

HISTORY

Fall 1993

Editor: J. Goff

From the Chair

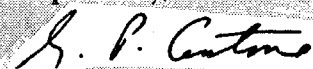
This newsletter is of special interest. In addition to the usual items of faculty, student and alumni activities, it contains an autobiographical article by Michele Glenham Smith. Michele graduated from our program in 1973 and had a career in education and human services before deciding to go on to law school at the age of thirty-nine. It is an edifying and inspiring story.

As part of the Faculty Focus, there is an introduction to Dr. Ruth Currie, the newly-appointed University Archivist and Records Manager and adjunct professor of History. In addition to the biographical introduction, you will find a brief history of the University Archives and a projection of future directions by Dr. Currie. The History Department, as you might expect, was instrumental in establishing the University Archives and has continued to support this program through the years.

The second part of the Faculty Focus is on David White, who was awarded the I.G. Greer Distinguished Professorship for the 1994-1996 academic terms. I think you will find the comments he made on teaching in a university setting in his acceptance presentation to be particularly interesting.

One final note: This will be my last letter to you as chairperson of the Department of History. I have resigned effective June 30, 1994, at which time I will have completed sixteen years as chair of this department. Beginning July 1, I am looking forward to a world of activities that will include teaching, research and writing, travel, the Newport Program, and a continuation of the many personal and professional associations that have been important to me over the years. And a world that I hope will not include a never-ending stream of paperwork and interminably long meetings!

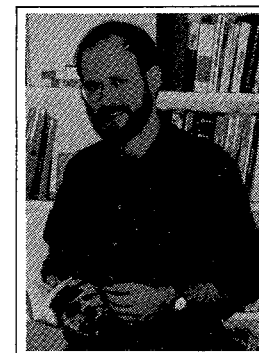
Respectfully,



G. P. Antone

Department Welcomes Visiting Professor

The History Department is glad to have **Dr. Georg Michels** as a member of



the faculty for the 1993-94 academic year. Dr. Michels received his Ph.D. from Harvard in 1991 where he specialized in Russian history. His dissertation focused on the role of dissent

in the Russian Orthodox Church. Most recently, he has been involved as Project Co-Director of the Conference on the History of Russian Religious Dissent (1650-1950)—an international, interdisciplinary conference to be held at St. Olaf College in Northfield, Minnesota in September 1994. The conference, the first of its kind to be held in the United States, will feature leading scholars from Russia, Italy, Japan, and Germany as well as the U.S.

Georg was born in Marl, Germany—a small town outside Essen in the industrial heartland of the country. He recalls first becoming interested in Russian history because of his father's ability to speak the language and a curious personal connection with the Russian people. During World War II, the elder Michels had been confined as a POW behind the Russian border. Far from the stereotypes often associated with German-Russian relations during the war, Georg's father recalled the warmth of the Russian people and spoke fondly of the kind treatment he had received in their midst. With that early nudge, Georg moved toward an interest in Russian history. After receiving his B.A. at the Universitaet Goettingen in 1978 and masters degrees from U.C.L.A. and Harvard in 1981 and 1983 respectively,

he entered Harvard's Ph.D. program determined to pursue that interest.

Georg spent the 1988-89 academic year studying in Russia. He recalls that year as an "exciting time" when archives were becoming "accessible for the first time." Georg's focus on the vitality of religion under the czars filled a void that had been neglected by historians working under the Soviet government in the twentieth century. His research has been devoted to religious minorities and splinter groups which emerged within Eastern Orthodox Christianity in the mid-17th century and exist to the present day. With recent political changes, he notes that this area of study is "now becoming more and more important."

Georg is married to Deborah Lefkowitz, a filmmaker who is working part-time with Appalachian's Interdisciplinary Studies program. About their stay in the High Country, Michels says that he and Deborah have adjusted well and enjoy the natural beauty of the area. He also commented on the "outgoing . . . less inhibited" nature of students here who have accepted him and have easily swapped stories about family members who have some connection to Germany or Russia. The addition of Dr. Michels for this academic year has both attracted students and strengthened the department's reputation for historical scholarship.

Public History 1992-93

There was significant activity in the public history program this past year. Appalachian welcomed a new archivist, Dr. Ruth Douglas Currie, from Washington State, and public history students should benefit substantially from her interest in an active internship program. Other Appalachian State history interns worked in historic restoration (Newport, R.I), on a living history farm (in conjunction with Appalachian's Leisure Studies program), at Monticello, and at the Smithsonian Institution.

Appalachian graduate Mary Cheek, herself a veteran of a Smithsonian internship, won a coveted Winterthur Fellowship to continue her graduate studies. Philip Townsend's thesis on the owner-built housing movement took third place in the Cratis Williams thesis award competition. Students in the graduate seminar on policy history produced six papers on the desegregation of the Louisiana state colleges. Two of these papers (Chris Hicks on Southern University in New Orleans and Teresa Golden on

Newport News

On June 26, 1993, John and Bettie Bond and Mary and Don Dunlap picked up twenty-six Swedes at Logan Airport in Boston and drove them to Newport, Rhode Island, where they participated in the Department of History's "Newport Experience."

It's just another example of the exciting impact Appalachian is having throughout the world! In 1992, Boone and Gotenburg had exchange visits arranged



through the auspices of the North Carolina Council for International Understanding. The two groups refused to let their new friendship languish. Discussions over dinners led Barbro Wessblad and Eva Sigfridsson to write a proposal to their school system which paid for the teachers to attend the Appalachian State University program. Mary Dunlap, a member of Appalachian's English faculty, taught a course in American literature, while Bettie Bond of the History Department, and John Bond of the Biology Department, led walks and tours of Newport's mansions, gardens, and the Cliff Walk, and other famous Newport sites. Grace McEntee (English), Noyes Long (Art), and Janice and Rogers Whitener (Home Economics and English) made their own unique contributions as faculty in the program. A visit to the Newport King Senior Center, the US Naval War College, and a daytrip to Providence led by Dr. Robert McKenna, mayor of Newport, highlighted the week's activities. It was a wonderful week ending with many of the Swedes enjoying the Fourth in Boston! Several went on to New York, and one couple took an extensive Canadian trip.

Of course, the Swedes plan to return next year to Newport with another group of teachers and to expand their relationship with interns, using Newport, Gotenburg, and Boone as sites, and to develop other faculty and student exchanges. The possibilities are endless and we are encouraged by the leadership at Appalachian and several educational institutions in Sweden. Much of the success for this latest chapter must be given to the initial NCCIU venture in '92 and to the Department of History program in Newport.

E. Bond

Southeastern Louisiana University) will be presented at the 1994 annual meeting of the association. Ms. Golden's work and that of Chris Annis (McNeese State University) will be submitted to *Louisiana History* for publication consideration.

Lee Creech and Teresa Golden spoke to the Watauga County Historical Society about documenting the Boone Post Office for a National Register of Historic Places nomination. Kimberly Hampton gave a presentation on Watauga County tax records and cooperated with the North Carolina Department

of Cultural Resources in appraising selected records for microfilming.

Public history courses being offered this academic year include the introduction to public history, introduction to museum studies, functions and interpretation of cultural properties, archives and records management, and graduate seminar in historic preservation and cultural resources management.

M. Wade

North Carolina Japan Center-West

This past year has seen new achievements for the NC Japan Center-West. Most significant was securing of a faculty development grant (by Claire Mamola, member of the Center's Faculty Advisory group) from the Inter-Pacific Institute for Communication. The workshop on November 5, 1993 was for Appalachian faculty interested in topics on "Japan in the 21st Century" and how they can incorporate these into their curriculum. An outreach to area high school social studies teachers on November 6th, targeted similar concepts for the 7th and 10th grade curricula. The "Artifacts Kits" project continues. The first kit, Japanese Food, (of three currently planned) is complete and ready to circulate. Those of you who are teaching social studies in the Northwest service area who might be interested in using the kit are encouraged to call Dr. Martin at the NC Japan Center-West (704) 262-6022 or write c/o the History Department or come by the Center's new office in the basement of Whitener Hall (8/C).

The Center, in coordination with the Asian Studies Program, also sponsored the continued presence of a Japanese language intern to assist in keeping the teaching of Japanese afloat in the absence of a regular appointment in foreign languages.

D. Martin

OMICRON - Phi Chapter of Phi Alpha Theta Appalachian's History Honors Society

Spring and Fall 1993 inductions combined to enroll 40 new members into the Omicron-phi chapter of Phi Alpha Theta. The new faculty members inducted this year were Dr. Janet Hutchison and Dr. Nicholas Biddle.

For the second consecutive time, Omicron-phi sent an official representative to the biannual conference. This year, Ms. Nicole Butz, chapter Vice President, represented us at the December 27 - 30 meeting in Allentown, PA, home of the Society's permanent headquarters. She was also on the program, presenting a paper titled "Lu Xun - the Great Literary Anomaly of Modern China."

D. Martin

Miscellaneous Faculty Notes

RENNIE BRANTZ continues to direct the Freshman Seminar program. In this capacity he presented a program entitled "Computing in Freshman Seminar" at the Freshman Year Experience Conference at the University of South Carolina (Feb. 1993) and participated in two other presentations. He also commented on a paper at the Association of North Carolina Historians at Elon College (April 1993), presented a paper entitled "The Hirsch - Duncker Unions in the Weimar Republic, 1918-1933" at the German Studies Association in Washington (Oct. 1993), edited a chapter on Germany after unification for a manuscript being prepared by Prof. Dan German in Appalachian's Political Science Department, and served as a reader for the Baxter Prize of the Association of North Carolina Historians and *The International History Review*.

JAMES R. GOFF, Jr. published "Charles Parham and the Problem of History in the Pentecostal Movement: A Response to Cecil M. Robeck" in Harold D. Hunter and Peter D. Hocken, eds., *All Together in One Place: Theological Papers from the Brighton Conference on World Evangelization* (Sheffield, England: Sheffield Academic Press, 1993). He also contributed book reviews to the *American Historical Review* and the *Florida Historical Quarterly*.

In addition, Jim attended the annual meeting of the Society for Pentecostal Studies last November where he critiqued a paper and served as a panelist for a session entitled "Edward Irving's Doctrine of Spirit Baptism."

WINSTON L. KINSEY will teach a senior seminar during the spring 1994 semester entitled "Farming, Food, and Famine in the 20th Century." For the second year, he is serving as President of the Watauga County Historical Society.

DOROTHEA A. L. MARTIN and her husband, Dr. Daniel Hoffman, spent seven weeks in Asia in the summer of 1993. In addition to collecting materials for her on-going research on how the Chinese write, teach, and interpret world history, Dr. Martin presented an invited lecture on "How Chinese Studies is professionally structured and academically delivered in the USA" to the staff of the Project of Foreign Historiography of China at the Institute of Modern History of the Chinese Academy of Social Sciences in Beijing, PRC on May 26, 1993. She met with colleagues at Dongbei University and Liaoning University in Shenyang to discuss the prospects of book exchange programs and collaborative research projects. During her eight week study/research tour in East Asia, she also consulted with staff at the International Asian Studies Programme at the Chinese University of Hong Kong, was hosted on the campus of the Academia Sinica in Taipei, Taiwan, met with the Dean of the International Education program of Kansai Gaidai University in Osaka, Japan to discuss the prospects of visiting faculty there (Appalachian established a student exchange with this school in September 1993), and chaired a panel on "New Concepts in World History" at the annual meeting of the World History Association in Honolulu, Hawaii.

PETER PETSCHAUER completed his book on Human Space and has submitted it to a publisher; his hope is that the book will find a taker soon. He also completed a short story on a very innovative ant entitled *The Innovator*; this piece too has been sent off to a publisher and hopefully it too will see the light of day soon. A chapter regarding the experience of immigrating has been accepted for a book to be edited by Paul Elovitz at Ramapo College in NJ. An article on women artists in the eighteenth-century Germanies has also gone to a journal.

In mid-November, Peter spoke about these women artists' spatial conceptions at the East-Central/American Society for Eighteenth-Century Studies at Towson State in Maryland. Right now, he is working on an article on redefining the concept of modernization based on his data and experiences with the village of Afers in Northern Italy. Peter is particularly proud that the department for the fall of 1993 attracted Professor Vladimir Vladimirovich Degoev from North Ossetian State University in Vladikavkaz. Vladimir will spend the spring semester at the Hoover Institution. He is a specialist on nineteenth-century Russian diplomacy. Peter will be in Vladikavkaz this coming spring in exchange for Vladimir's stay here.

TIM SILVER had a busy 1993. His article "Outlaw Gunners and Hunting Law in the English Colonial South" was published in *Transactions of the 57th North American Wildlife and Natural Resources Conference* (Washington: Wildlife Management Institute). In addition, Silver completed a draft of a chapter titled "Arcadia Made Useful: English Colonists in Chesapeake Forests" that will be published as part of an interdisciplinary history of the Chesapeake ecosystem. That chapter and those of other contributors are currently under review by Cambridge University Press. Tim also presented his chapter as a paper at the 1993 meeting of the Social Science History Association.

Tim's book, *A New Face on the Countryside* (Cambridge University Press, 1990), is now in its second paperback printing and continues to sell well. As a result of the book's popularity in academic circles as well as in college classrooms, Tim has been hitting the lecture circuit across the South. In September, he was one of three scholars invited to

comment at the world premiere of the PBS video "Columbus and the Land of Ayllon" in Savannah. In November, Tim gave a public lecture on Chesapeake environmental history at the George Peabody Library in Baltimore. That presentation was part of an exhibit and lecture series sponsored by the Milton Eisenhower Library and The Johns Hopkins University. Historians Franklin Knight and Philip Curtin served as moderators for the lecture series.

In addition to these traditional academic pursuits, Tim has also ventured into the less familiar world of writing popular history. He was recruited by *Readers Digest* General Books to write a chapter for a volume titled *Through Indian Eyes*. That book seeks to describe the past as Indians saw it and to make some of the latest research on Native Americans available to a general readership. Tim's chapter is titled "Invaders in an Old World" and chronicles the history of the American Southeast from the time

of Columbus until the removal of the "Five Civilized Tribes." The book should be out in 1994. Look for it on a coffee table near you.

STEPHEN SIMON presented a paper entitled "Current Opinion of Roman Mithraism" at the spring meeting of the Missouri Valley History Conference in Omaha. His note "The Population of Cyrene, Ephesus, and Corinth" appeared in the 1993 issue of *The Ancient World*. This fall, Dr. Simon is reading a paper entitled "Athenian Democracy and Term Limitations for Congress" at the History Forum in Pittsburgh. Also, this fall he is presenting three lectures for the Institute for Senior Scholars on the new world order based upon Cambodia, Iraq, and Bosnia. Lately, Dr. Simon continues to serve as the editor of the North Carolina Ancient History newsletter.

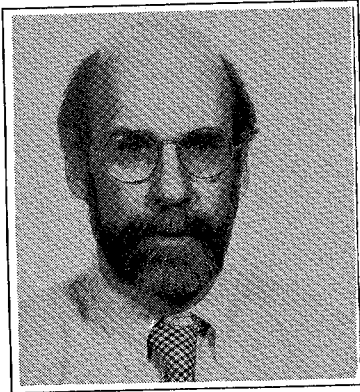
MICHAEL WADE (Public History Coordinator) recently submitted *Sugar Dynasty: M.A. Patout and Son, Ltd., 1791-1993* to the Center for Louisiana Studies

for publication consideration. The 650-page manuscript is a history of Louisiana's largest raw sugar manufacturer. Wade presented "I Would Rather be Among the Comanches: The Military Occupation of Southwest Louisiana, 1865" at the 1993 Annual Meeting of the Southwestern Social Sciences Association in New Orleans. He also served as communitator for a Louisiana Historical Association session, "Louisiana Scalawags During Reconstruction." His review of Joe Mobley's *Pamlico County: A Brief History* appeared in the Winter 1993 issue of *The Public Historian*. Wade presented his latest research, "The Desegregation of the Louisiana State Colleges, 1954-1964," at the fall meeting of the Association of Historians in North Carolina in Asheville. This work will continue, primarily via a program of oral history interviews with Louisiana civil rights pioneers.

Faculty Focus

This year's "Faculty Focus" is twofold. On November 16, 1993, Dr. David L. White was named I. G. Greer Professor for the 1994-1996 academic years. The award goes to a senior history faculty member selected by his or her peers and is given to denote demonstrated excellence in teaching and research. The award includes a monetary stipend for research and travel as well as a semester sabbatical. David, whose research interests include India and the Middle East, plans to travel to Belfast, Ireland to continue his research of Robert Cowan, an 18th century East India Company officer. What follows is a script of Dr. White's remarks upon reception of this honor.

Thank You. I am deeply grateful and humbled to receive this recognition of



my teaching and scholarly accomplishments from my peers, especially since

there are many of you who are just as deserving of this honor as I. Never in my wildest dreams 16 years ago, when I first arrived at Appalachian, would I have predicted that I would be standing here to receive this recognition. In the terms of the old cigarette ad (Is it politically correct to refer to such a thing on a college campus?), I've come a long way, baby—Especially when I think back to my first semester and how nervous and unsure of myself I was then. Having just arrived from UVA, I began the semester by calling all students Miss so-and-so and Mr. so-and-so (This too, was before Ms.

became an accepted form of address). At one point a student asked if I was from England (I guess he didn't recognize my western Pennsylvania accent). During the first few weeks of that fall semester, I began to wonder what other kind of occupation I might pursue because it was patently obvious to me that I wasn't going to make a living teaching. I was so nervous that I had to go through a little ritual before every class just to steady my nerves. At one point, probably in late November, the students pulled a trick on me that illustrates just how uptight I was, but the trick also began a personal transformation. This particular day, I had something to pass out to students, probably a review sheet of some sort, after I had called roll. Unbeknownst to me, the students had placed one of those bullet-shaped trashcans on an empty chair in the row beside the window of room 241. They had covered the can with a long parka and had placed the parka's hood up over the bullet end of the can. I dutifully passed out the review sheets, including one to Mr. Can, or Mr. Butt-head or Mr. R2 D2? or whatever his name was!, then began teaching. As I looked around the room, I noticed a student occupying a

seat that was usually empty, but thought little about it, until I noticed that I couldn't make out the student's face! So I looked harder, only to discover that there was no face to that student! After both the class and I had a good laugh, I stopped calling everyone by their last name and began to think that I might be able to earn a small living as a college instructor.

I guess that like most new PhDs hired to teach World Civ, a course that no one has experience in and may, in the final analysis, be impossible to teach anyway, I was no different in writing a series of lectures, complete with jokes written in at the appropriate time. Many times, as I was writing these lectures, I would ask my wife if she knew any good Renaissance jokes or a good side-splitter about the "League of Augsburg." But as I was writing these lectures, I recalled complaints about professors who brought their old, yellowed notes with the curled-up edges into class and began to see myself 16 years down the road and the vision was jaundiced! Accompanying this vision was increasing dissatisfaction with a method of teaching that required students filling up books with notes identi-

cal to mine only to regurgitate, i.e. barf, the notes back to me at exam time. I began asking myself what students were really learning to do via this method of teaching and what they should be learning at a university.

If the aim of a university education is to prepare one for life and the art of society; if the aim, to give one a clear, conscious view of one's own opinions and judgments and to teach one to see things as they are, to go right to the point and detect what is irrelevant, i.e. to think rather than to memorize, and since I was teaching history and I believe that the study of history is concerned with an explanation of subjects who are unique by an interpreter who is also unique, then I wasn't living up to my own ideals. As Robert Hutchins says, "To confuse education with training and the transmission of information, and to conceive of the university as the instrument by which we become prosperous and powerful is to guarantee, in so far as an educational system can effect the outcome, the collapse of civilization." Maybe it was living in the midst of the Reagan presidency that convinced me that something was "radically!" wrong, but, whatever the source or sources, I made three discoveries.

First, I discovered that there is a connection between learning how to play baseball and learning history. Second, I learned that there is a connection between scholarly writing and teaching history. And third, I learned that there is a connection between engaging oneself in the field, and I mean field literally as a ground or bed-rock, and scholarship—therefore teaching history. Let me explain each of these a little further.

Baseball is not a difficult game to learn to play. How else can one explain the popularity of baseball to all ages from the Little Leagues to Senior Circuits for retired Floridians and the multitude of softball leagues for both sexes? (Softball is, after all, baseball without Nolan Ryan). But in order to learn how to play baseball, you have to do just that—play! Just picture the following if you don't believe me. Assume that you have been assigned to teach someone to play baseball for the Boston Red Sox. You assign this individual a number of books to read on playing baseball. You conduct group discussions on how to play baseball. You show slides of Joe Dimaggio, Ted Williams, and Roberto Clemente hitting and fielding. You show video tapes of the 1960 and 1989 World Series. At times during these instructional exercises, you give quizzes and tests which your student passes with flying colors.

Consequently, when the instruction is over your protege is called up to the bigs, just in time to join the Red Sox in the World Series against the Giants. For six games, your pupil sits on the bench awaiting his turn. It finally comes in game seven. It's the bottom of the ninth inning; the score is 5-2 with the bases loaded and two outs. Your person is told that her 4.0 average qualifies her to hit the grand slam home run that will win the title! Would any sane person expect her to do it? Yet that is exactly what I was expecting my students to do. I was expecting them to learn how to do history by passively listening to lectures, rather than learning by doing history on the sandlot.

Learning history requires the same techniques that one would use to learn other subjects: actively reading, listening, reflecting, asking and answering questions. In order to get students to actively participate in their education, I require them to come to class with two questions prepared from the reading assignment or from material of previous classes that they have not understood. These questions force them to read carefully and to reflect on what they have read; they are used to involve the class in discussing both how one could approach an answer and what further information one needs to know. Then we answer the question. I grade these questions according to my modified Piaget hierarchy of learning, and use original sources, including literature, art and architecture which takes advantage of students' visual orientation. These sources are drawn from the culture under investigation at the time.

Now, just as a student learns how to do history by actively participating, I also believe that a teacher cannot stay engaged in history without actively participating in historical study. Just as the student comes to historical knowledge by asking and answering questions, the teacher must go beyond the more passive activity involved in reading and actively ask and answer questions within an audience of peers. This means that the teacher/scholar should be delivering papers, writing articles, and maybe even writing a book. As Chancellor Borkowski said in his first address to the faculty,

It is incomprehensible to me that some faculty members scorn scholarly activity. Faculty members who are truly seeking something new in their disciplines must surely have ideas which are worth investigating and which are worth sharing with colleagues. Lack of any evidence that a faculty member has fur-

thered knowledge in his or her discipline is strongly suggestive of a lack of interest in the discipline.

I would ask how a teacher who is not engaged in writing history himself/herself can judge the writing of anyone else, whether faculty member or student in the classroom. I also wonder how that teacher can remain engaged and engage others, especially students. Although I have only twice taught a course in my field in the 16 years that I have been at Appalachian, I have found that the process involved in writing has sharpened my ability to think clearly in class, explain subtleties to students, and judge and correct student writing. My scholarly activity has vastly improved and enlarged both my knowledge in and ability to teach history compared with my first appearance at Appalachian.

Finally, the good teacher/scholar needs to cover the ground of his subject. By that, I mean that the teacher/scholar must familiarize himself with the physical and cultural geography of his chosen physical region. It would be impossible for me to teach effectively the Middle East without having been in a mosque during the Friday prayers and seen hundreds of people praying together and listening to the sermon, or been in a country where everybody is fasting for a month. How else can one explain the tremendous sense of community one encounters among Muslims around the world? Likewise, it would be impossible to explain India's cultural and social structure without spending enough time in India to witness the onset of the Monsoon, the streets of Bombay 2-3 feet deep in water, yet the joy on people's faces contrasting with the memories of how Americans can't deal with anything beyond 72 degrees, 50% humidity and bright sunshine. Just watch the local news people complain when the weather isn't perfect, if you doubt my accuracy.

Engagement in the field differs from tourism in both quality and quantity. Tourists reside in hotels and have their needs looked after by a guide or liaison. The person engaged in the field has a room as a paying guest or an apartment and participates in the local economy and culture, suffering its privations and peculiarities, yet revelling in what is revealed. For instance, Arab hospitality was brought home to me one morning in Damascus. I had wandered down the Street Called Straight and turned up a small alley toward the House of Ananias. After visiting the sight where the scales fell from St. Paul's eyes, I encountered a Damascene who invited me into his

house for a "nice cup of tea" as the British would say. What a beautiful old house; the rafters and ceiling must have dated from the time of Saladin! The tea made me hungry, so I asked if there was a place to eat nearby. Mr. Achkar told me that there was no place suitable for a westerner, so after some more tea and conversation, I began to make goodbye gestures, at which point Mr. Achkar asked me where I was going. He then told me that he had sent out for a meal to be prepared and that I was to go nowhere

until I had accepted and taken part in his hospitality! That day, I had a magnificent lunch of salad, roast chicken with a garlic sauce, and arak, all eaten in a courtyard complete with fountain splashing water and birds singing in the trees. Among other cherished memories are a magnificent dinner in an Omani Prince's palace and a visit to the Shia shrine of Sitt Zeinab (she was Hussein's sister who was also martyred at Karbala). I visited the shrine on Ashura (10th of Muharram) where I sat discussing Arab

and World politics with a small group inside the shrine for an hour and a half. These occasions are beyond the bounds of normal tourist experience and through them I have been considerably enriched, my scholarship has been enriched, and my students have been enriched through my engagement in the field.

What a profession we practice that gives us these kinds of rewards in return for our labor.

Thank you.

The second part of our focus is on Dr. Ruth Currie, who arrived on campus this year replacing Ed Southern as University Archivist and Director of Records Management and University Archives. Dr. Currie holds the rank of Adjunct Associate Professor in the History Department and will participate actively in the public history program. With a Ph.D. in American history from Duke and four years experience as Command Historian with the U.S. Army Strategic Defense Command in Huntsville, Alabama, Ruth brings solid academic credentials and a wealth of experience to Appalachian. She has also taught in a number of colleges and has published extensively in 19th-century Reconstruction and women's history. Her work with the U.S. Army has opened up new fields of research, specifically a history of the United States role in the Marshall Islands.

Below Dr. Currie gives her assessment of the place she anticipates for herself in Appalachian's history program and the vision she has for the work of archives and records management during the upcoming years.

PAST AND FUTURE OF APPALACHIAN STATE UNIVERSITY ARCHIVES

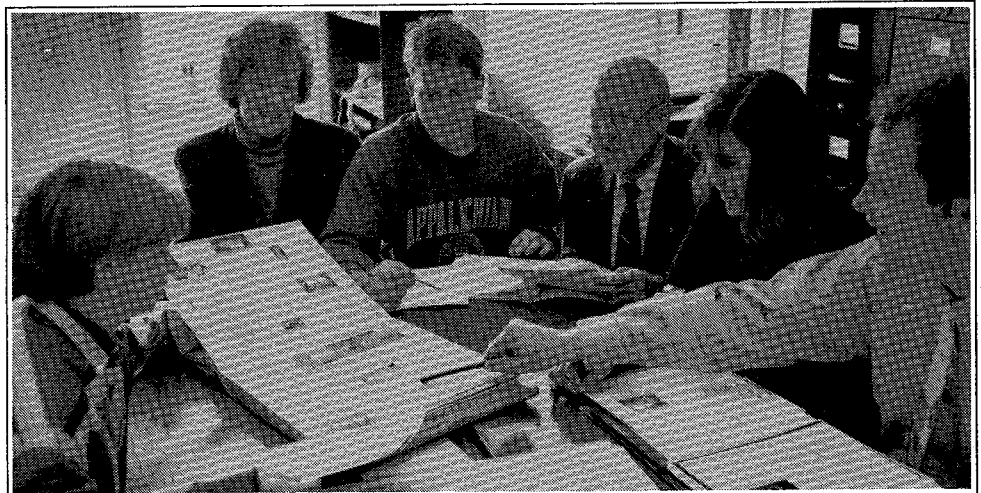
While the history of Appalachian State University stretches back almost a century, it was not until 1981 that the university created the University Records Center and Archives, presently named the Office of Records Management and University Archives. Motivation for the action included at least the following:

1) An administration building fire had destroyed valuable university records. This created a heightened awareness of the importance of records preservation. (Though apparently not too much - the fire was in 1966!)

2) In the mid-1970s, The North Carolina Legislature enacted General Statute 132 requiring state agencies to:

- preserve public records in a systematic manner; and/or
- destroy public records only in compliance with state law. The statute defined public records as:

all documents, papers, letters, maps, books, photography, films, sound recordings, magnetic or other tapes, electronic data-processing records, artifacts, or other documentary material, regardless of physical form or characteristics, made or received pursuant to law or ordinance in connection with the transaction of public business of any agency of North Carolina government or its subdivisions. (132-1)



Dr. Ruth Currie and Members of the Traditions Task Force

As a part of the greater UNC system, the university came under this requirement for a "state agency."

The Legislature entrusted the oversight of public records to the Department of Cultural Resources. It charged the department with "a records management program for the application of efficient and economical management methods to the creation, utilization, maintenance, retention, preservation, and disposal of official records." (132-8.1)

Under the Department of Cultural Resources, the Division of Archives and History issues guidelines for the university system to assure proper selection and preservation of records, and to ensure against the inappropriate destruction of documents, which must be done in compliance with the general statute.

At Appalachian, in addition to complying with this legal mandate, the Office of Records Management and University Archives has touted the benefits of records control such as freeing office space and increasing efficiency of operation in department offices. Dr. Betty Bond, professor in the History Department, was coordinator of the first effort. To those units attempting to follow the new regulation she began with a cheery:

Congratulations. You now have in place your final schedule which directs you to the disposal of your records.... By following your schedule you will be recovering space, saving time and money, and helping to build Appalachian State University's Records Center-which will eventually build the University's Archives. (Bond Memo, 28 November 1983)

After Dr. Bond's strong beginning, in July 1984, the university appointed Mr. Michael Holland as director of the office. During his tenure, 1984-1985, Holland continued Bond's emphasis on records management, to bring Appalachian into compliance with the North Carolina law by creating a "records schedule" for each office or clerical unit.

It was not until the administration of Dr. Edwin Southern, who became University Archivist in May 1986, that the promise of archives began to be realized. Southern continued the campaign to make all offices comply with the guidelines for records management and storage, but also focused attention on gathering important collections for the archives, such as the working papers of former chancellors and faculty members. Work in the office came to include a computerized database with useful finding aids, while the staff in the University Archives earned the reputation for excellent reference service to researchers. Under Southern, the position of University Archivist changed to EPA faculty status, with an adjunct teaching assignment in the History Department.

Achieving a measure of success in the records management program brought a new set of problems for the office. After exhausting the space in D. D. Dougherty, the administration needed and eventually found additional storage in the basement of Whitener, a significant step but a temporary solution as best. Further, limited staff and resources made it difficult to keep current with record schedules and record destructions, not to mention the proper maintenance of archival collections.

In November 1992, Dr. Southern resigned to join the staff of the North Carolina Division of Archives and History in Raleigh. Ms. Debra McManus, records clerk, served as Interim Director while the university conducted the national search which led to my appointment in July 1993. After an initial period of orientation and assessment, I have identified several goals for my tenure at Appalachian. First, the University Archives must take the next step in becoming

a complete, fully creditable archives. This will mean an increased awareness among faculty for both using the University Archives and donating their papers, access for researchers, processing of collections with useful finding aids, and proper housing. To this end, Academic Affairs has authorized a new software package that will integrate existing separate databases for records. Additional staff and other resources are under consideration, as is a University Archives Advisory Committee to consider future needs, such as adequate storage space and reader/researcher work areas which are essential.

Second, I will emphasize coordination of all archival functions on the Appalachian campus. Soon, a survey will seek to determine who presently houses back issues of valuable university publications. These and other scattered archival materials should be accounted for and made accessible for potential users. With cooperation between University Archives, the Appalachian Collection, the University Library, and various departments on campus, Archives can focus on preserving the history and heritage of the university. On line cooperative listing for holdings will facilitate this use. Such cooperative listing already exists between Belk Library and the Appalachian Collection; the University Archives will become a part of that network as well.

In the records management area, pressing needs define the goals for me. The office must continue to assist offices and departments in creating records schedules to account for their official records. We will emphasize that this service of records storage and authorized destruction is more than cost effective in time and space saved; it also places Appalachian in compliance with the law. The greatest challenge to all records management and archival functions in the 1990s is electronic records. All ASU schedules are presently in need of revision to account for electronic messages and other electronic records stored on disk or tape and sometimes indiscriminately destroyed. Another challenge is the matter of space. Just as the University Archives

needs a new home for permanent preservation and research, the present temporary records storage space is inadequate as well. In the next two years, the university must identify additional space for this service.

The majority of my career has been in full-time college teaching in history and political studies. I greatly value my role as adjunct professor in the History Department (one-quarter time) and look forward to contact with students in the classroom. Part of my teaching load will be in the Public History curriculum, where I want to enliven the study of Archival and Records Management with actual archival research, as well as seminar discussion of contemporary ethical problems in archival theory and practice. (The Ollie North shredder comes to mind!) In future semesters, I hope to teach also in the areas of my research interest, such as "America's Twentieth Century Empire in the Pacific Islands." As University Archivist, I expect to increase the number of researchers, including students, who use the University Archives. In addition, I want to increase the number of interns who stay on campus and work in the University Archives.

As Appalachian State University moves toward its centennial year in 1999, I want the University Archives to be at the heart of research and recovery of the university's history, as well as the celebration of this event. An example of this is found in our association with the Traditions Task Force (pictured). This standing committee, named by the previous administration and continued under Chancellor Borkowski, calls the University Archives homebase, while much of its research is centered in the archives. The task force, pointing toward 1999 as the culmination of its purpose, is currently preparing a publication for incoming students that focuses on Appalachian State history.

Working on coordination with other archival units on campus, the University Archives will strive to fulfill its mandate to both preserve the history of the university in records and artifacts, and to make that heritage known.

New Graduate Students

This year the graduate program welcomed a number of new students to the storied halls of Whitener. Among those now facing the rigors of History 5000 and other first-semester courses are:

Alan E. Deibel (B.A. Concord College)
David E. Hollingsworth (B.A. Augusta College)
Mark J. Matusiak (B.A. Bowling Green State University)
Katherine Rehkopf Broek (B.A. University of the South)

Daryl Thomas Sasser (B.A. University of North Carolina)
Sidney Robert Sowers (B.A. UNC-Charlotte)
Rhonda Lynn Carter (B.A. UNC-Wilmington)

All of the above claim that they will be much more visible around the department as soon as those last papers are in.

Alumni Focus: Michele G. Smith, J.D.

Among the interesting things the department received in the mailbox this year was a letter from Michele Glenham Smith (B.S. in History and Secondary Education, 1973). At Appalachian, Michele was active in Phi Alpha Theta and participated in the department's honors program. After an additional year of work in the history graduate program, she took a job teaching middle school in Sumter, SC where she ultimately became involved with at-risk students. Then in 1979, Michele moved to Greensboro and spent the next ten years working with the Guilford County Department of Social Services. Her letter this past summer informed us that in 1990 she had gone back to school and, as a result, had recently received her law degree from Wake Forest. While at Wake, Michele received the American Jurisprudence Book Award in the following subjects: Legal Research and Writing, Constitutional Law, Criminal Procedure, and Trial Practice. She also received the Trial Advocacy Award from the North Carolina Academy of Trial Lawyers and the Award for Academic Excellence from the law fraternity Phi Alpha Delta. Graduating this past May, Michele finished ninth in her class of 153 and currently is an Associate Attorney with Nichols, Caffrey, Hill, Evans & Murrelle in Greensboro. Michele has two sons—Brooks, age 16, and Garrett, age 13. Her husband, John, supervises Adult Protective Services for Guilford County. We were impressed and intrigued that someone would go back to school and change their career goals after almost two decades—and a bit proud that the someone who had done it had roots in the Appalachian history program. We decided to let Michele tell you the story herself:



“Why did you go to law school?” It was the question which I dreaded most during on-campus and call-back job interviews during

law school. I never developed an adequate yet concise explanation of how I came to enter Wake Forest University School of Law at the age of 39 after enjoying a career in both education and human services. It's a long story.

In March, 1988, my mother died unexpectedly, driving home a maxim which my husband, John, is fond of repeating—life's short. In the months following my mom's death, John and I had numerous conversations about our own lives, our accomplishments, our hopes, and our dreams. My decision to take the Law School Admission Test (LSAT) and see what happened from there grew out of one such conversation that summer as we walked the beach at Ocean Isle. Although I enjoyed the work that I did as a program trainer with the Guilford County Department of Social Services, I did not think that I would find the work to be satisfying and rewarding for the next twenty years. As we discussed my possible career options, John asked what I would do if I could do anything I wanted to do. My logical options were to get a masters in education and return to teaching, work that I had truly enjoyed, or to get a masters in social work so that I might pursue more challenging and rewarding opportunities in the social services field. But if I could do absolutely anything at all, I revealed, my first choice would be to go to

law school. Rather than laughing at the idea or enumerating all the reasons why law school was out of the question, John and my two sons, Brooks and Garrett, became very exciting about the idea and encouraged me every step of the way.

In the fall of 1988, I submitted my application to take the December LSAT. I prepared for the test by reading the brochure provided by Law School Admission Services and by answering the sample test questions at the back of the brochure while sitting at the kitchen table. It was only after I entered law school that I learned that there are a multitude of study aids and courses available to help one prepare to take the LSAT. Had I known that the test had the reputation for being so difficult, I am sure that I would have been even more nervous than I was that Saturday morning as I sat at Guilford College waiting to take the LSAT.

Although I requested information from all the law schools which were within commuting distance from my home in Guilford County, initially I applied only to the University of North Carolina at Chapel Hill. Not only are Brooks and Garrett big Tarheel fans, but whereas we could handle tuition at a state-supported school and the loss of my income for three years, we knew that we would have to seek financial assistance to pay tuition at a private school. With a ten-year-old and a thirteen-year-old who would be just a few years from college themselves by the time I completed three years of law school, we wanted to avoid accumulating any additional debt, if possible. I received my much-awaited acceptance from Carolina on February 6, 1990, and submitted the enrollment deposit immediately to reserve a place in the fall 1990 entering class. After being accepted by Carolina, I also applied to Wake Forest University School of Law. In May, 1990, I learned that not only had I been accepted at Wake Forest, but I had been selected to be the first recipient of

the new Junius C. Brown Scholarship. The Brown Scholarship was a full-tuition scholarship and was good for the full three years as long as I maintained a B average or remained in the upper one-third of my class. Wake Forest's offer was enough to make a Demon Deacon out of me.

I entered Wake Forest University School of Law in the fall of 1990. At orientation on the first day of school, Dean Walsh announced that applications at Wake Forest had reached an all-time high, and that for every student sitting there, eleven had been denied admission. I felt incredibly lucky, frightened, and exhilarated to be one of the 160 newly admitted students to be sitting in the courtroom of Carswell Hall that day.

The first year of law school was full of new challenges, and I felt a great deal of pressure to do well to keep my scholarship. In addition to learning to study again and handling the pressures that are inherent with the law school experience, I had to learn to balance the demands of home and children and school. Although family life added to the pressure, I believe that it also made the pressures of school and the intense competition which one sometimes feels in the law school environment more manageable. Unlike many of my fellow students, I did not feel as though my success or value as a person was measured strictly by how well I performed in class. No matter how much reading I had to do and no matter how much I feared being called on by “Mad Dog” Walker in Civil Procedure, there were times when I just had to put the books down and go to PTA or to a child's football game. In many ways, being an older student with a family was a real asset.

At Wake Forest, as at most law schools, all courses must have the same mean or average grade (the equivalent of a low B), so that no matter how well everyone does on a given exam, grades must fall within a mandatory curve. At

the end of each semester when grades are released, each student receives a numerical and letter grade for each course taken along with his or her numerical average and class rank. When grades for my first semester were distributed, I really dreaded knowing how I had done. I carried the unopened envelope around all day. I think I was less concerned about my grades than I was about how I would be ranked in relation to the other students. Although I knew I had to face the facts at some point, I decided that I needed to be around people who loved me when I received this first evaluation of my law school performance. It was only after we had turned off the lights and gone to bed that I told John I had my grades. He, of course, didn't have any problem tearing open the envelope and telling me that it was alright to look.

In addition to my concern regarding my academic performance, I was also concerned about how I would fit in socially as an older student. Throughout high school at South Mecklenburg in Charlotte and undergraduate school at Appalachian, I had been involved in extracurricular activities and had felt very much a part of school. As an older student with family obligations and a round-trip commute of two hours, I was

uncertain as to how involved I could be at Wake Forest and how receptive I would find my fellow students and student organizations. I was very pleased to find that my age was not a barrier to forming friendships or to being involved in school activities. I made many good friends at Wake Forest among students, faculty, and staff, and my involvement in such activities as Phi Alpha Delta, Women-in-Law, and the Wake Forest Law Review not only enhanced my educational experience but also facilitated the formation of friendships which I believe will be long-lasting. When I was a 3-L (third-year law student), my family and I accompanied several of my law school friends to a political rally in Winston-Salem at which Bill and Hillary Clinton and Tipper and Al Gore appeared. Following the rally, my best friend revealed that one of my sons had asked her, "Is my Mom the oldest student in law school?" Although I probably was one of the oldest students in my class, I do not believe that it affected my ability to get along with students or faculty and I always felt comfortable participating in school activities.

As I look back, I realize that the most difficult part of making such a drastic career change was getting started. Once I applied to take the LSAT, the process assumed a life of its own. With

each step behind me in the process, my efforts to get into law school, to survive law school, to graduate from law school, to pass the bar, and to get a job seemed to be pushed along by the momentum of the process itself. With each step, the process became easier and the attainment of my goal became more certain.

I graduated from Wake Forest in May, 1993, and passed the North Carolina bar exam in July. I am now starting my fifth month with Nichols, Caffrey, Hill, Evans & Murrelle, a general practice law firm in Greensboro. I clerked for the Nichols firm the second summer that I was in law school, and I feel very fortunate to be doing work which I enjoy with people I like. I am still amazed that the law school experience is already behind me. It seems like such a short time ago that John and I were walking the beach at Ocean Isle talking about life's possibilities. Although Brooks and Garrett are still true-blue Tarheels, they will now pull for Wake Forest, as long as the Deacons are not playing Carolina.

Michele G. Smith

From the Mailbox

CHRISTINE CARPENTER CALLOWAY (B.S., '83; M.L.S., '87) wrote to tell us about the arrival of a "new budding historian." Ceara Leigh was born March 18, 1993 in the midst of the Appalachian blizzard. Ceara joins Ian, 6, and Cailan, 3, as a member of the Calloway clan—Christine notes that, in addition to the Gaelic names, the entire crew emphasizes a Middle Age theme at playtime with "castles, Robin Hood, and a toy elephant named Ethelred." Christine and her husband, Terry, live at Rt. 2, Box 415-D, Spruce Pine, NC 28777.

MICHAEL JOSEPH DOBROGOSZ (B.S., '83) graduated from Colorado State University in 1985 with an M.A. in Historic Preservation and Archival Science (Museum Concentration). After graduate school, he served as the Curator for The Lyceum, the History Museum for the City of Alexandria, Virginia. Since 1991, he has been the Curator for the Tennessee Valley Authority in Knoxville, Tennessee. Michael was married in 1986 to Lisa Neal (also an Appalachian alum); they have two children, Christo-

pher Michael, 2 1/2, and a newborn daughter, Ashley Diane. You may reach them at: 5305 Gloucester Cr., Knoxville, TN 37918.

PEARSE EDWARDS (B.A. '92) visited campus this fall and reported on his job with the World Bank in Russia. During his senior year, Pearse interned at the National Security Archives; from that position, he moved to a job with Bill Clinton's presidential campaign and, then, with the Clinton White House transition team. Learning about the opening with the World Bank, Pearse interviewed for the position and, a week later, found himself in Russia. His job involves helping set up business centers and facilitating in the transition to a market economy in areas of the former Soviet Union. If you would like to correspond with Pearse, you can contact him through his stateside address

at: 9224 Beech Hill Drive, Bethesda, MD 20817.

DR. DOUGLAS C. SMITH (M.A., '69) was awarded the honorary Doctor of Letters degree this past February from the John Dewey Consortium of International Affiliated Universities. Dr. Smith is currently coordinator and professor of the West Virginia University Graduate



Dr. Bettie Bond and Pearse Edwards

Center in Shepherdstown, WVA. The honorary degree was granted in honor of Doug's accomplishments in research, teaching, consulting and lecturing. The award was presented by Dr. Rodrigo Carazo, former president of Costa Rica.

After leaving Appalachian, Doug journeyed to West Virginia University, joining the faculty there in 1972 and completing his Ph.D. in history in 1975. Over the past two decades, he has authored six books on comparative education as well as numerous articles on history and education. His most recent efforts were *The Confucian Continuum* published by Praeger Press in 1992 and *Pennisular Pedagogics: Teacher Education in Modern Korea*, a book funded by Phi Delta Kappa, the professional education fraternity, and scheduled for publication at Indiana University Press in May '94. *Pennisular Pedagogics* is the first in a series of forthcoming books on comparative education.

Doug and his wife, Susannah, met in her native China; Susannah is currently finishing a bachelor's degree in mathematics here in the United States. Doug plans to spend the spring of 1994 in Russia doing research and setting up exchange programs for West Virginia University.

Fall 1994 should find him back in the Orient, conducting research on a long-awaited sabbatical. His current research interest involves studying the disintegration of Confucianist influence and its impact on morals and values in Asian countries as a result of Westernization and increased industrialization. Doug is particularly intrigued by the changes in "relational systems" (e.g. husband to wife/wife to husband) and its connection with the dramatic increase in the divorce rate, etc. in modern Asian society.

He fondly remembers Boone, commenting that "one of the happiest 12-month periods of my life was being a student and a teaching assistant at ASU." If you would like to correspond with Doug, you may reach him by mail at: West Virginia University Graduate Center, P.O. Box 187, Shepherdstown, WVA 25443.

MICHELE GLENHAM SMITH (B.S. '73)—As noted above, Michele is now a lawyer in Greensboro. You may contact her by writing: 3514 Wilsonwood Road, Greensboro, NC 27405 -or- Nichols, Caffrey, Hill, Evans & Murrelle, 1400 Renaissance Plaza, 230 North Elm Street, Greensboro, NC 27402.

TODD SMITH (B.S. '92) wrote to let us know that he got a job teaching 11th grade American history at West Charlotte High School. But that's not all—Todd was also accepted into the graduate program at UNC-Charlotte and plans to begin taking night classes next fall. Best of all, Todd announced that he had gotten married this past December to SHANE FREELAND (B.S. in Business Management, '92). Good job, Todd—in more ways than one. You may reach Todd and Shane at 7127 Winding Cedar Trail, Apt. 201, Charlotte, NC 28212.

JACK R. STONE (B.A. '70) wrote to share information with the department this past year. He is the director of the Employment Department of the Office of Human Resources at the University of North Carolina-Chapel Hill. After graduating from Appalachian, Jack earned an M.A. in history from the University of Miami ('73) and today regards his choice of history—particularly the skills gained in pursuit of those degrees—as crucial for underscoring the successful career he has had in personnel. You may correspond with Jack by writing to: 2110 Stephens Road, Cary, NC 27511.

***Keep those cards and letters coming, folks!!!



Appalachian Students at Newport, Summer 1993

Department of History Newsletter/Change of Address Form
Return to: Department of History, Appalachian State University, Boone, NC 28608

I. Student Acct. No. (SS#) _____ Today's Date _____

Name (Last) _____ (First) _____ (Middle/Maiden) _____

Appalachian Degree/Year _____ Title (Ms., Mr., Mrs., Dr., etc.) _____

Spouse (Last) _____ (First) _____ (Middle/Maiden) _____

Home Address (Street or Route) _____ (City) _____
(State) _____ (Zip Code) _____

Telephone: Home (Area Code) _____ Business _____

Business Information (Position/Occupation) _____ (Employer) _____

Business Address (Street or Route) _____ (City) _____
(State) _____ (Zip Code) _____

Do you wish to have the above employment information printed in the History Newsletter ___Yes ___No

II. Other news for the Newsletter:



History is just so much darn fun!