

HISTORY

1999-2000

Editor: Jim Winders

Featured Alumni

"What can you do with a degree in History?" people ask frequently. The answer really is "it's up to you." History students have career options and life trajectories limited only by their imaginations. We in the History Department at Appalachian enjoy hearing about the sometimes unusual paths our graduates have followed. Here are autobiographical statements by two who have had some unusual experiences.

John Cox

(History B.A., 1986)

My academic career is rather atypical. I received my B.A. in History from Appalachian State in 1986, but have only recently returned to school to work toward my Ph.D. Like many 18 and 19-year-olds, I wandered through my first couple of years in college in a bit of a daze, less interested in my studies than in less lofty pursuits. Eventually, I gained an enthusiasm for the study of history. There were several professors who made a lasting impression on me at Appalachian, particularly Drs. Charles Blackburn, Jeff

Boyer (now in Appalachian's Anthropology Department), Rennie Brantz, and Jim Winders, as well as Dr. Fred Milano in Sociology. I should also mention Dr. Allen Wells, who has been teaching at Bowdoin College in Maine for the last few years.

My time at Appalachian had a big impact on the course of my life over the next few years, although that might not have been immediately apparent to some of my old professors and fellow students. Somehow or other I had acquired, in addition to historical knowledge, the idea that it might be possible to do something with that knowledge to alleviate some of the social problems and injustices that I learned about during my college years.

I was a labor organizer for several years, working in textile plants and garment mills in Greensboro (my hometown), as well as meat packing plants in Iowa. I also worked on the railroad and in various factories in the Pittsburgh area. I worked briefly for a small radical newspaper based in New York on developments

in Germany during 1992 and 1993, during which time there was a resurgence of racist and neo-Nazi activity. As a result of my newspaper work, I traveled to Germany and even gave some talks there. These experiences helped spark my interest in my current area of study.

While I was at Appalachian in the mid-1980s, many students were involved in the anti-apartheid movement and in protests against U.S. intervention in Central America. Having participated in those movements, I traveled to Nicaragua the year after graduating to participate in a volunteer effort to build houses to counter effects of the *contra* war. I have since visited Cuba on two occasions,

and have written articles and given lectures about developments there. I remained active in anti-racist and women's rights and women's rights organizations as well. To the surprise of some of my fellow union organizers, I always found co-workers in my relatively low-paid occupations who were interested in some of the political issues that I was involved in during my spare time. I think it is essential for the future of the labor movement that unions publicly and aggressively defend immigrant rights, and I tried, alongside some other union members, to get our unions to make a stand for this cause.

I kept in touch with some of my former professors during this lengthy "sabbatical" and never felt that I was far from academia, although I wasn't thinking too much about graduate school for most of that time. I maintained contact with Drs. Brantz and Winders, and that helped me to keep up with the current literature on historiographical and cultural developments. I resumed my formal education

two years ago, and earned a M.A. in German history at Brandeis University. I am presently enrolled in the doctoral program at UNC-Chapel Hill, with a concentration on Modern Europe and Germany. For my dissertation I am researching the Herbert Baum Group, a Jewish resistance group in Nazi Germany that managed to remain active until 1942.

Although I wouldn't recommend that everyone embark on the kind of intellectual and political odyssey that I set out on many years ago in Boone, I do believe I will be a better historian for having had the experiences that I indicated above.

Adam Rattray

(History B.S., 1989)

I received my B.S. degree in History from Appalachian in 1989. The B.S. distinction was necessary at the time to



cover up for my steadfast avoidance of the foreign language requirement necessary to receive a B.A. degree. I have since discovered that foreign language study, whether for practical or intellectual purposes (typically both), is inherently valuable to pursue. My course of study was varied enough to call my concentration "diffusion." History of Latin America, taught by Jeff Boyer, and The Western Intellectual Tradition, taught by Jim Winders, were two of my favorites.

Upon graduation I returned to my native home in Providence, Rhode Island

and diligently utilized my freshly minted diploma waiting tables at Rue de L'Espoir (already regretting my choice not to study French). I had decided that I would try to live and work abroad for a year or so while I had the opportunity. I decided eventually to go to Japan simply because I thought it would be interesting and fun. I would be able to travel to other parts of Asia, and I had read that it was relatively easy to find a job.

Japan was great. I ended up staying for three years, two working as an English teacher in Tokyo and one as a graduate student at the Kyoto University of Foreign Studies. The graduate program consisted of intensive Japanese language study and seminars such as Economics and Japanese History and Literature. Oddly enough, I also began my study of the Catalan language during this period, the first language of a fellow student from Barcelona who, four years later, would become my wife. During my stay, at work and while studying, I was fortunate to meet people from all over the world, some of whom remain close friends to this day. For me, the experience of living and working abroad proved well worth the price of appeasing a few insensitive under-tipping restaurant patrons.

In August 1995 I began the painful pursuit of a law degree at The American University's Washington College of Law.

Mindful of my pleasant experiences in Japan, I focused my studies in International and Commercial Law. During the summer after my first year and throughout the second academic year I worked as a Law Clerk at the U.S. Department of Commerce, Office of Chief Counsel for Import Administration. This office is primarily concerned with enforcing the U.S. Antidumping and Countervailing Duty Law. My responsibilities included investigative case research and the drafting of legal memoranda and arguments in support of briefs for the U. S. Court of International Trade in New York.. During the summer of 1997, I worked at the Washington office of the Atlanta-based law firm Powell, Goldstein, Fraiser and Murphy lobbying on behalf of a public hospital with regard to pending health care legislation.

While studying for the New York State Bar exam I received an offer of employment from the United Nations Compensation Commission in Geneva, Switzerland which I happily accepted. I began work as a Legal Officer at the UNCC in September 1998. The UNCC was created in 1991 as a subsidiary organ of the UN Security Council. Its mandate is to process claims and pay compensation for losses and damages suffered as a direct result of Iraq's invasion and occupation of Kuwait. In the early and mid 1990s the

Commission addressed claims filed on behalf of several million individuals who suffered death, injury, or displacement during the invasion and occupation. The Commission's work has now shifted to processing claims by corporations and governments for loss sustained during this time, including environmental damage, unpaid debts, contract interruption, loss of tangible property and expenses arising from hostage-taking and evacuation.

At the moment I am responsible for 100 claims filed by manufacturing and trading companies from 30 different countries with a total value of almost 600 million dollars. In brief, this entails an analysis of the evidence filed by the respective corporations, the drafting of interrogatories necessary to elicit further information, the application of the Commission's legal principles to the claims, and the preparation of a final report of the Commission's findings to be signed by the Security Council's representative in Geneva.

One of the most interesting aspects of the work is the development of a legal framework to apply to situations where no precedent in international jurisprudence exists. The Commission is scheduled to finish the review of all the claims that have been submitted in 2003.

Faculty Notes

Maggie McFadden (who teaches European women's history in the department) has published *Golden Cables of Sympathy: The Transatlantic Sources of Nineteenth-Century Feminism* (University Press of Kentucky, 1999).

Neva J. Specht presented her paper "Eli Yarnell, The Seer: Evangelical Revival and Prophecy Among the Society of Friends in Western Pennsylvania, 178-1810" as part of a session on "Angels, Visions, & Voices: Gender and Spirituality in Early America" at the 11th Berkshire Conference on the History of Women, June 3-5, 1999 in Rochester, New York. In addition, she spent two weeks this past summer completing research in Ohio for her ongoing project on the migration and community formation of Quakers in the western country, thanks in part to a research grant from the University Research Council. This fall (1999) she consulted for the University of Iowa, College of Nursing's

Gerontological Unit on their programming for the International Year of the Older Person.

Donald B. Saunders returned full-time to the history department this fall after twelve years as Coordinator of University Honors Programs. But for spring semester 2000 he has been contracted to serve as faculty director in residence at Appalachian House, in Washington D.C. where he hopes to continue research on a topic in European diplomatic history: the origins of the boundaries of the five new German states since reunification. During the fall semester he taught a section of Freshman Seminar.

Ruth Currie received notice that Fordham University Press is reprinting her monograph *Carpetbagger of Conscience: A Biography of John Emory Bryant* in paperback and hardcover editions. She has written a new introduction, which includes a review of the literature about

Georgia reconstruction since her 1987 version, which had been published by the University of Georgia Press.

James Goff published "The Rise of Southern Gospel Music," in *Church History* 67 (December 1998): 722-744. In addition, he completed his work as the sole historical consultant for the Southern Gospel Music Hall of Fame and Museum located inside the Dollywood theme park in Pigeon Forge, Tennessee. The museum opened in April 1998 and has enjoyed many visitors during its inaugural season. Related to the museum, Jim has also published a monthly column entitled "Museum Highlights" in the *Singing News* magazine. The column focuses on the historical significance of various members of the Hall of Fame as well as particular artifacts on display in the museum. He continues to revise his manuscript on Southern Gospel in hopes that it will soon see the light of day.

Larry Bond presented "Bengt Hoffman's *Luther and the Mystics: A Retrospective*" as a plenary address at the annual Luther Forum at Gettysburg Lutheran Seminary and a paper on "Theosis in Nicholas of Cusa's *De filiatione Dei*" at the International Conference on Pre-Reformation Studies, which printed his annotated translation of Cusa's *De filiatione Dei* for participants at the gathering. He also presented a paper on "Marguerite Porete and Nicholas of Cusa: Teaching Two Unconventional Exegetical Styles" at a session of the Society for the Study of the History of Biblical Exegesis at the annual International Congress of Medieval Studies. He published a brief essay on the contributions of the late F. Edward Cranz for the *Newsletter of the American Cusanus Society*, and he continues to work on his manuscript on Cusa's thought under contract to Element Books. He has been asked to present a plenary lecture at a special conference next year on revisiting Vatican II sponsored by Notre Dame University. He has also been named senior editor for a series of approximately 22 volumes on the history of exegesis to be published by William B. Eerdmans Press.

Winston and Barbara Kinsey went to China in the summer of 1998 on a Fulbright-Hays Group Seminar Abroad, and he has worked more Chinese material into both of the World Civ classes this past year. Last spring (1999), he was inducted into the Academy of Outstanding teachers, College of Arts and Sciences. Dr. Kinsey is continuing as Director of Undergraduate Advisement in History and appreciates the work of all History faculty for their concern for and advisement of the undergraduates. [The Kinseys should be grandparents of a big baby boy by the time this Newsletter reaches the reader!]

Jim Winders received a UNC Board of Governors Excellence in Teaching Award, recognized at the September 1999 annual convocation. His essay "Writing Like a Man (?): Descartes, Science, and Madness" was published in *Feminist Interpretations of René Descartes*, ed. Susan R. Bordo (Pennsylvania State University Press, 1999).

During the past year he presented several papers based on his current research topic (African musicians in France) at conferences and seminars. November 7, 1998 he presented "African Musicians in Paris and the French Politics of Immigration: Anxieties of a *fin-de-siècle*" at the 26th Annual Conference of the Western Society for French History in Wakefield,

Massachusetts. On March 19, 1999 he presented "Back to Bamako, Back to Dakar: African Musicians, Paris, and the Politics of Immigration" at the International Conference "Immigration and Countries of the South" at the University of Avignon, France. He presented "Paris africain: Rhythms of the African Diaspora" to the Triangle Area French Studies Seminar March 28, 1999 at the National Humanities Center at Research Triangle Park, North Carolina.

This fall Winders presented "Cultural Migrations: Caribbean and African Musicians in Paris" at "Transatlantic Exchanges: Europe, Africa, and the Americas, 1945-2000," an Interdisciplinary Conference sponsored jointly by the University Center for International Studies (UNC-Chapel Hill) and the Rudolf Agricola Institut of the Rijksuniversiteit Groningen (The Netherlands) in Chapel Hill October 22, 1999. November 2, 1999 he presented "Between Continents: Hybridity and the Cultural Identity of Afro-French Musicians" at the 27th Annual Conference of the Western Society for French History in Pacific Grove, California. On November 3, 1999 he chaired a session at the same conference on "Topics in 20th-Century French Popular Culture."

Winders received 1999 University Research Council and Faculty Foreign Travel Grants for his continuing research in France, and was selected for participation in the Faculty Exchange Program between Appalachian State and the University of Angers, France. He will be in Angers for the Spring 2000 semester.

Finally, his articles and reviews appear frequently in *Flagpole Magazine* (Athens, GA) and *Spectator Magazine* (Raleigh, NC).

Peter Petschauer reports the following: "Kevin Kennedy, of the Foreign Language Department, in the Fall of 1998 volunteered to team teach a world civilization course in German. In order to do so, several hurdles had to be overcome, not the least of which was that Appalachian did not have a sufficient number of students who knew German well enough to participate in such a project. So, we decided to pick up on Appalachian's, UNC-A's and UNC-W's cooperation in the German studies area and offer the course to students at those two universities as well. Although the number of students (18) does not match the usual number we serve in world civilization courses, we think the value of continued cooperation between several universities (via distance) for the

benefit of a unique set of students outweighs some potential drawbacks. In order to accommodate both the German and History aspect of the course, we now teach the history part on Tuesdays and the German part on Thursdays. For my part, I am approaching the course from a topical point of view, somewhat along the lines of the textbook *In the Balance*. Several of the students have already commented that their German is improving rapidly because of the admit cards they submit for every class and because of their exposure to the rather specialized language that is associated with each of the topics we have discussed so far. Because of the difficulty with finding a text that would suit our purposes, we have chosen to read *Im Westen nichts Neues* (*All Quiet on the Western Front*) and *Ein Tag im Leben des Iwan Denisowitsch* (*A Day in the Life of Ivan Denisovich*). The other part that you would like to know has to do with other activities: I have had some great fun with several theses that have either now been completed or are now coming into their last phases. In addition I have enjoyed the work as head of the Graduate Faculty both as a member of the External Advisory Board of the Graduate School and the Graduate School Council. I was gratified in addition at the success of the Peace Games that our graduate student Amy Hudnall put in place and that I was able to chaperon in late September. Several of our faculty members and graduate students participated.

In addition, I would like to report on a few publications and research projects: 1. Professor Maks Blied of North Ossetian State University and I completed an article about mountain agriculture and it came out this spring: "Farming in North Ossetia and South Tyrol," **International Social Science Review**, 73 (3/4), (Spring, 1999): 38-53. 2. I did "On the Margins of Psychohistory," *Clio Psyche*, 5(4), (March, 1999): 135-36. 3. Anatoly Isaenko and I did, "Visitors to the Caucasus; History and Present in an Ethnically Charged Area." *Cultural Issues and the Treatment of Trauma and Loss: Honoring Differences* (Taylor and Francis, Washington, D.C.), read proofs, February, 1999. 4. Over the summer, I wrote a review article, entitled, "History of Childhood, German Style," for *The Journal of Psychohistory*, 26 (3), (Winter, 1999): 734-41. 5. With Sally Atkins, "Perspectives from the Periphery: Peter Petschauer" *Clio Psyche*, 5 (1), (June, 1998): 3-8. 6. Professor Isaenko and I have nearly completed an essay on Menonites in Russia entitled "German Men-

nonites in Southern Russia." We intend to submit it this fall. 7. Isaenko and I also have in draft form an article for *Mind and Human Interaction* that deals with locating the middle of ethnic behaviors; we are presenting this work at the International Trauma Conference in Miami in late November 1999. 8. Isaenko and I are about to finish an article about the training of Soviet Historians. 9. I did a review of Susanne Zantop, *Colonial Fantasies: Conquest, Family and Nation Precolonial Germany, 1770-1870*, *Choice*, 35 (10), (June, 1998)."

Karl Campbell presented "American Political History," at the Southeast Regional Social Studies Conference in Greensboro, and "Defending Jim Crow: Senator Sam Ervin and the South's Legal Strategy Against Civil Rights" at the British Association of American Studies Conference in Glasgow, Scotland. He was invited to participate in the Tulane-Cambridge Conference on the Segregated South held at Sidney Sussex College, Cambridge. His review of Robert F. Durden, *Lasting Legacy to the Carolinas: The Duke Endowment, 1924-1994*, was published in the April addition of *The North Carolina Historical Review*. Karl spent part of his summer in Chapel Hill as a Visiting Scholar at the Center for the Study of the American South working on his book *The Last of the Founding Fathers: Senator Sam Ervin and the Road to Watergate* under contract with UNC Press. He continues to stay busy talking to local groups and public school students about North Carolina history.

Michael Wade served as the North Carolina member of the Southern Historical Association's Membership Committee,

and as a member of the Louisiana Historical Association's (LHA) Teaching Enhancement and Nominations Committees. He is the Program Chair for the 2001 Annual Meeting of the Louisiana Historical Association. He also continues to serve as Chair of the History Department. He delivered a paper, "Sharing the Wealth: Huey's Heirs at LSU, 1935-1941," at the 1999 LHA meeting. His 1998 article in *Louisiana History*, "I Would Rather Be Among the Comanches': The Military Occupation of Southwest Louisiana, 1865," a reinterpretation of early Reconstruction, won the LHA's President's Memorial Award for best article. He contributed biographical sketches on educational philanthropists Anna T. Jeanes and Julius Rosenwald to the *Dictionary of Louisiana Biography: Ten Year Supplement, 1988-1998* (Louisiana Historical Association, 1999), reviewed manuscripts for *Louisiana History* and *The Public Historian*. He is the editor of the recently released *Education in Louisiana*, the latest volume in the 20-volume Louisiana Purchase Bicentennial Series published by the Louisiana Historical Association and the Center for Louisiana Studies. Wade continues his work on *With All Deliberate Speed: The Desegregation of the Louisiana State Colleges, 1950-2000*, a reinterpretation of the civil rights movement in higher education in the Deep South.

Chuck Watkins served as advisor for the new Doc Watson Museum at Cove Creek, and developed and produced the permanent exhibit for the Museum in coordination with a group of volunteers and the Watson family; conducted a MAP (Museum Assessment Program) survey for Historic Camden, Camden, South Caro-

lina, under the auspices of the Institute for Museum and Library Services, Washington, DC.; advised officials with the Blue Ridge Parkway and assisting in the planning for a new visitors center at Humpback Rocks, near Staunton, Virginia. Chuck also worked with various groups on campus to produce a series of exhibits for the University centennial, including one on student life and one on Cratis Williams's first year at Appalachian and aided Reich College of Education to develop an exhibit on the Beulah Campbell Collection of Children's Literature Illustrations, that runs through December 10, 1999 at the Museum. In his spare time he served as faculty advisor to the University Equestrian Team and Equestrian Club. Chuck's publications included: "Weaving Day at Penland School: A Photographic Analysis," *National Women's Studies Association Journal*, Vol. 11, Number 3, Upcoming and "Foreword," in Kapunan, Sal. *My Taoist Vision of Art*. Boone, NC: Parkway Publishers, Inc., 1999.

Dorothea Martin reports that the highlight of the past year was attendance at the world history conference in Victoria, BC. The question of China's writing of world history became important at the same time because of the U.S. bombing of the Chinese Embassy in Yugoslavia. This combination of circumstances produced an article in *The Wall Street Journal* quoting Martin as an expert of sorts on the subject. At the Southeast World History Association meeting in Richmond, VA she was named treasurer of the association. Her translations of the works of Qiu Jin are forthcoming in the journal *Chinese Studies in History*.

Graduate Program News

1998-99 was a busy year for the graduate program in the History Department. We took in eight new students and had to postpone admission of three others who will be joining us in January. The new students come from Appalachian, VMI, UNC-Asheville, Stetson, Auburn, N.C. State, and Hollins. Their credentials make our graduate program one of the strongest at Appalachian. Our recent graduates also contributed to the success of the program with two filling positions teaching at community colleges and two others off for Ph.D. work at the University of Chicago and the University of Illinois. No doubt the new students will be just as successful as these four.

Another feat accomplished by the program was completion of a change in the MA History/Secondary Education degree mandated by the North Carolina legislature. This change scrapped the currently required secondary education courses and replaced them with courses in "advanced Topics in Diversity" and "Teacher Leadership." Students enrolling in this program will also be required to complete a "Product of Learning." The product of Learning will be undertaken in Dr. Myra Pennell's course "History & Social Studies Education." In addition, increased emphasis on using technology in the classroom will be part of Dr. Pennell's class and in History 5000. Students completing the degree and teaching in North Carolina schools will be eligible for a large increase in their salaries.

We hope that all of you are happy and well and will stop by to visit us if you find yourself in Boone looking at the leaves, skiing, enjoying a cool summer in the mountains, or just out for a drive. Send us your news and we'll include it in the next edition of the newsletter.

From the Chair:

Does History Have a Future?

One of the "lessons" of history is that we cannot count on things remaining as they are. Henry Adams' (the law of the acceleration of history) and Alvin Toffler's (*Future Shock*) observations on the pace of change clearly suggest that 20th-century humans have had more change to deal with than their predecessors. Since these "universal" tendencies clearly apply to historians and history majors, it seems fair to ask whether or not we can blithely assume (as humans tend to do) that Appalachian's 30-year old History Department will be around in another thirty years. Put another way, will the teaching of history in universities be alive and well three decades hence? And should it?

Given the mounting challenges to the liberal arts in general, and given that one-third of our Department's faculty have been in the profession less than five years (i.e., their working careers will occur in the next three decades), these are not by any means the idle questions of a Department Chair who can't think of another topic for an annual column. No less than many of its sister liberal arts disciplines, history is facing enormous challenges to its traditional place in the academic curriculum. On the resolution of those challenges over the next quarter-century or so rests the future of history in American universities.

One challenge is shared with the professoriate generally—the increasing public scrutiny of professors' workloads. While most professors probably agree that there is more work than can actually get done, the public perception is that professors are people who only work a few hours a week, the measure being their teaching loads, i.e. the time actually spent in class. Appalachian astronomer Daniel Caton correctly observed that the work of professors is not unlike that of farmers, in that what the farmer does in the field (the visible part of farming) comprises only a small portion of her/his actual work. Yet we don't question almost never seeing farmers in their fields; we presume that they are productively engaged. What is not visible in academe is course preparation, grading, reading to keep up with one's field, research & writing, and professional service. Little wonder, then, that a legislatively-inspired survey of university workloads in this state produced results approximating 55 hours per week. Unfortunately, such studies do almost nothing to alter prevailing perceptions, so well-intentioned legislatures and university system administrations weigh in with peer review and post-tenure review in an effort to mollify a skeptical public. Unfortunately, these time-consuming procedures use up time & energy which would be better spent on teaching & scholarship.

It might be somewhat comforting if the challenge were entirely external to academe. But it is not. This past October, Carleton University in Ottawa ran a radio commercial which was part of a broader campaign to attract new students. Carleton's public relations people recommended their institution "For an education that's about tomorrow, not yesterday," implying of course that knowledge of the past has no value in the modern world, or in the "real" world. The chair of Carleton's History Department successfully insisted that the spot be withdrawn. One hopes that this chair also raised some questions about the education & mindset of people who apparently were able to envision a future, for Carleton at least, devoid of any connection with previous experience.

It is generally agreed that the world is an increasingly complex and globalized place. History is a discipline almost perfectly suited for educating people to deal with complexity in reasoned fashion. This is one reason that so many students find history infinitely fascinating & instructive, and why so many more find it so forbiddingly difficult. In general, Americans like their problems to be simply stated, for the answers to be unequivocal & equally simple, and for the resolution(s) to be final, and of course satisfying. This is a primary reason for the enduring appeal of the Hollywood western, and for the success of actors such as Clint Eastwood, John Wayne, and Sylvester Stallone. But history rarely gives us simplicity. It deals with intricate questions, complex & tentative answers, and outcomes fraught with unanticipated consequences—"real world" problems, one might say. While this frustrates many, it makes history of great value for analysts, business people, planners, and policymakers.

Given the growing tendency to value knowledge only if it has commercial applications, this is a message about history which all of us should emphasize. History majors who graduate from our institution should leave knowing that history has provided them not just with information but with specific skills which are valued by business and industry as well as by educational institutions, museums, archives, and government agencies. A number of books—*Life After Shakespeare* is one—underscore the career value of the liberal arts. Serenus Press produces a "Careers for Students of History" chart which contains a stunning array of non-profit, public sector, and private sector job possibilities; it also clearly links specific historical skills to the types of jobs (e.g., marketing) available. We need to be equipping our students with this knowledge, as well as historical skills, so that they leave us confident in their worth. This will do them far more good than the "education as therapy" philosophy currently regnant in professional education. Furthermore, we should be getting our message out to prospective history majors, and to their parents, who are going to be concerned that what their offspring loves to study might not equip them for the world of work out there. But not at any cost.

continued

While elaborating the value of historical methodology in the modern world of work, and this should be a point of emphasis in curricular reform, we also should actively resist the notion of the university as a high-toned, white-collar vocational school. Physicist Ursula Franklin presciently observed that, in an earlier era, "knowledge was a public good, not a private commodity." Canadian academic Bill Graham noted that the entrepreneur's task is product development & sales, not pursuit of the truth. "Turning scholars into entrepreneurs," he said, "undercuts the very idea of post-secondary education." Our challenge, in addition to emphasizing our discipline's practical worth, is to reemphasize history & the liberal arts as indispensable to the formation of "educated" persons equipped for 21st century challenges. It is abundantly clear that resource depletion is a critical global issue; the moral resources with which to face this and other problems will not come from schools of business. They certainly won't come from distance education, which assumes that high technology can somehow compensate for the intellectual excitement that can be generated in a traditional classroom. Moral education is the historic province of the liberal arts and we owe it to generations yet unborn to insist on its centrality in higher education.

In sum, we don't necessarily need to change the content of what we teach so much as we need to pay more attention to the skills that we are imparting in the process. To do any less, or to do otherwise, would be tantamount to rearranging lounge chairs on the deck of the *Titanic*. The storm warnings are there and the future of history is anything but guaranteed. And if historians are not equipped to recognize the meaning of large historical trends, especially in their own bailiwick, then we are all left to wonder who is. Will there be an Appalachian History Department in thirty years? We really don't know. But we do know what needs to be done and this is what all involved—alumni (you), students, administrators, and professors (especially)—need to begin to talk about. Most other concerns pale in comparison. How can alumni be part of this process? At one level, it is simple. Let us hear from you about what abilities and skills you took from your major in history at Appalachian. What you have to say about this is vitally important to us. If you write, I will promise you two things. You will receive a reply, and what you have to say will be shared with the Department. Please, let us hear from you.

History in Brief

Oral History Course

A small grant from the Centennial Committee supported an oral history course in the fall of 1999 focusing on Appalachian State University in the 1960s. Students in the class, taught by Karl Campbell, are working both individually and collaboratively towards framing historical questions about Appalachian State in the 60s, collecting relevant oral history interviews, exploring archival sources, interpreting data, and writing original history narratives.

The course began with a discussion of the basic theory of oral history, and then explored how this methodology has helped to refocus recent historiography by looking at respected oral history projects in civil rights, women's history, and the social history of southern industrialization. An overview of the 1960s, broadly defined, and an introduction to student life and culture in the period followed.

From early in the semester students have been engaged in conducting their own interviews to develop their skills and to gather data for a research paper on a topic of their choosing. Some of the subjects being explored include the experiences of the first African American students at Appalachian, reactions to Kent State, the evolution of Christian student groups in the 1960s, and the efforts of women students to reform the dress code and restrictions on their behavior. The students' oral history interviews will support Dr. Ruby Lanier's work towards writing a Centennial history of the University and will be deposited in the University Archives where they will be available for future scholars.

Mike Wade lives out his Major League fantasies at the Spring 1999 picnic



Diehard fans occupy the bleachers

History Major and Author

Chris Watford is completing a book (to be published late in 2000 by McFarland & Co.) tentatively titled *Their Stories: The Davidsonian in the American Civil War and Beyond*. As he describes it, the book's first section is a history of Davidson County, NC from 1850 to 1870, emphasizing fighting men in service, but also examining social, religious, geographical, and economic concerns. The second part contains biographical entries on each of the 2000 soldiers, including genealogical information and relevant anecdotes. Watford says that the book confirms much of what is already understood about the Civil War, but also contains some significant new insights. The book also will feature three previously unpublished ambrotypes of Davidson County men in uniform.

Honor Student Teacher

Congratulations to Clayton Rascoe for being selected by the College of Education faculty and staff as an Honor Student Teacher. Clayton did his student teaching in Spring 1998 at Alexander Central High School in Taylorsville, NC. He graduated in May 1998 with a B.S.-Teaching degree in History.

N.C. Japan Center West

The Japan Center continues its three-pronged mission of service promoting Japanese studies on campus, outreach to the public schools in the Northwest region of the state, and service to the business community interested in building ties with Japan. You can now get further access to the Japan Center West programs through our web site: <http://www.japancenterwest.appstate.edu>

Flood Relief

Many thanks for all the generosity shown by the department in support of Hurricane Floyd relief. Jonathan Sarris transported departmental aid to Rocky Mount on October 8th, where it was distributed to the needy via Englewood Methodist Church. As you may know, relief personnel have recently stated that no more supplies are needed for the present, but that money and volunteer workers are in great demand. If you wish to volunteer your time, you may call 252-972-2007.

Phi Alpha Theta Honors Reception

On May 6, 1999 Phil Alpha Theta held its Honors reception, at which the following scholarships and awards were announced:

Professor Thomas K. Keefe Scholarship in History
Evelyn Shepherd and Brenda Greene History Scholarship
Clara Dougherty Brown Scholarship
Dr. Robert D. Warren Scholarship for History
Worth Sweet History Scholarship in
Secondary Education
Outstanding Senior Award

Amaris Lynip
Jerry L. Oglesby II
Amanda Parsons
Emily Louise Kendall

Derek Shelton Goddard
Julie Lohr



▲ *Dr. Susan Keefe (Anthropology) congratulates Amaris Lynip, first recipient of the Thomas K. Keefe Scholarship in History)*

THIRD ANNUAL PAPER COMPETITION WINNERS

(Graduate Students)

First Place Akin Akinli
Second Place Russell Quick
Honorable Mention Tamara Brown, Stephanie Gardner

(Undergraduates)

First Place Melissa Haynes
Second Place Erik Nelson
Honorable Mention Brian Kingbird



◀ *Award Winners at the May 6, 1999, left to right, are Amaris Lynip, Amanda Parsons, Julie Lohr, Emily Kendall, Stephanie Gardner, Akin Akinli, Tamara Brown, Russell Quick, Melissa Haynes, Jerry Oglesby.*

▼ *Faculty attending the Honors reception concentrate all their mental powers on ignoring the punchbowl.*



University Archives

After heroic labors in support of the University Centennial, the **University Archives** is now simply "trying to survive the renovation of this building [D.D. Dougherty Hall]," according to Ruth Douglas Currie, Director and Adjunct Associate Professor of History. When the renovation is completed, the archives won't have any more space, but at least it won't have had to move. For now, trying to maintain service while dodging around the builders and enduring their dust and noise is a major priority.

One of the more interesting - and labor-intensive - efforts that the Archives contributed to the Centennial was the creation of a calendar that identified each day of 1999 as a day in Appalachian's history. The history of any institution naturally does not spread itself evenly across the calendar, so each day's entry was as likely to contain trivia as a landmark historical event. For example, at a faculty meeting on January 15, 1931, University president and founder D. D. Dougherty asked faculty to insist that students stop walking on the grass, while on the same date in 1943, the university cafeteria went on wartime rationing. Was it a coincidence that two days later, students boycotted classes in protest of bans on dancing and playing bridge and also in support of longer library hours? Similarly, APPS, the student-run organization that brings music, films and other cultural programs to campus, was founded on October 11, 1985. Five years later on the same date, a Charlotte Hornets practice in Varsity Gym was disrupted by a squirrel on the basketball court. Building dedications and football victories are among the most frequently noted conventional events, but these provided only a small proportion of the 365 entries, Currie explained.

The calendar database can be consulted day-by-day or on a monthly basis at <http://porter.appstate.edu/cent/history/showthisday.cgi>. It will remain up through the end of 1999 and possibly during the next year.

History 3824 Class Trip

Students in History 3824, the City in American History, are encouraged to participate in a class trip to the Washington-Baltimore area. Led by the instructor, Dr. John Alexander Williams, the 1999 trip took place April 23-25. The itinerary included "gentrified" downtown restaurant/boutique/condominium complexes in Old Town Alexandria, Virginia, and Baltimore's Inner Harbor; a waterfront tour by water taxi in Baltimore Harbor; tours of in-town working class districts in Baltimore and two "edge cities" in metropolitan Washington: Tyson's Corner and Reston, Virginia. There was also a museum exhibition and van tour of Washington emphasizing the evolution of the city's historic function as a national capital.

Nic Gold, a history major from Shelby NC, was one of seven students to make the 1999 trip. He interprets the tour from the perspective of the great American road trip and describes some stops that were not part of the official itinerary.

Road Trip !

by Nic Gold

The road trip has become a signature mark of the American culture. It speaks of the American dream from generation to generation. Traditionally this dream sought escape from the crowded and sinful city into the pure space of the American hinterland. But students of my generation are as likely to be products of the anti-city suburban movement or the offspring of '80s yuppies now living in suburbia. For us, the road trip has taken a hairpin turn back toward the city. Xers have gotten off at the exit and have realized the practicality of urban life.

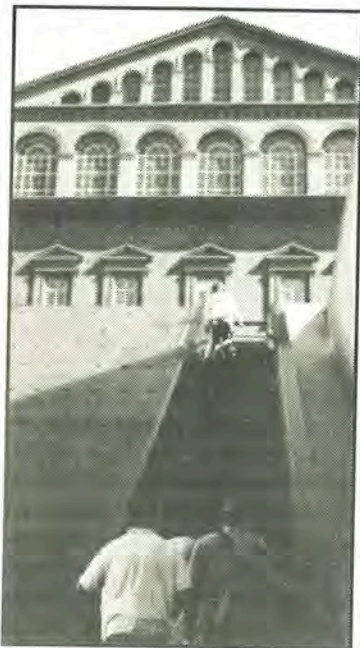
Having this grand cycle of American History stated, it only makes sense to chase that history down to the nation's capital and its surrounding region in search of American urban life. With a pack of cigarettes, a copy of *Ulysses*, a small amount of cash, and Dr. Williams at the wheel of a university van, we made tracks for DC with an assortment of six other Xers, ranging in styles from generic preppy to generic hippie with me in the middle to balance the lucky seven. While an honest account of the journey itself would involve mention of travel word games, tornado warnings, Neil Young tapes, NPR, and frequent cigarette breaks, it is wrong for one to state that getting there is half the fun.

Washington D.C. is a city of the revived Greco-Roman architecture that highlighted the late Renaissance and early Enlightenment eras. It is the stuff of Jeffersonian modernism and Baroque structuralism. It is also a city of sharp contrasts. While the rich and powerful work in ivory-colored office buildings, only an abundance of trees on the landscape hides public housing from National Monument postcard views. Perhaps this is the greatest metaphor for Washington: a city of camouflage that hides conflict behind historical landmarks.

Our exploration started in Alexandria, Virginia, where the downtown center bursts with colonial buildings newly refurbished and filled with over-priced yuppie restaurants and stores. One could easily separate the wide-eyed tourists from the Washington elite who had stopped for dinner and private-label beer. The occasional street actor either portraying a town crier or a bagpipe-playing Scotsman inhabited the streets themselves, spotless of litter. This was not just a yuppie commercial center. It was the city we students expected from a historical road trip: cobblestone streets and nowhere to park.



▲ "Posing at U.S. Capitol (Nic Gold is 3rd from right)."



▲ "En route via subway to National Building Museum"

Nearby Baltimore brought more evidence of urban renewal with its waterfront commercial center created to bring a new cash flow into the city, replacing the broken down piers that once had welcomed cargo ships and Chesapeake Bay ferries. Besides the tourists trappings of Baltimore's dockside, right behind the refurbished warehouses now inhabited by Barnes & Noble and Mod Art museums lives the local residents in modest housing resembling the ethnic habitations of Manhattan's urban areas. During a walk along these streets in front of the long stretch of apartment housing a pedestrian will notice every other home decorated by Catholic icons of Jesus, Mary, and an ever-present roster of household saints. While this was not the urban squalor of Washington's ghettos, neither was it the upper-class area behind the Library of Congress, where the App House was located. Perhaps this was the only signature of middle-class life that this trip had to offer.

I received first hand observations of the urban plight of Washington's back street citizens when a friend, who was under twenty-one, and myself set off one late night from a bar where he couldn't drink on a beer run through urban Washington. On our multi-mile hike we encountered boozing bums and street urchins acting out for money with graffiti-ridden walls as their backdrop. The change from upscale residential area to an urban cancer aching for renewal was so gradual that my friend and I didn't realize where we were until sirens began to cry out from every other street. From street to street, as the heart of this urban community drew nearer, the graffiti became more obscene, and the malt liquor bottles more obvious where they lay smashed against the sidewalk or decorating the walls. We saw weeds ripping away the side walks and apartment buildings lit up with weekend parties that would have drawn cops in any suburb. What we saw we couldn't understand: an existence marked by violence, abuse, dilapidated housing, and the feeling that the American dream has passed on by. This aspect of urban life depressed two middle-class Xers only out looking for beer. Only after a quick retreat back to the App House's gentrified neighborhood did we feel safe. Later we learned that the stores stop selling beer after 11 PM.

My last night in D.C. was spent in a truly historical mode taking time by myself to revisit the great landmarks that essentially symbolize America. To some the Capitol building is just a building and to other it is a behemoth. For me, up these 109 steps, this building speaks of America. It transcends parties, politics, and law. It goes to the heart of the American dream - life, liberty, and happiness - and states with bold representation to the world: "We the people" And as I stood on Capitol Hill with gaping mouth at this immense political palace what kept me in awe was an indescribable sense that what I stood in front of was American History itself. It is said that all roads lead to Rome, but it can be said that the paths of American History start in Washington.

From Capitol Hill walking along the Mall to the Lincoln Memorial we see memorials to the men and women who fought in Vietnam and Korea, standing in solemn remembrance to soldiers listed in the order of their deaths, from John Anderson to Jessie Alba: postmodern memorials of new day household saints who sacrificed their lives to save the American dream for each succeeding generation.

The trip ended for me that night. The only thing left was to leave. Back home to Boone from Baltimore through D.C., Alexandria, and the small rural communities that dot the Virginia-Carolina map along the Appalachians. The road before seven Xers was crouched in darkness long our night trip home. With the history behind us and the American dream ahead, we slept.



▲ "Posing at Theodore Roosevelt's Feet"

▶ "Baltimore's Inner Harbor"



THE PUBLIC HISTORY PROGRAM: A COMMITMENT TO PUBLIC SERVICE

By the nature of what they do, historians commit themselves to serving the public. By assessing and synthesizing the past, historians help people to understand where they came from, what human nature is, and how human beings act within society. While most historians reach the public primarily through written publications, public historians often use other methods, such as museum displays, film, or living history to speak to a public audience. Often public historians find themselves personally engaged with the public in a mutually beneficial process of "doing history."

Because the expectations and responsibilities of public historians differ from academic historians, training students to become public historians involves more hands-on work and more involvement in the community. Integral to these activities is a sense that the historian must be committed to public service.

To meet this mission Appalachian State University's Public History Program has expanded its facilities and available resources, undertaken new projects, and provided its students with valuable opportunities for learning both in and out of the classroom. In addition, the Public History Program remains committed to working with the local community to help preserve its heritage and to promote an appreciation for Watauga County's history.

In August 1999, the Public History Program converted Room 92 of Whitener Hall into its workroom and classroom. This area now contains a working library of titles related to public history, work space for the Public History Program's graduate assistant, suitable space for project work, information on internships and career opportunities, and topics related to public history.

Internships provide a valuable opportunity for students to learn while doing. At the same time these interns perform a useful service for many public agencies. The program's internship coordinator, Dr. Neva Specht, and Public History graduate assistant Chris Blake continue to look for relevant and satisfactory internship opportunities for Appalachian State University history students at sites all across the United States. These opportunities are posted on a bulletin board near the History Department main office on the second floor of Whitener Hall. All students are encouraged to look at the bulletin boards and through the files located in Whitener 92 to find a position that suits their needs and interests. The Public History Program is always looking for internship opportunities with Appalachian State University Alumni and would welcome these opportunities. Another continuing activity of the Public History Program is the monthly publication of its newsletter, *The Public History Update*. Articles related to activities of the Appalachian State University History Department, cultural and special events here at Appalachian State and advice on searching for and

landing internship and career opportunities are regular features in the newsletter.

Students in Dr. Lynne Getz's graduate-level course on historic preservation undertook two public service projects during the spring 1999 semester. The first of these was a comprehensive study of the D.T. Brown garage building in Cove Creek, N.C. Students in the course researched the history of the garage and proper restoration techniques for such a building as outlined in the *Secretary of the Interior's Standards*. Dr. Getz's students then assembled these findings into a report explaining their recommendations for the garage's restoration and future use, which will be submitted to the garage building's owner, Cove Creek Preservation and Development.

The other project undertaken by Dr. Getz's students was related to the Watauga County, N.C. Sesquicentennial celebration. Various students researched and wrote articles pertaining to important persons, traditions, or big events in the county's history. Topics written about include mountain ballads, Moses H. Cone and Flat Top Manor, Mrs. Nora Mast Wilson (a lifelong resident of Watauga County), and what being a student was like in the early days of Appalachian State University.

The Public History Program is interested in what plans its alumni have and what careers they may be pursuing. We would love to hear from you, so please contact us!

Phone numbers and e-mail addresses of contacts are as follows: Dr. Lynne Getz, 828-262-6010, or getzlm@appstate.edu; Dr. Neva Specht, 828-262-6879 or spechtnj@appstate.edu; Mr. Chris Blake (Public History graduate assistant) 828-266-7074, or cb34885@appstate.edu.



▲ Students in Dr. Neva Specht's Spring 1999 History 2204 class took a walking tour of Boone to examine New Deal-era architecture. Here they are in front of a prime example, the Downtown Post Office.

Phi Alpha Theta News

by Amanda Parsons, 1999-2000 President

Phi Alpha Theta co-sponsored the forum "Asia on the Move" on November 2, 1999, and is now organizing a discussion group based on responses to the film *Saving Private Ryan*. Area World War II veterans are being invited to participate in a discussion comparing their experiences to the portrayal in the film. A date for this occasion will be announced. During the Spring 2000 semester Phi Alpha Theta will hold a paper competition for undergraduate and graduate History students to present their work in any area of historical study. Prizes will be awarded for the winner and two runners-up in each category. The regional Phi Alpha Theta conference will be held at North Carolina Central University in Durham. This conference gives members an opportunity to present historical research to other North Carolina members of the society. Other "calls for papers" will be announced next semester, and we hope to have representation at some of these conferences.

Other 1999-2000 officers are Bryce Durbin (Vice-President), Jason Goodnite (Secretary), and Melissa Haynes (Historian). 1999-2000 History Club Officers are Brandi Lloyd (President), Sarah Keener (Vice-President), and Jason Goodnite (Treasurer).

The Appalachian State Centennial

In 1999 Appalachian State University celebrated its 100th anniversary as an educational institution serving the people of the state of North Carolina. Appropriately, the History Department has been actively involved in many aspects of the celebration.

Students and faculty in the Public History Program have participated in several projects related to the University's Centennial Celebration over the past year. Under the direction of Dr. Neva Specht, students designed an exhibit and sponsored a symposium entitled *Roots of the Past, Seeds of the Future: A Celebration of Appalachian State University Women*. The exhibit and symposium dealt with the roles women have played in the history of Appalachian State University, and its major objective can best be described as follows:

We dream of a time when celebrations will not be selective, when institutions will recognize the achievements and contributions of all participants. In honor of those who have been traditionally omitted from the history of Appalachian State University, we offer an unconventional perspective: an account rich with women.

Graduate student Kristen Rushin describes work on the exhibit as follows: "Working on the exhibit opened my eyes to the efforts of women, past and present, to open doors and create opportunities. It also exposed me to the many different directions that today's Appalachian women are headed, all in all an exciting experience! I only hope that the conversations continue."

Students of Dr. Charles Watkins undertook another project related to the Centennial. Appalachian State University commissioned noted novelist and playwright Romulus Linney to produce a play about the life of Appalachian State University Graduate School founder Cratis Williams. In conjunction with the play, Dr. Watkins was asked to design an exhibit that would provide a basic understanding of Cratis Williams's life. Using research materials compiled by graduate student Jessie Blackburn and Dr. Pat Beaver, Dr. Watkins's students put together an exhibit made up of several panels, each one discussing an important part of Cratis Williams's life.

University Archivist and adjunct history professor Dr. Ruth Currie produced a book on the history of the University for the Centennial. Currie chose photographs from the University collection to illustrate her narrative of the history of the university. Currie also compiled a feature for the Appalachian Home Page that allows visitors to access a list of "This Day in History" facts associated with a particular day of the year.

Dr. Lynne Getz took the occasion of the Centennial to assess the University's commitment to its history in a paper she presented to the National Council on Public History in Lowell, Massachusetts. In "Dead Founders and Inconvenient Cemeteries: When and Why Universities Take Their History Seriously," Getz suggested that the Centennial has had a positive effect on historical awareness and appreciation within the Appalachian community. The school has not always treated its historic properties with preservation foremost in mind. A striking example of this was the removal of the Dougherty House from campus despite a strong community movement to save and restore the family home of the founders. The University Centennial, however, has encouraged a healthy assessment of the school's history and a renewed commitment to preserving both the traditions as well as the physical remains of the past.

In many ways the History Department has been instrumental in the Centennial celebration.

Special feature on Mary Valante:

The History Department welcomes **Mary Valante** as the newest full-time addition to its faculty. Mary is a B. A. graduate of Wellesley College, where she majored in Spanish and medieval/Renaissance Studies. She spent a semester abroad in Cordoba, Spain and completed her senior thesis on "The Woman Seer in Spanish Hagiography: Reminiscences of an Irish Motif?" She received an MA from Boston College in medieval studies with a minor in Irish studies and her PhD from the Pennsylvania State University with a concentration in medieval history and a minor field in anthropology (archaeology). She has just finished a 3-year scholarship at the School of Celtic Studies, Dublin Institute for Advanced Studies. She also worked as a summer volunteer on Crannog Archaeology Project at Loch Ennel, Co. Westmeath, Ireland. Her archeological experience also includes work in a summer field school excavation of Native American village near Athens, GA, which is run by Penn State's Anthropology department. She is a first-rate medievalist with a special interest in medieval Ireland and the Vikings. Her current and future research interests embrace urbanization in the Viking Age, Viking-Age and medieval Dublin, and medieval Irish annals as a source for legal documents. She has also been working to establish Irish connections for the history department and has been in touch with the National University of Ireland at Galway about its study abroad programs for American students as well as its summer language offerings. She is presently making arrangements for Terry Barry, author of the book *The Archaeology of Medieval Ireland*, and Professor and former Chair of the Medieval History Department at Trinity College, Dublin, to visit us as a guest lecturer in May.



▲ *Mary Valante amid medieval ruins at Glendalough in County Wicklow, Ireland*

FROM THE MAILBOX...

80s:

Cheryl Daniels Howell (B.A., 1984) was promoted to Associate Professor with tenure at the Institute of Government, UNC-Chapel Hill.

Michael Howell (B.A., 1982/M.A., 1984) has joined the law firm of McNeil & Gilbert, Attorneys-at-Law (in Raleigh), after eleven years as a Public Defender. Mike practices criminal law in state and federal courts. Cheryl and Mike have a daughter, Katie, born 10-28-94, and they reside at 5209 Leiden Lane, Raleigh NC 27606.

Kimberly Gray-Saad (B.A., 1989) is owner and artistic director of the Greenville (NC) Civic Ballet, also known as The Dance Collective. She would like to say "hello" to Dr. Larry Bond, "as always." She and her husband George Saad reside at 1000 Edgewood Circle, Greenville, NC 27858.

90s:

James Douglas ("Jim") O'Dell (M.A., 1990) is a seasonal park ranger with the National Park Service in Fort Oglethorpe, Georgia. He had a song published in 1998, and his book *The Water is Never Cold: The Birth of Naval Combat Demolition* should have been published by the time this announcement appears. Jim also reports he enjoys seeing the L.A. Dodgers play at Turner Field. He and his wife Nancy reside at 3535 Mountain Creek Rd., B II, Chattanooga TN 37415.

Pamela Gaddy Brice (M.A., 1994) married Jim Brice in October 1998. She is now a staff writer for the *Mooresville Tribune* and also writes free-lance for several magazines in Charlotte. Jim (also an ASU alum) works in the IT Department at Royal Sun Alliance Insurance. Pamela has an M.A. degree in History from UNC-Greensboro. They reside at 2337 Bay St., Charlotte NC 28205. Pamela added this note to us: "Thank you so much for publishing this newsletter! I really enjoy keeping up with what is going on in the department as well as reading about former students. I wish the History department at UNCG (where I earned my M.A.) Would do something like this too! *Good work and Thanks.*"

Kimberly Blevins (B.A., 1992) recently received a Master of Education degree at Vanderbilt University. Prior to that, she completed an M.A. degree in German History at Memphis University. She and her husband live in Nashville, TN and they have two young sons, Jack and James.

Mark J. Matusiak (M.A., 1995) is Executive Director of the Marx Toy Museum in Erie, Pennsylvania. The Museum was due to open November 1999. He and his wife Nikki expect their first child January 2000. They reside at 251 Arthur Street, Zelienople PA 16063.

William Carson Dean (M.A., 1997) was promoted History Department Head and Athletic Director, effective 8-1-99 at Camelot Academy in Durham, NC. He resides at 2003 James St., Durham NC 27707.

Michael E. Swink (B.S., 1997) was self-promoted from substitute teacher at Western Youth Institution in Morganton NC to LA/SS GED teacher for Western Piedmont Community College serving Western Youth Institution in August 1998. He resides at 4777 Bradshaw Rd., Connelly Springs NC 28612.

Jimmy Langston Jr. (B.S., 1998) is Loan Officer for Centura Bank in Charlotte NC. He resides at 500 Bartling Rd., Charlotte NC 28209.

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

I. Today's Date _____

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

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

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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:

Appalachian State University is committed to equality of educational opportunity and does not discriminate against applicants, students or employees on the basis of race, color, national origin, religion, sex, age, disabling condition or sexual orientation. Moreover, Appalachian is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of African-American students.

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