA

Tracy Leach, Riverside, CA

Judith Liederbach,

Cleveland, OH

Rebecca Loan,

Fort Walton Beach, FL

Southeastern Louisiana

University, Hammond, LA

Susan Mangus, Heath, OH

University of Massachusetts,

Amherst, MA

Laura Milsk, Edwardsville, IL

Theresa Norton, Scottsdale, AZ

Rebecca Palmer, Watervliet, NY

Hilary Pavlock, Chicago, IL

Kimberly Peters, Kalamazoo, MI

Gerald Prokopowicz,

Greenville, NC

Jefferey Reznick,

Washington, DC

Laura Rosenzweig,

Palo Alto, CA

Betty Sample, Panama, FL

Shannon Sheena, Bellaire, TX

Ashley Smith, Tempe, AZ

Stephanie Stegman, Tempe, AZ

Eric Strahorn, Fort Myers, FL

Linda Tobey, Washington, DC

Brandon Traister, Marlton, NJ

Amy Tyson, Minneapolis, MN

Ken Williams, Frankfort, KY

Lauren Woodruff, Tempe, AZ

Linda Yepiz, Santa Cruz, CA

## To Join

Complete the form on the back page or visit the NCPH website at [www.ncph.org](http://www.ncph.org)

## Endowment Campaign Update

The NCPH Endowment Campaign is well underway and moving ahead to meet the goals established for our challenge grant from the National Endowment for the Humanities.

In order to secure \$30,000 in NEH matching funds, NCPH must raise \$90,000 over the next three years. Our first year's goal was \$10,000. As of 30 June 2003, we were able to certify \$19,420.85 in gifts and pledges for the year.

The next two years will be more critical to the campaign as NCPH will need to raise \$30,000 each year, thus requiring greater participation and stronger giving on the part of NCPH members.

The endowment campaign is led by honorary chair G. Wesley Johnson and campaign chair Alan Newell. Over the summer, President Jim Gardner and Past President Rebecca Conard were able to secure the backing of all past NCPH presidents who have pledged to the campaign. Likewise, at the 2003 NCPH meeting in Houston, each member of the NCPH Board of Directors contributed and pledged to the campaign.

The NCPH Endowment will be used to support a fulltime Executive Directorate, enhance the NCPH awards program, support professional development opportunities, and assist in advancing the mission of NCPH.

You can help NCPH meet the goals of the NEH Challenge Grant by sending your gifts and pledges to NCPH Executive Offices, 425 University Boulevard, Cavanaugh 327, Indianapolis, IN 46202. All gifts are tax-deductible.

For more information about how you can contribute to the endowment campaign, visit the NCPH web site at [www.ncph.org](http://www.ncph.org) or contact the Executive Offices, 317.274.2716.

## About Our Members

Former NCPH Board member **Marie Tyler-McGraw** appeared on the "News Hour with Jim Lehrer" on 6 August 2003 to discuss the American Colonization Society and the conflict in Liberia.

NCPH Secretary-Treasurer **Harry Klinkhamer** participated in panel discussion on NPR's "Talk of the Nation" to discuss the role of local historical societies in America.

**Anne Millbrooke**, Nome, Alaska, received the 2003 Gardner-Lasser Aerospace History Literature Award from the American Institute of Aeronautics and Astronautics. This prestigious award recognized Millbrooke's book, *Aviation History*, as "the best original contribution to the field of aeronautical or astronautical historical non-fiction literature published in the last five years." Millbrooke accepted her award in Huntsville, Alabama, at the annual Joint Propulsion Conference in July.

The **Schenectady Museum** in Schenectady, New York, received one of 110 grants given by the Conservation Assessment Program in 2003.



by James Gardner  
gardnerj@nmah.si.edu

In my first column as president of NCPH, I identified the challenges that I feel we need to address as an organization—our financial well-being, the operations of our committees, and our position within the larger community of professional historical organizations. In this issue's column, I'm going to let you know what my colleagues and I are doing to address those challenges.

In July, the Executive Committee held a much-needed retreat—the press of a full agenda and a short meeting day make it difficult for the full Board at its regular meetings to invest the time and energy necessary to work through the organization's thornier issues. We decided to meet outside the usual schedule in a more relaxed setting (hosted by past president Rebecca Conard on the campus of Middle Tennessee State University) and focus the agenda principally on developing the foundation for a new endowment campaign and sorting out how to make our committees more effective. The meeting proved far more productive than even I expected, and we left Murfreesboro with new clarity about who we are and how we need to be organized to do our work.

Developing the foundation for our new endowment campaign addressed not only my concerns about shoring up the organization financially but also my concern that NCPH has not positioned itself clearly within the larger community of professional historical organizations. While we spent some time working out the mechanics of a fund-raising campaign, from structure and materials to gift recognition, the most critical part was reviewing a draft case statement. Simply put, the latter is supposed to make the case for giving to the organization. We thought we had a good draft but realized that you could, for example, substitute "AASLH" for "NCPH" in many instances and the statement would still work. In other words, while we had a strong statement about the value of our work as public historians, we had not really established what makes us unique as an organization, or why a potential donor should give to NCPH rather than one of the other organizations in the history community. We muddled over that until we came to what, for me, was a moment of startling clarity—the recognition that what sets us apart is that we bring educators and practitioners together to advance public history as a profession. *The Public Historian*, the annual meeting, this newsletter, the awards, and everything else we do come from

that collaboration. No one else has the same mix of public historians that we have, and that's our strength; that's the case we need to make as we seek contributions to the endowment. While that may seem simple and obvious, it had somehow eluded us in drafting the statement. Although we didn't have time to redraft the case statement, we had had a critical breakthrough, and, with the Board's endorsement in September, we're moving forward as I write this column to develop that point into the compelling argument that we need to succeed in our fund-raising goals.

**Developing the foundation for our new endowment campaign addressed not only my concerns about shoring up the organization financially but also my concern that NCPH has not positioned itself clearly within the larger community of professional historical organizations.**

I noted in my previous column that we were addressing concerns about the committees at the July retreat—I want to tell you a bit about the specific issues we discussed and what we have proposed to the full Board. To be blunt, some committees are dysfunctional, others inactive, and too many lack continuity from year to year.

We propose to eliminate a few, consolidate others, and even create new ones to fill some obvious holes. The most puzzling piece of this is the lack of even a mention of the board of *The Public Historian* in the Bylaws—an omission we intend to rectify. Rather than continuing to lump all committees together, we also propose a new structure that groups committees in terms of responsibilities—governance, operations, and programs.

And finally, we propose to regularize the committees' appointment process. The current Bylaws largely leave the number of committee members open to the discretion of the president, so committee sizes tend to wax and wane over time. And although David cautions incoming presidents to start early with appointments, too many of us (including myself) have not managed to get to it until after taking office, which means committee work goes on hold for several months each year while the new president makes appointments. We propose specific committee sizes, with clear rotations, and formally charging the vice president with making appointments in advance so that every committee is set and ready to go when he or she becomes president. All of the above require amendments to the Bylaws, and I trust we'll be able to report on specific actions in the next newsletter.

Every president is concerned about whether he or she will be able to move the organization forward, and I'm happy to say that my anxiety level has dropped considerably. While the challenges I outlined in the summer remain, we'll soon be better positioned to deal with them. But if my presidential year is a success, I won't be claiming credit personally—leading the organization is a collaborative enterprise, and NCPH is fortunate to have a focused and productive Executive Committee and Board and a top-notch executive director.

# NATIONAL COALITION FOR HISTORY



by Bruce Craig, Executive Director  
rbcraig@historycoalition.org

**Homeland Security History Office Authorized.** On 1 October 2003, President George W. Bush signed legislation (P.L. 108-90) -- Department of Homeland Security Appropriations Act, 2004 (H.R. 2555) -- that includes language authorizing the establishment of an Office of History (HO) for the recently created department. Language authorizing the HO was incorporated in the Senate committee report (S. Rept. 108-86) largely due to the leadership of Senator Robert C. Byrd (D-WV), a longtime supporter of history in the federal government and the Ranking Member of both the Senate Appropriations Homeland Security Subcommittee and the full Appropriations Committee. Byrd's office has assured the National Coalition for History that creation of the office is a priority and that his staff will be monitoring the department's actions as they implement the authorization. Creation of the office was deemed to be of such importance that the appropriations subcommittee included language at the end of their report recognizing that "there will be funding requirements" and that "establishment of such an office may require the submission of a reprogramming request as required under Section 605 of this Act."

While there was no similar language included in the House report (H. Rept. 108-169), the subcommittee conference report (H. Rept. 108-280) agreed to by House and Senate managers states that the language in the individual House and Senate reports, "should be complied with unless specifically addressed to the contrary in the conference report and statement of managers." Hill insiders report that when the matter was addressed by the conferees, House managers were supportive of the Senate report language to the extent that they even queried history organizations for information and estimates about likely costs associated with the creation of such an office.

Language in the report recognizes the importance of history in Homeland Security Department decision-making: "Knowledge of historical precedent, historical context, and institutional history is critical to effective decision making." To that end, once established, the HO is to "produce, oversee, and coordinate the production of a range of reference, policy, and historical background assessment papers....provide expert historical knowledge essential for informed decision making to maintain the institutional history of the Department....provide professional assistance to the historical and archival activities of the directorates and bureaus within the Department; and...produce such documentary collections as may be deemed necessary."

The language authorizing the History Office is the culmination of a fourteen-month bi-partisan effort by various members of

Congress and the National Coalition for History. Support for the HO came from individual members of the President's Homeland Security Advisory Council, as well as both Republican and Democratic members of the House and Senate in the 107th and 108th Congresses. In addition to the leadership provided by Senator Byrd, during the 107th Congress Congressman Stephen Horn of the House Committee on Government Reform early-on embraced the notion of a HO and spearheaded a bold yet in the end unsuccessful effort to advance a Committee Amendment designed to authorize the HO in the Homeland Security Act of 2002 (H.R. 5005/S. 2452). The 2002 Act provided the legislative basis for the new department.

**FBI Historian Appointed.** After nearly a decade of being without a professional staff historian, on 8 September 2003, the Federal Bureau of Investigation (FBI) announced the appointment of Dr. John F. Fox, Jr., as FBI Historian. Fox is only the second bureau historian in the FBI's history. Among his duties, Fox will oversee the development and administration of an FBI history program, deliver lectures to FBI audiences, host the FBI History Forum, answer queries and provide information about FBI history to Bureau employees, scholars, researchers and the public, and work in liaison with other government and public historians, museums, libraries, and other entities on matters concerning FBI history. He will also acquire, maintain, and index historical materials and research issues in FBI history that have an impact on current events for FBI policy makers. Fox joined the Bureau in 1999 as a paralegal specialist in the Freedom of Information/Privacy Acts Section. He received his Ph.D. in American history from the University of New Hampshire in 2001.

**\$10 Million in Pipeline for Support of Post-Secondary History Education.** Legislation is in preparation that appropriates \$10 million for a new program supporting history education in colleges and universities. The funds will likely be forthcoming as a result of the current effort to amend Title VII of the Higher Education Act of 1965 by the House Education and the Workforce Committee.

The National Coalition for History has learned that language is slotted to be added to the "Graduate Opportunities in Higher Education Act of 2003" (H.R. 3076) introduced by Congressman Pete Hoekstra (R-MI). The language in the bill will establish academic programs including graduate and undergraduate courses, seminars, and lectures, support of research and development of teaching materials for faculty development, and academic programs that support the teaching of "traditional American history."

Several other history-related bills remain in limbo, including legislation introduced by Senator Lamar Alexander (S. 504), Senator Judd Gregg (S. 1515), and Congressman Tom Petri (H.R. 2336). All of these bills focus on reforming history education in the nation's elementary, secondary, and/or post-secondary level.

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# FROM THE DIRECTOR'S DESK



by David G. Vanderstel  
dvanders@ncph.org

Over the past several months, I have had the good fortune to participate in numerous activities that have highlighted excellence in the teaching of history and the power of collaboration between professional historians, historical institutions, and K-12 teachers. In each instance, I have witnessed strong efforts to improve the teaching of history, to make history more meaningful to students, and ultimately to make history (and our profession!) more relevant in daily life.

This past June, I attended a conference in Alexandria, Virginia, entitled "Innovations in Collaboration," sponsored by the American Historical Association, National Council for the Social Studies, and the Organization of American Historians. NCPH served as a co-sponsor of the gathering. The purpose was to explore the ways in which schools and universities can improve course content and the ways in which history is taught. Most of the sessions focused on successful projects that have emanated from the Teaching American History Grant Program (sometimes called the "Byrd Grants" for its sponsor Sen. Robert Byrd of West Virginia), which ranged from the development of web-based curriculum materials to collaborative teaching between universities, museums, and host school districts. Other sessions examined different professional development opportunities offered to teachers by the National Archives and National History Day.

In August, I was one of nearly 100 individuals who gathered in a Crystal City, Virginia hotel for two days to review applications in the third round of the Teaching American History Grant

**We need to help K-12 educators understand the rich resources of archives, museums, historic sites, and even their own neighborhoods and communities as historical teaching tools.**

Program. The proposals came from around the nation and represented some of the best ideas and interesting collaborations. Most sought to address specific time periods and/or themes of American history; others proposed examining local/state history within the context of the nation's history. Several sought to train teachers in historical methods and thinking critically and historically. Few, however, proposed using historic sites and structures to expand and enhance the teaching of history. Knowing about the National Register's "Teaching with Historic Places" program and similar programs of local and state preservation societies, I was rather surprised that teachers were not more aware of such rich resources both at the national and local levels.

As a result of my participation in these activities, as well as my service as a TAH project evaluator for the Harlan (KY) School

District, I have come to the conclusion that we historians need to do more promoting of our discipline and the relevance of our work. We need to help K-12 educators understand the rich resources of archives,

museums, historic sites, and even their own neighborhoods and communities as historical teaching tools. I think we also need to demonstrate that we public historians are willing and able to work with those educators in bringing history alive and making it more meaningful to both teachers and students. There are already NCPH members who are working on TAH grant projects in South Carolina and Tennessee, to name a couple. But, I know that we can do more to reach K-12 educators – whether it is through involvement in TAH projects, professional development opportunities through our own institutions, or simply making ourselves available as resources to local educators.

I hope that you will send me your ideas of ways in which NCPH can reach broader audiences – including teachers – so that we may seek to promote greater awareness and appreciation for public history at younger ages – and maybe recruit some future public historians as well! As always, I welcome your thoughts and ideas.

## National Coalition for History

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Senator Alexander's bill, once thought to be headed for rapid enactment having passed the Senate with lightning speed, remains bogged down in the House. Alexander's strategy to tap into the National Endowment for the Humanities (NEH) "We the People" has also met with stiff opposition from the humanities and history-related community, including the National Council on Public History.

**\$1 Million for Cold War History and Preservation:** On 16 September the Senate passed the Energy and Water Development

Appropriations Act of 2004 (H.R. 2754) -- legislation that includes the following provision: "That the Secretary of Energy may use \$1 million of available funds to preserve historical sites associated with, and other aspects of the history of, the Manhattan Project." All of the money will be granted to the Atomic Heritage Foundation (<http://www.atomicheritage.org/>) to continue work on the Foundation's ongoing Congressionally sanctioned report on how best to preserve the history of the Manhattan Project. The Foundation may also sub-contract with other entities for bricks and mortar preservation of historic sites, assist in the 60th anniversary celebration of the Los Alamos laboratory, and for other related projects.

# Army Builds New Archives



by Major Michael Lynch, U.S. Army  
Michael.Lynch@carlisle.army.mil

The Army Heritage and Education Center (AHEC) at Carlisle Barracks, Pennsylvania announced the building of a new, state-of-the-art archives facility to house the U.S. Army Military History Institute (MHI) collections. Construction began in November 2002, and when completed the AHEC will house the Military History Institute, an Army Heritage Museum, and a Visitor and Education Center. The Institute is the Army's central repository for Army historical materials, and its mission is to acquire, preserve, organize, catalogue, and ensure access to historical research materials. This collection includes the world's largest military history library, consisting of nearly 300,000 volumes, 245,000 military publications, 60,000 periodicals, 1.2 million photographs, plus many more manuscripts, diaries, letters, memoirs, maps, and oral histories. The MHI also maintains over 1.2 million classified documents. The Institute's collection of Civil War manuscripts, diaries, and photographs is the best in the country and an oft-cited source for books, articles, and movies.

The Institute was founded in 1967 as the Military History Research Collection, and has been maintained since that time in Upton Hall, a former classroom building at the U.S. Army War College. The new facility will open in the summer of 2004 at Carlisle Barracks, and will feature the latest technology to store, maintain, and retrieve Army historical documents and artifacts for scholars, students, and the general public. The new 66,000-square foot building will house more than eleven million items documenting the Army's history, as well as selected aspects of general military history. The Secretary of the Army authorized the building in 1999, and construction commenced in 2002. "This will be a unique Army facility," said Colonel Alan Cate, AHEC Director. "I don't know that the Army has ever purposely built an archives like this from the ground up." The new facility will

seat some 80 researchers, and will allow patrons to use any of the collections, most of which are donated by individuals, from one location. This is made possible via a new integrated library database system which links all items – diaries, artifacts, manuscripts, photographs, and audio or digital media –electronically. The building also includes the latest technology in environmental controls and monitors to protect the collections; state-of-the-industry space-saving shelving; and the latest in security equipment.

**The unique aspect of the AHEC collection is linkage of specific artifacts, manuscripts, photographs, and other items to specific individuals, and the storyline for the museum will reflect that.**

The new academic research facility is the first of a five-building complex that will include a Visitor and Education Center (2005), the Army Heritage Museum (2007), a museum support facility for conservation purposes (2006), and a storage building (2004). The complex will also include outdoor exhibits, a re-enactment area, memorials and walkways. The Education Center will be the hub of the complex, and will provide a general orientation area for the AHEC. It will display promotional exhibits for other area museums and attractions, and include a lecture hall and conference facilities, classrooms, reading rooms, an auditorium, and research and administrative areas. The Center's education programs will include both in-house and outreach programs of national scope. Distance-learning and research capabilities will be at the core of the education programs offered, including online access to some MHI records, photos, and finding guides to military genealogy.

The Army Heritage Museum, a component of the National Museum of the U.S. Army, will focus on telling the story of the soldier through artifacts, exhibits, and interpretive displays. The unique aspect of the AHEC collection is linkage of specific artifacts, manuscripts, photographs, and other items to specific individuals, and the storyline for the museum will reflect that. Dr. Conrad Crane, MHI Director, summarized the mission as follows: "We tell the Army story one soldier at a time." The museum's support facility will house conservation and restoration

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# NATIONAL COUNCIL ON PUBLIC HISTORY

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*If we can assist as you plan your giving, please contact NCPH Executive Director, David Vanderstel at 317.274.2718 or email him at [dvanders@ncph.org](mailto:dvanders@ncph.org).*

*Thank you for your generosity!*

## AWARDS, FELLOWSHIPS, GRANTS AND INTERNSHIPS

**The Advisory Council on Historic Preservation Chairman's Award** for Federal Achievement in Historic Preservation recognizes Federal projects, programs, initiatives, and policy leaders or career staff that make significant contributions to historic preservation in the Federal Government. Formal recognition by ACHP's Chairman celebrates Federal preservation successes and provides a means for the ACHP to honor and showcase Federal accomplishments and best practices. Any Federal agency, official, or employee is eligible to receive a Chairman's Award, which is conferred periodically and is not tied to a specific award cycle. Although it can be presented at any time, at any place, it usually is presented at ACHP business meetings, which are held four times a year.

For further information, including specific criteria for the award, visit the ACHP's website at [www.achp.gov](http://www.achp.gov). Questions regarding the nomination process may be directed to the ACHP's Education and Outreach Coordinator at [sholmes@achp.gov](mailto:sholmes@achp.gov) or 202-606-8526.

**The Pennsylvania Historical and Museum Commission** invites applications for its 2004-2005 Scholars in Residence Program, including applications for collaborative residencies. The Scholars in Residence program provides support for up to three months of full-time research and study in manuscript and

artifact collections maintained by any Commission facility, including the Pennsylvania State Archives, The State Museum of Pennsylvania, and 26 historic sites and museums around the state. Collaborative residencies fund research that relates to the interpretive mission and advances the programmatic goals of any PHMC program or facility, including the agency's history sites and museums. A collaborative residency proposal must be filed jointly by the interested scholar and host program/facility.

Residency programs are open to all who are conducting research on Pennsylvania history, including academic scholars, public sector history professionals, independent scholars, graduate students, educators, writers, filmmakers, and others. Residencies are available for four to twelve weeks between May 1, 2004, and April 30, 2005, at the rate of \$1,500 per month.

However, because both the Pennsylvania State Archives and the State Museum of Pennsylvania will be undergoing extensive renovations during 2004-2005, archival collections may only be available through September 2004; certain artifact collections will not be available for study at all during the 2004-2005 residency period.

**Deadline for application is 16 January 2004.** Complete information and application materials are available at the PHMC web site: [www.phmc.state.pa.us](http://www.phmc.state.pa.us). You may also write: Division of History, Pennsylvania Historical and Museum

Commission, Commonwealth Keystone Building – Plaza Level, 400 North St., Harrisburg, PA 17120-0053; or call: 717/787-3034; or email: [lshopes@state.pa.us](mailto:lshopes@state.pa.us).

**The United States Holocaust Memorial Museum's Center for Advanced Holocaust Studies** announces its fellowship opportunities for 2004-2005. The Center awards fellowships to support research and writing about the Holocaust and genocide Awards are granted on a competitive basis to Ph.D. candidates, postdoctoral researchers, senior scholars, and professionals holding degrees from and currently affiliated with accredited academic and research institutions worldwide. The Center welcomes approaches by scholars in history, political science, literature, philosophy, sociology, anthropology, and other disciplines.

Visiting Scholars spend anywhere from three consecutive months to an academic year in residence at the Museum. During this time, fellows have access to more than 20 million pages of Holocaust-related documentation from archives across Europe. The Center encourages research proposals that are based on the Museum's recent acquisitions from regional and state archives of the former Soviet Union, from Belgium, and France as well as records of Jewish provenance from the Ringelblum Archive, the World Jewish Congress and other international, state and local Jewish rescue and relief organizations. Scholars may

also utilize the Museum's library; oral history collection; music, film, and photo archives; as well as the vast resources available at other repositories in the Washington, DC area.

**Postmark deadline for all fellowship applications is 28 November 2003.** Decisions will be announced in April 2004. Fellowships may begin as early as June 2004 and must be completed by September 2005. For application information please refer to the Museum's website at [www.ushmm.org/research/center/](http://www.ushmm.org/research/center/). Please direct any inquiries to: Visiting Scholars Program, Center for Advanced Holocaust Studies, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2126; Phone: (202) 314-0378; Fax: (202) 479-9726; Email: [wlower@ushmm.org](mailto:wlower@ushmm.org).

**The Beckman Center for the History of Chemistry** offers six 2004-2005 academic year fellowships and two 2004 summer fellowships for scholars researching the history of chemistry and related fields. Visit the Chemical Heritage Foundation's website at [www.chemheritage.org](http://www.chemheritage.org) for details on each of these fellowships. You may also contact them at [fellowships@chemheritage.org](mailto:fellowships@chemheritage.org).

In an effort to enhance the public's knowledge and understanding of the heritage of Nantucket, Massachusetts, the **Nantucket Historical Association** offers the E. Geoffrey and Elizabeth Thayer Verney Fellowship. Established in 1999, the award encourages research in the collections of

the Nantucket Historical Association and other Nantucket repositories and is open to academics, graduate students, and independent scholars. The Nantucket Historical Association is the principal repository of Nantucket history, with extensive archives, collections of historic properties, and art and artifacts that broadly illustrate Nantucket's past.

Topics of research for recent scholars have included health aboard whale ships, women at sea, scrimshaw, samplers, local artists, Nantucket's architectural heritage, Quakerism, the African-American and Cape Verdean community, the Quaise Asylum, and abolitionism. The E. Geoffrey and Elizabeth Thayer Verney Fellow will reside in the Thomas Macy House, a historic property owned by the association, for up to a three-week period. Housing is available January-May and October-December 2004. NHA Visiting Research Scholars will be expected to produce an article suitable for publication in the summer edition of *Historic Nantucket*, the NHA's quarterly journal. Recipients of the award will receive a stipend of \$200.00 per week during the time in residence, and a one-year membership in the NHA. This information is also available at the NHA Research Library website, <http://www.nha.org>.

To apply: Send a full description of the proposed project, a preliminary bibliography, curriculum vitae, and the names of three references. Include anticipated time and duration

of stay. **Application deadline is 1 December 2003.** Applicants will be notified by December 22, 2003. Send application packet to: Georgen Gilliam, Curator of Library & Archives, Nantucket Historical Association, P.O. Box 1016, Nantucket, MA 02554-1016. For more information email [georgen@nha.org](mailto:georgen@nha.org).

**The Society for the History of Technology** invites nominations for its Dibner Award, established in 1985 to recognize excellence in museums and museum exhibits that interpret the history of technology, industry, and engineering to the general public. Winning exhibits, in addition to being well designed and produced, should raise pertinent historical issues. Artifacts and images should be used in a manner that interests, teaches, and stimulates both the general public and historians. Also, entire institutions, rather than just exhibits, may be considered for this award.

The winners will be announced at the Society's Annual Meeting in Amsterdam, 7-10 October, 2004. The Award consists of a plaque and up to \$1000.00 to cover expenses for a member of the design team to accept the award at the SHOT awards banquet. The Society especially encourages nominations from local and regional historical societies.

Anyone, including the institution or individual responsible for its creation, may nominate an exhibit for the Dibner Award. This should be within two years of the exhibit's opening. Nominations

should include a nomination form (with names of possible reviewers) and materials that will assist the committee in evaluating the exhibition or museum (exhibit script-related publications, slides or a videotape). All materials sent will be kept by SHOT for archival purposes.

**Deadline for nominations for the 2004 award is 1 February 2004.** Nominations forms may be obtained from the SHOT website and should be sent to the Committee Chair: Dan Holbrook, Dept. of History, Marshall University, One John Marshall Drive, Huntington, WV 25755; Email: [holbrook@marshall.edu](mailto:holbrook@marshall.edu); website: <http://shot.jhu.edu/awards/dibner.htm>.

### CALLS FOR PAPER, ARTICLES, AND PRESENTATIONS

**The 13th Berkshire Conference on the History of Women** has issued a call for papers for its meeting to be held 2-5 June 2005 at Scripps College, Claremont, CA. The Berkshire Conference is the largest and most influential women's history conference in the world. The last conference in 2002 attracted well over 1,000 submissions for panel and paper proposals, along with participants from over thirty nations. The "Big Berks" is now one of the largest historical conferences on any topic held in the United States. The theme for the 2005 conference is "Sin Fronteras: Women's Histories, Global Conversations." The Program Committee welcomes proposals

that cross geographical, cultural, and disciplinary borders, and especially those which address the plurality of histories of transnational encounters and empires.

For more information, visit the Berkshire Conference website at [www.berksconference.org](http://www.berksconference.org). **Deadline for submissions is 15 December 2003.**

**The Graduate Center of the City University of New York** will be hosting an interdisciplinary conference entitled, "Alexander von Humboldt: From America to the Cosmos" on 14-16 October 2004.

The center welcomes paper submissions for this event, which will mark the commemoration of Humboldt's visit to the United States in 1804. The principal focus of the conference will be Humboldt's activity in, relationship to, and impact on the Americas, but all proposals will be considered. Areas of interest include Humboldt's scientific work and publications, political ideas and advocacy of human rights, paintings, travel writing, friendships, as well as his fame, image and influence in various parts of the Americas.

Proposals for papers should consist of: (a) a 300 words or less abstract with title, and (b) a cover letter indicating the author's professional affiliation(s) and contact information. Proposals may be sent to the Program Committee, Humboldt Conference by email to [humboldt@gc.cuny.edu](mailto:humboldt@gc.cuny.edu), by post c/o the Bildner Center,

The Graduate Center/ CUNY, 365 Fifth Avenue, Suite 5209; New York, NY 10016-4309, or by fax at (212) 817-1540. **Deadline for receipt of proposals is 1 February 2004.** Decisions will be made by April 1, 2004. For more information, visit [www.humboldtconference.org](http://www.humboldtconference.org).

**The American Historical Association** will hold its 119th annual meeting in Seattle, 6-9 January 2005. The Program Committee welcomes proposals from all members of the Association (academic and nonacademic), from affiliated societies, from historians working outside the US, and scholars in related disciplines. Proposals on all historical periods and topics and from all chronological and geographic areas of specialization are welcome. To encourage proposals that concern basic aspects of historical research that are relevant to everyone who studies history, the Program Committee has chosen as a theme for the annual meeting the topic, "Archives and Artifacts." Please note, however, that the designation of this theme does not in any way exclude from consideration or put at a disadvantage panels unrelated to the theme.

The theme of "Archives and Artifacts" invites consideration of both the promise of greater access to historical information and the fragility of documentation and artistic objects, which, as recent events have reminded us, can be looted and destroyed. The exponential increase in government records and a more expansive definition of what constitutes historical sources

also has a dual effect of creating more data while at the same time making it more ephemeral (the decline of hard-copy written records of important transactions and the rise of e-mail and the like). Specific areas of possible interest include: the opening of formerly closed archives; the ability to put material on the Web; the difficulty of using rare materials that are made available to scholars only as facsimiles (illuminated manuscripts, for example); and aspects of the commodification of the evidence from the past—such as the protection of collections, the rising incidence of forgery (Babylonian tablets but also Civil War artifacts), and the growth of the antiquities markets (legal and illegal). Public historians and archivists from the United States are particularly asked to share their experiences and thoughts.

**There is only one deadline for submission: 16 February 2004.**

Any proposal postmarked after that date will not be considered. The committee will consider only complete panels or workshops (those that include all presenters, chair, and commentator). Because there is only one deadline, single-paper submissions cannot be considered. Experience has shown that it is impossible to find matches for single papers or form panels around them with the single, later deadline. There will also be no "poster sessions."

Please consult the "*Program Committee Guidelines*" when preparing a proposal, and be sure to use the cover sheet,

which is mandatory for all submissions. All materials may be found on the Annual Meeting page on the AHA's web site, [www.theaha.org](http://www.theaha.org). Additional copies of all materials may be obtained from the AHA office with a request addressed to: 2004 Materials, AHA, 400 A St., SE, Washington, DC 20003-3889. (202) 544-2422, ext. 104. Fax (202) 544-8307. E-mail: [aha@theaha.org](mailto:aha@theaha.org).

All persons appearing on the program *must* be members of the AHA, the exceptions being foreign scholars and scholars from other disciplines. Only in exceptional circumstances will individuals be allowed to appear consecutively on the 2004 and 2005 programs.

Mail four copies of the complete proposal (including cover sheet) to: Paul Freedman, Department of History, Yale University, P.O. Box 208324, New Haven CT 06520-8324. Mark your envelope AHA 2005.

**The Pacific Coast Conference on British Studies (PCCBS)** invites proposals for individual papers or complete panels for its 31st annual meeting to be held at the Center for British Studies, University of California, Berkeley, California, 26- 28 March, 2004. We welcome papers or panels that deal with any area of British studies (broadly understood as the study of Britain, its component parts, and its empire) across the arts, humanities and social sciences. Especially welcome are broad thematic sessions or roundtables that explore interdisciplinary issues and new directions in British Studies.

Proposals must include four copies of (a) a statement of the overall purpose and goals of the panel, (b) a 200-word abstract for each paper, and (c) a one-page curriculum vitae for all participants (including current mailing address, telephone number, or email address).

**Proposal must be submitted by 1 December 2003** to: James Vernon, Director, Center for British Studies, 207 Moses Hall, University of California, Berkeley, CA 94720-2316; email: [ctrbs@uclink.berkeley.edu](mailto:ctrbs@uclink.berkeley.edu).

**The U.S. Army Center of Military History** is soliciting papers for the 2004 biennial Conference of Military Historians, to be held in Crystal City, Virginia 12-14 July 2004. The theme of the conference will be "Military Professionalism: the Quest for Excellence." Collectively, historians will investigate the influence of military professionalism upon different military institutions. Possible subjects include shifting from conscription to an all-volunteer force, officer education and training, noncommissioned officer training, changes in dynamics between the military and civilian institutions, doctrine development, training development, staff procedures development, and the development of professional journals. **Deadline for submissions is 15 February 2004.**

For more information, contact: Dr. Robert Rush, US Army Center of Military History, ATTN: DAMH-FPF (Dr. Rush), 103 Third Avenue, Fort McNair, DC 20319-5058; email: [robert.rush@hqda.army.mil](mailto:robert.rush@hqda.army.mil); URL: [www.army.mil/cmh-pg/](http://www.army.mil/cmh-pg/)

The 46th annual **Missouri Conference on History**, sponsored by the Missouri State Archives, will be held in Jefferson City on 22-23 April 2004.

Proposals for sessions and papers related to all facets and eras are welcome. Persons interested in organizing sessions and presenting papers should submit an abstract and a brief curriculum vitae to Dr. Shelly Croteau, Program Coordinator, Missouri State Archives, P.O. Box 1747, Jefferson City, MO 65102; or via e-mail at [crotess@sosmail.state.mo.us](mailto:crotess@sosmail.state.mo.us). **Deadline for submission is 13 January 2004.**

**The Newberry Library** presents *History and Geography: Assessing the Role of Geographical Information in Historical Scholarship*. University faculty and graduate students are invited to attend a conference devoted to assessing the many dimensions of historians' rapidly growing interest in geographical methods and sources and Geographical Information Systems (GIS) in particular. Scholars engaged in historical research in the humanities, social sciences, and earth sciences will address emerging issues, including how to acknowledge the uncertainty and context of historical sources within the logical structure and visual representations of geo-spatial techniques, whether those new techniques are contributing to a new positivism in history, and how geographers and historians can work together to improve geo-spatial methods and the quality of research based upon them. Papers will be

electronically pre-circulated to all registrants.

**Pre-registration is required; the last day to register is 27 February 2004.**

For additional information and registration materials, contact The Herman Dunlap Smith Center, The Newberry Library, 60 W. Walton Street, Chicago, IL 60610; email: [smithctr@newberry.org](mailto:smithctr@newberry.org); Website: [www.newberry.org/hgis](http://www.newberry.org/hgis).

Contributors are sought to write entries for an encyclopedia based on the life of Frederick Douglass. **Oxford University Press** is currently undertaking a six-volume encyclopedia entitled the *African American History Reference Series*. Paul Finkelman is series editor.

*Volume 2, The World of Frederick Douglass, 1818-1895*, consists of a predefined list of entries dealing broadly with nineteenth-century abolition and reform, as well as the Reconstruction and Gilded Age activities of Douglass, including his diplomatic involvement in Haiti. Entries include brief biographies of prominent American and British reformers and politicians, as well as ideological concepts such as disunionism and acculturation. Institutions, such as the Freedmen's Bureau and the Free Church of Scotland, are also included.

Volume coeditors Paul Finkelman and Diane Barnes would like to hear from scholars interested in writing for the volume. Most entries are in the range of 500 to 1,500 words. Oxford University Press offers an honorarium of

ten cents per word. A list of remaining entries is available and can be provided in electronic format.

Those interested should contact the editors via email and attach an electronic version of their CV. Contact: Diane Barnes, Assistant Professor, Dept. of History, Youngstown State University, One University Plaza, Youngstown, OH 44555; email: [dbarnes@ysu.edu](mailto:dbarnes@ysu.edu).

## POSITIONS AVAILABLE

**The Department of History of Georgia State University** invites applications for an anticipated tenure-track assistant professorship in Public History, beginning August 2004. Qualifications include a PhD. in American History or related fields and experience in public history. Instructional responsibilities include teaching an introductory survey of US history, upper-level and graduate courses in Public History as well as in area of specialization, and direction of public history track students in the Master of Heritage Preservation Program, including overseeing internships, final projects, academic and career advisement. Areas may include but are not limited to history and new media, material culture and heritage tourism, and the intersection of public history with issues of race, gender, and ethnicity. The department offers strong support for professional development and a 2/2 teaching load.

PhD. required by date of hire.

**Send letter of application, C. V., transcripts, and three letters of recommendation by 1 December 2003** to: Richard Laub, Chair, Public History Search Committee, Department of History, Georgia State University, MSC 8L0382, Atlanta, GA 30303.

An institution that thrives on the diversity of its students, faculty, and staff, GSU is an affirmative action/equal opportunity employer and encourages applications from people of color and women.

**James Madison University** is seeking an assistant professor of United States History, with specialization in public history, history of technology, or environmental history. Candidates are expected to contribute to the department's commitment to general education. Willingness to teach research methods is preferred. James Madison University invites applications for a tenure-track position at the rank of assistant professor to begin late August 2004. Candidates must have the Ph.D., and should have teaching experience. **Review of candidates will begin 21 November 2003.** Applications and nominations should be received by that date to assure consideration. Preliminary interviews will be conducted at the AHA meeting in January. Send letter of application, CV transcript, and three letters of recommendation to the address given below. James Madison University

>

## Army Builds New Archives

> continued from page 10

laboratories for photography, paper and books; this capability will give AHEC the responsibility to maintain and restore paper, photographs, and books for the entire Army museum system and for all historical holdings.

The move will commence 1 May 2004 and is expected to continue for some 90 days. The MHI will be forced to close for some small portion of that time, and researchers are encouraged to plan accordingly. The exact closure dates are undetermined at this time, but will be announced when available through all media and the various historical associations. Patrons may contact the author at the Army Heritage and Education Center for more information at [Michael.lynch@carlisle.army.mil](mailto:Michael.lynch@carlisle.army.mil), or (717) 245-4114.

Please also consult the AHEC website at <http://www.carlisle.army.mil/usamhi/index.html> for the latest information.

*Major Michael E. Lynch is Director of Operations, Army Heritage and Education Center, Carlisle Barracks, PA.*



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 James Gardner, National Museum of American History, Smithsonian Institution, P.O. Box 37012, MRC 664, Washington, DC 20013-7012; (202) 357-1835; E-mail [gardnerj@nmah.si.edu](mailto:gardnerj@nmah.si.edu); or David G. Vanderstel, NCPH, Cavanaugh 327, IUPUI, 425 University Blvd., Indianapolis, IN 46202-5140; (317) 274-2716; E-mail: [ncph@iupui.edu](mailto:ncph@iupui.edu).

For change of address, write UC Press, 2000 Center St., Suite 303, Berkeley, CA 94704-1223.

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

is an equal opportunity/Affirmative Action/equal access employer and especially encourages applications from minorities, women, and persons with disabilities.

Contact Information: Professor Dorothy Boyd-Rush, Chair, U.S. Search Committee, Department of History, James Madison University, MSC 2001, Harrisonburg, Virginia 22807.

Full-time, tenure-track, nine-month position in the **Department of History at the University of Nevada, Las Vegas**. Applicants must teach undergraduate and graduate courses in the area of specialization and introductory surveys in American history. Conduct research leading to the publication of books and articles in quality refereed journals. Mentoring of graduate students and develop nationally recognized programs for research and creative activity. Provide professional service through contributions at the local, state, and national level. Provide service to the department, college, university, and the community. Required: Ph.D. in History with specialization in Twentieth-Century American Cultural History and Public History or related field. Salary is commensurate with qualifications and experience. Position is contingent upon funding. The university has an excellent fringe benefits package. For more information see the UNLV World Wide Web site. Submit a letter of interest indicating the POSITION TITLE, a detailed resume listing qualifications

and experience, placement file and/or three letters of recommendation including names, addresses, and telephone numbers of the professional references who may be contacted. Applicants should fully describe their qualifications and experience, with specific reference to each of the minimum and preferred qualifications because this is the information on which the initial review of materials will be based. UNLV is an Affirmative Action/Equal Opportunity educator and employer committed to excellence through diversity. **The review of materials will begin 1 December 2003**, and will continue until the position is filled. Application materials should be mailed to the address below. Specific questions may be addressed to Dr. Elizabeth White Nelson via email or phone. Contact Information: UNLV U.S. Cultural and Public Search Committee, Attn: Dr. Elizabeth White Nelson, 4505 S Maryland Pkwy, Box 455020, Las Vegas, NV 89154-5020; email: [eaw@unlv.nevada.edu](mailto:eaw@unlv.nevada.edu); phone: (702) 895-3218; website: <http://www.unlv.edu/History>.

**The Brooklyn Historical Society**, a dynamic urban educational institution comprising a nationally significant library and archives, extensive educational outreach programs as well as on-site and off-site exhibitions, seeks an Education Coordinator. The Education Coordinator will report to and work collaboratively with the Curator of Education. Responsibilities will include the planning and conducting



of programs for school children, teachers and family audiences and adults in and out of the BHS building; serving as a liaison between BHS and public, private and parochial schools; coordinate and teach after school programs; maintaining education files and database (schedule tours, assign docents, maintain numbers for grants, send out invoices, follow-up on invoices, make sure that payments are sent/received) and compile statistics; other duties as assigned.

A successful candidate will possess excellent communication and writing skills, an advanced degree in Education, History and/or Museum Studies, teaching experience, familiarity with Filemaker Pro a plus-but will train and a passion for Brooklyn's rich history. Salary: \$35,000. Please fax a resume and cover letter to 718-222-3794.

## INTERNET

**The Library of Congress** has released a new addition to the American Memory Web site: *The Stars and Stripes: The American Soldiers Newspaper of World War I, 1918-1919*, is now available at [www.loc.gov](http://www.loc.gov). At the direction of Gen. John J. Pershing, *The Stars and Stripes* newspaper was published in France by the U.S. Army from Feb. 8, 1918, to June 13, 1919. The primary mission of *The Stars and Stripes* was to provide the scattered troops with a sense of unity and an understanding of their part

in the overall war effort. The eight-page weekly featured news from home, poetry, cartoons and sports news, with a staff that included journalists Alexander Woollcott, Harold Wallace Ross and Grantland Rice. On borrowed printing presses, using a delivery network that combined trains, automobiles and one motorcycle, the staff produced a newspaper with a circulation that peaked at 526,000 copies. This new online collection presents the complete run (71 weeks) of the World War I edition. The collection also includes special presentations that discuss the newspaper's content: its illustrations and advertising, its publication of soldiers' poetry, and its coverage of women. The collection was processed with optical character recognition (OCR) software to allow users to search the full text of the newspaper for a word or phrase. This feature expands the collection's usefulness to historians and genealogists who are researching names and details that do not appear in the headlines.

**The Library of Congress** is pleased to announce the release of the online collection of the **Wilbur and Orville Wright Papers** available at the American Memory Web site at <http://memory.loc.gov/ammem/wrighthtml/>. Comprising approximately 49,084 digital images, the website documents the lives of Wilbur and Orville Wright and highlights their pioneering work which led to them making the world's first powered, controlled, and

sustained flight. Included in the collection are correspondence, diaries and notebooks, scrapbooks, drawings, printed matter, and other documents. The Wright Papers span the years 1881 to 1952 but largely cover 1900 to 1940. Wright family correspondence is included; also found in the online collection are letters from many correspondents who are significant in the field of aeronautics, including Octave Chanute, Charles Lindbergh, and Amelia Earhart. An array of photographs is also accessible on the website.

The **Office of the Public Health Service Historian** has updated its website to include a number of downloadable images from its collection. The photographs are on the Resources page (under Images and Other Audiovisuals). The photos cover a hundred year span, ranging from the late nineteenth century to the late twentieth century and they are organized in six categories: Research, Health Care, Disease Control, Education, War and Disaster, and Safety. So far as is known, all of these images are in the public domain and they can be used by students, researchers and teachers. We do ask, however, that users credit the Department of Health and Human Services when using an image. Over the course of the year, more images will be added. The website contains other resources which can be of help to scholars of both the history of medicine and the history of the federal government. The Resources page (under Printed Materials)

has links to articles on subjects ranging from bio-terrorism to the militarization of the Commissioned Corps of the Public Health Service. The FAQs page also contains several questions and answers relating to the general history of the Public Health Service. Visit the website at <http://lhncbc.nlm.nih.gov/apdb/phsHistory/>.

## SEMINARS

**The National Preservation Institute** has announced its 2003-2004 Seminars in Historic Preservation and Cultural Resource Management. Seminar topics include cultural resource management basics, laws and regulations, historic property management and design issues, curation, conservation, and stewardship. These seminars will be held in a number of different states from September 2003 until May 2004. The cost to attend these seminars varies based on the number of days one wishes to attend. Reduced rates are available to students. For further information, contact the National Preservation Institute at [info@npi.org](mailto:info@npi.org), or dial (703) 765-0100. Further information is available online at [www.npi.org](http://www.npi.org).

# NCPH Awards • Call for Nominations

## Robert Kelley Memorial Award

The Robert Kelley Memorial 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. The Kelley Award consists of a cash award and framed certificate. It will be presented at the NCPH annual meeting in Victoria, B.C., 31 March- 4 April 2004. 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-recognized 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, college 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, exhibitory, 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 vitae if available, plus a minimum of two and a maximum of five letters of support.

**Nominations are due by 15 January 2004.** Winners will be notified by mid-February.

Send submissions to: National Council on Public History, Robert Kelley Memorial Award, 425 University Boulevard, Cavanaugh Hall Room 327, Indianapolis, Indiana 46202-5140; Fax: 317-278-5230; email: [nph@iupui.edu](mailto:nph@iupui.edu).

## NCPH Travel Award for New Professionals

The National Council on Public History offers two \$500.00 travel grants to encourage new professionals to attend the annual NCPH meeting in Victoria, B.C., 31 March-4 April 2004. Each award recipient will attend the meeting and be presented with a framed certificate and a cash award. Winners will write a short article for the NCPH newsletter describing his or her conference experience.

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

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

**The deadline for the receipt of applications is 15 January 2004.** Winners will be notified by mid-February. Please submit application materials to: National Council on Public History, Travel Award for New Professionals, 425 University Boulevard, Cavanaugh Hall Room 327, Indianapolis, Indiana 46202-5140; Fax: 317-278-5230; or email the submission to [nph@iupui.edu](mailto:nph@iupui.edu) as a Word attachment only. Do not include application within text of the email.

## NCPH Student Project Award

The National Council on Public History invites nominations for the annual NCPH Student Project Award. The award recognizes the contributions of student work to the field of public history. The student author(s) of the winning entry will receive a travel grant (\$500.00) to help underwrite attendance at the NCPH annual meeting in Victoria, B.C., 31 March-4 April 2004, a framed certificate and cash award. The winner(s) will submit an article for *Public History News*, summarizing their project and reporting on their conference experience.

> continued on next page

## 2005 ANNUAL MEETING

Kansas City, Missouri

14-17 April 2005

The National Council on Public History invites proposals for sessions, papers, panels, roundtables, poster sessions, and workshops for the 2005 Annual Meeting to be held in Kansas City, Missouri.

*The theme for this conference will be*

### **Defining Region: Public Historians and the Culture and Meaning of Region**

The Program Committee seeks proposals for presentations that explore the many ways in which public history and public historians investigate, collect, present, and preserve regional culture and history. Suggested broad topics within this theme include: issues and challenges in interpreting and preserving regional history; new and ongoing efforts to define regional boundaries and cultures; dealing with regional stereotypes; the impact of mass media, the global economy, and other international forces on local and regional distinctiveness; and best practices and new trends in regional historic interpretation, research, collection, and preservation. The Committee also welcomes and will consider proposals that explore other issues related to region (however defined) and the practice and teaching of public history.

The Program Committee strongly encourages the submission of complete session proposals (including panels and roundtables), but will accept individual papers for consideration as well. Proposals may also include recommended chairs and/or commentators for sessions. Individuals interested in volunteering to serve as session chairs or commentators are welcome to apply by sending their name and contact information to the Committee.

### **Deadline for Proposals is 15 February 2004**

For more details and specific guidelines for submitting proposals, contact program chair Andy Ambrose, Atlanta History Center, [aambrose@atlantahistorycenter.com](mailto:aambrose@atlantahistorycenter.com), or consult the NCPH web page at [www.ncph.org](http://www.ncph.org).

National Council on Public History  
425 University Boulevard—Cavanaugh Hall 327  
Indiana University Purdue University Indianapolis  
Indianapolis, IN 46202-5140

Phone: 317.274.2716  
Email: [ncph@iupui.edu](mailto:ncph@iupui.edu)  
URL: [www.ncph.org](http://www.ncph.org)

### **Eligibility:**

1. The project must be the work of one or more students in a public history program and have been completed within the two academic years preceding the date of submission.
2. The project must have been initiated as academic coursework, then subsequently have been recognized beyond the classroom as a contribution to public history. (Examples: a class assignment exhibit design later installed as a public display; an oral history project accessioned into an established oral history collection; historic preservation research accepted as a working document by a preservation agency).
3. The sponsoring faculty member or academic institution must be a member of NCPH.

**To Apply:** Please submit four (4) copies of a two-page written description of the project explaining its methods, conclusions, and significance for public history. Include four (4) copies each of appropriate supporting materials, such as written text, graphics, photographs, audio/video tapes, printed materials, etc. Materials will not be returned.

### **Endorsements:**

1. A letter from the project's faculty sponsor, explaining the relationship of the project to the student(s) coursework, evaluating the project as a contribution to public history, and verifying the applicant's status as a fulltime student at the time the project undertaken.
2. A letter from the institution, which accepted project, explaining the relationship between the institution and the student(s) and how the project helped to advance the institution's public history mission.

Send endorsement letters directly to the NCPH Executive Offices, mark "Student Project Award".

**Submissions are due by 15 January 2004.** Winners will be notified by mid-February.

Send submissions to: National Council on Public History, Student Project Award, 425 University Boulevard, Cavanaugh Hall Room 327, Indianapolis, Indiana 46202-5140; Phone: 317-274-2716; email: [ncph@iupui.edu](mailto:ncph@iupui.edu).



# NCPH Membership Application

## SPECIAL 15% Introductory Offer for New Members

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

- Individual \$ 51.00 (regular, 60.00)
- Student (with copy of ID) \$ 21.25 (regular, 25.00)
- Associate Member \$100.00
- Institutions \$104.55 (regular, \$123.00)

Outside USA? Please add \$20.00 to cover postage.  
Canada residents add 7% GST (#R122058662)

Name \_\_\_\_\_

Organization & Dept. \_\_\_\_\_

Address or Bldg. & Mail Code \_\_\_\_\_

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**Mail to:** University of California Press  
2000 Center St., Suite 303 Berkeley, CA 94704-1223,  
Email: jorders@ucpress.ucop.edu

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- Check enclosed. (Payable to the UC Regents)
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### Special memberships are also available

- Sponsor \$250  Patron \$500

**Please direct inquires and payments for these memberships to: NCPH Executive Offices, 425 University Blvd, Indianapolis, IN 46202, 317-274-2716.**

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

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# Public History News

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