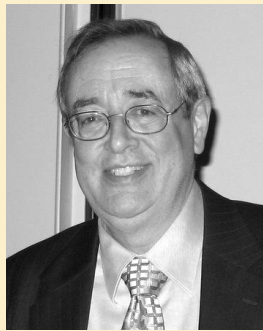


## DONALD RITCHIE DELIVERS HEWLETT LECTURE AT SHFG ANNUAL DINNER

By Betty K. Koed

Donald A. Ritchie, Associate Historian for the United States Senate, delivered the Hewlett Lecture on October 19, 2006, at the Society's annual dinner. About 80 members attended the event, held at the historic Army-Navy Club in Washington, DC. The Hewlett Lecture is named in honor of Dr. Richard Hewlett, retired historian of the Atomic Energy Commission and co-founder of the Society for History in the Federal Government.



Donald Ritchie is well known to Society members. A graduate of the City College of New York, he earned his Ph.D. in history from the University of Maryland. He is the author of numerous books and articles, including *Press Gallery: Congress and the Washington Correspondents* (1991), *Doing Oral History* (2003), and *Reporting from Washington: A History of the Washington Press Corps* (2005). A former president of the Oral History Association, Ritchie received the Forrest C. Pogue Award for distinguished contributions to the field of oral history in 1984. In 1992, he won both the SHFG Henry Adams Prize and the Organization of American Historians' Leopold Prize for *Press Gallery*. He is a frequent guest on C-Span programs, and has recently celebrated his 30th anniversary with the U.S. Senate Historical Office.

Ritchie delighted the audience with his talk, "Senate Voices: Thirty Years of Oral History on Capitol Hill." As director of the Senate Historical Office's oral history project, Ritchie has conducted hundreds of interviews with

Senate staff, including elevator operators, reporters in the press gallery, chief clerks of committees, Senate officers, and photographers, to name a few. Ritchie recounted one interview with a man who served as a Senate page in 1910, and related the experiences of African American staff working in a segregated Capitol building in the 1950s. Referring to his many interviews with long-time parliamentarian Floyd Riddick, Ritchie commented "the experience was like having a private seminar with the master of the Senate rules."

"Certainly we have collected a lot of good stories," Ritchie told the audience, "but the sum total is more than a mass of colorful anecdotes. Oral history has the potential for helping historians and political scientists rethink the way they research and write congressional history." Explaining the importance of oral history interviews to understanding the legislative process and the Senate as an institution, Ritchie commented, "these interviews explain what makes the Senate tick, what works and what doesn't, how things used to be done, and how they are done now, how people coped with past problems and tried to solve them. When something breaks, the oral histories suggest ways to fix it."

For the past 30 years, Ritchie has been listening to Capitol Hill stories. As clearly revealed in his Hewlett lecture, that experience has brought a depth of knowledge and wealth of detail to Ritchie's work as a Senate historian, and emphasizes both the value and necessity of institutional historians within the federal government.

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## PRESIDENT'S MESSAGE

By John W. Roberts

There is a scene in the motion picture *Spartacus* in which Kirk Douglas, playing the title role, gruffly questions several recruits in his army of slaves. One by one, he approaches each of his new soldiers, asks what they do, and grunts his approval as the hulking brutes bark out such useful jobs as carpenter, stone mason, and blacksmith. Then he reaches the less-than-imposing figure played by Tony Curtis, looking rather fey and very much out of place among his fellow warriors, who proudly announces that he is a “singer of songs”—thereby prompting the bemused ridicule one would expect.

For *Spartacus*, and probably for most Americans, “scribbler of histories” likely would have been no less amusing an occupation in that situation than “singer of songs.” When really practical skills are at a premium, who needs singers? Who needs historians?

But in an age of round-the-clock news cycles, blogs, culture wars, ideological certainty, take-no-prisoners partisanship, and the most corrosive cynicism directed against the federal government since the Civil War, public history programs can help bring a dose of calm, reasoned, and realistic common ground to a political culture that is spinning out of control. In particular, they can offer an antidote to the brazen fantasy history that pervades popular culture and diminishes public discourse.

“Fantasy history” is not simply “bad history,” which is in the eye of the beholder and can simply be an unconvincing argument based on otherwise sound historical method. Rather, it is disinformation, or the kind of whole-cloth, pot-boiling, scenery-chewing intellectual home brew that could never stand any of the basic tests for logical fallacy that we

learned as undergraduates.

A few weeks ago at work, I responded to an inquiry from a member of the public who was deeply troubled by reports that President Clinton had given America’s National Parks to the United Nations. I assured her that this was untrue, but, since I was responding as an employee of the National Park Service, she may not have believed me. What worried me was not that someone would concoct a whopper like that, but rather that anybody would believe it—and do so with such purity of motive. This woman’s outrage over what she feared was the theft of our national patrimony reflected sincere concern no less than open-mouthed gullibility. It was black helicopter/UN stormtrooper stuff. With her genuine anxiety, she reminded me of my Great Aunt—a member of the Daughters of the American Revolution who devoured scaremongering periodicals in the 1960s and early 1970s that ran headlines such as “Is Paul Harvey a Dupe of the Reds?” (No kidding—she really had a newspaper that said that, and it wasn’t the *Daily Onion*).

The novelist Anatole France once declared that “To imagine is everything, to know is nothing at all.” That may be true for fiction writers and futurists, but for societies trying to sort out past events and their implications for future policies, imagination can be lethal.

Agitprop from *The Protocols of the Elders of Zion*, to *Red Channels*, to Oliver Stone’s *JFK*, have advanced conspiracy theories based on imagination—imagination exploiting fears and prejudices about Jewish cabals plotting to take over the world, Moscow-based apparatchiks controlling American news and entertainment media, and government agents methodically perpetrating crimes of inexpressible enormity. Specifics of these conspiracy theories have long since been thoroughly discredited. For example, there is no evidence that human blood was ever an ingredient in matzoh balls, and there is ample evidence that the “magic bullet” did pass through the bodies of both President Kennedy and Governor Connelly and did not have to make an impossible mid-air course correction to do so. But the wilder the imagined series of events, the more appealing it can be, and

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the harder it is to disprove.

Conspiracy theories are remarkably resilient. The same scenarios keep getting recycled generation after generation, with only the names and places changing. The current conspiracy theory du jour alleging that the U.S. Government allowed or even orchestrated the 9-11 attacks is but an updated version of the vile canard that Franklin Roosevelt facilitated the Pearl Harbor attack—a charge initially disgorge by Charles Beard in his dotage, perpetuated by isolationists and anti-New Dealers on Capitol Hill eager to discredit their nemesis, and revived 20 years ago by the ex-drama student and regrettably prolific amateur historian John Toland.

Conspiracy theories are not the only threat to an intelligent and reasoned dialog about the past. Postmodernism is an analytical construct in the fields of literature and linguistics that has been transmogrified into a historiographical methodology—with lamentable results. As Australian historian Keith Windschuttle has argued very cogently, postmodernism is “killing” history, giving literary critics a tool for “murdering our past.” But whereas post-modernism looms ominously over academic history, it is unlikely to seep much beyond the campus. Unless erstwhile English majors attempt to deconstruct burger menus at their places of employment, the range of infection will be limited. Conspiracy theories, however, represent a far graver challenge, because they are accessible to anyone with a streak of paranoia, a lurid imagination, an ax to grind, the credulity of a 4 year-old, or an IQ in double-digits. Beguiling as conspiracy theories can be to so great a portion

of the electorate, this kind of history can have a real impact on public policy.

Public historians are uniquely well positioned to respond to conspiracy theories masquerading as history. We can provide the documentary evidence to counter the assertions of conspiracy theories, whether silly or outrageous. Author Chantal Thomas has described the “Dark fantasies, full of hatred” that swirled in France in the 1790s and helped foment the Terror. As federal historians, we can help contain the hate-filled fantasies that imperil us today.

In my President’s Message that appeared in the Summer 2006 issue, I argued that decisions regarding access to federally-owned records and museum collections should be made by federal employees. By “federal employee,” I meant to include both permanent and contract employees. My point was that access decisions should be made by those acting on behalf of the federal government. They should not be made by individuals acting on behalf of media corporations with an interest in restricting access to business competitors, or by families of ex-presidents with an interest in burnishing their kinsman’s historical reputation. (I am grateful to my friends at History Associates for suggesting the need for greater clarity on this point. Chagrined as I was at my oversight, I was both pleased and surprised to discover that somebody was actually reading this stuff.)

*John W. Roberts is Acting Chief, National Register of Historic Places and National Historic Landmarks Program, National Park Services*

## FROM INFORMATION TO ENGAGEMENT: ONLINE RESOURCES FOR EDUCATORS FROM THE NATIONAL ARCHIVES

*By Lee Ann Potter*



Ten years ago, education specialists at the National Archives and Records Administration (NARA) in Washington, DC, first began using the World Wide Web to reach the education community. Fortunately, the agency had been supporting an education program since the late 1970s. As a result, significant knowledge of audience needs and extensive curriculum materials already existed. Thus, the first postings were aimed at classroom teachers. They were mostly informative and drew largely upon previously published materials, including “Teaching with

Documents” articles, document analysis worksheets, curriculum ideas, research tips, and information about publications and professional development opportunities.

Since those first postings, NARA’s web offerings have gradually become more engaging—and the target audiences have grown. While the initial projects specifically targeted classroom teachers, more recent ones have been developed for students, as well as the general public.

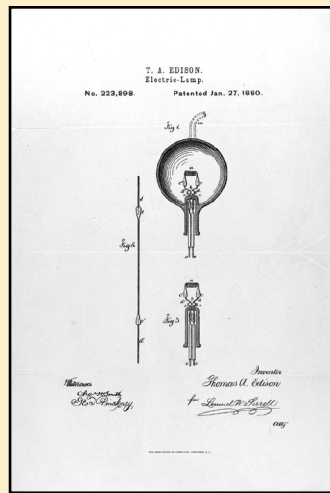
In 1998, the Archival Research Catalog (ARC) was in its prototype phase. At that point, it was called the NARA Archival Information Locator (NAIL), and through it the agency was making thousands of images of documents available online. These documents included Civil War photographs taken by Mathew Brady, Thomas Edison’s

patent drawing for the light bulb, the act creating the Peace Corps, the original typed versions of Franklin Roosevelt's fireside chats, and more. Desiring to draw attention to these valuable resources and alert teachers to them, NARA received a grant from the Department of Education and hired nine classroom teachers who had previously participated in *Primarily Teaching*, the agency's summer institute for teachers. These nine teachers were familiar with archival research and were strong advocates for teaching with documents. They formed the Constitution Community and together wrote 35 lesson plans for the National Archives web site.

All of these lesson plans are still available, along with others developed by education staff members, at [www.archives.gov/education/lessons/](http://www.archives.gov/education/lessons/) and each features primary source documents from the agency's holdings, correlates to national curriculum standards, connects to the Constitution, and suggests a variety of ways a teacher might integrate the documents into classroom instruction. All of the teaching suggestions encourage document analysis, and some encourage classroom simulation activities.

In celebration of the Fourth of July in 2001, the National Archives education staff developed an interactive online simulation of their own related to the signing of the Declaration of Independence. Still available at [www.archives.gov/national-archives-experience/charters/declaration\\_join\\_the\\_signers.html](http://www.archives.gov/national-archives-experience/charters/declaration_join_the_signers.html), this activity invites web visitors to consider whether they would have joined the 56 signers in the summer of 1776. Visitors can learn about the document and each of the signers, and if they choose to, they can "Join the Signers" by selecting a patriotic font and typing their name. Then, the visitor's name will appear on the Declaration, below the signers from Georgia, and a copy can be printed out. This activity has had broad appeal—due to both its interactivity and the importance of the document.

In 2002, the National Archives partnered with National History Day and USA Freedom Corps to create the Our Documents web site, drawing additional attention to the Declaration of Independence and 99 other significant documents. Still available at [www.ourdocuments.gov](http://www.ourdocuments.gov), the Our Documents site features 100 milestone documents from American history, most of which are in the holdings of the National Archives. In addition to full color scans of the documents, the site features brief contextual essays, transcriptions, and resources for teachers, including downloadable source books.



In the fall of 2003, the Our Documents web site inspired the People's Vote, an initiative with *U.S. News & World Report* that invited Americans of all ages and educational backgrounds to vote for 10 of the 100 milestone documents that they believed had most influenced American history. Between September and December, nearly 40,000 Americans cast more than 300,000 votes—not surprisingly, the Declaration of Independence, the Constitution, and the Bill of Rights received the most votes.

Beyond the People's Vote, the extensive reach of the Our Documents project became evident to the National Archives education

staff and the staff of National History Day when both groups began receiving e-mail messages indicating that entire document-based social studies curricula were being developed based on Our Documents.

Engaging web users through primary source documents—whether by partnering with teachers to develop document-based lesson plans, creating interactive simulations such as "Join the Signers," or inspiring Americans to vote for significant documents—has been the National Archives' goal in posting online education resources, and this goal is shaping a new project.

This interactivity is just a harbinger of a new feature in development to create a "National Archives Experience on the Web." Located within NARA's existing web site, the new "Experience" zone will seek to bring the spirit of the interactive Public Vaults exhibit to the Web environment. Visitors will be able to trace connections among thousands of seemingly disparate records and make their own "collections" of records, as well as creative products like films and posters. This new feature is scheduled to launch in late 2007.

This survey only scratches the surface of what NARA has made available online in recent years with the education community in mind. Through the web site, teachers can also make use of resources and learn about programs offered at our regional facilities, as well as gain easy access to the individual web sites of the presidential libraries. In late 2006, the presidential library system will launch the online Presidential Timeline, an incredibly valuable resource for teachers who want to make connections between events and presidential records of the 20th century.

*Lee Ann Potter is the head of Education and Volunteer Programs at the National Archives and Records Administration in Washington, DC.*



# ELECTRONIC OUTREACH AT THE NATIONAL MUSEUM OF AMERICAN HISTORY

By Amy Bartow-Melia and Matthew MacArthur



At the Smithsonian's National Museum of American History (NMAH), electronic outreach pro-

grams incorporate the qualities of a museum visit with the flexibility and interactivity of digital communications tools. The NMAH web site (<http://americanhistory.si.edu>) features online exhibitions, information about artifacts, interactive games, resources for scholars, and a wide range of visitor services. Online curriculum materials, distance-learning programs, and other targeted outreach initiatives make the museum an invaluable resource for students and teachers. Electronic outreach both supplements a visit to the museum and extends the museum experience to those who are not able to visit in person.

The NMAH web site serves over 10 million online visitors each year—more than three times the number of visitors to the physical museum. The latest redesign of the site, released in 2005, was informed by an investigative process that provided a better sense of who our visitors are and what they are looking for on our site. To formulate goals for the redesign, the museum employed surveys, user profiling, traffic analysis, and other methods. For example, when we learned that 29 percent of site users were there to plan a visit to the museum, we made it easier for them to find relevant information right on the home page. We also added new photographs to let visitors know what to expect inside the museum. For students and teachers—13 percent and 9 percent of our audience, respectively—new portal pages were created to direct them to relevant content. And for the one-quarter of visitors to the site who are just browsing, we provided several ways to explore our collections and a variety of historical topics.

Another traditional area of strength for the museum has been our online exhibitions. From the early days of the Web, NMAH staff recognized the power of the Internet to share collections and scholarship with audiences who would never visit the museum. The first major exhibition to have a professionally designed online component was

“Preserving the Star-Spangled Banner: The Flag that Inspired the National Anthem” (1999). Based on the success of that site, it became standard practice for new exhibitions to include a companion web site in the development process. This infusion of commitment and resources has allowed the museum to work with top web designers to produce a variety of creative, award-winning sites. As a result, millions of additional visitors are able to enjoy our exhibitions online, and the material continues to be accessible long after the actual exhibits close.

In addition to the web site, the museum uses electronic field trips as another effective tool to reach teachers and students nationwide. Since 2003 more than 20 million students from all 50 states have had the opportunity to participate in distance-learning programs about invention, the history of land transportation, and civil rights. In 2004, four million middle and high school students participated in a program featuring the exhibition “Separate Is Not Equal: *Brown v. Board of Education*,” which marked the 50th anniversary of the Supreme Court decision that led to desegregation. During the program, students toured the exhibition with NMAH curators and had the opportunity to interact with museum staff via e-mail and telephone.

Students interviewed after the program were particularly excited about the opportunity to participate in a live event with museum staff. As one middle school student from Pennsylvania recalled: “What I enjoyed about the live coverage of the *Brown-v-Board Education* Anniversary was that it was very educating and it was also entertaining. . . . It was pretty cool how one of our questions was answered during the web cast. This was one of the best moments in challenge [gifted program] this year.”

While electronic field trips have typically been conducted via satellite television, demand is growing for Internet access to distance learning programs. In 2004, 74 percent of participants in our electronic field trips accessed the programs via the Web. To meet this need for more online interaction with staff and collections, the NMAH is launching a new electronic outreach initiative in the autumn of 2006. “The Object of History” is a collaborative project with George Mason University's Center for History and New Media, funded by a grant from the Institute for Museum and Library Services. This partnership will provide a new model for bringing museum objects and expertise to high school students throughout the United States. Through six web-based “object lessons” that complement the National History Standards, students will learn how to engage with and analyze artifacts and understand the power and importance of using objects as primary sources in historical research. The results of the project will be shared with colleagues across the museum and education fields—providing a cost-effective, innovative, and replicable model for history museums seeking new ways to educate audiences and disseminate collection information.

On September 5, 2006, the museum closed to the public for a major building renovation. During this period of closure, maintaining a strong electronic presence is especially important. In advance of the closing, the museum instituted an e-mail newsletter to help keep in touch with our constituents and provide updates about the anticipated re-opening in summer 2008. Through the newsletter and web site, the public can learn about the collecting, research, exhibit planning, and other activities that continue even while the NMAH is closed. It is also an opportunity to highlight the many venues around the country featuring traveling exhibitions and objects on loan from the museum. Teachers can continue to access a wide range of lesson plans and electronic field trip programs that are archived on the site.

The nearly two-year renovation gives our education staff the opportunity to reevaluate, rethink, and improve NMAH outreach programs to teachers and students. New curriculum, testing directives, and advances in school technology have changed the nature of how history is

taught in our nation's classrooms. In order to best serve the education community today, the NMAH is launching a nationwide teacher survey (2006) to ascertain what methods of electronic outreach will serve the greatest number of students and teachers. This dialogue with the education community will guide museum staff as they develop new and innovative ways to serve this very important audience both online and at the museum.

As the National Museum of American History looks to the future of electronic communication, we continue to focus on our core strengths—the preservation and interpretation of historical artifacts. Ongoing initiatives include adding objects to our online collections database and creating features that allow objects to be grouped, sorted, and searched in various ways. Soon users will be able to post comments or questions about specific objects and engage in dialog with curators. Podcasting is another tool we are exploring to share artifact information and give listeners a “behind-the-scenes” look at the work of the museum. By striving to understand our audience and deliver content in ways that are most useful to them, the NMAH can more effectively contribute to the Smithsonian's mission of the “increase and diffusion of knowledge.”

*Amy Bartow-Melia is Director of Education for Public Programs and Outreach, and Matthew MacArthur is Director of the New Media Program at the National Museum of American History, Washington, DC.*

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## EDUCATIONAL OUTREACH PROGRAMS AT THE OFFICE OF NIH HISTORY

By Sarah A. Leavitt

*“Thank you for your public outreach. What a wealth of information is available for those of us interested in ongoing adult learning.”*

—Visitor to the Office of NIH web site, September 2006



Twenty years ago, the Office of NIH History and Stetten Museum at the National Institutes of Health had one employee, Victoria Harden. It had one goal for its educational outreach program, to convince NIH scientists to save their materials. As the founder of the office, Harden spent much of her first decade educating her colleagues about her mission to collect, display, and interpret the scientific instruments developed and used by NIH scientists. Over time, that mission and the collection grew, and Harden began widening the scope of her educational programs. She spoke with anybody who would listen about the rich history of the NIH and obtained funding from various institutes to honor NIH scientists with exhibits around campus. She joined professional organizations and got on mailing lists. She talked with colleagues in the historical and museum professions to inform them of the office's programs, and she helped start a postdoctoral fellowship program to bring scholars to campus. However, educational outreach beyond the history of medicine field was limited.

For years, the educational outreach beyond NIH staff and scientists and historical scholars consisted only of exhibits on display at buildings where the public congregated—either the Clinical Center (hospital) or the Natcher Conference Center. These facilities, though open to the public, were not frequented by school groups on a regular basis; however, the NIH Visitor Center led special tours through campus and pointed out the exhibits to their visitors.

And then came the Internet. Harden, an early proponent of the importance of the World Wide Web to historical agencies, had what was surely one of the earliest federal history office web sites, going online around 1996. Harden and her small staff used the web site to make materials available to the public about the on-campus displays on Marshall Nirenberg, an NIH Nobel Laureate, and the LINC computer. The web site also included a few historical photographs and some historical facts about the agency. Harden used the site to answer “frequently asked

questions” and to inform as many people as possible about the existence of the museum.

The web site grew with the addition of new staff and new resources over the next decade. Curator Michele Lyons made development of the educational resources one of her top priorities. The exhibit “Roscoe Brady and Gaucher Disease,” for example, allowed visitors to ask specific questions online of the world's top authority on the disease, Roscoe Brady. The site gathered comments about how the disease worked and showed that people from all over had found the Office of NIH History web site in their search for information. “Information technology is changing,” wrote one visitor, “and it would be good for the NIH to have more web exhibits like this. ... Well thought out exhibits like this serve a useful role in scientific education for the layperson but in addition allow current NIH staff to learn about the rich intellectual history of the campus.” While most web sites are geared to a high school level or higher, Lyons wanted to include children in the educational materials for the “Human Genetics and Medical Research” exhibit. She commissioned a special “Cartoon Guide to Genetics.” The exhibit also features an annotated bibliography of references and links for science teachers.

Though the Internet has vastly widened our ability to reach people all over the country, the educational program is passive. That is, people find our site by “googling” certain search terms, such as the name of a disease or the name of a scientist. Increased numbers of online exhibits help ensure that the site appears more times under more searches. For example, our exhibit on the spectrophotofluorometer, an important instrument developed at the NIH, is unlikely to pop up in a regular school curriculum, or in the average person's weekly google searching. However, a web site on the history of the home pregnancy test kit, another instrument with NIH origins, proved more popular with the general public. In fact, some courses on women's health used the web site to teach students about the history of this technology. Through an online survey, the site's interactivity helped connect people to the subject material. Some of our most popular exhibits are reached when people search for information on famous scientists



such as Watson and Crick who appear in the Nirenberg web site. The recent 25th anniversary of the first publication on HIV/AIDS led many people to our information-rich site about NIH research on AIDS in the 1980s. In this way, the more information we have on our web site, the more people will find us and, hopefully, look around at our other offerings to become more familiar with the history of the NIH.

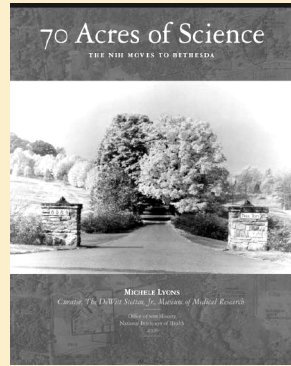
Currently, we do not have the staff for a full education program though Lyons plans to add this to her list of things to do once the collection is catalogued. She plans for each future exhibit to have an educational component. For example, when she completed the *70 Acres of Science* “ebook,” she included lesson plans geared specifically to educational standards for the Maryland public schools. While the NIH Office of Science Education offers lesson packets about science, we focus on science and history, placing scientific ideas in a historical context. This niche can grow as we incorporate educational materials and perhaps join up with a particular teacher for a pilot program to test out the ways different types of resources could be helpful in the classroom.

Besides being a useful tool to reach the general public and school children, the web site can be a wonderful way to make resources available to medical history scholars. We have been adding transcripts of oral history interviews to our site and plan to do more of that in the future. Our new “search collections” feature has made thousands of photographs available to researchers in a way that was

simply not possible before the Internet. We plan to add photographs of the museum collection to the online database as well. Other features of our web site include bibliographies, timelines, lists of prize-winners and scientific advances, and other important content previously unavailable off the NIH campus. Unpublished memoirs, biographies, and research papers are also available, giving researchers access to material they would otherwise have to travel to Bethesda to peruse.

Our goals for the educational outreach program are to talk about NIH with as many people as possible, to place scientific concepts within societal and cultural context, and to help people make informed judgments about the impact of science on society. To reach these goals we plan to continue adding various types of materials to the site. More web site exhibits will enable us to cover more subjects, introduce more scientists, and explain more biomedical research tools. With educational materials of various sorts added to each exhibit, we will also be able to learn which materials are more useful to students and teachers. As our permanent staff grows in the next few years, we expect to continue to build on the strong foundation started by Victoria Harden, and with the help of NIH scientists who are more and more aware of our presence, we will be able to tell the rich history of the agency with more stories, in more ways, to many more people.

*Sarah A. Leavitt is Associate Historian in the Office of NIH History and Museum, Bethesda, MD.*



## GIVE THE PEOPLE WHAT THEY WANT: USING THE INTERNET TO INFORM THE PUBLIC

*By Beth Boland*



For many of us, it doesn't seem that long ago that the best and most affordable way for agencies to reach the largest number of people was to create and distribute hard-copy publications—whether books, newsletters, or pamphlets. In the past decade, the “Internet Revolution” has changed not only who and how many

we can reach, but also how we reach them. This technology has, or should have, spurred programs to rethink how they plan, write, design, and deliver content. It has offered

unprecedented opportunities for these programs to draw attention to thematic, geographic, conceptual, and other connections throughout their work. Certainly this has been true for the cultural resources programs of the National Park Service (NPS) and, in particular, the Teaching with Historic Places (TwHP) program.

Administered by the National Park Service, the TwHP program began in the early 1990s for the purpose of demonstrating to teachers, historians, historic site staff, historic preservation professionals, and others the value of using properties listed in the National Register of Historic Places to enliven the teaching of history, social studies,



geography, civics, and other subjects. The cornerstone of the program was (and is) a series of classroom lesson plans that were initially published in print. TwHP “went online” in the mid-1990s and, like many other web novices, first posted simple program information—essentially creating an online brochure. Shortly thereafter, we began transforming printed lessons for the Web. That’s when we knew we had to get creative.

Web sites, like other products and activities, need to be evaluated. Among other purposes, evaluation is a useful tool for determining if a product serves the purpose for which it was intended, informing improvements and innovations, and even for facilitating up-front project planning. In developing its web lesson design, TwHP hosted a focus group of educators to assess existing lessons in three print formats and a draft web design. Based on their recommendations, the new lesson plans retained advantages of various print versions—such as designing pages to print out on 8½ x 11 inch pages so that teachers could photocopy them easily—but also incorporated a number of improvements, many made possible through the miracle of electronic formatting. E-innovations included 1) online guidance on using the lesson plans, separate from the body of the lesson, but only a mouse-click away from every page; 2) maximized flexibility for teachers through easy navigation from anywhere in a lesson to any other area of the lesson; and 3) a new Supplementary Resources section with links to other useful web sites.

Just as important as redesigning the lessons for online users was the ease with which TwHP could help educators see thematic and other connections among lesson plans so they could use the series as a whole more effectively. Online lessons are clustered in a variety of constructive ways. Anyone can search for lesson plans on the TwHP web site by state, by more than 40 themes in American history, by time period, or by curriculum standards. Clicking on any index choice in those categories brings up all the lessons in that group.

Not only is it a good idea to evaluate individual web sites and online materials, but also overall program and agency web sites. While the ability to track number of Web visitors is useful, of course, the NPS cultural resources programs also have benefited from more in-

depth studies undertaken in the last 12 months.

About a year ago, a usability test of the “History and Culture” section of the NPS web site revealed that participants often had difficulty locating information and accomplishing other realistic tasks. The findings prompted revisions to the web site design, content organization, and indexing – all within the context of larger efforts to improve the overall NPS web site. In addition, dozens of staff members signed up for a class on writing for the Web. There they learned how to write for Web users who tend to

scan rather than read, how to organize material quickly for browsers who decide in seconds whether a site contains what they want, and how to consolidate information and links so that the most important information appears “above the fold.” They applied software to help them keep language at an appropriate reading level for the broadest audience.

In 2006, the NPS introduced a new “pop-up” survey on individual pages of cultural resources web sites.

The survey asks why visitors are coming to the site, how they would characterize themselves, whether they found what they were looking for, if the information was useful, and if they had comments or suggestions. Feedback has revealed that public interest in NPS cultural resources programs and the substance of their work is high. Consistently over the course of many months, visitors to the History and Culture web site most often have stated that they are seeking information about historic places. In order of frequency, respondents have identified themselves as students, “other,” those interested in history/preservation, travelers, or teachers/educators. Professionals and government officials have been in the minority.

Information about who is visiting History and Culture web pages is invaluable for planning purposes. It is a core responsibility of NPS cultural resources programs to provide information and technical guidance to partners and participants in federal preservation and conservation programs such as the National Register of Historic Places, Historic Preservation Tax Incentives, and Museum Management. In keeping with this, a recent internal survey confirmed that NPS preservation programs target preservation and other professionals far more often than anyone else—including the general public—in the cre-



ation of educational materials, technical guidance, and other information. Yet more than half of the educational offerings generated by these programs are also directed, at least in part, to the general public. Feedback from the web survey discloses that specialized groups within the general public form a large audience for the History and Culture web site, larger even than historic preservation-related professionals.

There likely will always be a need for making electronic versions of traditional materials available. For example, the NPS Park History program has digitized a wide range of publications, including out-of-print guidebooks and otherwise difficult or impossible to attain documents on early NPS history. The Library of Congress reports that measured drawings and other records of the Historic American Buildings Survey and the Historic American Engineering Record are among its most popular holdings. There has long been a demand for digitized versions of National Register documentation on the thousands of historic places across the country. Yet not only is the Internet increasingly becoming the vehicle of choice among NPS cultural resources programs for disseminating information, but these programs also are creating more and more specialized web products. That is, they are developing content specifically for the Web and designing materials available exclusively on the Web, as well as transferring pre-existing materials online. Databases, reading lists, clearinghouses, career guides, "Frequently Asked Questions," virtual exhibits, case studies, travel itineraries, lesson plans, and distance learning-courses form but a sample of these materials.

It is easy to see the advantages of creating for the Web. You do not have to keep reprinting publications. Also, it is much easier to revise information to make corrections, conform to more recent scholarship, update contact details, or for other reasons. While many web providers must work to establish credibility within such a democratic medium, most federal agencies already are known enti-

ties to the American public. Perhaps best of all, the Internet brings access to almost unlimited audiences, nationally and internationally. The number of teachers (and others) TwHP reached after putting lessons online spiked dramatically, influenced by popular search engines, links from the Department of Education's FREE (Federal Resources for Educational Excellence) web site and other online clearinghouses, and free distribution, among other factors.

Developing materials for the Internet brings challenges as well as benefits. It is not enough to design and post a web site and then sit back and rest on your laurels. Unlike, say, publishing a book, once your web work is done, it has just begun. It is important to keep web content current and fresh to keep visitors from losing the incentive to return. And while interactive sites can allow audiences a more participatory experience, these sites often require more frequent changes if you want repeat visits by those who have "been there, done that." It is also a fine line between designing an appealing and sophisticated web site, with enough graphic interest and user control to attract and retain visitors, and embedding so much flash technology, streaming video, and other extras that you bog down less sophisticated computers and frustrate the very audience you are trying to engage. Still, the results of navigating potential pitfalls are well worth the time and effort.

To learn more about NPS web sites, visit [www.nps.gov](http://www.nps.gov). Go to the History and Culture site at [www.cr.nps.gov](http://www.cr.nps.gov) for offerings from NPS cultural resources programs. For TwHP lesson plans and other information, see [www.cr.nps.gov/nr/twhp](http://www.cr.nps.gov/nr/twhp). Come back often. I guarantee that next month, in six months, and further into the future, you will continue to find something new.

*Beth Boland is Historian and Program Manager, Teaching with Historic Places, Heritage Education Services, National Park Service, Washington, DC.*

The annual SHFG holiday reception will take place in the National Archives Building (Archivist's Reception Room), at 700 Pennsylvania Avenue, NW, in Washington, D.C., on December 13, 2006, 5:30-7:30 p.m.

The Archives is located across the street from the Navy Memorial Metro stop on the Yellow and Green Lines. Further information is located on the SHFG web site: <http://www.shfg.org>.

# MAKING HISTORY

## ARMY HISTORICAL FOUNDATION

The fall issue of *On Point: The Journal of Army History* is now available. It contains information on the Foundation's continuing campaign to develop the National Museum of the United States Army in the Washington, DC, area. The Foundation is also building the Registry of the American Soldier. It is "an Internet-based, online listing open to record the service of every soldier who has ever served in the U.S. Army." Visit [www.usarmyregistry.org](http://www.usarmyregistry.org) for registration of a soldier. The journal also has a book review section. Web site: [www.armyhistory.org](http://www.armyhistory.org).

## BUREAU OF THE CENSUS

Jason Gauthier of the Census Bureau's history staff completed work on the *Procedural History of the 2002 Economic Census*. The book is ready to go to the printer and is expected to be generally available around the end of this calendar year. David Pemberton continues to lead the team preparing the *Procedural History of the 2000 Decennial Census*. It is a major project, and the first draft is expected to be completed around the end of this calendar year. It will be generally available in early spring 2008.

## CENTER FOR CRYPTOLOGIC HISTORY, NATIONAL SECURITY AGENCY

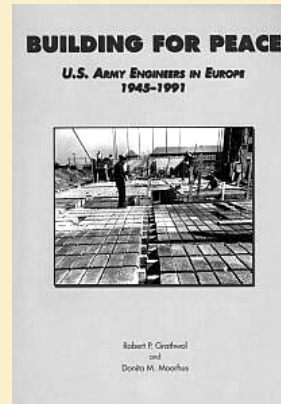
The Center for Cryptologic History is preparing its third printing of *The Friedman Legacy: A Tribute to William and Elizebeth Friedman*. The book is a collection of six lectures by Mr. Friedman, the dean of modern American cryptology, along with three articles on the Friedmans by scholars and associates. This book may be ordered free of charge by contacting the Center at [history@nsa.gov](mailto:history@nsa.gov), or by calling 301-688-2338.

## CENTER OF MILITARY HISTORY, U.S. ARMY

Dr. Richard W. Stewart has been named as the Center's new Chief Historian. He replaces Dr. Jeffrey J. Clarke who recently became the Center's new Director. Dr. Stewart has been the Chief of the Center's Histories Division since 1998.

The Center has welcomed several new historians in recent months. Dr. Lisa Munday has joined the Historical Support Branch of the Histories Division where she will be working on studies about Afghanistan. She received her Ph.D. from Kansas State University and has taught military history there as well as at Norwich University. Dr.

Mark Bradley is the newest member of the Military Operations Branch. A graduate of the University of North Carolina at Chapel Hill, he is the author of two volumes, *Last Stand in the Carolinas: The Battle of Bentonville* (Campbell, Calif.: Savas Woodbury Publishers, 1996) and *This Astounding Close: The Road to Bennett Place* (Chapel Hill: University of North Carolina Press, 2000). Mark Reardon, a recently retired Army officer, has returned to the Center as a civilian historian. He was first assigned to CMH in 2002 to coordinate the Army's participation in the Lewis and Clark Bicentennial Commemoration. He has joined the Contemporary Studies Branch of the Histories Division.



The Center's most recent publications include: *Building for Peace: U.S. Army Engineers in Europe, 1945-1991*, by Robert P. Grathwol and Donita M. Moorhus; *Pictorial Record: The War Against Japan*, an update of the original 1952 edition with improved images;

*History of Operations Research in the United States Army, Volume 1: 1942-1962*, by Charles R. Shrader, available soon.

## COUNCIL ON AMERICA'S MILITARY PAST

The Council on America's Military Past (CAMP) has issued a call for papers for its 41st Annual Military History Conference, May 9-13, 2007, at the Clarion Hotel, Hampton, Virginia, with emphasis on United States military activities from earliest history through the American Revolution, Civil War, the American Frontier, Spanish American War (including the War in the Philippines), the World Wars, Korea, Vietnam, and up to and including the confrontation with Cuba and the Cold War and missile defenses. Send topic for a 20-minute talk to CAMP '07 Conference Papers, P.O. Box 1151, Fort Myer, VA 22211-1151, by December 15, 2006. Call 703-912-6124 or e-mail [camphart1@aol.com](mailto:camphart1@aol.com) for more information.

## DEPARTMENT OF DEFENSE, OFFICE OF HISTORY

William Head, Chief of the Office of History, Department of Defense, announced his forthcoming publication, *Shadow and Stinger: Developing the AC-119G/K in the Vietnam War* (Texas A&M University Press). For information, contact [william.head@robins.af.mil](mailto:william.head@robins.af.mil).



## DEPARTMENT OF STATE

The Department of State has released *Foreign Relations of the United States, 1969–1976, Volume E-4, Documents on Iran and Iraq, 1969–1972*, as an electronic-only publication. This volume is the latest publication in the subseries of the Foreign Relations series that documents the most important decisions and actions of the foreign policy of the administrations of Presidents Richard Nixon and Gerald Ford. Volume E-4 is the fifth Foreign Relations volume to be published in this new format. It is available to all free of charge on the Internet. Approximately 25 percent of the volumes scheduled for publication for the 1969–76 subseries, covering the Nixon and Nixon-Ford administrations, will be in this format. The volume is available at <http://www.state.gov/r/pa/ho/frus/nixon/e4/>.

## HISTORICAL OFFICE OF THE OFFICE OF THE SECRETARY OF DEFENSE

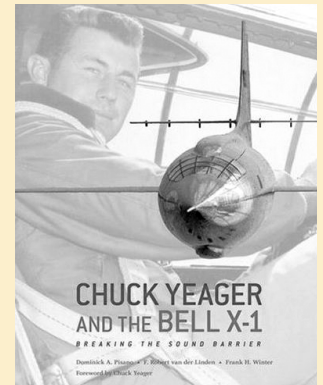
The OSD Historical Office has several important works in progress: a history of the 9/11 attack on the Pentagon (in collaboration with the Naval Historical Center and with the assistance of the other military service historical offices); a follow-on to *The Department of Defense: Documents on Establishment and Organization, 1944–1978*; the next two volumes in the OSD History Series, Volume VI, the second installment on the McNamara years, by Edward Drea, which covers the period 1965–1969, and Volume VII, by Richard Hunt, which examines the first Nixon administration and the secretaryship of Melvin Laird, 1969–1973. A multivolume *Defense Acquisition History* is being prepared by the U.S. Army Center of Military History acting as executive agent for the OSD Historical Office.

The Historical Office of the Office of the Secretary of Defense has published *The McNamara Ascendancy, 1961–1965, Volume V*, in the *History of the Office of the Secretary of Defense Series* and the first of two planned books on the tenure of Secretary Robert S. McNamara. The newest volume follows *The Formative Years (1947–1950)*, *The Test of War (1950–1953)*, *Strategy, Money, and the New Look (1953–1956)*, and *Into the Missile Age (1956–1960)*, each an award-winning history focusing on OSD and the activities of the Secretary of Defense in the broad context of national security decisionmaking. A full-length, scholarly account of the dynamic, often controversial early years of the McNamara era, *The McNamara Ascendancy* examines both pathbreaking institutional changes in the Department of Defense during the Kennedy and early Johnson administrations and the critical international challenges faced by the Pentagon and White House during a pivotal period of the Cold War. McNamara's managerial and organizational

accomplishments are measured against the handling of crises in Berlin and Cuba and the deepening U.S. involvement in Southeast Asia that by 1965 had begun to overshadow his achievements. Authors Lawrence Kaplan, Ronald Landa, and Edward Drea, drawing from previously unpublished material and more than four dozen interviews with key participants, have produced an authoritative and balanced assessment of the McNamara record during these eventful years in the evolution of both DOD and the Cold War.

## NATIONAL AIR AND SPACE MUSEUM'S DIVISION OF SPACE HISTORY (DSH)

Dominick A. Pisano, F. Robert van der Linden, and Frank H. Winter, have published *Chuck Yeager and the Bell X-1: Breaking the Sound Barrier* (New York: Abrams, 2006), a new book on a significant NASM artifact. It deals with one of NASM's prize artifacts in the Milestones of Flight gallery, in which Chuck Yeager was the first person to exceed the speed of sound.



An important book by Paul Ceruzzi (DSH), *A History of Modern Computing* (MIT Press), has just appeared in a Greek edition. The book has now appeared in Greek, German, and Italian translations, and we are still waiting for a Japanese edition, promised many years ago.

Several DSH curators and a Guggenheim fellow have published in the most recent issue of *Quest: The History of Spaceflight Quarterly* 13, No. 2 (2006): Roger D. Launius, "The Space Shuttle-Twenty-five Years On: What Does it Mean to Have Reusable Access to Space," pp. 4–20; Allan A. Needell, "Saving a Saturn V: A Case Study in Artifact Preservation," pp. 36–66; Valerie Neal, review of *Sky Walking: An Astronaut's Memoir*, p. 62; Nicholas de Moncheaux (NASM Guggenheim postdoctoral fellow), review of *Testing the Limits: Aviation Medicine and the Origins of Manned Space Flight*, p. 63. The journal has approximately 1,400 subscribers.

Roger Launius, DSH, presented two talks on "Spaceflight in the 1950s" at the Eisenhower National Historic Site, Gettysburg, PA, on Saturday and Sunday, June 17 and 18.

Roger D. Launius, DSH, and Steven J. Dick, NASA Chief Historian, have edited, *Critical Issues in the History of Spaceflight* (Washington, DC: NASA SP-2006-4702, 2006). This book is a collection of essays first presented at

a workshop co-sponsored by NASM and NASA that took place in the spring of 2005 at the Udvar-Hazy Center. Four members of the Division of Space History contributed essays to the volume: Martin Collins, "Afterword: Community and Explanation in Space History," pp. 603–13; David H. DeVorkin, "Space Artifacts: Are They Historical Evidence?" pp. 573–600; Roger D. Launius, "Compelling Rationales for Spaceflight? History and the Search for Relevance," pp. 37–70; Margaret A. Weitekamp, "Critical Theory as a Toolbox: Suggestions for Space History's Relationships to the History Subdisciplines," pp. 549–72.

The Society for the History of Technology has awarded Martin Collins its 2006 IEEE Life Members' Prize in Electrical History for his article "One World . . . One Telephone: Iridium, One Look at the Making of a Global Age," published in September 2005. The annual prize recognizes the best paper in electrical history published during the previous year and comes with a cash prize and certificate presented at the annual meeting of the Society for the History of Technology.

Roger Launius, DSH, has published with Richard H. Buenneke, Richard DalBello, and R. Cargill Hall, a monograph entitled *National Space Policy: Does it Matter?* (Washington, DC: The George Marshall Institute, 2006). This is the result of a roundtable discussion that took place at the National Press Club in Washington, DC, on May 12, 2006.

Jim David, DSH, has just published "Astronaut Photography and the Intelligence Community: Who Saw What?" in *Space Policy* 22 (August 2006). In the article, David argues that while NASA's astronaut photography benefited a wide range of civilian interests, it also conflicted directly with the critical national security requirement to protect the National Reconnaissance Program from public disclosure or compromise.

Roger Launius, DSH, has also published "Interpreting the Moon Landings: Project Apollo and the Historians," in *Technology in Society* 22 (September 2006). By focusing on the key book-length studies of the Apollo program that landed American astronauts on the moon in the 1960s and 1970s, this essay evaluates the historiography about Apollo.

Valerie Neal, DSH, worked with a team from NASA and United Space Alliance to reinstall wing leading edge panels and main landing gear doors on the Space Shuttle Enterprise on September 11–22, 2006, on display at the Udvar-Hazy Center, Dulles IAP, Virginia. The wing leading edge was removed from Enterprise following the Columbia accident in 2003 and used to help determine the causes of the mission's loss.

## NATIONAL ARCHIVES AND RECORDS

### ADMINISTRATION

Archivist of the United States Allen Weinstein announced new research hours. The new hours are: Monday–Friday, 9 a.m. to 5 p.m. Once a month, NARA will have extended hours to accommodate researchers who seek evening and Saturday hours. The monthly extended hours are: Thursday and Friday, 9 a.m. to 8:45 p.m., and Saturday, 8:45 a.m. to 4:45 p.m.

Senior Curator Bruce Bustard has authored *How to Create a Historical Exhibit for National History Day*. The 40-page workbook takes students through the process of creating a successful exhibit, highlights documents from the Eisenhower Library, and explores how exhibit creators make choices about what to include in an exhibit. Published by ABC-CLIO, the workbook is one of five publications designed to help students make the most of their National History Day experience. All are available for purchase through National History Day at [www.nhd.org/shop](http://www.nhd.org/shop).

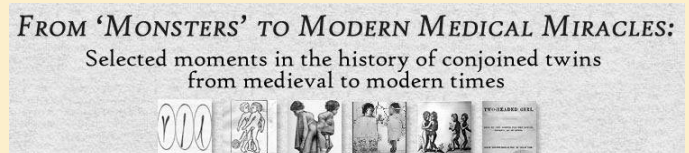
## NATIONAL GUARD BUREAU

On 5 September 2006, the Texas A&M University Press informed Dr. Charles J. Gross that his book, *American Military Aviation: The Indispensable Arm*, originally published in 2002, was in its third printing. Altogether, over 27,000 copies of the book have been sold. Dr. Gross serves as chief of the Air National Guard's history program in the National Guard Bureau.

## NATIONAL LIBRARY OF MEDICINE

The National Library of Medicine announces new web features. "From Monsters to Modern Medical Miracles: Selected Moments in the History of Conjoined Twins from Medieval to Modern Times" includes 30 striking images, extensive commentary, and a thorough bibliography organized into five sections: Embryology and Classification of Conjoined Twins; Age of Superstition (15th–18th centuries); Marvels on Exhibit (19th century); Separation Surgeries (20th century–present); Gallery of Images; and Bibliography. <http://www.nlm.nih.gov/hmd/conjoined/gallery.html>.

The Library has recently acquired a large collection of Chinese Public Health materials, about 7,000 items pro-

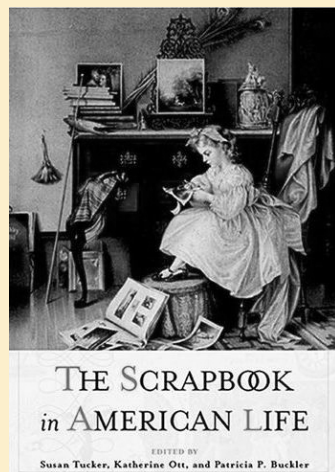


duced from the early 20th century to the year of SARS. The collection has a wide range of media presentations: posters, health newsletters, health newspapers, paintings, pharmaceutical advertisements, calendars, children's chess games, jigsaw puzzles on health topics, playing cards on SARS, lantern slides, negatives, photographs, and health award certificates, as well as books and journals. These materials present rich visual representations of public health concerns that were closely tied to the political, social, economic, and even military engagements of China during different time periods. Scholars and the general public will find the collection a unique source of information on Chinese public health education and propaganda movements. There is a brief introduction to the collection, which is being catalogued. See <http://www.nlm.nih.gov/hmd/chinese/posters/introduction.html>.

"Animals as Cold Warriors." During the Second World War, medical researchers and antivivisectionists drafted animals, primarily dogs, as partisans in the struggle over animal experimentation. With the rise of the Cold War, pervasive anticommunism and fears of atomic annihilation moved animals and animal experimentation to center stage, mediating fierce conflicts over medical research and international politics. This web site explores the varied cultural manifestations of these conflicts. See <http://www.nlm.nih.gov/exhibition/animals/index.html>.

#### NATIONAL MUSEUM OF AMERICAN HISTORY

On Labor Day 2006, more than 15,000 visitors celebrated the museum's last day before closing for renovation, beginning with a presentation of the colors by the Smithsonian Honor Guard and ending with Museum Director Brent Glass saying goodbye to the final visitors. Other activities included drawings for museum memorabilia, docent-guided tours, and Hands On Science Center activities. The museum closed on Sept. 5 for a two-year architectural renovation. Although the museum is closed to the public for renovations, the work of the museum continues as staff carry out research projects that increase our understanding of American history. Katherine Ott's co-edited volume, *The Scrapbook in American Life*, was recently awarded the Allen



Noble award, given by the Pioneer Society of America for the best edited volume on material culture. Other publications by curators include Pete Daniel's *Toxic Drift: Pesticides and Health in the Post-World War II South* and Barton C. Hacker and Margaret Vining's *American Military Technology: The Life Story of a Technology*.

#### NAVAL HISTORICAL CENTER

2006–2007 Season of Military Classics Seminars Are Underway.

21 November 2006, Pogue, Forrest C. *Pogue's War: Diaries of a WWII Combat Historian* (Louisville, KY, University Press of Kentucky, 2001). Speaker: Stanley L. Falk, Retired Historian.

16 January 2007, Gaff, Alan D. *Bayonets in the Wilderness: Anthony Wayne's Legion in the Old Northwest* (Norman, OK, University of Oklahoma Press, 2004). Speaker: David W. Hogan, Center of Military History.

20 February 2007, Wiley, Bell I. *The Life of Johnny Reb: The Common Soldier of the Confederacy* (Bobbs-Merrill, 1943), and *The Life of Billy Yank: The Common Soldier of the Union* (Bobbs-Merrill, 1951). Speaker: Edwin C. Bearss, Retired Historian.

20 March 2007, Gordon, Michael R. and Bernard E. Trainor. *Cobra II: The Inside Story of the Invasion and Occupation of Iraq* (New York: Pantheon, 2006). Speaker: Mark D. Mandeles, The J. de Bloch Group. 17 April 2007, Dual: Bird, Wilkinson Dent. *A Chapter of Misfortunes: The Battles of Ctesiphon and of Dujailah, and the British Campaign in Mesopotamia, 1915-1916* (London: F. Groom, 1923; Reprint London: Helion, 2006). Townshend, Charles V. F. *My Campaign in Mesopotamia* (London: Thornton Butterworth, 1920). Speaker: Dina R. Khoury, George Washington University.

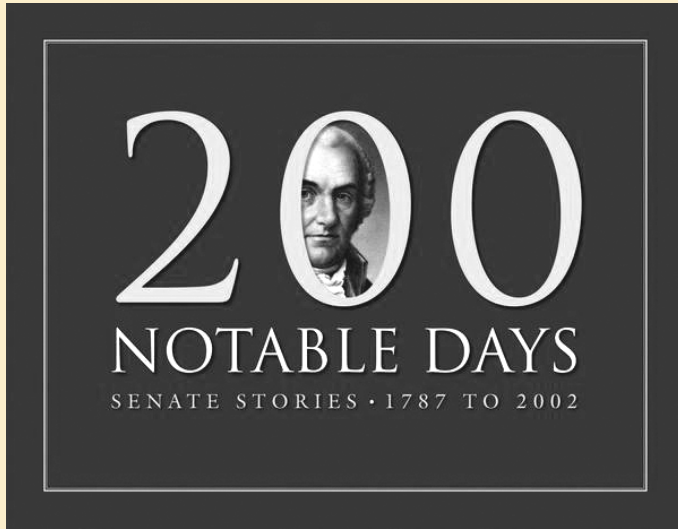
15 May 2007, Coffman, Edward M. *The Regulars: The American Army, 1898-1941* (Cambridge, Mass.: Belknap Press, 2004). Speaker: Timothy K. Nenner, National Archives. 19 June 2007, Stallings, Laurence. *The Doughboys* (New York: Harper, 1963). Speaker: Sanders Marble, Office of Medical History, U. S. Army.

#### SENATE HISTORICAL OFFICE

The U.S. Senate Historical Office has recently published *200 Notable Days: Senate Stories, 1787 to 2002*, by Senate Historian Richard A. Baker. Reflecting all areas of Senate activity, from its important constitutional prerogatives to historical milestones of decidedly less importance, Baker's narratives focus on the traditions, personalities, and legislative landmarks of the "World's Greatest Deliberative Body." From the well-known and notorious, to the unusual and even whimsical, these stories are pre-



sented to enlighten, inspire, amuse, and inform. Each brief sketch includes an illustration and references for further reading. Read collectively, they provide clear impressions about the forces, events, and personalities that have shaped the Senate of the 21st century. *200 Notable Days* is available from GPO. Clothbound, 225 pp., \$46.



#### SENATE OFFICE OF THE CURATOR

The Office of the Curator announces its new publication, *United States Senate Catalogue of Graphic Art*, with Foreword by The Honorable William H. Frist, M.D., and The Honorable Harry Reid; Preface by The Honorable Emily J. Reynolds; Essays by Diane K. Skvarla and Donald A. Ritchie. This volume marks the first comprehensive publication of the almost one thousand prints in the holdings of the United States Senate. The collection represents a 30-year effort to document graphically the 19th- and early 20th-century history of the Senate, the Capitol, and American political history. The diverse illustrations range from inauguration ceremonies and impeach-

ment trials to senatorial portraits and political cartoons. Represented in the Senate's graphic art collection are some of the most notable artists who worked in the print-making medium: Augustus Köllner, Rembrandt Peale, Alexander Hay Ritchie, Thomas Nast, and Joseph Keppler. While visually engaging, these prints also are important primary historical records. Essays by Senate Curator Diane K. Skvarla and Associate Senate Historian Donald A. Ritchie provide an overview of the collection, with selected prints highlighted throughout the book. The catalogue may be purchased by contacting either the Senate Gift Shop located in the Dirksen Senate Office Building, SDG-42, Washington, D.C. 20510, telephone number (202) 224-7308, or the Government Printing Office, <http://bookstore.gpo.gov/>.

#### SMITHSONIAN INSTITUTION

Smithsonian Archives is moving! The Smithsonian Institution Archives will be relocating to new offices in 2006. History of the Smithsonian queries and reference services will be unavailable until we reopen in fall 2006. In order to serve you better, please check our web site for updates and specific information. <http://siarchives.si.edu>.

#### U.S. CAPITOL HISTORICAL SOCIETY

Applications are invited for the 21st year of the United States Capitol Historical Society Fellowship. This fellowship is designed to support research and publication on the history of the art and architecture of the United States Capitol and related buildings. Graduate students and scholars may apply for periods ranging from one month to one year; the stipend is \$2,000 per month. Applications must be postmarked by March 15, 2007. For further information contact Dr. Barbara Wolanin, Curator, Architect of the Capitol, Washington, DC, 20515, (202) 228-1222 or the United States Capitol Historical Society at [www.uschs.org](http://www.uschs.org).

### ***THE FEDERALIST CALENDAR***

**Jan. 4–7, 2007.** American Historical Association (AHA) Annual Meeting, Atlanta, GA. “Unstable Subjects: Practicing History in Unsettled Times.” Visit <http://www.historians.org/annual/2007/index.cfm> for details.

**March 8, 2007.** Society for History in the Federal Government (SHFG) Annual Meeting, National Archives at College Park, MD. “Current Challenges and New Directions in Federal History.” Visit [www.shfg.org](http://www.shfg.org) for details.

**Mar. 2, 2007.** Oral History in the Mid-Atlantic Region (OHMAR) Annual Meeting, Chestertown, MD, “Voices of the Chesapeake.” Visit <http://www.ohmar.org/> for details.

**Mar. 29–Apr. 1, 2007.** Organization of American Historians (OAH) Annual Meeting, Minneapolis, MN, “American Values, American Practices.” Visit <http://www.oah.org/meetings/2007/index.html> for details.

**Apr. 12–15, 2007.** National Council for Public History (NCPH) Annual Meeting, Santa Fe, NM. “Many Histories, Many Places—Common Ground?” Visit <http://www.ncph.org/2007annualmtg.html> for details.


**May 9–13, 2007.** Council on America’s Military Past (CAMP) Annual Conference, Hampton, VA. E-mail [camphart1@aol.com](mailto:camphart1@aol.com) for details.

**June 20–24, 2007.** Society for Historians of American Foreign Relations (SHAFR) Annual Meeting, Reston, VA. Visit <http://www.shafr.org/cfp.htm#popular> for details.

**July 18–21, 2007.** National Association of Government Archives and Administrators (NAGARA) Annual Meeting, Kansas City, MO. Visit <http://www.nagara.org/index.cfm> for details.

**Aug. 27–Sept. 2, 2007.** Society of American Archivists (SAA) Annual Meeting, Chicago, IL. Visit <http://www.archivists.org/conference/chicago2007/index.asp> for details.

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