

Annotation

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NHPRC RECOMMENDS 54 GRANTS TOTALLING UP TO \$5,159,313

At its meeting on May 9 and 10, the National Historical Publications and Records Commission recommended that the Archivist of the United States make grants totaling \$5,159,313 for 54 projects. Of this total, up to \$3,109,280 was awarded to 52 competitive applicants. The remaining \$2,050,033 was earmarked by Congress: \$1,800,033 for the Center for Jewish History, New York, NY, and \$250,000 for the State Historical Society of North Dakota's Fort Buford Documentation Project.

NHPRC Chairman John W. Carlin congratulated Dr. Nicholas C. Burckel on his reappointment by the President to another 4-year term on the Commission.

The Commission approved resolutions making grant proposals to support State Historical Records Advisory Board administrative expenses eligible for approval at both the November and May meetings; endorsing actions of Commission staff to strengthen grant applications from Native American applicants; supporting the efforts of Commission members and staff to pursue additional funding and strategic collaborations in pursuit of

its agenda; and encouraging the staff to increase its efforts to gain wider visibility for the Commission's work.

With regard to competitive grant proposals, the Commission recommended that the Archivist of the United States make grants of up to \$2,248,285 for 34 documentary editing projects; \$10,000 for one documentary editing subvention; up to \$840,995 for 16 records access projects; and up to \$10,000 for one regrant project accorded deferred consideration. A list of funded proposals follows.

The following Commissioners were present at the May meeting: Chairperson John W. Carlin, Archivist of the United States; Nicholas C. Burckel, Presidential appointee; Charles T. Cullen, representing the Association for Documentary Editing; Mary Maples Dunn, representing the American Historical Association; Brent Glass, representing the American Association for State and Local History; Alfred Goldberg, representing the Department of Defense; Margaret P. Grafeld, representing the Department of State; Anne R. Kenney, representing the Society of American Archivists; Howard Lowell, representing (continued on page 10)

CONTINUING THE EDUCATION OF AMERICA'S RECORDS KEEPERS

The National Forum on Archival Continuing Education (NFACE)

BY KATHLEEN ROE

A retired high school history teacher, volunteering at her county historical society, is looking for significant historical records documenting the ethnic and racial diversity of her community.

A public librarian is concerned about the growth of his library's local history collection, which includes a number of fragile diaries, account books, and photographs.

A Native American tribal leader wants to establish a cultural heritage center, and has collected many letters, photographs, and tribal documents from older members of the tribe.

A museum educator is creating an instructional unit for classroom use and wants to incorporate diaries and census records to add depth to the presentation.

A state archivist receives computer tapes containing data from key social service programs.

These individuals are confronted by challenging tasks for which they probably did not have formal training before taking their current jobs. Timely, up-to-date, and effective archival continuing education opportunities could make a (continued on page 4)



Guy Louis Rocba, COSHRC Steering Committee Chair, opens NFACE. Seated at the table are, left to right: Vicki Walch, NFACE Project Coordinator; Sandra Clark, NFACE Common Ground Speaker and AASLH President; Kathleen Roe, NFACE Program Committee Chair; and Edward Weldon, NFACE Local Arrangements Chair. Photograph by Jill Swiecibowski.

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Material accepted for publication will be edited to conform to style and space limitations of *Annotation*, but authors will be consulted should substantive questions arise. The editor is final arbiter in matters regarding length and grammar. Published material does not necessarily represent the views of the Commission or of the National Archives and Records Administration; indeed, some material may challenge policies and practices of those institutions.

NHPRC MEMBERS — *John W. Carlin*, Archivist of the United States, Chairperson; *Roy D. Blunt*, representing the U.S. House of Representatives; *Nicholas C. Burckel* and *Marvin F. "Bud" Moss*, representing the President of the United States; *William H. Chafe*, representing the Organization of American Historians; *Charles T. Cullen*, representing the Association for Documentary Editing; *Mary Maples Dunn*, representing the American Historical Association; *Brent D. Glass*, representing the American Association for State and Local History; *Alfred Goldberg*, representing the Department of Defense; *Margaret P. Grafeld*, representing the Department of State; *James M. Jeffords*, representing the U.S. Senate; *Anne R. Kenney*, representing the Society of American Archivists; *Howard Lowell*, representing the National Association of Government Archives and Records Administrators; *David H. Souter*, representing the U.S. Supreme Court; and *Winston Tabb*, representing the Librarian of Congress.

NHPRC STAFF — *Ann C. Newhall*, Executive Director; *Roger A. Bruns*, Deputy Executive Director; *Richard A. Cameron*, Director for State Programs; *Timothy D.W. Connelly*, Director for Publications; *Mark Conrad*, Director for Technology Initiatives; *Nancy Taylor Copp*, Management and Program Analyst; *Mary A. Giunta*, Director for Communications and Outreach; *J. Dane Hartgrove*, Historian and Editor, *Annotation*; *Michael T. Meier*, Program Officer; *Laurette O'Connor*, Grant Program Assistant; *Cassandra A. Scott*, Staff Assistant; *Daniel A. Stokes*, Program Officer.

Washington, DC, has had a long and pleasant spring this year. In the spring, we have commencement or graduation ceremonies in our educational institutions. It is therefore appropriate that *Annotation's* June 2000 issue should focus on the NHPRC's efforts to promote education and learning in the historical documentary editing and archival communities.

Our June 2000 issue also provides coverage of the NHPRC meeting held on May 9 and 10, at which the Commission recommended grants totaling \$5,159,313 for 54 projects. It resolved to make grant proposals to support State Historical Records Advisory Board administrative expenses eligible for approval at both the November and the May meetings. The Commission endorsed actions of its staff to strengthen grant applications from Native American applicants. It also supported the efforts of Commission members and staff to pursue additional funding and strategic collaborations in pursuit of its agenda, and encouraged the staff to increase its efforts to gain wider visibility for the Commission's work. At the May meeting, the Commission recommended grants to the University of Virginia's Miller Center of Public Affairs for its Presidential Recordings Project and to The George Washington University for its Eleanor Roosevelt and Human Rights Project.

In this issue, the Commission meeting shares the spotlight with the National Forum on Archival Continuing Education (NFACE). The Forum was held in Decatur, Georgia, on April 27-29, in response to Commission calls for such a conference and a related proposal from the Council of State Historical Records Coordinators (COSHR). COSHR, supported by a planning grant from the NHPRC, developed and conducted NFACE in partnership with the American Association for State and Local History (AASLH). Kathleen Roe wrote our article on NFACE, and Vicki Walch provided the photograph and information on attendees.

The earliest and most enduring of NHPRC's educational commitments has been to the Institute for the Editing of Historical Documents. Camp Edit, as most graduates prefer to call the institute, now meets each June in Madison, Wisconsin. Beth Luey's article provides us with an overview of Camp Edit's activities since its founding in 1972, while Michael E. Stevens' article looks at what educational experiences may lie in store for future classes at the Institute. To date, Camp Edit has turned out between 450 and 500 fledgling editors.

The Commission has been awarding fellowships in historical documentary editing since 1967 and in archival administration since 1985. Nancy Zimmelman tells us about her experience as an NHPRC Fellow in Archival Administration; in her case, the fellowship has led to a rewarding career at her host institution. Carol Faulkner, who recently completed her year with the Letters of Lucretia Coffin Mott project, explains how her experience as an NHPRC Fellow in Historical Documentary Editing has influenced her as a teacher and historian.

At its November 1999 meeting, the Commission launched an effort to increase archival electronic records expertise. However, its commitment to further educational opportunities in the area of electronic records long predates this new initiative. In her article, Joan K. Lippincott recounts how an NHPRC grant helped the Coalition for Networked Information redefine its Working Together workshop to address the growing need for collaboration among archivists, records managers, and information technologists.



THE EXECUTIVE DIRECTOR'S COLUMN

I do hope you will read Kathleen Roe's article about the National Forum on Archival Continuing Education (NFACE), which was held in Decatur, Georgia, on April 27-29.

Why was this effort worth the time and hard work of so many busy people and the expenditure of scarce NHPRC appropriated funds? Well . . . because despite the excellence of the developing archival graduate programs and the increasing number and sophistication of workshops and seminars, no current offering can fully prepare today's archivists for all of the complexities of their work. Because there are numerous gaps and, at the same time, a lot of redundancy in what is offered. Because the contents or mission of particular archives or records programs often dictate that its staff acquire additional specialized training while working full-time and carrying on a personal life as well. Because we depend upon a wide range of allied professionals and records keepers without formal archival training to help us carry out our important mission. And because this profession, perhaps even more than others, is disproportionately top-heavy with baby boomers, who soon will be retiring in enormous numbers. (The last statement was driven home to Forum participants by the retirement of Georgia State Archivist Edward Weldon, who chaired the Forum's Local Arrangements Committee, the day after the Forum ended.) Many of their successors will need additional training either to qualify for these vacant positions or, having won the posts, to succeed in them.

The Forum was developed by the Council of State Historical Records Coordinators (COSHR) in partnership with the American Association for State and Local History (AASLH). Early in the planning process it became clear that a special concern of the State Historical Records Coordinators was the allied professionals with records responsibilities (e.g., local government officials, librarians, historic site administrators, or museum curators) and the records caretakers who have limited or no training, many of whom work as volunteers. In fact, in many institutions it is the last group that

forms the majority of those who actually handle historical documents on a day-to-day basis. While we must continue to encourage the development of strong, professionally staffed archives as the core of our archival enterprise, we cannot succeed without enlisting the help of others.

Those responsible for preparing for the Forum did an exceptionally fine job, and the Commission intends to utilize this example in preparing for any future conferences it may support. For instance, from the start, the NFACE Program Committee and project staff contacted associations and organizations that provide educational and information services to historical records keepers to inform them about the project, invite their participation, and gather data about their activities and priorities. Throughout the nation, state coordinators held focus groups, and many regional and national archival associations held discussions, all designed to elicit the ideas and define the needs of those who are providers and users of archival continuing education. A special effort was made to reach volunteer records keepers as part of this process.

The NFACE Project's web site, www.cosbrc.org, was central to the project. It was intended to serve as a vehicle for sharing information among the participants, as well as for disseminating information about existing educational programs and best practices to those who educate caretakers of historical records. The site included descriptive materials about the NFACE project (project goals, Forum agenda, participant list), directories of existing educational programs and information resources, a joint calendar of educational offerings and other events sponsored by participating organizations and institutions, links to earlier COSHR reports, State Historical Records Advisory Board (SHRAB) assessment reports and strategic plans, and other earlier studies that contained information about the intended audiences and their needs.

Since COSHR has no staff, AASLH agreed to administer the grant. As it turned out, AASLH (*continued on page 19*)

Lila Goff

Lila Johnson Goff, past chair of the Council of State Historical Records Coordinators, died at her home in St. Paul, Minnesota, on May 4, 2000. She was 56. Ms. Goff, who was assistant director for library and archives at the Minnesota Historical Society, was born in Redwood Falls, Minnesota, in 1944. She received her bachelor's and master's degrees in history from the University of Minnesota. Ms. Goff began working at the Minnesota Historical Society in the mid-1960s, establishing its oral history program and becoming chief of the office in 1967. She served as assistant director for libraries and museum collections prior to her appointment to the position noted above in 1985. In that capacity, she oversaw construction of the historical society's new home, the Minnesota Historical Center, from 1987 to 1992. Ms. Goff was past president of both the Oral History Association of Minnesota and the national Oral History Association, and had served as Deputy State Historical Records Coordinator, as well as on the boards of the National Association of Government Archives and Records Administrators and the Research Libraries Group.

NHPRC Application Deadlines

THE COMMISSION'S MEETINGS FOLLOW THE FISCAL YEAR OF OCTOBER 1 TO SEPTEMBER 30. CONSEQUENTLY, THE FIRST MEETING OF THE FISCAL YEAR IS IN NOVEMBER AND THE SECOND IS IN MAY.

June 1 (for the November meeting)

Proposals addressing the following top priorities:

- The NHPRC will provide the American public with widespread access to the papers of the founders of our democratic republic and its institutions by ensuring the timely completion of eight projects now in progress to publish the papers of George Washington, John Adams, Benjamin Franklin, Thomas Jefferson, James Madison, and papers that document the Ratification of the Constitution, the First Federal Congress, and the early Supreme Court
- The NHPRC will promote broad public participation in historical documentation by collaborating with State Historical Records Advisory Boards to plan and carry out jointly funded programs to strengthen the nation's archival infrastructure and expand the range of records that are protected and accessible
- The NHPRC will enable the nation's archivists, records managers, and documentary editors to overcome the obstacles and take advantage of the opportunities posed by electronic technologies by continuing to provide leadership in funding research and development on appraising, preserving, disseminating, and providing access to important documentary sources in electronic form

OCTOBER 1 (for the May meeting)

Proposals not addressing the above priorities, but focusing on an activity authorized in the NHPRC statute as follows:

- collecting, describing, preserving, compiling, and publishing (including microfilming and other forms of reproduction) of documentary sources significant to the history of the United States
- conducting institutes, training and educational courses, and fellowships related to the activities of the Commission
- disseminating information about documentary sources through guides, directories, and other technical publications
- or, more specifically, documentary editing and publishing; archival preservation and processing of records for access; developing or updating descriptive systems; creation and development of archival and records management programs; development of standards, tools, and techniques to advance the work of archivists, records managers, and documentary editors; and promotion of the use of records by teachers, students, and the public

APPLICATION GUIDELINES AND FORMS MAY BE REQUESTED FROM NHPRC, NATIONAL ARCHIVES AND RECORDS ADMINISTRATION, 700 PENNSYLVANIA AVENUE NW, ROOM 111, WASHINGTON, DC 20408-0001, 202-501-5610 (VOICE), 202-501-5601 (FAX), nbprc@arch1.nara.gov (E-MAIL), OR BY ACCESSING OUR WEB SITE AT www.nara.gov/nara/nbprc/

NFACE (continued from page 1)

critical difference in their ability to accomplish the work before them. Whether in the form of a workshop, a technical leaflet, an archival mentor, a web site for frequently asked questions, or the availability of information on best practices, continuing education is essential to meeting the changing, variable demands that face those who are this nation's records keepers. Unfortunately, the level and extent of archival continuing education now available is uneven and inadequate.

To address the diverse educational needs of our nation's records keepers, the Council of State Historical Records Coordinators (COSHRC)¹, in partnership with the American Association for State and Local History (AASLH), sought and received funding from the National Historical Publications and Records Commission to support the National Forum on Archival Continuing Education (NFACE).

The goals of the NFACE project were to

Inform organizations about what educational services and information resources are already available

Encourage collaboration and coordination among providers in developing additional offerings that address gaps in existing educational opportunities

Improve access to information resources about best practices in the care of historical records that support these educational efforts

Develop an action agenda for archival continuing education in the next decade. This agenda will be shared with Federal funding agencies, resource allocators, and key stakeholders in archival continuing education.

The NFACE Program Committee, whose members represented major stakeholders in archival continuing education, oversaw an extensive data-gathering effort and the development of an innovative process for the Forum conference itself.²

Throughout 1999, the NFACE Program Committee and staff collected and evaluated a substantial amount of information in order to identify the most significant areas of concern and to provide hard data to inform the subsequent discussions. The information gathering took several forms.

a survey of over 2,000 individuals to identify their training needs and priorities

36 focus groups in which more than 600 participants provided more detailed information on their continuing education concerns

compilation of a directory of training opportunities relating to archival practice currently offered by more than 100 organizations.

The Institute for the Editing of Historical Documents, 1979

In front, crouching: Dick Sheldon and Ray Smock. Standing, left to right: Mike Crawford, Larry Massie, Edith Hurwitz, Ken O'Reilly, Claire Badaracco, Bernie Carlson, Reese Jenkins, Lynn Cadwallader, Les Hough, Barbara Mitchell, Kathy Jacob, Gerry Schwartz, John Simon, Steve Vaughn, Harriet Amos, John Kaminski, Glenn LaFantasie, George Farr, Lynda Crist, Jane Ross, Elizabeth Steinberg, Bob Newberry, Betty Evanson, Gaspare Saladino, Harriet Simon, and Rich Leffler.

(The photograph appears on page 20.)

The information was made available through the NFACE web site, www.cosbrc.org/nface, for review by NFACE participants and other interested individuals and organizations.

The project culminated in the NFACE conference, held April 28–30, 2000, in Decatur, Georgia. The staff of the Georgia Department of Archives and History, along with many other Atlanta-area archivists, provided invaluable local support for conference planning and logistics.

The Forum's 120 participants included invited representatives from more than 45 national and regional professional associations and other organizations that currently provide continuing education to those caring for historical records or whose constituents are potential consumers of such services. In addition, 43 state historical records advisory boards were represented by their state coordinators or their designees (see sidebar for list of all participating organizations).

The 2-day event was a serious (several attendees termed it "grueling") series of information and working sessions. Initial sessions were designed to provide a context for participants to think about the audiences to be served and the common challenges faced. Additional informational sessions focused on best practices, adult learning theory, and new methods for delivering continuing education. Opportunities for participants to learn more about "what's out there" were provided through a large exhibit area in which participating organizations were able to share information about their educational programs and display publications and curricular materials. A video hall provided continuous showings of educational videos and public service announcements developed by participating organizations.

These were followed by the heart of the Forum, a series of Incubator Sessions focusing on critical issues and areas of significant need for collaborative efforts to improve the nature of archival continuing education. Experienced facilitators helped participants brainstorm possible actions and identify priorities. Where feasible, participants were encouraged to make solid commitments to initiate specific actions or pursue collaborative efforts following the NFACE conference.

The nineteen Incubator Sessions ultimately produced more than 90 priority actions and 50 commitments to take "next steps" to address the needs identified. The conference concluded with a session allowing the participants to critique and assess the priorities recommended and to provide ideas and input for the development of an Action Agenda for archival continuing education through the next decade. The Action Agenda, which is in development at this writing, will be structured around the following major areas for action:

Action Agenda for Archival Continuing Education

Create a nationwide clearinghouse of information to support the development, delivery, and accessibility of archival continuing education.

Pursue partnerships, collaboration, and regular communication among professional archival organizations and with organizations serving allied professions.

Create a diverse and well-educated next generation of archival leadership.

Improve the quality and accessibility of archival continuing education and information resources for grassroots organizations and the volunteers who work to collect and preserve historical records in community-based organizations.

Improve the quality and accessibility of archival continuing education and information resources for individuals from diverse communities or who work with records documenting diversity.

Improve the quality and accessibility of archival continuing

education and information resources for allied professionals, including public librarians and museums curators, who bear responsibility for historical records as an adjunct to their primary duties.

Improve the quality and availability of archival continuing education by

incorporating effective adult learning methods, leveraging appropriate technologies, and exploring nontraditional approaches to delivery.

Provide a firm foundation for ongoing assessment and analysis of archival continuing education needs by initiating research and evaluation of existing survey data and ensuring the collection of data to support longitudinal analysis.

Develop collaborative approaches to providing archival continuing education on specific topics or issues for which limited or no educational opportunities currently exist.

Broaden the base and depth of electronic records training by developing collaborative projects in support of the existing NHPRC initiative on electronic records.

Develop collaborative approaches to providing archival continuing education in specific geographic regions, particularly west of the Mississippi, in which individuals and repositories are located at great distances from each other and from potential sources of education and assistance.

Identify sources for both short-term and sustainable funding for collaborative archival education initiatives.

Next Steps

The NFACE Program Committee will prepare a final Action Agenda for Archival Continuing Education based on the discussions and recommendations developed at the NFACE meeting. The Action Agenda will identify priorities and recommended actions to address in the coming decade. The Agenda will be made widely available through organizational newsletters, listservs, and via the COSHRC web site. The Committee and staff will also follow up with those organizations or individuals that made commitments to action during the NFACE meeting.

Activity to implement some of the recommendations is already under way. The Council of State Historical Records Coordinators will host a meeting of representatives from national, regional, and state archival continuing education providers during the 2000 NAGARA meeting in Columbia, South Carolina, to discuss how they can address the Action Agenda, individually and collectively. AASLH has offered to host the continuation of the current NFACE web site and its development further into a clearinghouse for archival continuing education information. Further information on progress toward addressing the Action Agenda will be made available through that site, www.cosbrc.org/nface.

Through the efforts begun with NFACE, the Council of State Historical Records Coordinators and the American Association for State and Local History hope to "hatch" the collaboration and commitment necessary to provide America's records keepers with the information, skills, and capacity to care for the invaluable historical documentation of this nation. ❖

KATHLEEN ROE, PRINCIPAL ARCHIVIST OF THE NEW YORK STATE ARCHIVES AND DEPUTY STATE HISTORICAL RECORDS COORDINATOR, CHAIRED THE NFACE PROGRAM COMMITTEE.

Notes

¹The COSHRC Steering Committee guided this project. The members were Guy Louis Rocha, chair, Nevada State Library and Archives; Richard Belding, Kentucky Department of Libraries and Archives; Peter Gottlieb, State Historical Society of Wisconsin; Jeffrey Johnson, Utah State Archives; H. T. Holmes, Mississippi Department of Archives and History; James Henderson, (*continued on page 17*)

The Institute for Editing Historical Documents

BY BETH LUEY

THE INSTITUTE FOR EDITING HISTORICAL DOCUMENTS has met every summer since 1972. Nearly 500 editors, archivists, teaching faculty, graduate students, and independent scholars have benefited from its teaching sessions, tutorials, and good fellowship. A typical institute class includes historians who have recently joined ongoing projects (either as NHPRC fellows or as regular staff members), archivists undertaking editorial projects or trying to decide how best to make collections accessible, teaching faculty who wish to include editing in the curriculum, researchers who want to incorporate edited documents into a larger work or who want to undertake one limited editorial project, independent scholars with an editorial project in mind, and graduate students who are exploring the field.

The institute is dedicated in part to teaching specific skills, but the goal of the 2 weeks (more recently 1 week) is not mastery: a 3-hour session on transcription, annotation, selection, organization, searching, or indexing will not achieve that. All of these skills require practice, testing alternatives, making mistakes, and starting over before any sort of genuine accomplishment is visible. In other words, the institute aims for something beyond mere acquaintance, but does not expect mastery. The goal might best be defined as imparting an appreciation of complexity plus the tools for decision making and independent learning.

The students' goals are varied. Some want to be able to handle a new job competently and to lay a foundation for moving up the editorial ladder. Some have a specific project in mind; others want to enhance their understanding of the field, either to work with editors or to teach students. Still others might want to see whether editing is something they want to do.

How can we assess the institute's accomplishments? Because the institute's goals and participants range so broadly, it makes sense to use several measures to evaluate its outcomes. These include the number of alumni who remain in the editing profession or in related areas of history, the number of editions alumni have produced, and the number of other works they have published. Because publications generally take several years to appear, that part of the analysis ends with the 1995 institute. The data on publications, therefore, cover only

23 classes, totaling 400 graduates. The data on employment cover an additional 50 post-1995 graduates, and come from professional society directories, project web sites, biographical directories, and bibliographical sources.

Employment

Graduates of the institute have worked for more than 50 editorial projects with institutional sponsorship and staffs of at least two people. They are the chief editors or directors of at least a dozen of these. In some cases, they are the founding directors, and in others, they have been promoted to the post or have replaced earlier directors. A conservative estimate of the number of graduates who have worked full-time on editorial projects is around 150. Some projects have employed several graduates of the institute. The record holder is the Lincoln Legal Papers, which at one time or another has employed at least 9 alumni. The papers of Thomas Edison, Emma Goldman, James Madison, Margaret Sanger, and George Washington are not far behind. A handful of alumni have worked for more than one project. In other words, roughly 40 percent of institute graduates whose employment I could determine have at one time or another worked full-time for editorial projects with institutional sponsors. Another 20 percent of the identified graduates are working on or have completed smaller editions, either as independent scholars or as teaching faculty. Thus, about 60 percent of the identified graduates are using what they were taught at the institute in their daily work or in their primary research activity.

Institute alumni have worked for many Federal, state, and private historical institutions. Sometimes their jobs include editorial responsibilities. The Federal agencies include the National Archives and Records Administration and the National Historical Publications and Records Commission, the Library of Congress, the Federal Judicial Historical Office, and the Naval Historical Center. The state historical societies of Indiana, Missouri, North Dakota, and Wisconsin employ alumni, as do the state archives of New Jersey, North Carolina, Pennsylvania, and South Carolina. Graduates work for the Carter and Hoover Presidential libraries and for such private historical institutions as the American Jewish Historical

Society, the American Antiquarian Society, and the Historic New Orleans Collection. When the 22 graduates employed by university and other archives are added, the total number of alumni so employed comes to about 115, or 30 percent of identified graduates.

The remaining graduates fall into three categories: those with full-time teaching or university administrative positions (30 percent of the total); graduate students completing their degrees (a relatively small number, mostly from recent classes); and 24 percent unaccounted for.

Publications

The graduates of the institute have been prolific editors and writers. The numbers that follow are understated because of problems with the bibliographical sources, yet the graduates of the institute from 1972 through 1995, numbering 400, are the authors of about 635 titles (counting multi-volume editions and microforms as single titles). Of these, 200 titles are documentary editions. Multi-volume or microform editions total 71 of the 200. Translating this number into actual volumes would be difficult. Rather than try to come up with a precise number, let us just say that graduates of the institute have produced the equivalent of perhaps 400 to 500 volumes.

Alumni are also producing nearly as many books in other categories. General books, which include scholarly monographs, popular histories, and collections of essays, totaled 303 volumes. In addition, institute graduates have published 18 books of local history, 76 reference books, and 21 finding aids to unpublished collections.

Hidden within these categories is an enormous range of titles. The reference books, for example, include two titles specific to documentary editing: Michael Stevens ('78) and Steven Burg ('95), *Editing Historical Documents*, and Beth Luey ('81), *Editing Documents and Texts*. But they also include such titles as *The American Revolution, 1775-1783: An Encyclopedia* (Richard L. Blanco, '78), *The Encyclopedia of Indianapolis* (David J. Bodenhamer, '78), the *Biographical Directory of the United States Congress, 1774-1989* (Kathryn A. Jacob, '79), and the *Encyclopedia of Transcendentalism* (Wesley T. Mott, '80).

Biographies are, predictably, abundant.

They include lives of Eugene Debs (*Gentle Rebel*, by James R. Constantine, '80), *Emma Goldman* (Candace Falk, '80), *Robert Mills, Architect* (John Morrill Bryan, '86), *Carter G. Woodson, A Life in Black History*

prospered. Even if we assume (too pessimistically, given the publication statistics) that all of the graduates in the "unknown" category of employment have left the historical profession, at least 80 percent of

researchers to edit documents from their collections. College faculty members who attend the institute encourage their students to take on editorial projects for M.A. theses and doctoral dissertations.



The first class to attend the Institute for the Editing of Historical Documents, held August 14-25, 1972, at the National Archives Building in Washington, DC. Left to right: Jack J. Cardoso, James W. Goodrich, George H. Reese, Dennis R. Clark, John C. Dann, Michael L. Nicbolls, Ben DeWhitt, Harry L. Taplin, Randall Sbrock, Stephen J. Stein, Donald B. Schewe, Mary Jane Dowd, Dale E. Floyd, Ross W. Beales, Jr., Susan G. Landy, Patricia P. Hickin, Suellen M. Hoy, Tom T. Lewis, Alonzo T. Stepbens, and John D. Macoll.

(Jacqueline Goggin, '85), and *Rebel Against Injustice: The Life of Frank P.O. Hare* (Peter H. Buckingham, '94).

Most varied of all are the "general" books. Most are scholarly monographs: *The Private Civil War: Popular Thought During the Sectional Conflict* (Randall C. Jimeron, '78), *Damn the Torpedoes: A Short History of U.S. Naval Mine Countermeasures* (Tamara Melia, '80), *Separation and Subculture: Boston Catholicism, 1900-1920* (Paula Marie Kane, '82), *A Fictive People* (Ronald A. Zboray, '85), *Love and Power in the Nineteenth Century: The Marriage of Violet Blair* (Virginia J. Laas, '86). A few books are clearly designed for a wider reading public, including *Teenagers: An American History* (Grace Palladino, '85) and *Modern Theories of the Universe: From Herschel to Hubble* (Michael J. Crowe, '88), as are many of the local history titles.

Conclusion

Starting and maintaining an editorial career is difficult. Funding is far from abundant, and mobility is limited. Careers in teaching history or in historical agencies are also difficult to launch. Despite these difficulties, institute graduates have

alumni are working as historians (or have retired from such careers), and nearly half are engaged in editorial work resulting in book-length publications (27 percent full-time and 17 percent part-time). Given the state of the academic market, this is remarkable.

For editors working independently, the institute provides training that cannot be acquired anywhere else. But the institute also provides solo editors with the intangible asset of knowledgeable people to consult when advice or encouragement is needed. Independent editors are highly motivated when they come to the institute; the experience and the resulting network help maintain their enthusiasm and commitment. Frequently, an editor with a solo project has come to the institute, returned to a job unconnected to the project, and 5 or 10 years later produced a completed edition, with institute faculty and classmates mentioned in the acknowledgements.

Those who do not take on editorial projects also advance the field. Archivists' help is vital to documentary editors, and the better informed the archivists, the better the help. Also, archivists who understand editing are more likely to encourage

The Institute for Editing Historical Documents offers a very good return on a relatively small investment generously shared over the years by the National Historical Publications and Records Commission, the State Historical Society of Wisconsin, the University of Wisconsin-Madison, the Wisconsin History Foundation, and the Mellon Foundation. It has trained a new generation of editors, project directors, and other historians. Along with the Association for Documentary Editing and NHPRC-funded collaborations, it has ensured that new editors are well-informed about new scholarship and technology, as well as the profession's commitment and traditions. ❖

BETH LUEY IS THE FOUNDING DIRECTOR OF THE SCHOLARLY PUBLISHING PROGRAM AT ARIZONA STATE UNIVERSITY, THE EDITOR OF DOCUMENTARY EDITING, AND A 1981 GRADUATE OF THE INSTITUTE FOR EDITING HISTORICAL DOCUMENTS.

EDUCATING DOCUMENTARY EDITORS *What's Next?*

BY MICHAEL E. STEVENS

The past three decades have seen remarkable progress in the training of documentary editors. Originally given only on-the-job training, prospective editors now have multiple ways to learn the skills they need. Since 1972, the NHPRC Editing Institute (affectionately known as Camp Edit) has served as an introduction to the art and craft of documentary editing. Beth Luey, in another piece in this issue, offers some measures of the effectiveness of the institute.

Camp Edit has changed in both format and content, and it will continue to change in the future. In the last 5 years, a more intensive weeklong format has replaced the 2-week institute, permitting wider attendance by interns and faculty because it is less disruptive of professional and family commitments. The subject matter also continues to evolve, with new sessions added recently on how to get published, promoting the edition, and electronic publishing.

Since its founding in 1978, the annual meeting of the Association for Documentary Editing (ADE) has provided a forum for the exchange of ideas, as does its journal, *Documentary Editing*. Books that guide new editors into the world of documentary editing are now available, notably Mary-Jo Kline's recently revised *A Guide to Documentary Editing*, Beth Luey's *Editing Documents and Texts: An Annotated Bibliography*, and Steven Burg's and my own *Editing Historical Documents: A Handbook of Practice*. Some colleges and universities offer courses in public history and historical publishing programs. The NHPRC's fellowship program has offered intensive learning opportunities for individuals who wish to pursue a career in documentary editing.

These advances have contributed to the creation of better editions, but what of the future? The specifics must necessarily remain vague, but editors are guessing about the contours of future education and are starting to take steps to shape it.

Our definition of documentary editors must expand in order to prepare the many people who do not formally identify themselves as documentary editors but who publish historical texts. Exact numbers are hard to come by, but I suspect that even now a majority of books that publish historical documents are edited by individuals who are unaffiliated with the documentary editing community, or are unexposed to the standards that have been developed in the last several decades.

For instance, the March issue of *Documentary Editing* listed

23 new titles in its "Recent Editions" section; only five of these were prepared by editorial teams that contained at least one ADE member. University presses, state and local historical societies, and even commercial houses publish a torrent of historical documents in books, periodicals, pamphlets, or other printed forms by individuals for whom documentary editing is important, but not a career.

Reaching this larger audience will require creative thinking on the part of editors, educators, and funding agencies. Efforts might include the development of workshops or short courses by university extension services, community education programs, state and local historical societies, or state humanities commissions. Online tutorials and distance learning classes may also address the needs of this group. History classes at colleges and universities and sessions at meetings of historical societies and professional organizations may provide additional venues for training.

The challenge, however, is even greater because of the increasing use of the Internet to publish historical documents. These efforts range from highly sophisticated web sites with clear statements of editorial policy to poorly transcribed, incorrectly annotated texts of documents. In the past, the high cost of publishing meant that publishers, especially university presses, ensured that there was some review of published texts prior to their appearing in print. The Internet has changed all of that, and almost anyone can become his or her own publisher.

Camp Edit attendance or ADE membership may address the needs of only a small number of Internet document publishers. The first challenge is to persuade creators of these sites that training in standards of textual editing is desirable and will help them do their job better. The imprint of a university press and favorable reviews in academic journals serve as guideposts for users of print editions.

The editorial community needs to come up with similar vehicles that confer prestige on electronic editions, and then point users toward them. This may include creation of standards for the publication of documents on the World Wide Web, awarding of prizes by professional organizations to superior electronic editions, or creating review sections in historical journals that provide critical evaluations of Web editions. The Association for Documentary Editing has appointed a committee to develop editorial standards for documents delivered electronically.

Future efforts may lead to professional associations developing seals of approval for web sites that meet standards. Ultimately, those who care about the accuracy of texts must educate the rising generation of teachers to have a discriminating eye about the quality of texts on the Web.

In addition to reaching a new audience, continued training for editors who are currently on the job needs to be addressed. Most editors begin their work without training in project management, personnel administration, fund-raising, and public relations, all requisite skills that editors on larger projects now need. There are existing programs available on all of these subjects, and there is no need for the editorial community to replicate these courses. Instead, funding agencies need to budget time and funds for long-term project administrators to get these and other skills that are needed.

Finally, we need to consider the training needs of the largest untapped potential group of users of historical documents: middle and high school teachers. How do we ensure that educators learn about published documents? How can we make sure that they know how to teach their students to distinguish between reliable and unreliable texts? How can we help them use documents? There are many possible approaches here, but perhaps the most cost-effective way to reach teachers would be to work within the structure of existing educational activities.

National History Day is a nationwide program that requires

students to do primary research on different themes each year. Over 600,000 middle and secondary students participate in the program nationally. If we reached only 10 percent of these students, this would represent an important step in educating young people about the importance of historical documents.

Documentary editors have come a long way in the last three decades, largely because of improved standards and training. Editors and their professional associations, with the help of funding agencies such as the NHPRC, need to promote training and further standards development to ensure continued dissemination of our nation's documentary heritage. ❖

MICHAEL E. STEVENS IS WISCONSIN STATE HISTORIAN AND ADMINISTRATOR OF THE DIVISION OF PUBLIC HISTORY AT THE STATE HISTORICAL SOCIETY OF WISCONSIN. HE IS CO-AUTHOR OF *EDITING HISTORICAL DOCUMENTS: A HANDBOOK OF PRACTICE* AND THE EDITOR OF ELEVEN DOCUMENTARY VOLUMES. HE HAS DIRECTED THE INSTITUTE FOR THE EDITING OF HISTORICAL DOCUMENTS SINCE 1996.

Participants in the 28th annual Institute for the Editing of Historical Documents, held June 21-26, 1999, at the State Historical Society of Wisconsin in Madison, WI. Left to right, by row: Virginia Elaine Thompson, Tracy Berner, Barbara J. Rozek, Lauren E. Brown, Adrienne Clay, Stacy Sewell, Janet F. Davidson, Allison L. Sneider, Kieran W. Taylor, Deborah Johnson, Ann Gordon, Michael E. Stevens, David Anthony, Barry Pateman, Robert R. Edgar, Karrie L. Dvorak, Allida Black, Robert Rosenberg, Tracy Duvall, Petula Mei Y. Iu, John Kaminski, Robert F. Karachuk, Thomas M. Downey, and Timothy Connelly. Photograph by Robert Granflaten.



the National Association of Government Archives and Records Administrators; Marvin E. "Bud" Moss, Presidential appointee; Justice David H. Souter, representing the United States Supreme Court; and Winston Tabb, representing the Librarian of Congress. Representative Roy D. Blunt (R-MO), who represents the U.S. House of Representatives, had planned to attend, but had to send his apologies. Also absent were William Chafe, who represents the Organization of American Historians, and Senator James Jeffords (R-VT), who represents the U.S. Senate.

The Chairman also welcomed Fynnette Eaton, Director, Technical Services Division, Smithsonian Institution Archives, who attended the meeting as an observer in preparation for becoming the representative of the Society of American Archivists in 2001.

Documentary Editing Projects

Duke University, Durham, NC: A grant of up to \$60,170 for *The Jane Addams Papers*.

Howard University, Washington, DC: A grant of up to \$75,000 for its project entitled African-American Historical Linkages with South Africa, ca. 1890-1965.

University of South Carolina, Columbia, SC: A grant of up to \$49,149 for *The Papers of John C. Calhoun*.

The College of William and Mary, Williamsburg, VA: A grant of \$15,000 for *The Papers of Charles Carroll of Carrollton*.

Richard and Shirley Cushing Flint, Villanueva, NM: A conditional grant of \$22,974 for a dual-language edition of documents relating to the Coronado Expedition.

William Marsh Rice University, Houston, TX: A grant of up to \$80,405 for *The Papers of Jefferson Davis*.

Indiana University-Purdue University at Indianapolis, Indianapolis, IN: A grant of up to \$18,141 for *The Papers of Frederick Douglass*.

Rutgers, The State University of New Jersey, New Brunswick, NJ: A grant of up to \$51,493 for *The Papers of Thomas Edison*.

The Johns Hopkins University, Baltimore, MD: A grant of up to \$45,287 for *The Papers of Dwight David Eisenhower*.

University of Maryland, College Park, MD: A grant of \$94,917 for *Freedom: A Documentary History of Emancipation, 1861-1867*.

Regents of the University of California, Los Angeles, CA: A grant of up to \$58,272 for *The Marcus Garvey and Universal Negro Improvement Association Papers*.

Regents of the University of California, Berkeley, CA: A grant of \$100,000 for *The Emma Goldman Papers*.

University of Maryland, College Park, MD: A grant of \$80,000 for *The Samuel Gompers Papers*.

Ulysses S. Grant Association, Carbondale, IL: A conditional grant of up to \$77,432 for *The Papers of Ulysses S. Grant*.

Rhode Island Historical Society, Providence, RI: A grant of up to \$84,190 for *The Papers of General Nathanael Greene*. Further amounts of \$10,310 and \$55,500 are contingent on the availability of additional FY2000 funds.

University of Arizona, Arizona State Museum, Tucson, AZ: A grant of up to \$50,383 for *Documentary Relations of the Southwest: Civil/Military*.

University of Tennessee, Knoxville, TN: A grant of up to \$75,605 for *The Papers of Andrew Jackson*. A further \$23,698 is contingent on the availability of additional FY2000 funds.

Stanford University, Stanford, CA: A grant of up to \$64,146 for *The Papers of Martin Luther King, Jr.*

University of South Carolina, Columbia, SC: A grant of \$84,511 for *The Papers of Henry Laurens*.

University of Nebraska-Lincoln, Lincoln, NE: A grant of \$32,472 for an abridgement of the journals of the Lewis and Clark expedition.

Illinois Historic Preservation Agency, Springfield, IL: A conditional grant of up to \$86,649 for *The Lincoln Legal Papers: A Documentary History of the Law Practice of Abraham Lincoln, 1836-1861*.

George C. Marshall Foundation, Lexington, VA: A grant of \$57,000 for *The Papers of George Catlett Marshall*.

Institute of Early American History and Culture, Williamsburg, VA: A grant of up to \$22,909 for *The Papers of John Marshall*.

State University of New York, College at Old Westbury, Nassau, NY: A conditional grant of up to \$55,000 for a documentary edition of the papers of Clarence Mitchell, Jr.

Pomona College, Claremont, CA: A grant of \$37,030 for *The Letters of Lucretia Coffin Mott*. A further \$3,145 is contingent upon the availability of additional FY2000 funds.

The American University, Washington, DC: A grant of up to \$45,819 for *The Papers of Frederick Law Olmsted*.

University of Tennessee, Knoxville, TN: A grant of \$47,834 for *The Correspondence of James K. Polk*. A further \$22,376 is contingent upon the availability of additional FY2000 funds.

University of Virginia, Charlottesville, VA: A grant of up to \$100,000 for its Presidential Recordings Project. A further \$30,000 is contingent upon the availability of additional FY2000 funds.

University of North Carolina at Greensboro, Greensboro, NC: A grant of up to \$25,464 for *Race, Slavery and Free Blacks: Petitions to Southern Legislatures and County Courts, 1776-1867*.

The George Washington University, Washington, DC: A grant of up to \$150,000 for a documentary edition of the papers of Eleanor Roosevelt.

New York University, New York, NY: A grant of up to \$66,817 for *The Selected Papers of Margaret Sanger*.

Rutgers, the State University of New Jersey, New Brunswick, NJ: A grant of \$41,250 for *The Papers of Elizabeth Cady Stanton and Susan B. Anthony*.

Morehouse College, Atlanta, GA: A grant of up to \$62,937 for *The Howard Thurman Papers*.

East Stroudsburg University, East Stroudsburg, PA: A grant of \$85,000 for *The Papers of the War Department, 1784-1800*.

Documentary Editing Subventions

University of South Carolina Press, Columbia, SC: A subvention grant of \$10,000 for *The Papers of John C. Calhoun*, Vol. 26.

Records Access

The California Historical Society, San Francisco, CA: A conditional 30-month grant of up to \$60,000 (\$19,325 matching) to catalog 550 of the society's manuscript collections, creating descriptions using the Machine-Readable Cataloging (MARC) format and entering them into the Research Libraries Information Network (RLIN) bibliographic database.

San Diego Historical Society, San Diego, CA: A 2-year grant of \$87,982 to arrange, describe, and selectively rehouse 127 photographic collections documenting the period 1870-1990.

The Society of American Archivists, Chicago, IL: A 2-year grant of \$41,580 to support meetings of the Society's Encoded Archival Description (EAD) Working Group.

Newcomb Center for Research on Women, New Orleans, LA: A 1-year grant of \$33,118 to preserve the student records of H. Sophie Newcomb Memorial College for the period 1887-1925.

Concord Free Public Library, Concord, MA: A 2-year grant of \$39,275 to improve access to and preservation of the 5,884 images making up the Robbins-Mills Collection of Herbert Wendell Gleason Photographic Negatives (Gleason Collection).

Northeast Historic Film, Bucksport, ME: A 2-year grant of \$120,433 to transfer, describe, and rehouse seven collections of newsfilm and broadcast videotapes dating from 1953 to 1996.

University of Missouri-Columbia, Columbia, MO: A 1-year grant of up to \$19,229 to arrange, describe, and make accessible the archaeological investigation papers of Carl H. Chapman.

County of Santa Fe, Santa Fe, NM: A 6-month grant of \$18,754 to complete the microfilming of historic deed books and indexes covering the period from ca. 1859 to 1950.

Baker-Cederberg Museum and Archives, Rochester, NY: A conditional 2-year grant of up to \$39,835 to employ a "circuit archivist" to help participating area institutions strengthen their historical programs.

Union Theological Seminary, New York, NY: An 18-month grant of \$79,325 to implement further plans for the seminary's Archives of Women in Theological Scholarship.

Iowa Tribe of Oklahoma, Perkins, OK: A 1-year grant of \$25,298 to conduct a repository survey to identify records relating to the tribe, obtain copies of appropriate records, and arrange and describe the records for use in the tribe's archives.

Catawba Cultural Preservation Project, Rock Hill, SC: A 6-month grant of \$6,430 to hire a consultant to evaluate the Catawba Indian Nation's current records policies and procedures, survey the records held in tribal offices, and make recommendations for implementing a tribal records management program.

East Tennessee State University, Johnson City, TN: A 2-year grant of \$96,818 to preserve and make more accessible the audio and video recordings in three collections of the Archives of Appalachia.

Shelburne Farm Resources, Inc., Shelburne, VT: A conditional 9-month grant of up to \$20,983 to address preservation and access issues relating to its 3,000 original prints and 2,750 nitrate negatives.

State Historical Society of Wisconsin, Madison, WI: A 2-year grant of \$103,841 to catalog and rehouse 2,000 photograph collections totaling approximately 750,000 images.

University of Wisconsin-La Crosse, La Crosse, WI: A 1-year grant of \$48,094 to catalog and create user copies of oral history tapes of various groups living in western Wisconsin.

Deferred Consideration

American Samoa Government, Pago Pago, AS: A conditional 1-year regrant grant of up to \$10,000 to implement its 1998 strategic plan.

Congressionally Directed Grants

State Historical Society of North Dakota, Bismarck, ND: A 2-year grant of \$250,000 to document the historic military post of Fort Buford and, more broadly, the confluence of the Yellowstone and Missouri Rivers.

The Center for Jewish History, New York, NY: A conditional 3-year grant of up to \$1,800,033 to implement the integration of its partners' collections and services as envisioned by the current NHPRC planning grant to the Center.

New & Notable

Congratulations to Diana W. Hadley of the Documentary Relations of the Southwest project, who recently was honored by the Tucson-Pima County Historical Commission with its Alene Dunlap Smith Award for her years of leadership in historic preservation.



RECENT RECORDS PRODUCTS & DOCUMENTARY EDITIONS

Records Products

THE FOLLOWING PRODUCTS FROM RECORDS PROJECTS FUNDED BY THE NATIONAL HISTORICAL PUBLICATIONS AND RECORDS COMMISSION (NHPRC) HAVE BEEN RECEIVED SINCE THE NOVEMBER MEETING. INFORMATION CONCERNING AVAILABILITY HAS ALSO BEEN PROVIDED.

Bergeron, Jeanette. *Manual for South Carolina Religious Archives and Recordkeeping*. Columbia, SC: South Carolina State Historical Records Advisory Board, July 1999.

Flip Chart of Emergency Procedures

A Guide to Filling Out the Emergency Procedures Flip Chart

These products were created in response to needs identified during a regrant project undertaken by the South Carolina State Historical Records Advisory Board.

Central Files: The Administrative Records of Columbia University, 1890-1971. New York, NY: University Archives and Columbiana Library, Columbia University, n.d.

This finding aid describes 681 cubic feet of records transferred from the administrative offices of the university to the archives and made available to researchers for the first time.

Digging Out by Digging In: Building the Foundation for a Local Records Program. (guidelines, self-assessments, and resources guide)

Getting Our House in Order: Essential Steps If We Want Funding for Our Archival Collections. (guidelines, self-assessments, and resources guide)

These workshop materials were developed as part of a project by the Connecticut State Historical Records Advisory Board focusing on improving the state's educational and training programs for the management of historical records.

Documentary Publications

THE FOLLOWING PRODUCTS FROM NHPRC-SUPPORTED DOCUMENTARY EDITING PROJECTS HAVE BEEN RECEIVED IN THE COMMISSION OFFICE SINCE NOVEMBER 1999:

The Papers of Benjamin Franklin, Vol. 35 [May 1, 1781-October 31, 1781] (Yale University Press, 1999)

The Samuel Gompers Papers, Vol. 7: *The American Federation of Labor under Siege, 1906-1909* (University of Illinois Press, 1999)

The Papers of James Madison: Presidential Series, Vol. 4, [November 5, 1811-July 9, 1812] (University Press of Virginia, 1999)

The Selected Papers of Charles Willson Peale, Vol. 5: *The Autobiography of Charles Willson Peale* (Yale University Press, 2000)

Race, Slavery, and Free Blacks. Series 1: *Petitions to Southern Legislatures, 1777-1867*

[A Guide to the Microfilm Edition] (University Publications of America, 1999)

[Documentary Relations of the Southwest] *Empire of Sand: The Seri Indians and the Struggle for Spanish Sonora, 1645-1803* (University of Arizona Press, 1999)

Eleanor Roosevelt Publications Project Launched



At its meeting in May 2000, the NHPRC recommended a grant of \$150,000 to The George Washington University to undertake a project to publish the Papers of Eleanor Roosevelt. Dr. Allida Black, an Eleanor Roosevelt scholar, will direct the project, which will be built around the theme "Eleanor Roosevelt and Human Rights." Columbia University Press will publish the five-volume edition, as well as an expanded multimedia version in digitized format.

Each volume will include Mrs. Roosevelt's public and private correspondence, public records (United Nations memoranda, State Department documents, and reports to political and social organizations), articles, and speeches. Foreign policy issues to be addressed by the edition will include Mrs. Roosevelt's appointment to the United Nations, the drafting and adoption of the Universal Declaration of Human Rights, refugee issues, the creation of Israel, the beginnings of Cold War diplomacy, and American policy in Vietnam, South Africa, India, and Cuba. Domestic issues will include the civil rights and labor movements, as well as housing, education, and health care policies. The digitized version of the edition will be searchable by topic. A CD-ROM version will also be produced for use in secondary schools.

Eleanor Roosevelt's life (1884–1962) spanned the crises the nation faced as it confronted two world wars, the Great Depression, the Cold War, and the intense debates over civil rights and civil liberties. Her transition from progressive reformer to New Dealer to human rights activist puts a human face on the policies promoted by Franklin D. Roosevelt, the United Nations,

and the Democratic Party. As a journalist and lecturer, she helped define complex issues in ways that increased public awareness and spurred informed public debate. And as delegate to the United Nations, she made the nation and the world acknowledge that human rights must be recognized and protected in order for peace to endure.

Mrs. Roosevelt left a voluminous written legacy covering a variety of subjects. She wrote 17 books, more than 8,000 columns, and over 400 articles. The Eleanor Roosevelt Papers housed in the Franklin D. Roosevelt Library in Hyde Park, New York, comprise more than 3,000 archives boxes of official reports and personal correspondence, 1,000 of which pertain to her post-White House life. Collections deposited in the National Archives, the United Nations, the American Association for the United Nations, the Beinecke Library at Yale University, the Schlesinger Library at Harvard University, the New York Public Library, and the Library of Congress also contain important material from and to Eleanor Roosevelt. The Roosevelt Library and the Vanderbilt Television Archives house her radio and television shows, as well as copies of national and international shows on which she appeared. Significant collections of Eleanor Roosevelt material are held by private individuals and public institutions around the world. Never before has material from all these sources been systematically collected for a Roosevelt documentary publication project.

Allida Black has devoted her career to studying Eleanor Roosevelt's political legacy. Her study of Mrs. Roosevelt's postwar

political career, *Casting Her Own Shadow: Eleanor Roosevelt and the Shaping of Postwar Liberalism* (Columbia University Press, 1996), received favorable review attention and was submitted to the 1996 Pulitzer Prize Committee for consideration in the history category. She was the curator for "Where Do Human Rights Begin: Eleanor Roosevelt and the Universal Declaration for Human Rights" for the Washington National Cathedral, and is preparing a digitized version for the National Museum of Women's History cyber-museum.

Black hopes that the project at George Washington University will lead to affiliated projects at other institutions that will cover other aspects of Mrs. Roosevelt's life. Preliminary discussions are already under way for such affiliated projects to work on themes surrounding Mrs. Roosevelt and the New Deal and Mrs. Roosevelt and the war years.

As the popularity of recent biographies, museum exhibits, and public statuary indicates, public interest in Eleanor Roosevelt is increasing dramatically. However, the extent of her influence and involvement in politics and policy is just being discovered. This project will allow various book and electronic versions of the materials to be used in classrooms ranging from middle schools to graduate research seminars, and will give the general public access to documents heretofore dispersed around the world. It will bring the vital world of Eleanor Roosevelt into schools, universities, offices, and private homes.

THE PRESIDENTIAL RECORDINGS PROJECT

The Miller Center of Public Affairs at the University of Virginia is undertaking a project to decipher, explain, and make accessible to the public all the White House tapes recorded during the administrations of Presidents Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, and Richard M. Nixon. At its May meeting, the NHPRC provided a grant of up to \$130,000 for the first year of its support.

As a nonpartisan research institute that supports scholarship on the national and international policies of the United States, the Miller Center emphasizes the substance and process of national policymaking, with a special focus on the American Presidency and the executive branch of the Government. The Center is directed by Philip D. Zelikow, White Burkett Miller Professor of History. With Ernest May, professor of history at Harvard University, he published *The Kennedy Tapes: Inside the White House during the Cuban Missile Crisis* (Cambridge: Belknap Press of Harvard University Press, 1997). Zelikow and May are the general editors of the Recordings Project.

Timothy Naftali is the managing editor. Naftali received his doctorate in history from Harvard in 1993 under May's direction. He has written with Aleksandr Fursenko "*One Hell of a Gamble: Khrushchev, Castro and Kennedy, 1958-1964*" (New York: W.W. Norton, 1997).

W.W. Norton & Company will publish the first ten volumes of the series, along with a set of CD-ROM multimedia companions to the volumes. These will link the tapes to other information that can immerse the viewer in the White House environment. Immerse it does. Turn to a conversation between President Kennedy and Gen. Maxwell Taylor and you will be given the sound of Kennedy and Taylor's voices, accompanied on the screen by a rolling transcription, flanked by a calendar and a clock, a photograph and short biography of Taylor, and a note regarding the context in which the conversation took place. The whole thing is a remarkable display of engineering.

In its multimedia efforts, which will include a special web site, the Miller Center is working with the University of Virginia's pioneering Center for Digital History, headed by prize-winning historian Edward Ayers, and best known for its Civil War "Valley of the Shadow" project.

Zelikow says that only about 1 percent of the contents of the Presidential tapes has been published thus far. About 40 percent of the Kennedy tapes and dictabelts are now declassified.

Most of the Johnson tapes through 1965 are also accessible. While the Nixon family is still challenging access to raw tapes and what constitutes fair compensation for them, some 4,000 hours of Nixon tapes are already available. Zelikow believes that the tapes are the most remarkable window that Americans have ever had into how their country is governed, and that no one has ever before had this kind of evidence about the top-level decision making of any government. Naftali calls the tapes "The Dead Sea Scrolls of American political history." The materials, he says, will give us a real world understanding of how government actually works.

The series will be guided by three editorial principles. First, the books and CD-ROMs will be comprehensive in presenting all the discussions, not just selected excerpts. Second, they will include the explanations and the sense of context, other pieces of the puzzle, that will make the material accessible and significant to a general reader. Third, they will be authoritative, reflecting a maximum effort to assure high-quality transcription and fair presentation.

To achieve these objectives, the Miller Center has recruited a large team of resident and nonresident scholars, almost all of whom have doctorates in history. The project team is backed by an editorial board that meets regularly and includes Stephen Ambrose, Michael Beschloss, Taylor Branch, Robert Dallek, Walter Isaacson, Allen Matusow, Richard Neustadt, Arthur Schlesinger, Jr., and Robert Schulzinger.

Publication is scheduled to begin in the first half of 2000 with a series of books focused on the Kennedy Administration, including one volume on Kennedy's Vietnam decisions in the summer and fall of 1963 and three volumes presenting all of his taped conversations from the time the taping system was installed in July 1962 until the end of October 1962. Later in the year a book will bridge the Kennedy and Johnson Administrations, comparing how they addressed civil rights, including milestones from the Mississippi and Birmingham crises to the passage of the Civil Rights Act of 1964. In addition, there will be five volumes systematically presenting Johnson's taped conversations from the time he took office until the end of May 1964. Additional volumes will include the limited number of recordings recently uncovered for the Roosevelt, Truman, and Eisenhower Administrations and the Nixon tapes, as additional materials are released pending litigation.

"Just Meant to Be"

BY NANCY ZIMMELMAN

Some things are "just meant to be." In 1986 the California State Archives applied to become, and was selected to be, a host institution for one of three NHPRC fellowships in archival administration. A fellow was selected. Two weeks before starting the fellowship, the person who had been selected withdrew. NHPRC and the California State Archives agreed to postpone the fellowship for a year. That decision changed my life.

As a very recent graduate of Wayne State University's master's program in history, with a certificate in archives management, I was working at the university's Archives of Labor and Urban Affairs in the spring of 1987. The Wayne State archives management program, under the direction of Philip Mason, was one of the older and well-established archives management programs at the time. The Wayne State program offered a series of courses in archives management, care of photographs, and, in alternating years, courses in preservation and oral history, along with numerous opportunities for independent study and internships working in the Labor Archives.

I was encouraged to apply for the NHPRC fellowship program. At the time, the fellowship was intended for "mid-career" archivists. I was far from being "mid-career," having just received my M.A. a few months prior to applying for the fellowship. But some things are "just meant to be."

I began my fellowship at the California State Archives on October 1, 1987. The training goals to be reached during the term of the fellowship focused on exhibits, collection development, supervisory experience, long-range planning, personnel administration, and budget administration. The first half of the fellowship was spent working on revising the State Archives' system of reporting workload, assisting in the completion of a survey of the Archives' collection, developing a small case exhibit for display in the State Capitol, and conducting a survey of equipment.

While the task was not part of the original fellowship plan, I was assigned to work on processing of audiotapes and videotapes from the Los Angeles Police Department investigation files of the Robert F. Kennedy assassination. The State Archives had received these records from the City of Los Angeles less than 2 months before I began my fellowship. I arranged for the transfer of 16mm film to videotape, and of audiotape from reel-to-reel to cassette format for user access. Included in the audiotapes is a recording of the first emergency call to the police department by a staff member of the Ambassador Hotel reporting that "Senator Kennedy has been shot."

The principal fellowship project was an analysis of legislative records from the California State Legislature. The project involved reviewing State Archives legislative holdings, interviewing archives and legislative staff members to understand how records are transferred to the State Archives, and developing a plan for a more systematic effort to collect legislative records. (Legislative records were not considered public records at the time. Today, committee legislative bill files are public records, while legislative files of individual members are not public records.)

Completed at the end of the fellowship in August 1988, the report, titled "The California State Legislature: Preliminary Report on Legislative Records," concluded that the legislative records situation was inconsistent and undefined. Each legislative office



Former California State Archivist John E. Burns and Archivist Nancy Zimmelman examine a San Quentin State Prison inmate mug book. Photograph by Stuart Lauters.

had a different system of records use and disposition. Existing policies set by legislative rules were not followed in practice. There was no requirement that legislative records be placed in any archival facility. Former legislators or legislative staff members kept

records or simply destroyed them.

On the State Archives side of the legislative records picture, the Archives had not been able to give legislative records the attention they deserved. Records collecting was reactive, not proactive. There was no coordinated effort to identify and select records with long-term historic value. At the same time, there was a skyrocketing demand for "legislative intent" research to determine the reason and history behind legislation.

The report concluded that the California State Archives must establish an education program for the State Legislature to increase awareness of the Archives among legislators and legislative staff, to promote preservation of legislative records, and to provide records management assistance to legislative staff. A second conclusion was that the State Archives should act as a clearinghouse for information about where California State legislative records are deposited outside of the State Archives. The report also recommended that the State Archives should produce an updated finding aid for its legislative holdings. Another recommendation was that outgoing and former members of the legislature should be contacted to acquire their records. The final, and perhaps most important conclusion, was that a legislative records archivist position should be created at the California State Archives to operate a formal legislative records program.

My fellowship ended on August 1, 1988. I was hired as an archivist and a permanent staff member for the California State Archives on October 1, 1988, and have worked there for almost 12 years. In that time, I have been involved in the planning of a new State Archives building, participated in two moves of the Archives and its holdings, and served as coordinator of both the Archives' reference and preservation programs, and as Administrator of the Western Archives Institute. In 1996, after numerous reference requests and a series of events concerning the collection, I was named archivist for the Los Angeles Police Department files concerning the Robert F. Kennedy assassination investigation.

Over the past dozen or so years, the legislative records program proposal has been re-written on a number of occasions. There have been some efforts to make contacts with the legislature and legislative staff. Californians have voted in term limits for members of the legislature, and legislation has been passed requiring legislative committees to preserve their files or place them in the State Archives. Legislation is currently pending in the State Legislature that, if signed by the Governor, will create the California Legislative Papers Program, effective July 1, 2000. Some things are "just meant to be." ❖

NANCY ZIMMELMAN IS AN ARCHIVIST WITH THE CALIFORNIA STATE ARCHIVES.

What Being an NHPRC Historical Documentary Editing Fellow Has Meant to Me

BY CAROL FAULKNER

Each year the NHPRC awards at least one fellowship in documentary editing. For the academic year 1998-99, I served as the NHPRC editing fellow at the Lucretia Coffin Mott project at Pomona College. Aside from providing funding to documentary editing projects, I believe the NHPRC fellowships are one of the most important aspects of the Commission's work. The fellowships improve the links between documentary editors and historians and contribute to historical research and teaching in a number of ways. In addition to training a new documentary editor, Beverly Wilson Palmer, the editor of the Mott project, and the faculty of the Institute for Documentary Editing (Camp Edit), prepared me to be a better teacher and historian.

Documentary editing is an important skill for any historian. In the process of annotating letters and documents, editors learn intimate and obscure details of their subjects' lives that ultimately contribute to a fuller picture of the historical figure and the period in which that person lived. Although closely related to historical research, this type of research has more of the character of a needle-in-a-haystack pursuit, as every last possibility is explored to discover, for example, the date of a letter fragment or the identity of a random participant in a women's rights meeting in Pennsylvania. As a result of my participation in the annotation of Mott's letters, I gained a deeper understanding of the society and culture surrounding the Society of Friends, women's rights, and abolition. Learning the details of Mott's life expanded my understanding of women's lives in the 19th century. I also discovered new places to look for information, an important tool in teaching history and historical research to undergraduates.

The school where I am now an assistant professor, the State University of New York College at Geneseo, prides itself (and rightly so) on providing the education of a liberal arts college for a



Carol Faulkner spent her fellowship year working with the Letters of Lucretia Coffin Mott staff. Left to right: Carol Faulkner, Holly Byers Ochoa, Beverly Wilson Palmer, and Petula Iu.

public university price. Most of our history majors either want to teach high school or go on to graduate school, and the department has designed a major that is an intensive submersion in the field of history. Two things define the history major's experience at Geneseo: the sophomore seminars and the senior essay. As sophomores, majors are required to take two seminars: one introduces students to historiography and the other to historical research. All seniors are required to complete a substantial research paper. As a result, professors at Geneseo must be able to guide relatively inexperienced students in designing and carrying out research projects.

Because of my training in documentary editing, I have a better understanding of how to help undergraduates work with primary sources and develop critical thinking and research skills. This spring I taught a sophomore research seminar on "Religion and Women's Rights." In the fall semester, I am teaching a similar research seminar on "Women's Rights in the 19th Century." Geneseo is about an hour's drive from Seneca Falls

and a half-hour's drive from Rochester, the home of Susan B. Anthony. As a result, this area has incredible source materials for research on women's rights. This semester, students have completed projects on the New York State Women's Temperance Society, Susan B. Anthony's activism in the New York State Teachers' Association, Anthony's abolitionist lecture tour, and the feminist thought of Margaret Fuller and Louisa May Alcott, among other topics. Despite the rich source base in the Rochester area, all of these projects would have been impossible without the work of documentary editors, who have made primary sources available through microfilm and print editions. I directed students to the microfilm edition of the Papers of Elizabeth Cady Stanton and Susan B. Anthony, as well as Ann D. Gordon's first volume of the *Selected Papers of Elizabeth Cady Stanton and Susan B. Anthony*. When it is published, *The Selected Letters of Lucretia Coffin Mott* will offer undergraduates the opportunity to study letters that they would otherwise have to travel to archives in Pennsylvania or Massachusetts to see.

Mott's letters will illustrate the intersection between family, religion, and social reform and provide new insights into the development of the women's rights movement. Documentary editors have made the writings of historical figures accessible and thus have enabled all undergraduates to engage in interpreting and analyzing individual lives and events in American history. These skills help undergraduates learn how historical knowledge is produced and how to analyze different types of information.

In order to expand student contact with primary sources (especially for non-majors), I've used the work of documentary editors in other classes as well. An introductory history class wrote papers based on *Free At Last*, a one-volume selection of the papers of the Freedmen and Southern Society Project at the University of Maryland. Students in my women's history survey course visited the web site of the Margaret Sanger Papers Project before our class discussion of the birth control movement. In addition to illuminating the history of African Americans and white women, both of these projects bring a sense of immediacy to historical events and the lived experience of people in the past. In the future, I hope to teach undergraduates some of the more specific skills of the documentary editor, and perhaps assign students to undertake their own documentary editing project. As more and more undergraduates are turning to the World Wide Web for research, an understanding of the principles of documentary editing will help students make more discerning choices about research on the Internet.

My experience as an NHPRC fellow has had a profound influence on me, as a teacher and as a historian. Documentary editing has also provided me with an important intellectual community. In addition to staying in touch with the Mott project, I still communicate with friends from Camp Edit, who obligingly read drafts and debate historical questions. Documentary editing makes American history readily available. I hope someday soon to undertake an editing project of my own to further Americans' knowledge of the lives and experiences of women in this country. ❖

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Maine State Archives; Kenneth Winn (past chair) Missouri State Archives.

² It included AASLH: Terry Davis, Executive Director, and Sandra Clark, President and Director of the Michigan History Division; COSHRC: Edward Weldon, Georgia Department of Archives and History (Local Arrangements chair), Charles Arp, Ohio Historical Society, Kathleen Roe, New York State Archives (Program Committee chair); Professional associations: Danna Bell-Russel, Library of Congress (Mid-Atlantic Regional Archives Association and Society of American Archivists), Rosalye Settles, Office of the Architect of the Capitol (Academy of Certified Archivists), Nancy Fortna, National Archives and Records Administration (National Association of Government Archives and Records Administrators), Patricia Michealis, Kansas State Historical Society (Midwest Archives Conference), Maureen Melton, Boston Museum of Fine Arts (New England Archivists); and Richard Cameron from NHPRC. The Project Coordinator was Victoria Irons Walch, and the Project Research Consultant was Jenifer Burlis-Freilich.

ORGANIZATIONS REPRESENTED AT NFACE

National archival associations

Academy of Certified Archivists (ACA)
Council of State Historical Records Coordinators
National Association of Government Archives and Records Administrators (NAGARA)
Society of American Archivists (SAA), including the following subdivisions:
Archivists of Color Roundtable
Committee on Education & Professional Development
Archivists of Religious Collections Section
Archival Educators Roundtable
Native American/ethnic archival/historical records groups (represented by the Five States Project)

Regional archival associations

Conference of Inter-Mountain Archivists (CIMA)
Mid-Atlantic Regional Archives Conference (MARAC)
Midwest Archives Conference (MAC)
New England Archivists (NEA)
Northwest Archivists, Inc. (NWA)
Society of California Archivists (SCA)/Western Archives Institute
Society of Georgia Archivists (SGA)/Georgia Archives Institute
Society of Southwest Archivists (SSA)

Allied professional associations

American Association for State and Local History (AASLH)
American Association of Museums (AAM)
American Library Association (ALA), including the following subdivisions:
Association of College and Research Libraries (ACRL), Rare Books and Manuscripts Section (RBMS)
Reference and User Services Association (RUSA), History Section
Association for Documentary Editing (ADE)
Association of Moving Image Archivists (AMIA)
Association of Records Managers and Administrators
Genealogical Society of Utah
Museum Computer Network (MCN)
National Genealogical Society (NGS)
Regional museum organizations (represented by the Southeastern Museum Conference)
Special Libraries Association (SLA)
State Historic Administrators
State Historical Preservation Officers (SHPOs)

State Library Continuing Education Coordinators
Visual Resources Association (VRA)

Preservation and conservation organizations

American Institute for the Conservation of Historic and Artistic Works (AIC)
Amigos Library Services
Northeast Document Conservation Center (NEDCC)
Southeastern Library Network (SOLINET)

Federal agencies

Library of Congress (LC)
National Archives and Records Administration (NARA)
National Park Service (NPS)
Smithsonian Institution

Funding organizations

Institute of Museum and Library Services (IMLS)
National Historical Publications and Records Commission (NHPRC)

State and Territorial Historical Records Advisory Boards

Alaska
Alabama
American Samoa
Arizona
California
Delaware
Florida
Georgia
Hawaii
Iowa
Idaho
Illinois
Indiana
Kansas
Kentucky
Massachusetts
Maine
Michigan
Minnesota
Missouri
Mississippi
Montana
North Carolina
North Dakota
Nebraska
New Hampshire
New Jersey
New Mexico
Nevada
New York
Ohio
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
Utah
Virginia
Vermont
Washington
Wisconsin
West Virginia
Wyoming

Working Together

COLLABORATION AMONG ARCHIVISTS, ELECTRONIC RECORDS MANAGERS, AND INFORMATION TECHNOLOGISTS

BY JOAN K. LIPPINCOTT

The Coalition for Networked Information's Working Together program addresses the need for cross-sector collaboration in the networked environment. In the increasingly complex information environment, one professional group often does not have the full range of skills necessary to develop an electronic information project, nor may one group or unit within an organization have all of the requisite knowledge and understanding of the information environment or structure to properly scope a project. For example, development of a web-based course in a university might require the skills of a faculty member, information technologist, instructional designer, and librarian. A project in a Government agency to provide long-term access to social service records might require the cooperation of the social service agency personnel, information technologists, records managers, and archivists.

As an organization, it was a natural fit for the Coalition for Networked Information (CNI) to develop a professional development program, "Working Together," to encourage and provide skills for increased collaboration between and among professional groups. CNI was founded by one library association, the Association of Research Libraries (ARL), and two higher education computing associations, Educom and CAUSE (now combined as EDUCAUSE) in 1990, and is in itself a collaborative project. CNI is dedicated to realizing the transformative promise of advanced information technology and networked information to enhance scholarship and intellectual productivity. It is supported by about 200 dues-paying member institutions representing many sectors, including higher education, government, publishing, scholarly and professional societies, libraries, networking and telecommunications, and information technology. CNI works on a wide range of issues, currently structured around four themes: developing and managing networked information content; transforming organizations and professions; building technology, standards, and infrastructure; and advocacy for networked information strategies. The Working Together workshop is one of the programs developed to address the "transforming organizations and professions" theme.

Initially, the Working Together workshop was conceived as a means of bringing together librarians and information technologists, primarily in higher education institutions, to work on joint projects. A working group of librarians and information technologists, along with CNI staff, developed the concept and contracted with ARL's Office of Management Services to produce the workshop materials. The workshop was first offered in 1994 in a 2-day format and was subsequently offered a number of times in 1/2- to 2-day formats.

Through a grant in 1998 from the NHPRC, CNI redefined the Working Together workshop to target the growing need for collaboration among archivists, records managers, and information technologists. The new emphasis of the workshop is to provide a forum for institutions to develop projects that address issues

related to long-term retention and access to electronic records and other materials in digital form. While there are few standards or best practices available to guide institutions through the thorny problems of long-term access to digital information, it is CNI's belief that fostering projects that allow institutions to begin to work with these issues and develop solutions is the best way to achieve progress in this area. Gerry Bernbom, an information technologist from Indiana University and one of the original developers of the workshop, along with Fynnette Eaton, an archivist at the Smithsonian Institution, and Joan Lippincott of CNI, revamped the Working Together curriculum to address some of the specific needs of archivists, records managers, and information technologists. Bernbom and Eaton also served as the facilitators for the workshop.

The NHPRC grant also subsidized the institutional teams who attended the first reprogrammed workshop in December 1998. The teams came from across the United States, with one from the United Kingdom, and included small colleges, universities, state libraries, and state and Federal agencies. The participants included an enthusiastic array of professionals who were ready to begin to formulate an institutional project related to electronic records or digital archives.

The teams were asked to meet prior to coming to the workshop and to have a preliminary discussion of potential projects. In fact, some of the teams had already developed a clear idea of their project prior to attendance. Projects included developing policies and an experimental design for providing long-term access to portions of an institutional web site, providing a mechanism for long-term retention of versions of an institution's faculty handbook (published only in digital form), developing a mechanism to provide electronic child welfare records on a long-term basis (for use in response to FOIA requests) while maintaining confidentiality, developing an educational and public relations program to increase staff understanding of their responsibilities vis-a-vis electronic records, developing a plan for long-term retention of student records that would be housed in a new electronic records system, and planning to provide long-term access to a retiring administrator's official e-mail.

The workshop content is process-oriented, developing skills that encourage the professionals from different groups to share perspectives, vocabularies, and cultures. In addition, the workshop focuses on practical goals, providing a structured process for institutional teams to develop the beginnings of an institutional plan to address a specific project of their choice. While the workshop does not provide solutions to developing long-term access to electronic records or other digital materials, it offers a framework for improved collaboration among organizational units. One of the segments that participants particularly enjoyed was an exchange by Bernbom and Eaton that focused on what information technologists would like archivists to know and what archivists would like information technologists to know.

Comments from participants highlighted the value that individuals gained from the experience. Many believed that both the structured nature of the workshop and the 2-day intensive focus with team members while in a setting away from the day-to-day pressures of the office were very beneficial to making progress on these issues. In addition, participants valued the opportunity to meet with colleagues from other institutions and to share perspectives, problems, and potential solutions.

Two additional workshops were offered in 1999, and one is planned for the fall of 2000. Additional information, including sample program agendas and background readings, can be found at www.cni.org/docs/working_together/.

An article on the program that appeared in *CAUSE/EFFECT* is available at www.educause.edu/ir/library/html/cem9922.html. ❖

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Working Together

A WORKSHOP FOR ARCHIVISTS, RECORDS MANAGERS,
AND INFORMATION TECHNOLOGISTS

Suggested Readings

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Samuels, H. W., and McGovern, T. J. "Our Institutional Memory at Risk: Collaborators to the Rescue." *CAUSE/EFFECT*, Vol. 20, No. 3, Fall 1997, pp. 19-21, 49-50.

www.educause.edu/ir/library/html/cem9735.html

Cisneros, L., and Torregrossa, M. "Information Architecture—Bringing the University's Information Inventory Under Control." 1997. Presented at the CAUSE97 Annual Conference, Orlando, FL, December 1997.

www.educause.edu/ir/library/pdf/cnc9759.pdf

Green, D., and DiCaterion, A. "A Survey of System Development Process Models." Models for Action Project Working Memo CTG.MFA-003. February 1998.

www.ctg.albany.edu/projects/er/sdpm2.pdf

EXECUTIVE DIRECTOR'S COLUMN (continued from page 3)

President Sandra Clark, Executive Director Terry Davis and Director of Marketing and Special Events Natalie Norris provided outstanding leadership and yeoman service, and AASLH also brought to the table its own complementary professional perspective. A beneficial alliance appeared to emerge from this very natural but never-before-attempted collaboration.

As preparations got under way, intriguing hints began to emerge that this Forum was responding to a real need: several coordinators reported that meetings of their SHRABs that had advertised that the agenda would include Forum preparatory focus groups had boasted the best attendance in years. A survey form for individuals, for which the Forum planners had expected a few hundred responses, was returned by over two thousand archivists, allied professionals, and "nonprofessional" records caretakers. In a universe as small as that of archivists and other records keepers, this was an astonishing response. At the time, I remarked to Archivist of the United States and Commission Chair John Carlin that I was reminded of the phrase, "All the force of an idea whose time has come!"

This same level of enthusiastic commitment was evident at the Forum itself, which was attended by two members of the Commission, Charles Cullen and Howard Lowell. Participants arrived actually having read the vast quantities of information that had been made available. Most of the information sessions proved to be exactly that, and the incubator sessions that followed 'hatched' many great ideas. Even on the bus to the airport, when I might have expected a dazed silence, people were comparing schedules, exchanging e-mail addresses, and making plans to continue what had begun so promisingly there in Georgia.

Those who helped prepare for the Forum can be proud of their hard work. They (and the organizations they represented) include: Program Chair Kathleen Roe (COSHRC and the Society of American Archivists' Committee on Education and Professional Development, SAA/CEPD), Local Arrangements Chair Edward Weldon (COSHRC), Terry Davis (AASLH), Danna Bell-Russel (SAA/CEPD and Mid-Atlantic Regional Archives Conference), Sandra Clark (COSHRC), Nancy L.P. Fortna (National Association of Government Archives and Records Administrators, NAGARA), Jeffrey Johnson (COSHRC), Maureen Melton (New England Archivists), Patricia Michaelis (Midwest Archives Conference), Donn Neal (National Archives and Records Administration), George Parkinson (COSHRC), Charlie Arp (COSHRC), and Rosalye A. Settles (Academy of Certified Archivists). NHPRC Director for State Programs Dick Cameron worked closely with them all. But even this stellar group could not have produced this success without the outstanding work of Victoria Irons Walch, the project's coordinator, who—among a myriad of essential duties—gathered a staggering quantity of information and data and made it available to everyone.

Now comes the big question: what will happen next? The NHPRC is poised to entertain, within the limits of its appropriated funding and other commitments, proposals for followup projects. A number of state archives and regional archival groups stepped up to the plate to take responsibility for some parts of the action agenda. But the most telling indicator may be the planned followup meetings of education officers of some of the national professional archival associations—AASLH, COSHRC, SAA, and NAGARA. The first of these will occur at the NAGARA meeting in July.

We at the NHPRC recognize that the Forum was only one event. The real work is just beginning, and we await it with great anticipation and hope. Please stay tuned. One way to do so is by visiting the project's web site, www.cosbrc.org. ❖

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Participants in the 1979 Institute for the Editing of Historical Documents, Madison, Wisconsin. How many of the participants can you identify? A complete list appears at the bottom of page 4. The Institute is an important part of the NHPRC's educational commitment. Related stories begin on page 6.